

---

UNIVERSITY OF MIAMI  
SCHOOL of NURSING  
& HEALTH STUDIES

---



**CEPH SBP ACCREDITATION  
FINAL SELF-STUDY REPORT**

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

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

**ACCREDITATION SITE VISIT  
February 27-28, 2023**

**Prepared by:**

**Dr. Arsham Alamian  
Dr. Diego Deleon  
Dr. Ashley Falcon  
Dr. Karina Gattamorta  
Dr. Cynthia Lebron  
Dr. Yui Matsuda  
Dr. Nicholas Metheny  
Dr. Andrew Porter  
Dr. Régine Reaves  
Dr. Denise Vidot  
Ms. Andrea Rodgers**



# **University of Miami School of Nursing and Health Studies**

## **Steering Committee and Key Participants**

### **Steering Committee Members:**

Dr. Cindy L. Munro, Dean  
Dr. Arsham Alamian, Associate Dean for Health Studies  
Ms. Andrea Rodgers, Sr. Director, Accreditation & Assessment  
Marina Parada, Senior Business Officer

### **Key Participants:**

Dr. Diego Deleon  
Dr. Ashley Falcon  
Dr. Karina Gattamorta  
Dr. Cynthia Lebron  
Dr. Yui Matsuda  
Dr. Nicholas Metheny  
Dr. Andrew Porter  
Dr. Regine Reaves  
Dr. Denise Vidot  
Ms. Andrea Rodgers

## List of Abbreviations and Acronyms

APRN	Advanced Practice Registered Nurse
ASPPH	Association of Schools and Programs of Public Health
BPH	Bachelor of Public Health (course number prefix)
BSN	Bachelor of Science in Nursing
BSPH	Bachelor of Science in Public Health
CCE	Office of Civic and Community Engagement
CCNE	Commission on Collegiate Nursing Education
CHSE	Certified Healthcare Simulation Educator
CLaRO	Center for Latino Health Research Opportunities
COA	Council on Accreditation of Nurse Anesthesia Programs
CRNA	Certified Registered Nurse Anesthetist
DNP	Doctor of Nursing Practice
FIU	Florida International University
FTE	Full Time Equivalent
HiAP	Health in All Policies
IT	Informational Technology
MHRT	Minority Health Research Training
MPH	Master of Public Health
MSN	Master of Science in Nursing
NIH	National Institutes of Health
NP	Nurse Practitioner
ODS	Office of Disability Services
OSS	Office of Student Services
PAHO	Pan American Health Organization
PhD	Doctor of Philosophy
PTR	Promotion, Tenure, and Reappointment
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges

SCDEI	Standing Committee on Diversity, Equity, and Inclusion
S.H.A.R.E.™	Simulation Hospital for Advancing Research and Education
SONHS	School of Nursing and Health Studies
SSH	Society for Simulation in Healthcare
UGASAC	Undergraduate Academic Standing and Admissions Committee
UHealth	University of Miami Health System
UM	University of Miami
USNWR	U.S. News and World Report
WHO	World Health Organization

## Table of Contents

<u>Introduction</u>	7
A. <u>Leadership, Management and Governance</u>	
<u>A1. Administration and Governance</u>	15
<u>A2. Faculty Engagement</u>	21
B. <u>Curriculum</u>	
<u>B1. Public Health Curriculum</u>	23
<u>B2. Competencies</u>	27
<u>B3. Cross-Cutting Concepts and Experiences</u>	33
<u>B4. Cumulative and Experiential Activities</u>	37
C. <u>Evaluation of Program Effectiveness</u>	
<u>C1. Summary Data on Student Competency Attainment</u>	40
<u>C2. Graduation Rates</u>	44
<u>C3. Post-Graduation Outcomes</u>	47
<u>C4. Stakeholder Feedback</u>	50
D. <u>Faculty Resources</u>	
<u>D1. Designated Leader</u>	52
<u>D2. Faculty Resources</u>	54
<u>D3. Student Enrollment</u>	59
E. <u>Faculty Qualifications</u>	
<u>E1. Doctoral Training</u>	60
<u>E2. Faculty Experience in Areas of Teaching</u>	61
<u>E3. Informed and Current Faculty</u>	65
<u>E4. Practitioner Involvement</u>	70
<u>E5. Graduate Students</u>	75
F. <u>Fiscal and Other Resources</u>	
<u>F1. Financial Resources</u>	76
<u>F2. Physical Resources</u>	78
<u>F3. Academic and Career Support Resources</u>	79
G. <u>Advising</u>	
<u>G1. Academic Advising</u>	83
<u>G2. Faculty Involvement in Public Health Career Advising</u>	85
<u>G3. Student Satisfaction with Advising</u>	86
H. <u>Diversity, Inclusion, and Cultural Competence</u>	
<u>H1. Diversity and Inclusion</u>	88
<u>H2. Cultural Competence</u>	91
I. <u>Distance Education</u>	
<u>I1. Program Offering</u>	93
J. <u>Transparency and Accuracy</u>	
<u>J1. Information Accuracy</u>	94
<u>J2. Student Complaint Process</u>	95

## Introduction

### 1) Describe the institutional environment, which includes the following:

- a. year institution was established and its type (e.g., private, public, land-grant, etc.)

The University of Miami (UM) is a private research university that was established in 1925. UM is a vibrant and diverse academic community focused on teaching and learning, the discovery of new knowledge, and service to the South Florida region and beyond.

- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral, and professional preparation degrees)

The University comprises 12 schools and colleges that offer 138 bachelors, 140 masters, and 67 doctoral (62 research/scholarship and 5 professional practice) programs.

- c. number of university faculty, staff, and students

The University has 17,000 faculty and staff (95% of whom are full-time). The University has over 19,000 students (12,000 undergraduates and 7,000 graduate students).

- d. brief statement of distinguishing university facts and characteristics

The University has three campuses: the main campus in Coral Gables that covers 239 acres, the Marine Campus home to Rosenstiel School of Marine and Atmospheric Sciences located on Virginia Key, and the Medical Campus home to the Miller School of Medicine in Miami's Health District.

UM was chartered in 1925 by a group of citizens who felt an institution of higher learning was needed for the development of their young and growing community. In the fall of 1926, the first class of 646 full-time students enrolled in the College of Liberal Arts, the School of Music, and the Evening Division. The School of Law was added in 1928, the Schools of Business Administration and Education in 1929, the Graduate School in 1941, the Marine Laboratory in 1942, the School of Engineering in 1947, and the School of Medicine in 1952. The Department of Nursing transitioned out of the College of Arts and Sciences to become its own school in 1968. In 1981, three new schools were created: Architecture, Communication, International Studies. Today, the University comprises 12 schools and colleges, serves undergraduate and graduate students in more than 180 majors and programs. In 2022, U.S. News & World Report (USNWR) recognized UM as the #3 national university in Florida and #55 in the country. UM is a major research university, engaged in more than \$324 million in research and sponsored program expenditures a year. The University boasts the world's only hurricane simulator able to generate Category 5 hurricane-force winds along with swells and sea spray— the simulated storm conditions help researchers solve some of the mysteries of storms and in the long term save lives. UM offers a large library system with over 3.9 million volumes and exceptional holdings in Cuban heritage and music. UM also offers a wide range of student activities, including fraternities and sororities, a student newspaper and a radio station. UM's intercollegiate athletic teams, collectively known as the Miami Hurricanes, compete in Division I of the National Collegiate Athletic Association. UM's football team has won five national championships since 1983 and its baseball team has won four national championships since 1982.

The University's Lakeside Village, a 12-acre transformative housing complex on the shores of Lake Osceola in the heart of the Coral Gables Campus officially opened its doors to undergraduate students in August 2020.

The University's current President, Julio Frenk, oversees the University's three campuses and the University of Miami Health System (UHealth) assisted by a Chief Executive Officer (Joseph Echevarria) and three Executive Vice Presidents: Jacqueline Trivisano (Business & Finance, and

Chief Operating Officer), Jeffrey Duerk (Academic Affairs, and Provost), and Rudy Fernandez (External Affairs & Strategic Initiatives, and Chief of Staff to the President). Deans of the 12 colleges and schools, the libraries, and the Division of Continuing and International Education as well as directors of University Centers report to Provost Duerk.

A virtual tour of the Coral Gables campus is available at: <https://www.youvisit.com/tour/miami>

UM is located in Florida, the southernmost contiguous state in the United States. The state is bordered on the west by the Gulf of Mexico, to the northwest by Alabama, to the north by Georgia, to the east by the Atlantic Ocean, and to the south by the Straits of Florida. It has 1,350 miles of coastline not including its many barrier islands. Florida has a total of 4,510 islands that are ten acres or larger in area. Florida covers 65,755 square miles, has a population of 21.5 million with 17% over the age of 65 years. Located between the Everglades and the Atlantic Ocean, Greater Miami/South Florida is a diverse community of 6.2 million residents many of whom are foreign-born largely due to its proximity to the Caribbean and Latin America. The ethnic makeup of the population includes 44.2% Hispanic, 31.1% white non-Hispanic, and 21.2% Black or African American. Languages spoken locally are primarily English, Spanish, and Haitian Creole. There are 16 colleges and universities in South Florida, including the UM.

- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college, or other organizational unit at the university responds

UM is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The **School of Nursing and Health Studies (SONHS)** programs are accredited by the Collegiate Commission on Nursing Education (CCNE), Council on Accreditation of Nurse Anesthesia Educational Programs (COA), American Nurses Credentialing Center (ANCC), and Society of Simulation in Healthcare (SSH).

Other specialized accreditors of **other organization units** can be found at <https://ua.miami.edu/accreditation/program-and-specialized-accreditation/index.html> include:

- Accreditation Board for Engineering and Technology Engineering Accreditation Commission (ABET-EAC)
- Accreditation Council for Graduate Medical Education (ACGME)
- American Bar Association (ABA)
- American Dental Association Commission on Dental Accreditation (ADA-CODA)
- American Music Therapy Association (AMTA)
- American Physical Therapy Association Commission on Accreditation in Physical Therapy Education (APT-CAPTE)
- American Psychological Association (APA)
- Association to Advance Collegiate Schools of Business International (AACSB Intl)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Accreditation of Healthcare Management Education (CAHME)
- Commission on Accreditation of Medical Physics Education Programs, Inc. (CAMPEP)
- Commission on English Language Program Accreditation (CEA)
- Education Quality Accreditation Agency (EQUAA)
- EFMD Quality Improvement System (EQUIS)
- Florida Department of Education (FDOE)
- Liaison Committee on Medical Education (LCME)
- National Architectural Accrediting Board, Inc. (NAAB)
- National Association of Schools of Music (NASM)



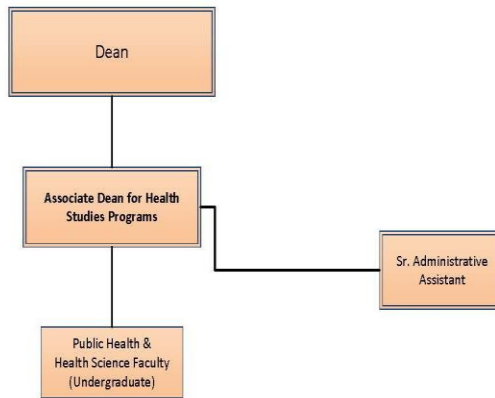
- f. brief history and evolution of the standalone baccalaureate program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)

The Bachelor of Science in Public Health (BSPH) program was established in 2012. The first graduating class for the BSPH was in 2014. A 4+1 program was added in 2014 that allows senior BSPH students to take Master of Public Health (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 Associate Dean, three additional full-time faculty, several extended full-time faculty with expertise in public health, as well as part-time faculty members with public health experience. The BSPH program is located within the SONHS which was established in 1948 as the first collegiate nursing program in South Florida as the Department of Nursing within the UM's College of Arts and Sciences; Nursing became its own school in 1968. The Master of Science in Nursing (MSN) program was established in 1976 and the Doctor of Philosophy (PhD) program in 1985. In 2005, majors in nurse anesthesia and acute care were added to the MSN program. In 2006, SONHS moved into a new building, the M. Christine Schwartz Center for Nursing and Health Studies, a 53,000 square foot facility. The Doctor of Nursing Practice (DNP) Program was launched in 2009. In 2017, the SONHS' new 5-story, 41,000 square foot simulation hospital was opened. SONHS received its initial CCNE accreditation of the Bachelor of Science in Nursing (BSN) and MSN programs in April 2006 and the DNP in November 2010. All nursing programs were reaccredited in 2020 with full accreditation through 2031. The DNP Nurse Anesthesia program is also accredited by the COA through December 2028. The BSPH program was first accredited by CEPH in 2018 for five years through July 2023. **It is important to note that SONHS is not a departmentalized school.** As such the BSPH program is one of the several programs that are housed in SONHS.

**2) Organizational charts that clearly depict the following related to the program:**

- a. the program's internal organization, including the reporting lines to the designated leader

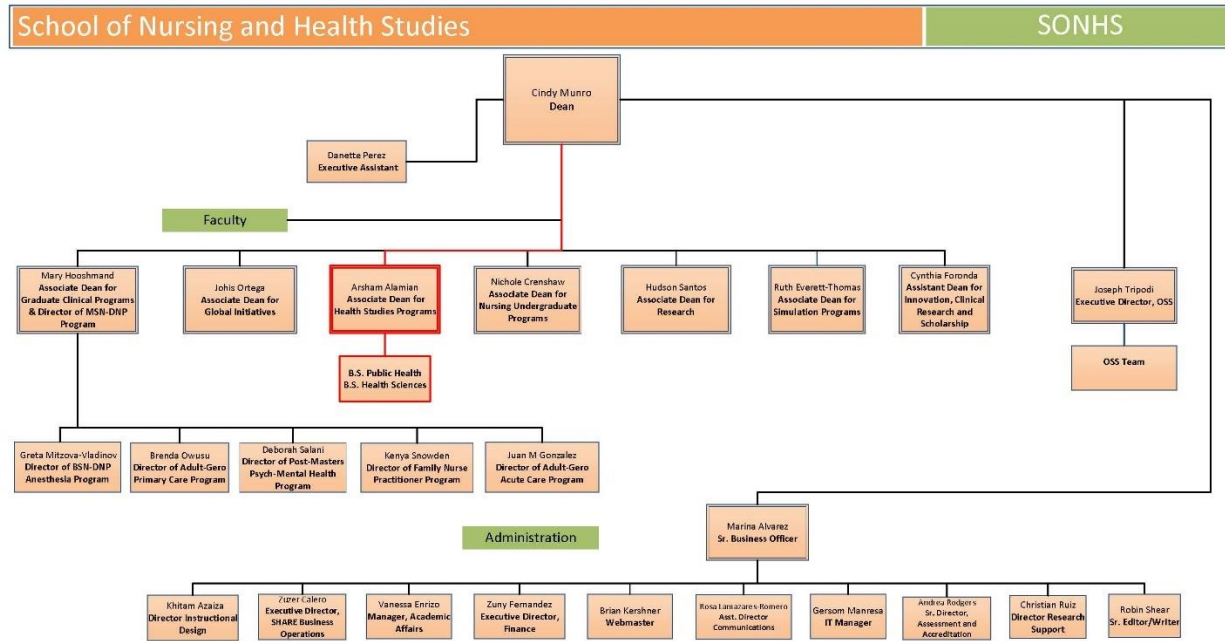
Figure 1. UM SONHS Public Health Program Internal Organization - The Associate Dean for Health Studies oversees and acts as the director of the BSPH. Undergraduate Public Health faculty and senior administrative staff report directly to the Associate Dean for Health Studies who in turn reports to the Dean of the SONHS.



Organizational Chart 6.2022

- b. the relationship between program and other institutional components, including departments, schools, colleges and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program.

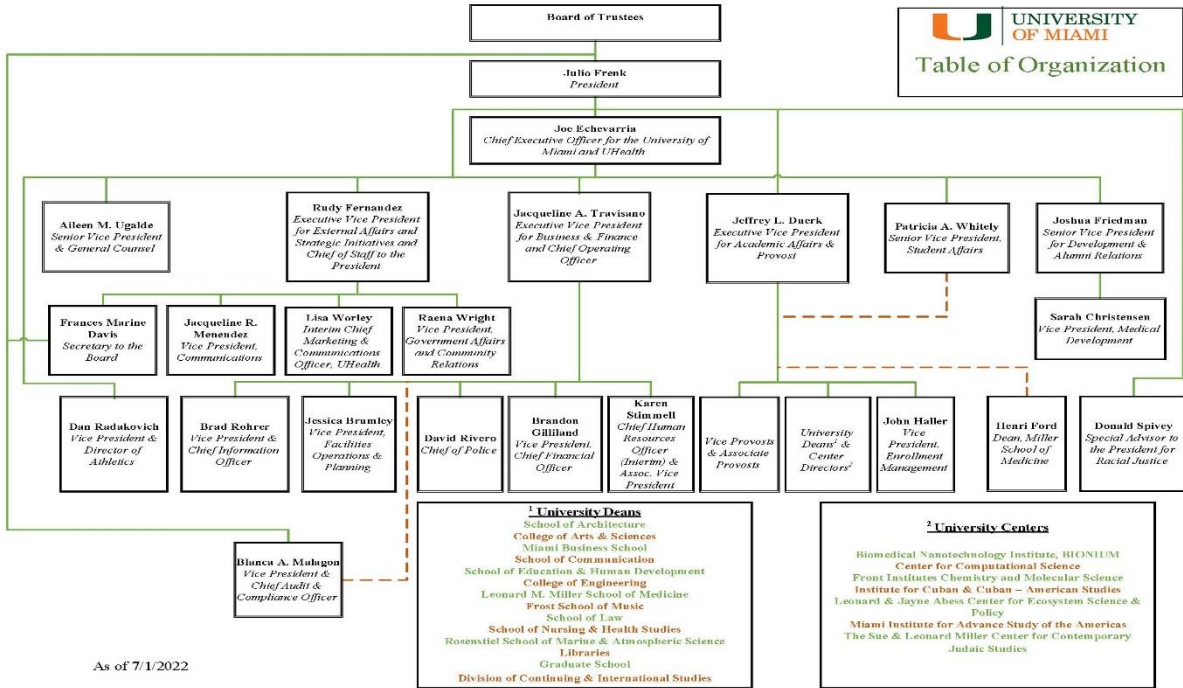
Figure 2. UM SONHS Organizational Chart - The Dean of the school directly oversees each of the academic Associate Deans as well as the Executive Director for Student Services and the Executive Director for Administration. The Associate Dean for Health Studies reports directly to the Dean. The Associate Dean for Health Studies serves as the Program Director for the B.S. in Public Health Program. Please note that the SONHS is not departmentalized.



Organizational Chart 1/2023

- c. the lines of authority from the program’s designated leader to the institution’s chief executive officer (president, chancellor, etc.), including intermediate levels

Figure 3. UM Organizational Chart - The UM President, 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 UM report directly to the Provost.



- 3) **The program's mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution. The program's (major's) mission statement must be specific to the program (major) and be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.**

**The UM's mission** is to transform lives through education, research, innovation, and service.

We are committed to freedom of inquiry-the freedom to think, to question, to criticize, and to dissent. We will pursue excellence in our research and educational missions with the single-mindedness that marks great commitments. We will prepare our students for rewarding lifelong careers and will instill in them a continued and permanent dedication to the search for knowledge and the search for truth. We will provide them with the foundations for ethical citizenship and service to others, a respect for differences among people, and a commitment to high standards of thought and communication. We will provide service to our community and beyond, including the delivery of high-quality, compassionate care through an academic health system. We will strive to transform the world in positive ways through innovative education, impactful research and scholarship, and the translation of knowledge into solutions.

Founded in 1925 by a group of Miami citizens who believed that an institution of higher learning was necessary for the development of their young and growing community, the University has matured into a major research university and academic health system. Located within one of the most dynamic and multicultural cities in the world, the University is a distinctive community with a variety of races, ethnicities, customs, genders, and faiths. Its geographic location uniquely positions the University to be both local and global in outlook and outreach.

We aspire at the UM: to be a global university with an intentionally hemispheric strategy, pursuing inclusive engagement as a bridge across the Americas to the rest of the world; to be an excellent university, striving to achieve the highest standards of performance in every aspect of our work; to be a relevant university, connecting scholarship to real-world solutions; and to be an exemplary university, offering a model to society through the steadfast achievement of our mission.

At the **SONHS**, we transform lives and health care through education, research, innovation, and service across the hemisphere.

Dean Munro has issued a challenge to all SONHS students, faculty and staff. Do not just dream - Do. The challenge, represented by a three-letter acronym, NOW, is as simple as the words it represents and as complex as the limitless imagination and opportunities they inspire.

*Be Novel* – Do not just follow the path of those who came before, blaze a new one. Do the things that no one has ever seen or known before. Take yourself and SONHS to new heights that have never been dreamt of.

*Be Optimistic* – Making the world a better place begins with believing the world can be a better place. From educational pursuits to community outreach, to exploring new frontiers in research, the SONHS family believes that goodness and success can pervade our reality.

*Be World-Changing* – Change begins with people willing to make that change. The SONHS is dedicated to enabling every member of our family and community to make their change a reality through scholarship, diversity and inclusivity, and a commitment to responsible and ethical leadership. Together the SONHS family can change the world.

The mission of the **Bachelor of Science in Public Health (BSPH)** 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.

- 4) **An instructional matrix presenting the program’s degree offerings. The matrix should include degree, major and any concentrations or sub-specialties within the major. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.**

**TEMPLATE INTRO-1**

<b>Instructional Matrix – Degrees and Concentrations</b>			
<b>Degrees</b>		<b>Campus based</b>	<b>Distance based</b>
<i>Concentration</i>	<i>Degree</i>		
Generalist	BSPH	X	

## **A1. Leadership, Management and Governance**

**The program, through its leaders and/or faculty, demonstrates 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 instructional 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 the curricula**
- **admission to the major**

**In addition to program-level autonomy, the program's faculty have clearly defined rights and responsibilities, including formal opportunities for input in decisions affecting the following:**

- **curriculum design, including program-specific degree requirements**
- **student assessment**
- **program evaluation**

**Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.**

1. A description of how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process. The template also requires the program to cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5).

Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

**TEMPLATE A1-1**

*Description of how each of the functions is accomplished for the program as relevant to the program's authority. (Criterion A1)*

<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	<p>On an annual basis, the school's projected budgetary needs are determined by the Dean who 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.</p> <p>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.</p>	<a href="#">UM Office of Financial Planning &amp; Analysis - Budget Guidelines</a>
b. distributing resources (financial, personnel, and other)	Dean	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. 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 as well as 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.	<a href="#">UM Office of Financial Planning &amp; Analysis - Budget Guidelines</a>
c. hiring faculty who teach program courses	Dean Associate Dean SONHS Faculty	Candidates' curricula vitae are reviewed by the SONHS Faculty Search Committee, Dean and pertinent Associate Dean. If qualified, candidates undergo a preliminary phone or Zoom 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	Faculty Search Committee procedures and documents <b>(ERF A1.1)</b>



<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)
		the Dean's office for review and final approval.	
d. determining teaching assignments for program courses	Dean Associate Dean	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 Workload Document.	SONHS Faculty Workload Document ( <b>ERF A1.2</b> )
e. evaluating the performance of individuals teaching program courses	Peer teaching evaluations by faculty Student Evaluations PTR Committee.	Formal peer-teaching evaluations are conducted yearly for each faculty member. Informal classroom evaluations are ongoing. Student course evaluations are conducted for each course at the end of each semester using CourseEval™ from Campus Labs. Teaching effectiveness is also reviewed through the University Annual Faculty Report. Additionally, policies and procedures for all SONHS faculty are detailed in the UM Faculty Handbook. Oversight for implementation of these policies and procedures with regards to public health faculty fall to the Associate Dean for Health Studies.	UM Faculty Handbook ( <b>ERF A1.3</b> )  SONHS Peer Teaching Evaluation Forms ( <b>ERF A1.4</b> )  UM Annual Faculty Activity Report ( <b>ERF A1.5</b> )
f. promoting and/or granting tenure, if applicable, to faculty teaching program courses	PTR Committee is comprised of SONHS faculty.	The SONHS PTR Committee 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 and the Board of Trustees. Additionally, the policies and procedures pertaining to faculty promotion and tenure are detailed in the UM Faculty Handbook.	UM Faculty Handbook ( <b>ERF A1.3</b> )  Promotion Tenure and Reappointment Guidelines ( <b>ERF A1.6</b> ).
g. re-appointing or terminating program faculty hired by contract, if applicable	PTR Committee is comprised of SONHS faculty.	All faculty are evaluated on an annual basis. The SONHS PTR Committee makes recommendations to the Dean regarding reappointment of faculty. The policies and procedures pertaining to faculty reappointment or termination are detailed in the UM Faculty Handbook.	UM Faculty Handbook ( <b>ERF A1.3</b> )  Promotion Tenure and Reappointment Guidelines ( <b>ERF A1.6</b> ).

<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)
h. hiring personnel to advise program students	Dean in consultation with Associate Dean and leadership team	Program faculty and Associate Deans provide regular review and recommendations on advising services and support needs to the Dean and Executive Director of Student Services. Funds are allocated in the annual budget for hiring of additional student services personnel based on various program needs.	<a href="#">UM SONHS Office of Student Services Team Members</a>
i. evaluating the performance of individuals advising program students	Executive Director of Student Services	The Executive Director of Student Services oversees and evaluates individuals involved with student advisement. 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.	<a href="#">UM Staff Performance Review Process</a>
j. developing the program's academic policies governing matters such as academic standing and award of degree	Program faculty UGASAC (faculty committee) Associate Dean Dean	Academic policies and procedures for the BSPH program have been developed by SONHS faculty and the Associate Dean and can be found both in the Health Studies Student Handbook and UM Online Bulletin. The SONHS Undergraduate Academic Standing and Admissions Committee (UGASAC) oversees the implementation and revision of policies related to academic standing and progressions. Public health faculty members serve on UGASAC 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. The UGASAC monitors the progress of all undergraduate students toward meeting the degree requirements specified by the school. The Office of Student Services (OSS) maintains detailed student files that include transcripts, semester grades, academic plans of study, and progress towards graduation.	<a href="#">UM SONHS Health Studies Student Handbook</a>  <a href="#">UM Online Bulletin – BSPH Program</a>

<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)
k. designing the curriculum, including defining the requirements for the major	Program Faculty Associate Dean Undergraduate 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.	Program Curriculum Revision Process (ERF A1.7)
l. developing and reviewing plans for assessing student learning	Program Faculty Associate Dean Undergraduate Curriculum Committee Sr. Director of Accreditation & Assessment Dean	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.	SONHS Program Evaluation Plan and Calendar (ERF A1.8)
m. developing and implementing plans for measuring the program's effectiveness	Associate Dean Sr. Director of Accreditation & Assessment Dean	The BSPH program has several mechanisms in place to assess program effectiveness on an annual basis. These include graduating student focus groups, exit surveys, alumni surveys, stakeholder focus groups, on-time graduation rates, preceptor evaluations of our capstone students, and annual SACSCOC reports. Additional information such as student satisfaction with major, post-graduation plans, and student involvement is also collected and measured via the Graduating Student Surveys (GSS) administered by the UM Office of Planning, Institutional Research, and Assessment each year to graduating seniors.	Assessment of Program Effectiveness Tools (ERF A1.9)
n. developing and implementing program-specific recruitment, advertising and admissions practices and strategies	UM Admissions Office SONHS Office of Student Services (OSS)	Advertising of programs and recruitment of prospective students occurs both at the university level and school level. Admissions for students initially entering the BSPH program and university are done through the UM Admissions office. For existing UM students wishing to transfer or change degree programs into the BSPH, OSS will review and make decisions on those applicants following	<a href="#">UM Office of Admissions</a>  <a href="#">UM Online Bulletin – BSPH Program</a>

<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)
		established criteria published in the UM Bulletin.	

## A2. Faculty Engagement

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

- 1) A description detailing the interactions and engagement among faculty (*full-time and part-time faculty*) that benefit the instructional program (e.g., instructional workshops, curriculum committee).

All faculty (full-time and part-time) interact regularly through multiple opportunities within the program, at the school level as well as University-wide. First, all faculty are expected to attend the monthly Health Studies Faculty meetings. 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. Agendas and minutes from the **Health Studies Faculty meetings** are available in **ERF A2.2**.

The BSPH Program also hold faculty retreats to review program-level mission, goals, and outcomes. All full-time and part-time faculty attend the program retreat. The last formal retreat was held in Spring 2021 where program competencies and outcomes (among other items) were discussed. For example, the Associate Dean for Health Studies reviewed the courses as well as assessments used to evaluate outcomes associated with Foundational Competencies (FC) of the BSPH program. The Associate Dean determined that outcomes should be assessed using a similar/consistent tool over time so that change in outcomes can be measured effectively. The discussion led to standardization of criteria used to define the passing threshold and what is considered as completely met, partially met and unmet criteria for assessing students on outcomes and competencies (see minutes for the **Health Studies Faculty Retreat** in **ERF A2.2**).

All full-time faculty also participate in a yearly SONHS retreat where school-wide mission and strategic priorities are reviewed. The current strategic plan of SONHS was reviewed at a strategic planning retreat that took place in August of 2022. 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 updated 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 (see **SONHS Strategic Plan and Evaluation Plans** in **ERF A2.2**).

All SONHS faculty also participate in the monthly SONHS School Council meetings. This meeting is led by the School Council Speaker, Dr. Karina Gattamorta who has been an active faculty in the BSPH program. The School Council begins with the Dean making a presentation on important topics as well as an opportunity for all faculty to ask questions. The meeting then moves on with the different Associate Deans and administrators providing updates about their programs. This is also the meeting at which changes made to curricula, policies, or regulations of any of the programs offered by SONHS are brought to the attention of the SONHS faculty who then have an opportunity to review documents and vote on proposed changes. A copy of agendas and minutes of **SONHS School Council meetings** are in **ERF A2.2**.

Faculty actively participate on a number of committees. The lists of SONHS Standing Committees in which faculty actively participate is enclosed (**ERF A2.2**). The requirements for faculty service on these various committees is detailed in the Promotion Tenure and Reappointment guidelines (**ERF A1.6**). Committees that directly influence the BSPH program include the SONHS Undergraduate Curriculum Committee and UGASAC. The SONHS Undergraduate Curriculum Committee is charged with reviewing and making recommendations regarding the development, implementation, and evaluation of the undergraduate curricula of the SONHS. 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 SONHS. 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. 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 Associate Dean for Health Studies currently serves as an *ex officio* member of the Curriculum Committee, UGASAC, Faculty Affairs Committee, Academic Technology Committee, and the Academic Integrity Committee, and as such can represent the interests of public health at these meetings.

All faculty are also highly encouraged 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 encouraged 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
- Civic Engagement workshop

Public health faculty also routinely attend national conferences such as the American Public Health Association annual meetings, and the Association of Schools and Programs of Public Health (ASPPH) meetings. The program is also a member of the ASPPH Undergraduate Network, so faculty have access to their excellent programs and workshops.

- 2) Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty.

See **Criterion A2 in ERF**

## B1. Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the 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 do not each require a single designated course).

- 1) A list of all required coursework and components for the program's degree(s), including the total number of credits required for degree completion in the format of a one-page summary. Provide hyperlinks to relevant documents if they are available online or include in the resource file electronic copies of any documents that are not available online.

Curriculum Requirement	Credits
<b>General Education - Areas of Proficiency</b>	
<b>Written communication skills</b>	
WRS 105 - First-Year Writing I	3
WRS 106 - First-Year Writing II [3] (or WRS 107 - First-Year Writing II: STEM [3] or ENG 106 - Writing About Literature and Culture) [3]	3
<b>Quantitative skills</b>	
BPH 202 - Introductory Statistics in Health Care (also a BSPH core requirement)	3
<b>General Education - Areas of Knowledge (Cognates)</b>	
Arts & Humanities	9
People & Society*	0
Science, Technology, Engineering & Mathematics	9
<b>General Education Requirements</b>	
<b>Mathematics:</b> <i>MTH 107 - Precalculus Mathematics I (or higher)</i>	3
<b>Social Science:</b> <i>PSY 110 - Introduction to Psychology and an additional approved social science course</i>	6
<b>Modern Language:</b> <i>One 3-credit modern language course at the 200 level or above</i>	3
<b>Natural Science:</b> <i>BIL 150 - General Biology and BIL 151 - General Biology Laboratory; CHM 103 - Chemistry for the Health Sciences I and CHM 105 - Chemistry for the Health Sciences I Laboratory (or CHM 121 - Principles of Chemistry and CHM 113 - Chemistry Laboratory I)</i>	5 4-5
<b>Public Health Major</b>	
BPH 206 - Introduction to Public Health	3
BPH 208 - Introductory Epidemiology	3
BPH 305 - Issues in Health Disparities**	3
BPH 309 - Health and Environment**	3
BPH 310 - Global Health**	3
BPH 321 - Health Promotion and Disease Prevention**	3
BPH 322 - Introduction to Health Policy	3
BPH 352 - Biological Principles of Public Health	3
BPH 465 - Public Health Statistics and Data Management	3
BPH 490 - Field Practicum in Community Health**	3
<b>Public Health Elective</b>	3
<b>Advanced Writing and Communication Skills*</b>	0
<b>Electives</b>	38-39
<b>Total Credit Hours</b>	<b>120</b>

\* The BSPH major may be used to fulfill this requirement.

\*\* This course includes writing and presentation components that fulfill the Advanced Writing and Communication Skills.

Details regarding specific coursework and credit requirements for the BSPH program (including explanations of general education areas of proficiency, general education areas of knowledge (cognates), listings of courses eligible for the public health elective and advanced writing and communication skills requirement, and a sample plan of study) can be found online in the [UM Bulletin](#).

Some of this information is also available in the Health Studies Handbook located on the [School of Nursing and Health website](#).

- 2) A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in this criterion.

**Matrix Key:**

**I-Introduced** = Domain in introduced during lecture, via assigned materials, and/or during in-class discussions

**C-Covered** = Domain is explored in an applied manner and/or is covered within a graded assignment

**IC-** Courses cover domains that are **both Introduced and Covered**

**TEMPLATE B1-1**

PUBLIC HEALTH DOMAINS		Course Name and Number										
		BPH202 Introductory Statistics	BPH206 Introduction to Public Health	BPH208 Introduction to Epidemiology	BPH 305 Issues in Health Disparities	BPH 309 Health and Environment	BPH 310 Global Health	BPH 321 Health Promotion/Disease Prevention	BPH 322 Introduction to Health Policy	BPH 352 Bio Principles of Public Health	BPH 465 Public Health Statistics	BPH 490 Practicum in Comm Health
1. Concepts and applications of basic statistics: Identify and apply the principles of basic statistics	Concepts of basic statistics	IC									C	
	Applications of basic statistics	IC									C	
2. Foundations of biological and life sciences: Address the foundations of biological and life sciences and the concepts of health and disease	Foundations of biological and life sciences			IC		I						
	Concepts of health and disease		C	I	I	I	C	I	I		C	C
3. Overview of Public Health: 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		IC	I		I	I	I				
	Public health philosophy		I	I	I	I	I	I		I	I	C
	Core PH values		I	I	C	I	I	I			I	C
	Core PH concepts		I	I	C	C	I	I			I	C
	Global functions of public health		I	I		I	C	I	I	I		
	Societal functions of public health		I	I	I	C	C	I	I	I	I	I
4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	Basic Concepts of Data Collection	C	I	C		I	I	I	I	I	C	I
	Basic Methods of Data Collection	C	I	C		I	I	C			C	I
	Basic Tools of Data Collection	C	I	I		C	I	C			C	I
	Data Usage	C	I	I		C	I	C	C	I	C	C
	Data Analysis	C	I	I		C	I	C			C	I



**TEMPLATE B1-1**

PUBLIC HEALTH DOMAINS		Course Name and Number										
		BPH202 Introductory Statistics	BPH206 Introduction to Public Health	BPH208 Introduction to Epidemiology	BPH 305 Issues in Health Disparities	BPH 309 Health and Environment	BPH 310 Global Health	BPH 321 Health Promotion/Disease Prevention	BPH 322 Introduction to Health Policy	BPH 352 Bio Principles of Public Health	BPH 465 Public Health Statistics	BPH 490 Practicum in Comm Health
	Evidence-based Approaches	C	C	I		C	I	C	C	I	C	C
<b>5. Identifying and Addressing Population Health Challenges: 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</b>	Population Health Concepts		I	C	I	I	C	C	C	I	I	C
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I	C	C	C	C	C	C	I	C	C
	Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I	I	I	C	C	C	C		C	C
<b>6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course</b>	Science of Human Health and Disease		I	I	C	C	C	C		C		
	Health Promotion		I	I	C	C	C	C	C	I	C	C
	Health Protection		I	I	C	C	C	C	C	I	C	I
<b>7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities</b>	Socio-economic Impacts on Human Health and Health Disparities		I	I	C	C	C	C	I	C	I	I
	Behavioral Factors Impacts on Human Health and Health Disparities		I	I	C	C		C	I	C	C	I
	Biological Factors Impacts on Human Health and Health Disparities		I	I		C		C	C	C	I	
	Environmental Factors Impacts on Human Health and Health Disparities		I	I		C	C	C	C	C	I	I
<b>8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation</b>	Introduction to Planning Concepts and Features		I	I				C			C	C
	Introduction to Assessment Concepts and Features		I			C		C	C		C	C
	Introduction to Evaluation Concepts and Features		I					C			C	C
<b>9. Overview of the Health System: Address the fundamental characteristics</b>	Characteristics and Structures of the U.S. Health System		I		C		I		C	I		

**TEMPLATE B1-1**

PUBLIC HEALTH DOMAINS		Course Name and Number										
		BPH202 Introductory Statistics	BPH206 Introduction to Public Health	BPH208 Introduction to Epidemiology	BPH 305 Issues in Health Disparities	BPH 309 Health and Environment	BPH 310 Global Health	BPH 321 Health Promotion/Disease Prevention	BPH 322 Introduction to Health Policy	BPH 352 Bio Principles of Public Health	BPH 465 Public Health Statistics	BPH 490 Practicum in Comm Health
and organizational structures of the U.S. health system as well as to the differences in systems in other countries	Comparative Health Systems		I				C		C	I		
10. Health Policy, Law, Ethics, and Economics: 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		C	C	I			I	I	
	Ethical dimensions of health care and public health policy		C		C	I	I	I	I	I	C	
	Economical dimensions of health care and public health policy		I		C	C	I			C	I	
	Regulatory dimensions of health care and public health policy		I			C	I		C			
	Governmental Agency Roles in health care and public health policy		I			C	I					
11. 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				C	C	C	I	C	
	Professional writing						C	C		I		C
	Use of Mass Media		I		C	C		I	I	I	C	
	Use of Electronic Technology		I		C	C	I	C	I	I	C	C

- 3) Syllabi for all courses required for the major. Syllabi must contain sufficient detail to allow reviewers to understand the content of each course and any assessment activities. Syllabi must contain sufficient detail to allow reviewers to verify the courses' alignment with the elements presented throughout Criterion B, including assessment of student learning outcomes, public health domains, public health competencies, etc. If the syllabus does not contain sufficient information to support Criterion B, the program should append supplemental information to the syllabus, such as handouts with detailed instructions for required papers, assignments, etc.

Syllabi for all required courses can be found in **ERF B1.3**

- 4) Include examples of student work that relate to assessment of each of the public health domains.

Examples of student work can be found in **ERF B1.4**

## B2. Competencies

Students must demonstrate the following foundational competencies:

1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
2. Locate, use, evaluate and synthesize public health information

In addition, the program defines at least three distinct additional competencies for each concentration area identified in the instructional matrix that define the skills with a student will attain in the public health major. The competencies align with the program's defined mission and the institution's regional accreditation standards and guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of the public health domains, but define skills that the student will be able to demonstrate at the conclusion of the program.

A general public health curriculum (e.g., BA, BS, BSPH in general public health) is also considered a concentration.

These competencies may be established by other bodies, if applicable and relevant to the program's intended outcomes. Specifically, if the program intends to prepare students for a specific credential, then the competencies must address the areas of responsibility required for credential eligibility (e.g., CHES).

1. A list of the program's foundational competencies including, at a minimum, the two competencies defined by CEPH.
  1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
  2. Locate, use, evaluate and synthesize public health information
2. A list of the program's concentration competencies, including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable.
  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. *Explore 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.*

*Note: A tenth program competency (i.e., Effectively communicate information related to public health in both speech and in writing, using appropriate information sources, presentation*

formats, and technologies.) was dropped in 2022 given that it overlapped with the first foundational competency.

3. A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2 above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

**TEMPLATE B2-1**

Competency	Course number(s) and name(s)*	Describe specific assessment opportunity <sup>n</sup>
<b>Public Health Communication</b>		
A. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.		
<i>Oral Communication</i>	BPH310 - Global Health (required course)	Student research and complete a presentation on global health indicators for a country of their choice and the USA. During this process, students reflect on the socio-economic and political contexts that impact these indicators.
<i>Written Communication</i>	BPH 322 - Introduction to Health Policy (required course)	Students complete a policy analysis proposing a health policy plan (new policy or changes to existing policy) designed to address a specific health disparity. This is required to be written in technical, concise language that is persuasive and directed at policymakers who have the authority to enact such plans (e.g., state- or federal-level legislators, Cabinet Secretaries)
<i>Communicate with diverse audiences</i>	BPH465 - Public Health Statistics and Data Management (required course)	As part of their service-learning project, students develop deliverables that are tailored for diverse audiences. Specifically, students must generate data-driven 1) recommendations for programmatic and policy changes that are directed towards organizational administrators, and 2) educational infographics for a variety of at-risk populations.

<i>Communicate through variety of media</i>	BPH 206 - Introduction to Public Health (require course)	Students complete a semester-long project in which they take a deep dive into a public health topic, pulling from all relevant disciplines. Assignment tasks include finding and synthesizing research literature on understanding the problem (e.g., magnitude, disparities, etiology) and effective intervention strategies into issue briefs for policy-makers and community leaders, creating a video PSA and print campaign (using Canva) to educate community members, and providing an oral and written presentation of the overall project (using PowerPoint or similar tool).
<b>Public Health Information Literacy</b>		
B. Locate, use, evaluate, and synthesize public health information		
<i>Locate information</i>	BPH 322 - Introduction to Health Policy (required course)	Students are required to use state- or federal-level tools to locate specific pieces of health-related legislation currently under consideration. Specific information about each bill (sponsors, summary of bill, impact on marginalized communities) is required.
<i>Use information</i>	BPH465 - Public Health Statistics and Data Management (required course)	Students are tasked with working with a community partner who has provided a dataset that needs to be analyzed. Students discuss and co-create a scope of work with input from the community partner, use research literature to determine how to modify data variables (e.g., segmenting data into groups based on risk profile), analyze data, and interpret results. Student share their findings with the community partner and use their input to develop data-driven deliverables.
<i>Evaluate information</i>	BPH208 - Introduction to Epidemiology (required course)	Students use the STROBE statement to assess the quality of peer-reviewed academic research.
<i>Synthesize information</i>	BPH310 - Global Health (required course)	Students are required to complete seven portfolio assignments that are then synthesized into a presentation and paper at the end of each semester.
	BPH 321- Health	Students are required to complete four assignments, all of which build on each other to

	Promotion and Disease Prevention (required course)	culminate in a behavior change intervention of their own design
--	--	---

**Assessment of Additional Competencies for General BSPH**

<b>Competency**</b>	<b>Course number(s) and name(s)</b>	<b>Describe specific assessment opportunity<sup>n</sup></b>
1. Apply knowledge from multiple disciplines to define and describe public health problems locally and globally.	BPH 322 - Introduction to Health Policy (required course)	Students take a Health in All Policies Approach (HiAP) to this course, with students working in groups to create a HiAP policy to reduce health disparities in a traditionally non-health-based sector (e.g., transportation, agriculture, etc.).
2. Use principles of epidemiology to describe health and alterations in health.	BPH309 - Health and Environment (required course)	Student critically review two peer-reviewed academic articles in an effort to explore environmental epidemiology. Topics include a look at author credibility and conflicts of interest, methodology used to collect exposure and outcome data, and using the GRADE framework to assess the quality of environmental health studies.
3. Interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature.	BPH321 - Health Promotion and Disease Prevention (required course)	Students review and apply behavioral change theories from multiple disciplines (public health, sociology, nursing science, psychology) by crafting a theory-derived behavior change intervention using one or more of these theories
	BPH208 - Introduction to Epidemiology	Students use the STROBE statement to assess the quality of peer-reviewed academic research.
4. Examine the principal determinants of health problems facing the world's populations within social, economic, and political contexts.	BPH310 - Global Health (required course)	Student research and complete a presentation on global health indicators for a country of their choice and the USA. During this process, students reflect on the socio-economic and political contexts that impact these indicators.
5. Identify biological, behavioral, and social principles of health promotion and disease prevention across the life span.	BPH206 - Introduction to Public Health (required course)	As part of their semester-long project, students use the knowledge they have gained about the public health problem they have been assigned (including evidence-based solutions that help to address the problem) to develop their own theory-informed public service announcement to educate their target population. Groups collectively cover a wide variety of populations and must select a theory that is most appropriate for their topic and population. Theoretical constructs include biological, behavioral, and social factors that are

		considered to be important antecedents to behavioral change.
6. Discuss the impact of the physical and social environment on health.	BPH309 - Health and Environment (required course)	During a problem-based learning module (Unintended Consequences: When Greening Has a New Meaning), students are tasked with conducting a policy scan in which they report out best practices for addressing housing displacement (green gentrification). They begin the process by setting criteria of important considerations they will use to evaluate and prioritize the policies they find. Students must also provide an overview of the various health-related benefits of neighborhood-built environment improvements.
7. Explore the interactions between biological, psychological, environmental, and cultural factors influencing public health and disease prevention strategies.	BPH208 - Introduction to Epidemiology (required course)	Using the CDC's Solve the Outbreak website, students explore the steps, methods, and multifaceted considerations at play during a communicable disease outbreak by complete several outbreak investigation modules. Modules vary significantly, exposing students to different biological, psychological, environmental, and cultural factors at play during an outbreak domestically and abroad.
8. Examine health care policy, finance, and regulatory environments with attention to health care disparities.	BPH 305 - Issues in Health Disparities (required course)	Throughout the semester students give several brief impromptu presentations on a variety of health disparity topics.
	BPH310 - Global Health (required course)	While watching a video, "Sick Around the World," students reflect on the differences between several healthcare system across the globe: health as a right, ownership of health facilities, healthcare provider composition, types of health insurance, and health insurance financing.
	BPH322 - Introduction to Health Policy (required course)	Students take a HiAP approach to this course, with students working in groups to create a HiAP policy to reduce health disparities in a traditionally non-health-based sector (e.g., transportation, agriculture, etc.).
9. Demonstrate awareness of local health problems, determinants, and interventions in South Florida, with attention to vulnerable populations.	BPH352 – Biological Principles of Public Health (required course)	Students create an informational brochure on a health topic that is relevant to South Florida.

4. Include the most recent syllabus from each course listed in Template B2-1, or written guidelines such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus.

The most recent syllabi and supplemental materials for each course listed in Template B2-1 can be found in **ERF B2.4**.



### B3. Cross-Cutting Concepts and Experiences

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.

1. A brief narrative description, in the format of Template B3-1 of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3.

#### TEMPLATE B3-1

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
1. Advocacy for protection and promotion of the public's health at all levels of society	<b>BPH301 - Human Sexuality and Vulnerable Populations (elective):</b> Students write a letter to their congressional representative to make an evidence-based policy 'ask' to promote sexual health
	<b>BPH 322 - Introduction to Health Policy (required course):</b> Students complete a semester-long policy analysis which requires them to interrogate existing policy and regulatory environments with a special emphasis on health equity and advocating on behalf of the community.
	<b>BPH321 - Health Promotion and Disease Prevention (required course):</b> Students are assessed on how well they integrate multiple levels of the social-ecological model or use fundamental cause theory in these interventions
2. Community dynamics	<b>BPH419 - Contemporary Health Issues of South Florida (elective):</b> Through guest lectures given by representatives of local public health-oriented organizations, student learn of various dynamics at play within the community that impact health.
	<b>BPH309 - Health and Environment (required course):</b> After discussing current issues and historical contexts (e.g., redlining, gentrification, etc.), students complete a windshield survey in which the explore and critically reflect on the various health-supportive and health-hindering built environment features of Miami neighborhoods. [Paused during COVID]
	<b>BPH490 - Field Practicum in Community Health (required course):</b> Students learn about community dynamics by working directly with a community organization that provides services designed to positively impact health.
3. Critical thinking and creativity	<b>BPH206: Introduction to Public Health (required course):</b> Students must produce a video Public Service Announcement to educate their target population about a salient public health topic they have previously researched during the course.
	<b>BPH309 - Health and Environment (required course):</b> Problem-based learning modules are used to promote self-directed learning in which students must think critically to identify what the problem is (e.g., how to best address climate science denial) and what information they need to find in order to address the problem. During this process they are given free-reign to develop creative ways of addressing the problem provided that their approach is evidence-based. Students are also assigned personal challenges to engage in environmentally friendly practices (e.g., eating a vegan diet, discontinuing use of single-use plastics) as a means of encouraging critical thinking about the logistics of and barriers to addressing environmental health issues.

	<b>BPH310 - Global Health (required course):</b> Students are required to transform raw data into a meaningful and accessible piece of media using Canva or similar tools.
4. Cultural contexts in which public health professionals work	<b>BPH 305 - Issues in Health Disparities (required course):</b> Student explore culture as an essential consideration for public health work. Students learn how culture impacts health, how its consideration informs public health efforts, the negative consequences of implicit bias, and the importance of cultural humility.
	<b>BPH490 - Field Practicum in Community Health (required course):</b> In a larger conversation about power and privilege, students discuss culture in the context of understanding the community they are working with and how this understanding informs public health efforts, including the importance of cultural- and linguistic-sensitivity, empathy, and understanding the implications of one's status as an insider or outsider.
5. Ethical decision making as related to self and society	<b>BPH206: Introduction to Public Health (required course):</b> Students read and learn about classic examples of unethical treatment of marginalized and vulnerable populations throughout history and core ethical principles and practices in public health and research.
	<b>BPH208 - Introduction to Epidemiology (required course):</b> Students are required to complete UM's Social and Behavioral Sciences ethics training (CITI).
	<b>BPH309: Health and Environment (required course):</b> Students use Nuffield's Ladder of Bioethics to critically think about approaches used to address water scarcity.
6. Independent work and a personal work ethic	<b>BPH 461 - Practicum in Health Disparities (elective):</b> Students self-select into this independent study course. They co-design a plan of study with supervising faculty and then work independently to complete tasks in between progress check-ins with supervising faculty.
	<b>BPH490 - Field Practicum in Community Health (required course):</b> Students work independently to track and complete their internship hours and final thesis portfolio. Students are responsible for keeping faculty and preceptors informed about progress and issues throughout the process of completing their work.
7. Networking	<b>BPH 301 - Human Sexuality and Vulnerable Populations (elective):</b> Students are encouraged to attend reproductive rights events, school board meetings, community advisory board meetings, etc. in an effort to learn more about sexual health issues and engage with community stakeholders on these topics.
	<b>BPH 305 - Issues in Health Disparities (required course):</b> Students must select a community partner for service-learning work that pertains to the focus of the class.
	<b>BPH 487 - Practicum in Global (elective):</b> During several site visits, students are able to interact with community members, foreign students, faculty members, community leaders, and government authorities.
	<b>BPH490 - Field Practicum in Community Health (required course):</b> Students are tasked with finding their own preceptor site and establishing a relationship with their preceptor and other relevant staff and/or partners. Students also have an opportunity to network with preceptors and faculty during a scientific poster session where they present their semester-long work.

8. Organizational dynamics	<b>BPH206: Introduction to Public Health (required course):</b> Students learn about the organization of government in public health, as well as various aspects of the healthcare system.
	<b>BPH309 - Health and Environment (required course):</b> Students learn about governmental agencies involved in environmental policy that impacts health, as well as larger social, economic, and political dynamics that influence these agencies.
	<b>BPH490 - Field Practicum in Community Health (required course):</b> Students learn about organization dynamics by working directly with their preceptor, additional organization staff, and the organizations' collaborative partners. As an initial requirement at the start of the semester, students are tasked with completing a matrix that details important information about the organization (e.g., organizational and leadership structures, staffed positions, services offered).
9. Professionalism	<b>BPH465 - Public Health Statistics and Data Management (required course):</b> Students co-create a scope of work with their community partner that outlines what tasks they will complete and what final deliverables they will produce for and present to the community partner by the end of the semester. Students meet with the community partner throughout the semester to present progress and discuss next steps towards fulfilling the scope of work.
	<b>BPH490 - Field Practicum in Community Health (required course):</b> As representative of the University of Miami, students are expected to demonstrate professionalism during their internship. This expectation is outlined in the practicum manual and includes appropriate dress and meeting all pre-established commitments. Students also discuss professionalism (e.g., professional dress, elevator pitch) during class as a lead-in to their scientific poster session. This session mirrors the format of sessions held at professional conferences, and students are required to dress professionally and be prepared to effectively deliver a professional scientific poster they create that summarizes their semester-long work.
10. Research methods	<b>BPH206 - Introduction to Public Health (required course):</b> Students are introduced to effective strategies for literature searches, including the use of grey literature and various reputable databases of peer-reviewed academic research, how to use a literature matrix, the process of synthesizing research, and how to use reference management software.
	<b>BPH208 - Introduction to Epidemiology (required course):</b> Students explore and are evaluated on their understanding of various study designs, including their strengths and limitations. Students also participate in an outbreak investigation, in which they must demonstrate their understanding of the methods used to identify and contain an outbreak.
	<b>BPH365 - Research Methods in Public Health (elective):</b> Through a combination of formal lectures and guest lectures, students are exposed to fundamental concepts, principles and methods of conducting research in public health. Students are then asked to select a topic of public health importance and develop a research project. The research project is packaged into a written research proposal as well as a research poster that is submitted for evaluation and presented orally to the class.
11. Systems thinking	<b>BPH206 - Introduction to Public Health (required course):</b> Students discuss the importance of systems thinking when reflecting on the complexity of public health issues and solutions and are provided with a real-world example of

	community-based collective impact efforts within Miami to demonstrate the concept.
	<b>BPH 352 - Biological Principles of Public Health (required course):</b> Students receive an introduction to the pathophysiology of diseases of public health importance, allowing them to reflect on the dynamic systems within the body as useful exemplar/metaphor of systems thinking in the community.
12. Teamwork and leadership	<b>BPH321 - Health Promotion and Disease Prevention (required course):</b> Pairs of students design and deliver a presentation that describes a health promotion theory or model and intervention
	<b>BPH309: Health and Environment (required course):</b> Students work in groups on problem-based learning modules. After each module, students complete peer evaluations that allow group members to celebrate successes and use constructive feedback to improve their individual contributions to the team. Students rotate between assigned roles (manager, editor, source checker, spokesperson) for each module, allowing each student to take on a different leadership role.

#### B4. 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 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 honor theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1. A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in this criterion.

#### TEMPLATE B4-1

Cumulative and/or Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
BPH206 - Introduction to Public Health (required course)	One section of this course includes a problem-based learning component that allows students to explore the issue of gentrification in Miami. Students research the perspectives of various community stakeholders as they seek to better understand the issue and how best to address it. As part of this experience, a local public health professional comes to speak with students about gentrification in Miami and the work they do.
BPH 305 - Issues in Health Disparities (required course)	There is a service-learning portion of the course where students give individual formal presentations about their experiences and how they helped to ablate a health disparity in their community.
BPH309: Health and Environment (required course)	A variety of experiential-learning opportunities have been provided in this course. Students have had the opportunity to complete windshield surveys of the built environment of Miami neighborhoods (paused during COVID); have engaged in fishbowl activities in which each participating student assumed the role of a different community stakeholder in an effort to engage the group in consensus-building around a real-life, local environmental health issue (a community member shares their experience to give real world context); have performed service-learning projects with local partners, including collecting data on utilization of local parks and creating an evaluation plan of built environment key performance indicators for a local non-profit; and, most recently, engaging in problem-based learning modules tackling real-world public health issues, locally and beyond (one of which produced deliverables for use by a community partner). Students also prepare a full grant proposal based on an environmental justice-focused RFP from the Environmental Protection Agency.
BPH321 - Health Promotion and Disease Prevention (required course)	Students complete a semester-long project comprised of four assignments (problem identification, literature review, logic model, intervention plan) that culminates in a theory-driven behavior change intervention designed to tackle a public health issue.
BPH 322 - Introduction to Health Policy (required course)	Students complete a semester-long project comprised of four assignments (problem statement, background, landscape, options and recommendations). These assignments culminate in a holistic

	policy analysis of a new policy or change to existing policy designed to tackle a public health problem.
BPH365 - Research Methods in Public Health (elective)	Students complete a semester-long research proposal that comprises multiple components including an introduction statement, aims of the research, study approach, and public health implications of findings. Students use their prior knowledge of study design, basic statistical methods, public health ethics and communication skills to develop a professionally written proposal which will culminate in a research poster as well as an oral presentation.
BPH465 - Public Health Statistics and Data Management (required course)	Students are tasked with working with a community partner who has provided a dataset that needs to be analyzed. Students discuss and co-create a scope of work with the partner, discuss how research literature should inform how the data is analyzed (e.g., segmenting data into groups based on risk profile), use newly acquired statistical analysis and software skills to analyze the data, report out the findings to the community partner (orally and in writing), and develop and present final data-driven deliverables based on feedback from the community partner.
BPH487 - Global Health practicum (elective)	This course is designed to immerse students in the basics of health care systems in different countries and compare and contrast with the U.S. health care systems. Students are first briefly introduced to the history and culture of the country they are visiting. Following this introduction, health care professionals from that country, lecture the students on the general aspects health care system(s) of the country, which includes a look at the health indicators of that country and how they compare to other countries in the region. This is then followed by site visits and interactions with professionals in the field. Students have daily didactic tasks to complete, which include a daily journal, where their experiences are compiled and help to generate questions, they can ask the faculty. Students spend an average of 8 to 10 hours per day participating in activities and learning about the country's health care system. The students get to visit private, public hospital and clinics as well as rural clinics (where available) to understand the dynamics of the system. At the end, the students have to do a presentation to the faculty of the university in the host country, and write a reflexive paper, that illustrates their observations, the pros and cons of the country's health care system and comparison to the US health care system.
BPH490 - Field Practicum in Community Health (required course)	Students complete an internship (minimum of 84 hours) with an approved community-facing, public health-oriented organization and create a theory-informed intervention tailored for use by their preceptor site for the benefit of the community(ies) they serve. The theory-informed intervention is part of a larger thesis portfolio that includes a community organization matrix, literature reviews of the public health problem and viable interventions targeting the community(ies) of need, evaluation (process and outcome) and sustainability plans, and reflections on public health impact and future directions. The didactic portion of the course also serves, in-part, as a senior seminar in which topics like professional dress, elevator pitches, and similar topics are discussed.

2. A brief description of the means through which the program implements the cumulative experience and field exposure requirements.

The Field Practicum in Community Health course (BPH 490) 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 one semester. Students may elect to work with a preceptor site that has an established BPH 490 relationship (i.e., MOU), though students are welcome to seek out their own placement (authorization and MOU are required). 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. Didactic and field components align as students are tasked with developing a theory-informed intervention tailored for use by their preceptor site. At the conclusion of the practicum, students create a formal scientific poster summarizing their intervention, which they present in front of fellow students, community partners, and faculty. Students also submit a comprehensive capstone thesis portfolio, which encompasses every aspect of intervention development (e.g., preliminary working documents, draft papers with and without peer feedback, and supplemental intervention materials the student has created, such as surveys, educational worksheets, etc.).

3. Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online or include in the resource file electronic copies of any documents that are available online.

Documentation relating to the Field Practicum in Community Health course (BPH490) can be found in **ERF B4.3**.

4. Samples of student work that relate to the cumulative and experiential activities. The program must include samples from at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater.

Samples of student work can be found in **ERF B4.4**.

## C1. Summary Data on Student Competency Attainment

The program collects and analyzes aggregate data on student competency attainment, using the competencies defined in Criterion B2 as a framework. Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed.

1. A brief summary of the results of data collected on student competency attainment listed in Criterion B2 for the last three years.

UM BSPH promotes continuous improvement of our program through the assessment of competencies across the program. Competencies for B2 were developed starting in 2020 due to faculty and staff turnover, a COVID-19 hiring freeze, and the termination of the BSPH program administrative assistant as part of COVID-19 budgetary issues. The BSPH curriculum was originally mapped to 10 Student Learning Outcomes as defined in the initial CEPH accreditation report. These outcomes align well with the mission of the program in that they introduce students to core areas of public health. The release of the 2018 CEPH criteria for SBP coincided with the initial accreditation of the BSPH Program in July of 2018. In addition, the Founding Associate Dean for Health Studies left UM in 2019 to take on a dean's position at another institution. The BSPH Program was then led by an interim director (Dr. Ashley Falcon) for one year before the hiring of the permanent Associate Dean for Health Studies (Dr. Arsham Alamian) in August of 2020. In order to ensure a smooth transition of the previous 2016 CEPH standards to the 2018 SBP criteria, the new Associate Dean (Dr. Alamian), in consultation with the BSPH faculty, decided to use and convert all but one (Learning Outcome #10 which overlapped with CEPH Foundational Competency (FC) #1) of the original Learning Outcomes as BSPH program concentration competencies (CC). As described in the original accreditation report, assessment of competencies would have occurred on a rotating basis in conjunction with program competency assessment through the annual SACSCOC review. For 2020-2022, four competencies (FC 1, FC 2, CC 3, CC 9) were assessed. A summary of this assessment is presented below. Data are available in the **SACSCOC annual assessment reports** for the years 2020-2021 and 2021-2022 in **ERF C1.2**.

Outcome	Course & Description of Assessment Measure	Expectation	Data	Findings
<b>FC1:</b> Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.	<b>Course:</b> BPH 310: Global Health  <b>Description of assessment measure:</b> Oral presentation of research.	80% of students will fall into the "Fully Met" category.	In 2020-2021, using an analytical rubric with 5 criteria on a 4-point Likert scale, (N=40) 95% of students fell into the categories of "Good" or "Excellent" which we quantified as "Fully Met". In 2021-2022, after updating the rubric to the BSPH accreditation standardized 3-point Likert scale (Not Met: score <70%; Partially Met: score between 70% and 82%; Fully Met: score 83% or greater) (N=46) 86% of students fell into the "Fully Met" category.	Exceeded target in both cohorts.
<b>FC2:</b> Locate, use, evaluate, and synthesize public health information.	<b>Course:</b> BPH 490: Field Practicum in Community Health	80% of students will fall into the	In 2020-2021, using an analytical rubric with 5 criteria on a 4-point Likert scale, 64% of students (N=40) scored "Good" or	The addition of the outlining activity



	<p><b>Description of assessment measure:</b> Problem Literature Review Synthesis Paper.</p>	<p>“Fully Met” category.</p>	<p>“Excellent,” which we quantified as “Fully Met.” While the majority of students were able to review and synthesize scientific literature, additional work needed to be done to improve student performance with this competency. In 2021-2022, an outlining activity was added to the assignment and (N=39) 82.1% of students fell in the category of “Fully Met” on a 3-point Likert scale (Not Met: score &lt;70%; Partially Met: score between 70% and 82%; Fully Met: score 83% or greater).</p>	<p>significantly increased the percentage of students who scored in the “Fully Met” category. The first cohort did not meet the expectation, but the second cohort did.</p>
<p><b>CC3:</b> Interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature.</p>	<p><b>Course:</b> BPH 208: Introduction to Epidemiology</p> <p><b>Description of assessment measure:</b> Journal Critique using STROBE guidelines.</p>	<p>80% of students will fall into the “Fully Met” category.</p>	<p>Using an analytical rubric with a 3-point Likert scale (Not Met: score &lt;70%; Partially Met: score between 70% and 82%; Fully Met: score 83% or greater), we assessed student’s ability to interpret research findings in four areas of service learning including study design, exposure and outcome variables, interpretation of tables and graphs, and understanding study limitations. In 2020-2021 (N=33) 87% of students fell in the “Fully Met” category for this competency. In 2021-2021 (N=39) 87% of students fell in the Fully Met category for this competency.</p>	<p>Exceeded target in both cohorts.</p>
<p><b>CC9:</b> Demonstrate awareness of local health problems, determinants, and interventions in South Florida, with attention to vulnerable populations.</p>	<p><b>Course:</b> BPH 490: Field Practicum in Community Health</p> <p><b>Description of assessment measure:</b> Community Partner and Needs Assessment.</p>	<p>80% of students will fall into the “Fully Met” category.</p>	<p>In 2020-2021, (N=40) 93% of students scored in the categories of “Excellent” and “Good” on a 4-point Likert scale (scores between 86.1 and 100,) and in 2021-2022 (N=39) 93.2% of students fell in the category of “Fully Met” on a 3-point Likert scale (Not Met: score &lt;70%; Partially met: score between 70% and 82%; Fully Met: score 83% or greater). The new Associate Dean for Health Studies has worked with the faculty teaching these courses to streamline and unify the data collection and assessment policies for these competencies.</p>	<p>Exceeded target in both cohorts.</p>

In Spring 2022, a decision was made to assess all program competencies annually through multiple processes as follows:

1. All competencies are assessed in concert with our annual SACSCOC assessment of the BSPH program;
2. The student attainment of all competencies is assessed using the annual Final Preceptor Evaluation Survey in BPH 490 (capstone);
3. The student attainment of all competencies is assessed via the annual Alumni Survey.

In April/May 2022, we asked a group of preceptors (n = 15) who precepted the applied practice experience of the BSPH students to indicate how skilled they felt their students were in each of the competency areas of the program. Using a Likert scale of 1 to 4 with 1 being the lowest competence and 4 being the highest competence, the preceptors reported an average score of 3.63/4.0 for all items. This indicated that preceptors felt that over 90% of students had achieved program competencies. See **Preceptor Final Evaluation** survey findings in **ERF C1.2**.

In May 2022, we also asked a group of alumni (n = 13) to rate their skills/proficiency in each of the competency areas of the program. Using a Likert scale of 1 to 4 with 1 being the lowest competence and 4 being the highest, the students (n = 5) reported an average score of 3.52/4.0, which indicates a high degree of student competency attainment. See **Alumni Survey** findings **ERF C1.2**.

2. Evidence and documentation of the program's regular review of data related to student attainment of the competencies defined in Criterion B2. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4).

The new Associate Dean (Dr. Alamian) has established new procedures addressing the attainment of student competencies as described in C1.1. Before the hiring of the new Associate Dean, there were no formalized processes to evaluate and implement changes, and most of the evaluation of competencies was based on assessments from courses that were mapped onto the BSPH competencies. With that said, public health faculty are continually working to improve courses and student competency attainment through informal processes and conversations. Many faculty members have taken part in formal pedagogy training available at the University. The BSPH program faculty is small and frequently communicates with each other and the program director about their courses and the program. Most changes to courses to address the attainment of competencies have been facilitated through informal dialog between faculty engaged in university-sponsored pedagogy fellowships (such as Engaged Faculty Fellowship through the Office of Community and Civic Engagement, Faculty Learning Communities through the Office of the Provost and the Associate Vice President of Academic Technologies, and PETAL, the Platform for Excellence in Teaching and Learning through the Provost of Academic Innovation).

Evidence of regular review of data related to student attainment of competencies include:

- SACSCOC Annual Assessment Reports – 2020-2021 and 2021-2022 in **ERF C1.2**.
- Preceptor Final Evaluation - Spring 2022, pp 20-23 in **ERF C1.2**.
- Alumni Survey Result\_2022, pp 23-25 in **ERF C1.2**.
- Health Studies Faculty Meeting Minutes, March 4<sup>th</sup>, 2022, pp. 3-4 and Health Studies Faculty Meeting Minutes, May 5<sup>th</sup>, 2022, pp 2 in **ERF C1.2**.
- Health Studies Faculty Annual Retreat – Minutes, January 1, 2021, pp. 1-2, **ERF C1.2**.

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.
  - a. Significant pedagogical changes have taken place in several BPH courses based on feedback that students want more engagement, discussion, and agency over their learning. Introduction to Public health (BPH 206) and Health and Environment (BPH 309) have been redeveloped and taught using a Problem Based Learning (PBL) approach, which is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. After many positive reviews, Issues in Health Disparities (BPH 305) is going to be converted to a PBL course in the spring of 2023.
  - b. After receiving feedback that many students were struggling to understand the core concepts of Public Health Statistics and Data Management (BPH 465), the course was changed from a didactic course to a service-learning based course, where students partner with the on-campus Title IX Office and gain access to real-world data centered on sexual assault and sexual violence on their campus. Students now engage with statistics in an authentic setting that relates directly to their lived experiences on their campus and find it easier to connect abstract statistical concepts and analyses.
  - c. The professors teaching the Field Practicum in Community Health (BPH 490) found that many students were struggling when writing the problem literature review for their thesis as part of the capstone course. As part of the SACSCOC annual review process, they found that only 64% of students were able to fully meet the criteria. In order to increase the success rate, a scaffolding exercise/outlining process was added to the problem literature synthesis assignment and the Fully Met target was exceeded.

**C2. Graduation Rates**

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

For the purpose of calculating graduation rates the program should only include students who declared the major and have at least 75 credit hours.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

The program defines a plan, including data sources and methodologies, for collecting this information. The program identifies limitations and continually works to address data limitations and improve data accuracy. The program does not rely exclusively on institution – or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. Graduation rates in the form of Template C2-1.

**TEMPLATE C2-1**

<b>Students in BSPH Program, by Cohorts Entering Between 2016-17 and 2021-22.</b>							
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2016-17	# Students entered	45					
	# Students withdrew, dropped, etc.	0					
	# Students graduated	27					
	Cumulative graduation rate	60.00%					
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	18	43				
	# Students withdrew, dropped, etc.	0	0				
	# Students graduated	15	28				
	Cumulative graduation rate	93.33%	65.12%				

2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	15	45			
	# Students withdrew, dropped, etc.	0	0	0			
	# Students graduated	2	15	27			
	Cumulative graduation rate	97.78%	100.0%	60.00%			
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	0	18	29		
	# Students withdrew, dropped, etc.	0	0	0	0		
	# Students graduated	0	0	17	17		
	Cumulative graduation rate	97.78%	100.0%	97.78%	58.62%		
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	0	1	12	35	
	# Students withdrew, dropped, etc.	0	0	0	0	1	
	# Students graduated	0	0	1	1	7	
	Cumulative graduation rate	97.78%	100.0%	100.0%	62.07%	20.00%	
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	0	0	11	27	33

	# Students withdrew, dropped, etc.	0	0	0	0	1	2
	# Students graduated	0	0	0	3	11	15
	Cumulative graduation rate	97.78%	100.0%	100.0%	72.41%	51.43%	45.45%

*The maximum allowable time to graduate with a BSPH degree at UM is six years.*

2. A brief narrative description of how the program collects and analyzes data to calculate its graduation rates.

Data regarding graduation rates and student retention rates are tracked through the UM CaneLink Enrollment Management System. In addition, the University has a central unit for data analysis and reporting and research, Institutional Research and Strategic Analytics (<https://irse.miami.edu/index.html>). The unit is the central source of data and university statistics.

3. If applicable, a discussion of limitations of the current data on graduation rate data.

Not applicable.

4. If applicable, a description of plans to improve the accuracy of graduation rate data.

Not applicable.

5. If data do not indicate that 70% or more of students graduate within the maximum time to allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's response rates are comparable to similar baccalaureate programs in the same institution.

Not applicable.

6. If data do not indicate that 70% or more students graduate within the maximum time allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for improvement that is based on analysis.

Not applicable.

### C3. Post-Graduation Outcomes

The program demonstrates that at least 80% of graduates from the major have secured employment or enrolled in further education within one year of graduation. This rate calculated based on the number of students for whom outcomes are known.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on the analysis.

The program collects and analyzes the data on the types of employment and further education graduates pursue.

The program defines a plan, including data sources and methodologies, for collecting information on post-graduation outcomes. Data collection methods for graduates' destinations are sufficient to ensure that data are available for at least 30% of graduates each year.

The program identifies limitations and continually works to improve data accuracy. Multiple methods, both quantitative and qualitative, may be required, and multiple data collection points may be required. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. 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. Present information in the format of Template C3-1.

**TEMPLATE C3-1**

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)
Employed	28	3	24
Continuing education/training (not employed)	17	0	4
Actively seeking employment	0	0	0
Not seeking employment (not employed and not continuing education/training, by choice)	1	0	0
Unknown	5	23	5
Total	51	26	33

2. Qualitative and/or quantitative information on the types of employment and further education graduates pursue.

We collect qualitative information on types of employment and further education via our annual alumni survey and exit survey. A summary of our findings for the last three years is provided below:

Examples of Employment:	Examples of Further Education:
University of Miami	University of Miami

2 law firms Neighborhood Health Plan of Rhode Island The New Jewish Home Peace Corps Blue Ribbon Study Panel of Biodefense New York State Public Health Association Weil Cornell Medicine NYU Langone Health Physical Therapy Works The Melissa Institute UC3M Aon	Columbia University Baylor University UNC-Chapel Hill University of North Texas Emory University Northeastern University Boston University George Washington University Harvard University New York Medical College Karolinska Institute
---	--

3. A brief narrative description of how the program collects data on post-graduation outcomes.

Senior exit interviews are administered by the SOHNS OSS prior to graduation to collect future education and employment plans. All graduating seniors are emailed a link to an online survey that asks questions such as “Do you plan to enroll in any Graduate Programs for which you were accepted in the coming year?” and “If you are not planning on attending graduate school in the coming year, have you found employment?” in order to assess future plans.

Alumni surveys are sent out based on email addresses captured in the Senior Exit interview survey. In Spring 2022, the alumni survey asked alumni several questions about their education and employment status following graduation.

4. If applicable, a discussion of limitations of the current data that are based on data collection.

Data were limited during 2020 due to non-response and the inability to follow up because of the COVID-19 pandemic. Additionally, the alumni survey is based on the accuracy of email connections to students’ post-graduation and some email addresses were no longer valid. The BSPH senior exit interview and alumni surveys are also voluntary, so they may not capture all the graduating students/alumni.

5. If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

In order to increase the accuracy of the data for future cohorts, the BSPH program plans to make the collection of contact information part of the graduation requirements for the capstone course that all students are required to take to graduate. Additionally, a professional LinkedIn group was created in 2022, and all graduates have been invited to join to facilitate future contact and data collection/accuracy.

6. If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program’s rates are comparable to similar baccalaureate program in the same institution.

Not applicable.

7. If data do not indicate that 80% or more graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors



contributing to the reduced rate and a specified plan for future improvement that is based on this analysis.

Not applicable.

#### **C4. Stakeholder Feedback**

The program collects information about the following through surveys or other data collection (e.g., focus groups, documented key informant interviews):

- alignment of the curriculum with workforce needs
- preparation of graduates for the workforce
- alumni perceptions of readiness and preparation for the workforce and/or further education

The program must collect this information from BOTH of the following stakeholder groups:

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

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

1. A list of tools used to collect data from each of the following groups:
  - alumni
  - relevant community stakeholders
  - a. Public Health Senior Exit Survey – Each year the Office of Student Services (OSS) at UM SONHS administers the BSPH Senior Exit Survey. The Qualtrics survey is emailed to all graduating seniors and assesses their near-future plans.
  - b. Public Health Focus Group – Each year the BSPH program conducts a focus group with the graduating public health class. The goal of the focus group is to obtain qualitative information on students' satisfaction and experience with the program as well as identify areas for improvement. The last two years the focus group was conducted electronically due to COVID-19.
  - c. BSPH Alumni Survey – Alumni complete the survey one-year post-graduation which is administered by the SONHS.
  - d. BPH 490 Preceptor Final Evaluation Survey – Preceptors are asked to complete a survey at the end of the capstone internship to assess BSPH students' performance as well as students' attainment of competencies.
  - e. BPH 490 Preceptor Focus Group – Preceptors are invited to participate in a focus group to assess student and program outcomes as well as share strengths and weaknesses of their experience precepting our students.
2. For each tool identified in documentation request 1, include a copy of the instrument and the most recent year of data.
  - a. Public Health Senior Exit Survey, located in **ERF: C4.2.**
  - b. Public Health Focus Group Survey, located in **ERF: C4.2.**
  - c. BSPH Alumni Survey, located in **ERF: C4.2.**
  - d. BPH 490 Preceptor Final Evaluation Survey, located in **ERF: C4.2.**
  - e. BPH 490 Preceptor Focus Group, located in **ERF: C4.2.**
3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.
  1. We conducted a focus group with a group of stakeholders (preceptors of BSPH students capstone projects) in May 2022. One of the skills that they would like our students to enhance/improve upon is data management. This was also reported in the 2021 Preceptor Final Evaluation Survey. Based on this finding, the faculty responsible for teaching BPH 465

will implement a strategy in the course to identify students whose skills in this area need reinforcement. The instructor will then provide additional didactic material to these students to cover areas of weakness.

2. The Alumni surveys help to identify competencies and skills that are needed for the job market. One of the skills that were identified is project management. This was also reported by a group of stakeholders during a recent focus group. As a result, the program is preparing to implement a module/content on project management in Research Methods in Public Health (BPH365).
3. Based on the feedback from the preceptor focus group and final evaluation survey, preceptors were unsure what skills, competencies, and abilities the BSPH interns had and what exactly they would be able to do. The faculty in charge of the capstone course (BPH 490) are creating a competency checklist as part of the onboarding process for internships to inform preceptors/community partners what skills the students should be able to use.

## D1. Designated Leader

The program has a qualified designated leader with ALL of the following characteristics:

- is a full-time faculty member at the home institution
  - dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
  - has educational qualifications and professional experience in a public health discipline. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
    - 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
  - is fully engaged with decision making about the following:
    - curricular requirements
    - competency development
    - teaching assignments
    - resource needs
    - program evaluation
    - student assessment
- 1) The name of and relevant information about the designated leader, in the format of Template D1-1. Template D1-1 also requires a concise statement of the institution or unit's formula for calculating FTE.

### TEMPLATE D1-1

Name of Designated Leader	FTE effort to the program*	Graduate degrees earned	Institution where degrees were earned	Relevant professional experience	FTE definition^
Alamian, Arsham	0.5	MSc PhD	Laval University; University of Montreal	Epidemiologist, Public Health Agency Canada; Former public health professor at East Tennessee State University College of Public Health	For tenured faculty, one FTE is equivalent to 50% teaching, 40% scholarship and 10% service.

\*Including instruction, advising, administrative responsibilities, etc.

^The FTE calculation follows the institution or unit's formula

- 2) A concise statement of the designated leader's public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications.

The designated leader of the SBP is Dr. Arsham Alamian who joined the faculty and assumed this position in August 2020. He earned a MSc degree in pharmacoepidemiology from Laval University (Quebec) and a PhD in Public Health with a specialization in epidemiology from the University of Montreal. He completed a fellowship in public health at McGill University (Montreal). He worked for the Public Health Agency of Canada before accepting a faculty position in epidemiology in the College of Public Health at East Tennessee State University (ETSU). He went on to serve as director of the Master of Public Health Program (MPH) and as acting department chair. Currently,

Dr. Alamian is an associate professor with tenure and is Associate Dean for Health Studies at UM SONHS.

- 3) A list of the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description in the electronic resource file, if available.

Dr. Alamian is currently the full-time leader of the BSPH program at UM SONHS. In his capacity as Associate Dean, Dr. Alamian provides direct supervision of all faculty who teach the required and elective courses in the undergraduate public health program. Dr. Alamian also convenes the monthly Health Studies Faculty meetings where all full-time and part-time public health faculty engage in conversations and discussions of proposed items on the agenda including course coordination, issues with classes, classrooms, faculty professional development activities and others. Dr. Alamian also regularly reviews programmatic-level matters including assessment and changes regarding outcomes and competencies. Dr. Alamian also regularly teaches in the BSPH program including the Research Methods course (BPH 365) as well as BPH 461 which is the independent practicum/research course. Dr. Alamian is also the contact person with CEPH. He regularly attends CEPH workshops and interacts with CEPH staff. He also regularly participates in ASPPH annual meetings and national discussion around public health education with other programs and schools of public health. See a description of responsibilities in **ERF D1.3**.

## D2. Faculty Resources

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to provide student advising, and to achieve expected student outcomes. The following elements, taken together, relate to determining whether the program has sufficient faculty resources.

- a. In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.
  - b. 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.
  - c. 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.
- 1) A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

**TEMPLATE D2-1:** Faculty teaching BPH courses for the last two years (Spring 2021 to Fall 2022)

Name*	Title/Academic rank^	Full-time or part-time	FTE allocation
Alamian, Arsham	Assoc Professor	Full-time	0.5
Ceavers, Olivia**	Lecturer	Part-time	0.25
Cianelli, Rosina	Professor	Full-time	0.1
Deleon, Diego	Senior Lecturer	Full-time	0.25
Falcon, Ashley	Assist Prof of Clinical	Full-time	1.0
Ferreira de Melo, Anamarie	Lecturer	Part-time	0.1
Frenk, Julio	University President and Professor	Full-time	n/a***
Garcia Rivera, Giselle	Assist Prof of Clinical	Full-time	0.1
Gattamorta, Karina	Research Assoc Prof	Full-time	0.3
Knaul, Felicia	Professor	Full-time	n/a***
Lebron, Cynthia	Assist Professor	Full-time	1
Matsuda, Yui	Assist Professor	Full-time	0.1
Metheny, Nicholas	Assist Professor	Full-time	1
Negahbani, Maria	Lecturer	Part-time	0.25
Parker, Linda****	Assist Prof of Clinical	Part-time	0.25
Porter, Andrew	Assoc Prof of Clinical	Full-time	1.0

Prado, Guillermo	Dean of Graduate School, Vice Provost for Faculty Affairs, Professor	Full-time	n/a*****
Reaves, Regine	Assist Prof of Clinical	Full-time	0.1
Rojas, Dayana	Lecturer	Part-time	0.1
Sanko, Jill*****	Assist Professor	Full-time	0.5
Shalala, Donna	Professor Emerita	Part-time	n/a***
Vidot, Denise	Assoc Professor	Full-time	1
		Total	7.9

\* List faculty alphabetically

\*\* Ms. Ceavers left UM in Summer of 2021 and started a PhD in Public Health at Florida International University (FIU).

\*\*\* President Frenk and Dr. Knaul have a secondary faculty appointment in the SONHS and teach an elective course BPH 499 Selected Topics. Dr. Shalala is an emeritus professor and past President of UM who also teaches BPH 499.

\*\*\*\* Dr. Parker retired from UM in May 2021.

\*\*\*\*\* Dr. Prado's effort is primarily as a public health/prevention researcher and university administrator. He gives guest lectures in the program.

\*\*\*\*\*Dr. Sanko left UM in May 2022.

2) CVs for all individuals listed in Template D2-1.

CVs of all faculty are included in **ERF D2.2**.

3) A description of the administrative unit's workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

The administrative unit's workload policy and expected workload for program faculty are set by the Dean of the SONHS. The Dean has provided sufficient faculty resources to accomplish the mission, to teach the required curriculum, to provide student advising and to achieve expected student outcomes. The faculty workload for the faculty teaching in the BSPH program is determined according to the SONHS Faculty Workload Document (**ERF D2.3**) for tenured, tenure-track, research, clinical/educator, and lecturer. Full-time tenured faculty members workload is comprised of 50% teaching, 40% scholarship, and 10% service. Tenure-track faculty members workload is comprised of 40% teaching, 50% scholarship and 10% service. Research track faculty members spend 90% of their time on scholarship activities and 10% on service. However, depending on the needs of the school, research faculty members have been asked to teach one course per semester during certain semesters. Clinical/educator faculty members are non-tenure track faculty who spend 70% of their time on teaching, 20% on scholarship and 10% on service. Lastly, lecturers' workload is comprised of 90% teaching and 10% service. On average, clinical/educator track faculty teach 3-4 courses per semester while tenure-track faculty teach 1-2 courses per semester.

4) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent

semester for which full information is available, to be semester four and should include information on the three preceding semesters.

<b>TEMPLATE D2-2</b>				
<b>Semester</b>	<b>SBP SFR</b>	<b>Explanation of the data and method used</b>	<b>SBP Average Class Size</b>	<b>Explanation of the data and method used</b>
Semester 1: Spring 2021	11.8	Determined by dividing the number of students enrolled in the BSPH program by the number of faculty FTE.	26	Determined by averaging the total student enrollments in each BSPH class for the semester.
Semester 2: Fall 2021	11.0		29	
Semester 3: Spring 2022	11.6		28	
Semester 4: Fall 2022	10.8		32	
<b>Comparable Program Identification and Explanation</b>				
<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>			
Traditional B.S. Nursing (BSN)	<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. 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> </ol>			



	<p>7. Serve as a patient advocate in political-socioeconomic settings to prevent illness and promote health of diverse populations.</p> <p>8. Provide compassionate patient-centered evidence-based care respecting the autonomy of persons, families and communities.</p> <p>9. Enact ethical standards and professional values into nursing 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>	
--	--	--

Comparable Program				
Semester	Comparable Program SFR	Comparable Program Avg. Class Size		
Semester 1: Spring 2021	35.4	43		
Semester 2: Fall 2021	39.4	48		
Semester 3: Spring 2022	39.0	44		
Semester 4: Fall 2022	39.7	43		

5) A table showing the average advising load for the last two years in the format of Template D2-3. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

**TEMPLATE D2-3**

Semester	SBP Average Advising Load	Explanation of the data and method used	Comparable Program in the institution	Comparable Baccalaureate Program Average Advising Load	Narrative explanation of the choice of the comparable program
Spring 2021	31	Advising loads are calculated by dividing the total number of traditional advisees by	Traditional BSN	75	The BSN program is also housed within the SONHS. Both programs utilize the same undergraduate advisors in the OSS.

		the number of available advisors.			
Fall 2021	29		Traditional BSN	83	
Spring 2022	31		Traditional BSN	82	
Fall 2022	28		Traditional BSN	83	

- 6) Three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.)
- a) Hire of additional faculty. The enrollment data has informed the administration to hire additional full-time faculty. During the academic year 2020-2021, two tenure-track faculty members (Dr. Nicholas Metheny and Dr. Cynthia Lebron) were hired by SONHS. While these faculty report to the Associate Dean for Research (as they are on the tenure-track line), they have been primarily teaching courses in the BSPH program (e.g., BPH 206, BPH 321 and BPH 322). The Associate Dean for Health Studies, Dr. Alamian, who is a tenured Associate Professor, was also hired in 2020 to lead and contribute to the BSPH program. SONHS also hired a part-time lecturer (Dr. Negahbani) to replace Dr. Linda Parker who retired from UM in May 2021.
  - b) Course size. The academic advisors along with the Executive Director of Student Services and the Associate Dean for Health Studies noted an uptake in the number of students who needed to take the Introduction to Public Health (BPH 206) and the Introductory Epidemiology (BPH 208) courses during the last academic year. This increase was partly due to a surge in admissions by the University during the Fall of 2021. Nevertheless, this increase led to the offering of 1-2 additional sections of each of the above courses to ensure class sizes remain adequate and the University has appropriate room capacity.
  - c) Advising load. The Office of Student Services (OSS) added a third full-time academic advisor to its staff in December of 2020. As such the SONHS is well positioned to handle all academic advising matters related to the BSPH program. This is also reflected in the recent Student Satisfaction Survey results (See **ERF G3**) where the vast majority of students are very happy with our advising services.

### D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. 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.

- 1) A table showing student headcount and student FTE for the last two years in the format of Template D3-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

**TEMPLATE D3-1**

Semester	Student headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Semester 1: Spring 2021	93	93	Template D3-1 lists the student headcount and student FTE for four chosen semesters for which there is full data. Our BSPH program only enrolls full-time students which explains why the headcount and FTE are the same for each of the four semesters. The source of student enrollment data is UM CaneLink.
Semester 2: Fall 2021	87	87	
Semester 3: Spring 2022	92	92	
Semester 4: Fall 2022	85	85	

## E1. Doctoral Training

**Faculty are trained at the doctoral-level in most cases. 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.**

- 1) If applicable, a brief description of the professional experience and teaching ability of any faculty member listed in Template D2-1 who is trained at the master's level without a doctoral or other terminal degree (e.g., JD, MD).

In the current academic year, all faculty are doctorally trained. In the last two years, we have only employed two lecturers who have MPH degrees (see Template D2.1). These two faculty members have years of practical experience in public health and had previously taught public health courses:

**Olivia Ceavers, MPH**, who is now a PhD student in Public Health in the Department of Health Promotion and Disease Prevention at Florida International University Robert Stempel College of Public Health & Social Work, worked for two years as program specialist for Healthy Start Coalition of Miami-Dade. She had previously held research and teaching assistant positions in the Department of Public Health Sciences at UM Miller School of Medicine. She primarily taught BPH 206: Introduction to Public Health between 2017 and 2021.

**Anamarie Ferreira de Melo, MPH, CPH**, is the co-founder of Urban Health Solutions and its non-profit arm Urban Health Partnerships. She was CEO of Urban Health Partnerships from 2011 to 2018. For over 15 years, Ms. Ferreira de Melo has played an active role in securing over \$45 million in grant funding for public health organizations throughout South Florida. She has taught BPH 208: Introductory Epidemiology.

## E2. Faculty Experience in Areas of Teaching

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

- 1) Provide a list of the education and experience of all faculty members in the format of Template E2-1. Template E2-1 requires each faculty member's name; graduate degrees earned; institution(s) where graduate degrees were earned; disciplines in which degrees were earned; relevant professional experience outside of academia; credentials from certification, registration, and/or licensure, if applicable; and course(s) taught. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be 11 semester four and should include information on the three preceding semesters. (self-study document)

### TEMPLATE E2-1

Name*	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Alamian, Arsham	MSc PhD	Laval University University of Montreal	Pharmaco-epidemiology Epidemiology	Epidemiologist Facilitator, Public Health Agency of Canada		BPH 365, BPH 461
Ceavers, Olivia**	MPH	University of Miami	Public Health, MCH	Program Specialist, Healthy Start		BPH 206
Cianelli, Rosina	MPH PhD	Universidad de Chile University of Illinois at Chicago	Public Health Nursing	Nursing Homes Owner and Chief Nurse Officer, Chile; Private practice as Nurse Midwife, Chile	International Board-Certified Lactation Consultant Registered Nurse	BPH 419
Deleon, Diego	MD PhD	Universidad Central del Este (DR) Capella University	Medicine Multidiscipline Human Serv			BPH 208, BPH 352

Falcon, Ashley	MPH PhD	University of South Florida University of Miami	Health Education Epidemiology	Community Health Educator		BPH 200, BPH 206, BPH 208, BPH 309, BPH 461, BPH 465, BPH 490
Ferreira de Melo, Anamarie	MPH	Florida International University	Public Health (Epidemiology)	Principal at Urban Health Solutions, LLC	Certified in Public Health	BPH 208
Frenk, Julio	MD MPH MA PhD	Universidad Nacional Autonoma de Mexico University of Michigan	Medicine Public Health Sociology Medical Care Organization	Minister of Health, Mexico; Executive Director, Evidence and Information Policy, WHO; Founding Director, Center for Public Health Research, Mexico		BPH 499
Garcia Rivera, Giselle	DNP	University of Miami	Nursing	Pediatric Nurse Practitioner (NP)	Board Certified Pediatric Primary Care NP Advanced Practice Registered Nurse	BPH 317
Gattamorta, Karina	EdS PhD	Florida International University University of Miami	School Psychology Educ Res, Measure & Eval	School Psychologist		BPH 202
Knaul, Felicia	MA PhD	Harvard University	International Development Economics	Director of the Institute for Advanced Study of the Americas		BPH 499
Lebron, Cynthia	MPH PhD	University of Miami	Public Health Prev Sci & Comm Health			BPH 206

Matsuda, Yui	MPH PhD	Virginia Commonwealth University	Public Health Nursing Science		Registered Nurse Certified Advanced Public Health Nursing	BPH 206
Metheny, Nicholas	MPH PhD	George Washington University University of Michigan	Public Health Nursing Science	Global Health Services Fellow, Bangladesh	Registered Nurse	BPH 321, BPH 322
Negahbani, Maria	MS MPH PhD	New York University Walden University	Clinical Dietetics Public Health	Agency for Healthcare Administration, Florida Dept of Health, Healthy Start Coalition of Miami-Dade	Registered Dietitian Certified Worksite Wellness Specialist Certified Tobacco Cessation Specialist	BPH 202, BPH 306
Parker, Linda****	MS MS PhD	Case Western Reserve University Harvard University	Nutrition			BPH 306
Porter, Andrew	PhD	Pennsylvania State University	Biobehavioral Health			BPH 301, BPH 305, BPH 310, BPH 461, BPH 490
Prado, Guillermo	MS PhD	University of Miami	Statistics Epidemiology			
Reaves, Regine	MPH MSN PhD	Florida A&M University Florida Atlantic University	Biobehavioral Health & MCH Nursing Education Nursing Science	Florida Dept of Health, Children's Medical Services	Registered Nurse	BPH 206
Rojas, Dayana	MPH	University of Michigan	Molecular Epidemiology Epidemiology			BPH 206

	PhD	Louisiana State University				
Sanko, Jill*****	PhD	University of Miami	Nursing			BPH 317
Shalala, Donna	PhD	Syracuse University	Public Affairs	Secretary, US Dept of Health and Human Services; Member, US House of Representatives		BPH 499
Vidot, Denise	MA PhD	University of Georgia University of Miami	Non-Profit Management, Public Health Epidemiology			BPH 208, BPH 419, BPH 461

\* List faculty alphabetically

\*\* Ms. Ceavers left UM in Summer of 2021 and started a PhD in Public Health at Florida International University (FIU).

\*\*\* President Frenk and Dr. Knaul have a secondary faculty appointment in the SONHS and teach an elective course BPH 499 Selected Topics. Dr. Shalala is an emeritus professor and past President of UM who also teaches BPH 499.

\*\*\*\* Dr. Parker retired from UM in May 2021.

\*\*\*\*\* Dr. Prado's effort is primarily as a public health/prevention researcher and university administrator. He gives guest lectures in the program.

\*\*\*\*\*Dr. Sanko left UM in May 2022.



### E3. Informed and Current Faculty

**All faculty members are informed and current in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are informed and current may include publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.**

- 1) A description of the activities and methods through which all faculty members remain informed and current in their discipline (e.g., completed professional development opportunities) in the form of Template E3-1. The description must address both full-time and part-time faculty.

#### TEMPLATE E3-1

Faculty name	Area of instruction	Explanation of currency
Alamian, Arsham	Public Health, Epidemiology, Research and Quantitative Methods	Fellow of the American College of Epidemiology and Fellow of the Royal Society for Public Health; Member of the International Epidemiological Association, and Governing Councilor for the Epidemiology Section of the American Public Health Association; Regularly attends and presents research on metabolic syndrome, diabetes and other chronic diseases at national and international conferences; Regularly publishes in peer reviewed medical and scientific journals; Editorial Board Member at BMC Public Health, Preventive Medicine Reports, and PLOS ONE; Associate Editor at CDC's Preventing Chronic Disease Journal; Peer reviewer for a dozen of scientific journals including BMJ Open, Pediatrics, American Journal of Preventive Medicine; Peer Reviewer for NIH, SAMHSA, and CIHR; Has served as PI of external grants on metabolic syndrome and other chronic diseases; biostatistical consultant on several NIH-funded grants and pending applications.
Ceavers, Olivia	Public Health	No longer at UM. Currently PhD student in Public Health at FIU.
Cianelli, Rosina	Contemporary Health Issues in South Florida	Fellow of the American Academy of Nursing; Ambassador of the Friends of the National Institute of Nursing Research to Advocate and Advance Nursing Science; Fellow of the Robert Wood Johnson Foundation (RWJF); and International Board-Certified Lactation Consultant. Editorial board member of the Hispanic Health Care International Journal; Regularly attends and presents in national and international scientific conferences related to HIV prevention, health disparities, and chronic diseases prevention; Regularly publishes in peer-reviewed journals; Peer reviewer for a dozen of scientific journals, including Journal of Health Care for the Poor and Underserved, Journal of Nursing Scholarship, Hispanic Health Care International, among others; Peer reviewer for NIH, FONDECYT; Grant consultant NIH/R34 and NC TraCS NIH Clinical and Translational Science Award (CTSA), 550KR26212; PI SEPA-PrEP: An HIV Prevention Strategy for Cisgender Heterosexual Black Women to Increase HIV Testing and Access, Initiate, and Sustain Use of PrEP; NIH Supplement Grant; William R. Jones Outstanding Mentor Award, Florida Education Fund/McKnight Doctoral Fellowship

		Program, 2021 nomination; Faculty Mentor of the Year at the UM Graduate School; Publishing peer-reviewed scholarship.
Deleon, Diego	Biological Principles of Public health, Introductory Public health	Doctor medicine (MD) and a Multidisciplinary PhD, with a concentration in Public Health; Member of the American Public Health Association; Attends and presents at national conferences; Advisor of the Health Studies Student Association; Participates in international collaboration with universities in India, Chile, Ecuador among other countries where, he presents and attends presentations on topics such as individual and population health. As a Physician he keeps abreast with the latest trends in health promotion and disease prevention by attending online workshops and webinars.
Falcon, Ashley	Public Health, Statistical Methods	Member of the American Public Health Association; Attends and presents at peer-referred academic conferences; Publishes peer-reviewed scholarship; Reviews for peer-reviewed academic journals; Participates in voluntary pedagogy and scholarship professional development, including several selective fellowships (Emerging Transformational Leadership Program, Engaged Faculty Fellowship, Learning through Dialogue and Discussion Fellowship).
Ferreira de Melo, Anamarie	Introductory Epidemiology	Co-Founder of Urban Health Solutions; Past President of Urban Health Partnerships.
Frenk, Julio	Public Health, Global Health	As President of UM, Dr. Frenk remains up to date on reading and publishing research in peer reviewed journals, cultural magazines, and newspapers. In addition, President Frenk is a member of several academic associations, boards, and special commissions including the Uniformed Services University Board of Regents in collaboration with the United States Department of Defense, the American Public Health Association, and the American Academy of Arts and Sciences. A full list of President Frenk's informed activities, current memberships, and publications can be found in his CV included in <b>ERF D2.2</b> .
Garcia Rivera, Giselle	Pediatrics, Growth and Development	Presentations at the Mailman Center for Child Development Grand Rounds and Sigma Theta Tau International Honor Society of Nursing's 32 <sup>nd</sup> International Nursing Research Congress; Publications in <i>The Journal for Nurse Practitioners</i> and <i>Clinical Lactation</i> ; Member of Sigma Theta Tau Nursing Honor Society, National Association of Pediatric Nurse Practitioners, and MDRResearch Lab.
Gattamorta, Karina	Introduction to Statistics	Presentations at national and international conferences including the American Psychological Association, SIGMA Nursing Research, National Youth Advocacy and Resilience, National LGBT Health Conference; Invited Speaker at National Academies of Science Engineering and Medicine Workshop; Peer reviewed publications.

Knaul, Felicia	Global Public Health	Dr. Felicia Knaul is an active member in several professional associations including the Global Health Council and Sociedad Mexicana de Salud Pública. In addition, Dr. Knaul continues to publish peer-reviewed journal articles as well as book chapters in journals including <i>The Lancet Global Health</i> and the <i>Journal of Cancer Education</i> . A more comprehensive illustration of the various activities, memberships, and awards maintained by Dr. Knaul are included in her CV within <b>ERF D2.2</b> .
Lebron, Cynthia	Public Health	Member of the American Public Health Association and the Society for Prevention Research; Attends national conferences regularly; Early Career Prevention Scientist Training Program, Society for Prevention Research; President, Latino Caucus for Public Health; Program to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) Summer Institute Scholar, National Heart Lung and Blood Institute (NHLBI); Publishing peer-reviewed scholarship.
Matsuda, Yui	Public Health, Public Health Nursing	PhD in Nursing, MPH, hold an active registered nurse (RN) license; Member of the Counsel for the Advancement of Nursing Science, American & Florida Nurses Association, and Nursing Honor Society, Sigma Theta Tau International (current Scholarship and Research Committee Chair of the Beta Tau Chapter); Selected as a Faculty Learning Community Fellow to promote active learning in undergraduate courses (2021-2022); Completed PETAL (Platform for Teaching Excellence and Learning) Course Mentors Program (2020-2022); Presents at international and national conferences including the Sigma Theta Tau International Nursing Research Congress and the Society of Public Health Education Annual Conference; Selected as an early career reviewer at the Center for Scientific Review at NIH. Publishing peer-reviewed manuscripts.
Metheny, Nicholas	Health Policy	Member of the Council for the Advancement of Nursing Science; Member of the American Public Health Association; Secretary and Member of the Board of Directors of the Nursing Network on Violence Against Women International; National Institutes of Health (NIH) Early Career Grant Reviewer Program (MESH study section); Co-Director of the Secretariat for the Lancet Commission on Gender Based Violence; Registered Nurse (RN) (renewed 2022) ; Completed Sexual Assault Nurse Examiner (SANE) training (2022); Completed Program for Excellence in Teaching and Learning (PETAL) at UM (2021); Peer-reviewed publication and evidence dissemination
Negahbani, Maria	Nutrition	Member of the National Association of Nutrition and Dietetics; Member of the Florida Association of Nutrition and Dietetics; Member of the National Society for Leadership and Success; Member of the National Association of Professional Women; Member of the Dietitians in Integrative & Functional Medicine; Attends national conferences regularly and participates in various webinars and peer-reviewed journal

		article reviews to ensure meeting all continuing professional education licensure requirements.
Parker, Linda	Nutrition	Retired from UM in May 2021
Porter, Andrew	Public Health; Human Sexuality; Health Disparities	Member of the Society of the Scientific Study of Sexuality; The Center for Sex Education; Society for Prevention Research; Co-creator and publisher of The Sex Wrap, and evidence-based sexuality Public Health; Human Sexuality; Health Disparities education podcast; Publishes in peer-reviewed journals; Presents at academic conferences and annual meetings; Reviewer for multiple journals; Participates in professional development for pedagogy and sexuality research; Exemplar faculty mentor for PETAL at UM.
Prado, Guillermo	Public Health	Member, National Academy of Medicine; Board Members, Academy of Science, Engineering, and Medicine of Florida; Immediate Past President, Society for Prevention Research; Member, National Hispanic Science Network; Participate and/or Chair NIH review study sections; Presents at National and International Conferences; Publishes peer-reviewed publications and disseminates these widely.
Reaves, Regine	Public Health, Nursing	2021 Research Conferences: *Matsuda, Y., Halstead, V. Reaves, R.P., Falcon, A., Valdes, B., & Salani, D.A. (2021, October). The utilization and evaluation of peer-to-peer health education by nursing students. 2021 Mixed Methods International Research Association Asia Regional/7th Japan Society for Mixed Methods Research Annual Conference. *Everett-Thomas, R. & Reaves, R.P. (Poster Presentation). Recovering from the Challenges of COVID-19: Revitalizing Nursing for the Post-Pandemic Era. Nursing Consortium of South Florida. November 5, 2021. Davie, Florida; Faculty advisor for the National Student Nurses Association (NSNA); Fellow for the Golisano Institute for Developmental Disability Nursing (GIDDN), Inaugural Class; Published peer-review scholarship. Annual continuing education completed on public health and nursing related content
Rojas, Dayana	Public Health	Publishes in the <i>American Journal of Infection Control</i> and the <i>Journal of Racial and Ethnic Health Disparities</i> with several additional peer-reviewed articles in progress; Presented at the Society for Epidemiologic Research and the American Heart Association; Member of the American Association for the Advancement of Science (AAAS)
Sanko, Jill	Growth and Development	Dr. Jill Sanko is no longer a faculty member at UM.
Shalala, Donna	Political Science	Former President of UM (2001-2015) and member of the U.S. House of Representatives (2018-2021), Former President Shalala is a member of several prestigious honorary societies and boards; she continues to publish research articles in peer-reviewed journals and contributes to the writing of textbooks. Finally, President Shalala gives endowed lectures across the United States. A more complete list of President Shalala's

		informed activities and memberships can be found in <b>ERF D2.2</b> within her CV.
Vidot, Denise	Epidemiology	PhD in Epidemiology, certified in cannabis patient care; Member of: Council of State and Territorial Epidemiologists (on Marijuana sub-committee; co-author of Marijuana Position Statement), American Public Health Association, College on Problem of Drug Dependence, Society for Prevention Research, International Cannabinoid Research Society, American Heart Association, and National Hispanic Science Network; Cardiovascular Fellow, NHLBI Programs to Increase Diversity among Individuals Engaged in Health-Related Research (PRIDE); Principal Investigator of NHLBI-Funded R01 Research Cohort Study - Herbal Heart Study; Publishing peer-reviewed scholarship.

#### E4. Practitioner Involvement

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

- 1) A list of the activities and methods through which practitioners are involved in instruction in the format of Template E4-1.

#### TEMPLATE E4-1

Practitioner name	Credentials	Title	Employer	Course(s) taught/ Instructional activities provided
Lourdes Rojas	PhD, MPH	Healthcare Data Research Scientist	Baptist Health South Florida	BPH 206 guest lecture
Eriko Grover	MS-MPH, RDN, LD/N	Public Health Nutrition Program Director	Women, Infants, and Children Program	BPH 206 guest lecture
Andy Mendez	MA	Sponsorship Manager	CDR Maguire, Inc.	BPH 206 guest lecture
Jessica Triana	MNM, CFRE	Sr. Director Philanthropy	American Cancer Society	BPH 206 guest lecture
Jordan Baeker Bispo	MPH	PhD candidate	University of Miami	BPH 206 guest lecture
Yaray Agosto	MPH	PhD candidate	Florida International University	BPH 206 guest lecture
Arthur De Correa	MPH	PhD candidate	University of Miami	BPH 206 guest lecture
Edward Suarez	PsyD	Assistant Professor	University of Miami	BPH 206 guest lecture
Alisa Velonis	PhD, MPH	Associate Professor	University of Illinois, Chicago	BPH 321 lecture
Lynae Darbes	PhD	Associate Professor	University of Michigan	BPH 321 lecture
Vera Spika	MSW, MIS	Librarian	University of Miami	BPH 321 and BPH 365 lecture
Tamar Goldenberg	PhD, MPH	Assistant Professor	University of North Carolina, Greensboro	BPH 321 lecture
Alexa Yakubovich	PhD, MPH	Assistant Professor	Dalhousie University	BPH 321 lecture
Victoria Behar-Zusman	PhD	Professor	University of Miami	BPH 321 lecture
Joseph DeSantis	PhD, ARNP, ACRN, FAAN	Associate Professor	University of Miami	BPH 206 guest lecture

Maria Sevilla	JD	Title IX Coordinator	University of Miami	BPH 465 service-learning collaboration
Sophia Cuenca	BSPH	Senior Program Manager	Healthy Little Havana	BPH 309 service-learning collaboration; BPH 490 practicum preceptor
Rachel Askowitz	MPH	Director of the Sandler Center for Alcohol & Other Drug Education	University of Miami	BPH 465 service-learning collaboration
Jennifer M Posner	MCP	Senior Manager, CCE	University of Miami	BPH 465 service-learning collaboration
Alex Moreno	MPH	Clinic Administrator	Adolescent Care and Testing Services	BPH 490 practicum preceptor
Andrea Iglesias	PhD	CEO/Executive Director	Urban Health Partners, Inc.	BPH 490 practicum preceptor
Allison Pinto	PhD	Policy Consultant	Overtown Children & Youth Coalition	BPH 490 practicum preceptor
Graylyn Swilley Woods	PhD	CEO	Overtown Children & Youth Coalition	BPH 490 practicum preceptor
Scott Lufbery	MA	Program Manager	Hope for Miami	BPH 490 practicum preceptor
Jessica Merino	BS	Program Coordinator	Miami-Dade Office of Resilience	BPH 490 practicum preceptor
Jane Gilbert	BA, MPA	Miami-Dade Chief Heat Officer	Miami-Dade Office of Resilience	BPH 490 practicum preceptor
Jonathan Kish	MPA	Research and Scientific Advisor	Imalac	BPH 490 practicum preceptor
Judite Blanc	PhD	Research Assistant Professor, Miller School of Medicine, Translational Science and Circadian Science	UM	BPH 490 practicum preceptor

Lunthita Duthely	PhD	Research Assistant Professor/Student Clinical Research Coordinator	UM	BPH 490 practicum preceptor
Luigi Ferrer	MS	Health Education Program Consultant	Florida Department of Health	BPH 490 practicum preceptor
Patrice Saab	PhD	Professor	UQUEST Psychology Research Lab, UM	BPH 490 practicum preceptor
Rochelle Baer	MSW	Director of Leadership Training Initiatives, Mailman Center for Child Development	UM	BPH 490 practicum preceptor
Sarah Bonner	MS	Regional Organizer	Planned Parenthood	BPH 490 practicum preceptor
Tyler Bartholomew	PhD	Director of Research and Evaluation	The Infectious Disease Elimination Act (IDEA Exchange)	BPH 490 practicum preceptor
Visnia Scanio	BS	Administrative Manager	YES Institute	BPH 490 practicum preceptor
Joseph Zolobczuk	MS	Executive Director	YES Institute	BPH 490 practicum preceptor
Karen Iglesias	MPH	Health Education Supervisor	Florida Department of Health	BPH 490 practicum preceptor
Gissette Onorato	BA	Human Experience Executive Director, Lennar Medical Foundation Center	UHealth	BPH 490 practicum preceptor
Raquel McDowell	JD	Title IX Investigator	UM	BPH 490 practicum preceptor



Whitney O'Regan	PhD	Director of the Sandler Center for Alcohol & Other Drug Education	UM	BPH 490 practicum preceptor
Sara St. George	PhD	Assistant Professor	UM	BPH 490 practicum preceptor
Asma Aftab	MD, MPH	Research Assistant Professor, Program Director	Area Health Education Center Program	BPH 490 practicum preceptor
William Porro	MBA	Director, Department of Human Services	City of Miami	BPH 490 practicum preceptor
Alyssa Falise	MPH	Injury Epidemiologist	Florida Department of Health	BPH 490 practicum preceptor
Keith Johnson	MA	Director of Advocacy	Fund for Global Health	BPH 490 practicum preceptor
Wes Smith	PhD	Associate Professor	UM	BPH 490 practicum preceptor
Ledisney Rodriguez	BS	After School Services Program Manager	Hope for Miami - Urban K Gardens	BPH 490 practicum preceptor
Isabella Dell'Oca	BA	Program Director	Lotus House	BPH 490 practicum preceptor
Jamie Everett	MAIA	Program Director	Refugee Assistance Alliance	BPH 490 practicum preceptor
Deborah Jones	PhD, MEd	Department of Psychiatry and Behavioral Sciences	UM	BPH 490 practicum preceptor
Roger Horne	MHA, MPH	Ex. Director	Urban Green Works	BPH 306 guest lecture
Franziska Alesso Bendisch	PhD, MBA	CEO	Better Food Partners	BPH 306 guest lecture
Anamarie Ferreira de Melo	MPH	Co-founder	Urban Health Solutions	BPH 206 guest lecture
Yannine Estrada	PhD	Research Assistant Professor	UM	BPH 206 guest lecture

Audrey Clearly	Ph.D., ABPP	Licensed Psychologist at the UM Counseling Center; Sexual Assault Resource Team (SART) Coordinator	UM	BPH 206 guest lecture
Aiden Wells	MPH, MALAS	Health Educator	UM	BPH 206 guest lecture
Valerie Halstead	PhD, ARNP, FNP-BC	NP	Trumont	BPH 206 guest lecture
Carmen Presti	DNP	Faculty	UM	BPH 419 guest lecture
Natalia Villegas	PhD	Faculty	University of North Carolina, Chapel Hill	BPH 419 guest lecture
Nicholas Torres	DNP	Chief Executive Officer	Larkin Hospital	BPH 419 guest lecture
Joseph De Santis	PhD	Faculty	UM	BPH 419 guest lecture
Evelyn Iriarte	PhD	Post Doc Fellow	University of Colorado at Denver	BPH 419 guest lecture
Horace Ellis	DNP	Psychiatric Mental Health NP	Jackson Memorial Hospital	BPH 419 guest lecture
Christopher Weidlich	PhD	Faculty	UM	BPH419 guest lecture

## **E5. Graduate Students**

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

**F1. Financial Resources**

**The program has access to financial resources that are adequate to fulfill its stated mission. Financial support is adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program’s ongoing operations.**

- 1) A letter, signed by the administrator(s) responsible for the program at the dean’s level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes.

Please see **ERF F1.1** a letter signed by the Dean of the SONHS and administrator(s) responsible for the BSPH program. This letter confirms UM’s institutional commitment to the BSPH program and to providing the resources required to accomplish the mission of the program, teach the required curriculum, and achieve expected student outcomes.

- 2) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1.

**TEMPLATE F1-1**

Sources of Funds by Major Category, 2018 to 2023					
	<i>Year 1 (AY 2018-2019)</i>	<i>Year 2 (AY 2019-2020)</i>	<i>Year 3 (AY 2020-2021)</i>	<i>Year 4 (AY 2021-2022)</i>	<i>Year 5 (AY 2022-2023)</i>
<i>University Funds</i>	<i>\$534,753</i>	<i>\$671,957</i>	<i>\$927,895</i>	<i>\$816,145</i>	<i>\$872,236</i>
<i>Faculty Travel</i>	<i>\$10,000</i>	<i>\$10,000</i>	<i>\$0</i>	<i>\$2,500</i>	<i>\$2,500</i>
<i>Student Organization Funding</i>	<i>\$500</i>	<i>\$500</i>	<i>\$500</i>	<i>\$500</i>	<i>\$500</i>
<i>Student Travel</i>	<i>\$2,500</i>	<i>\$2,500</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
<i>Total</i>	<i>\$547,753</i>	<i>\$684,957</i>	<i>\$928,395</i>	<i>\$819,145</i>	<i>\$875,236</i>

- 3) A narrative explanation of the data in Template F1-1 and a discussion of any recent or planned future changes in fiscal resources.

UM, as a private university, does not receive state funds other than for state service contracts and limited tuition subsidy monies. The SONHS has no state service contracts and does not receive state tuition subsidies. Therefore, the SONHS budget is based on tuition revenue derived from numbers of enrolled students, as well as projected expenditures, including faculty salaries according to UM guidelines for compensation based on number of students registered in the

school's undergraduate and graduate programs. The Dean, the Senior Business Officer, and the Provost, work in collaboration to configure a total annual budget that enables achievement of the program's mission, goals, and expected outcomes.

The budget for the undergraduate programs (with the exception of the accelerated BSN program, which is calculated according to the graduate programs formula) is determined using a standardized formula developed by the Office of the Provost. The graduate and accelerated BSN programs budgets are based on a 70-30 formula, with 70% of tuition revenues allocated to the SONHS and 30% to the institution. This budget has increased significantly since the first self-study was completed, reflecting the increased interest and popularity of the BSPH program, the quality of the faculty, and opportunities for student practica and research engagement.

## F2. Physical Resources

**The program has access to physical resources that are adequate to fulfill its stated mission. Physical resources are adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.**

- 1) A description of the physical space available for faculty offices, program classrooms, and student meetings or study groups.

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 Simulation Hospital Advancing Research & Education (S.H.A.R.E.<sup>TM</sup>), 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 printers, copiers, and scanners, 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 dedicated lounge, computer lab, and printer on the first floor of the building. A virtual tour of this facility is available at: <https://miami.app.box.com/v/sonhs-ccne-video>

In fall of 2017, the SONHS opened one of the nation's first academic simulation centers designed as a full-featured simulation hospital, S.H.A.R.E.<sup>TM</sup>: Simulation Hospital Advancing Research & Education (<https://share.sonhs.miami.edu>). Our simulation hospital building is 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, stand-alone, 50,000-square-foot facility is the region's foremost center for simulation immersion, and is designed to replicate a functioning outpatient clinic, hospital, and home environment, allowing for simulated care of patients from pre-hospital to community settings, across the life-span continuum. Our state-of-the-art facility promotes inter-professional collaboration and serves as a community and global resource, offering unparalleled opportunities for students, faculty, researchers, healthcare professionals, and technological partners to improve patient safety outcomes and redefine the boundaries of healthcare education. Ruth Everette-Thomas, PhD, MSN, RN, CHSE, Interim Associate Dean for Simulation Programs, oversees the efforts in S.H.A.R.E.<sup>TM</sup>. She is assisted by Jeffrey Groom, PhD, CRNA, APRN, FSSH, Director of Special Projects. Supporting them are six full-time simulation educators, four full-time simulation technicians, and a group of per diem staff. Brief descriptions and videos of floor-by-floor tour are as follows:

The **first floor** includes an exterior emergency services area, emergency department, an emergency command center, an outpatient clinic, and briefing/debriefing rooms. <https://miami.box.com/v/1st-Floor-Video>

The **second floor** has a 281-person auditorium, lobby, and terrace area.

<https://miami.box.com/v/2nd-Floor-Video>

On the **third floor** are labor and delivery, birthing suites, the neonatal/pediatric intensive care unit (NICU/PICU), four operating rooms and endovascular suite, perioperative care, and briefing/debriefing rooms. <https://miami.box.com/v/3rd-Floor-Video>

The **fourth floor** features a home health transitional care apartment, a critical care area with intensive care units, medical-surgical units, telehealth and telemetry units, and briefing/debriefing rooms. <https://miami.box.com/v/4th-Floor-Video>

The **fifth floor** encompasses the Helene Fuld Skills Resource Center, comprising three clinical skills labs and a video production studio and virtual reality/augmented reality lab. A mobile Anatomage Table uses real 3D human anatomy to provide learners at the facility with the most technology advanced, 360-degree visualization system for anatomy education.

<https://miami.box.com/v/5th-Floor-Video>

### F3. Academic and Career Support Resources

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**
- **career services**
- **other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program**

- 1) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.

The BSPH program has sufficient resources to accomplish our mission and to achieve expected student outcomes. Academic support services include the UM Library services, computing and technology services, advising services, career counseling services related to public health fields, and other support services (e.g., disability support services, writing center).

Institutional-level resources and facilities that help meet program and student needs also include the Writing Center, the Camner Center for Academic Resources, the Office of Disability Services, the Herbert Wellness Center, CCE, the Butler Center for Service and Leadership, the Counseling Center, and the Student Health Center.

#### TEMPLATE F3-1

Academic Support Resource	Responsible Party	Description
a) Computing and Technology Services	Program-Level	<p>The SONHS employs six 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 state-of-the-art simulation laboratories (Sim Labs) representing critical care, pediatric care, adult care, and operating room care with 10 full-time technical personnel, aided by teaching assistants as necessary; these labs are dedicated to simulated instruction for the undergraduate and graduate nursing students.</p> <p>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.</p>
b) Library services	Institutional-Level	<p>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</p>

	<p>Management systems. A complete listing of these resources is available in the On-site Resource Room.</p> <p>UM Library supports research, education, and clinical practice for the SONHS by providing access to all major health science databases (e.g., PubMed, CINAHL [nursing database], Cochrane Library, EMBASE, PsycInfo) as well as numerous others from related disciplines for faculty and students with interdisciplinary information needs. The libraries subscribe and provide online access to about 3,200 Nursing and Health Studies-related journal titles accessible and discoverable through a variety of full-text journal collections and databases. Approximately 650 additional related journal titles are available in print. 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. In addition, the libraries' collections include about 29,000 monograph titles related to the area of Nursing, and Health Studies research, with more than 13,500 book titles available electronically.</p> <p>Library staff is available to provide technical support to faculty: for example, to perform/assist professional literature searches, to help with using RefWorks or Endnote, to assist 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.</p> <p>UM Libraries provide 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 epidemiology, nursing and medicine, biology and chemistry, international studies and foreign languages, business, psychology, 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 &amp; Occupational Health category as most recently ranked by Journal Citation Reports (ISI Web of Knowledge). In addition, the 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.</p> <p>The SONHS is served by a subject specialist librarian. The Nursing and Health Studies Librarian can provide course-specific and general assistance on information resources and services, in addition to individualized literature research help. The librarian can also assist in tracking down difficult-to-find and obtain resources, troubleshoot access to electronic resources and advocate for School of Nursing interests in the Libraries. The Nursing and Health Studies Librarian recently resigned</p>
--	--



		and interim service is being provided by Lisa Baker, Head of Richter Library Learning & Research Services, in collaboration with librarians at the Medical Campus. We anticipate recruiting a new Nursing and Health Studies Librarian in the coming months. UM library resources are detailed at <a href="https://www.library.miami.edu/">https://www.library.miami.edu/</a> .
c) Distance education support	N/A	
d) Career Services	Program-Level	The SONHS has 11 personnel in its OSS dedicated to the admission, advisement and registration of students. This team consists of one Executive Director for student and post graduate support services (Mr. Joe Tripodi), one senior college recruiter, three advisors for the undergraduate programs, one admissions service representative for graduate programs, one senior data analyst, two program coordinators and two senior program coordinators for post bachelor 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.
	Institutional-Level	<p>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 an Executive Director, Mr. Christian Garcia, and a director, Ms. Alexa Lord currently oversee the center. Full-time center staff are currently comprised of four individuals responsible for operations and strategic initiatives, four individuals dedicated to employer engagement, and four individuals assigned to career education. Associate Dean Alamian and Executive Director Tripodi 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: <a href="https://hireacane.miami.edu/">https://hireacane.miami.edu/</a>.</p> <p>The SONHS routinely partners with the Toppel Career Center to offer opportunities related to career development for our public health students. Since 2016, the SONHS has hosted joint Healthcare Meetups with the Toppel Career Center at the SONHS. This has been an annual event and gives public health students a chance to meet and talk one-on-one with potential employers. It was well-received by both students and potential employers alike. During the 2021/2022 academic year, in partnership with the SONHS, the Toppel Career Center offered meetups to cover a series of professional development topics in public health. This led to a larger meetup gathering at the end. During the pandemic, these events have been hosted virtually through Handshake platform.</p>
e) Other Student and Faculty Support Services	Institutional-Level	The Department of Writing Studies hosts the Writing Center, which offers free, one-on-one assistance with all types of writing concerns. The Writing Center helps students at any stage of the writing process, from brainstorming to final revisions. Students can make their appointments, which are held both virtually and in-person at the Learning Commons in

		the Richter Library, through its website at <a href="https://writingstudies.as.miami.edu/writing-center/index.html">https://writingstudies.as.miami.edu/writing-center/index.html</a>
	Institutional-Level	The Camner Center for Academic Resources aims to provide resources to help manage success and advance potential. The Center offers a multitude of resources to our students, including academic tutoring, a trained learning specialist who provides guidance to students experiencing academic difficulties related to the transition to college, and disability services.
	Institutional-Level	ODS is available to assist students and faculty with special needs on a case-by-case basis, including providing academic accommodations and educational auxiliary support to ensure all students and faculty have access to all UM opportunities. Students are instructed to contact the department through its website at <a href="https://camnercenter.miami.edu/disability-services/index.html">https://camnercenter.miami.edu/disability-services/index.html</a>
	Institutional-Level	The Herbert Wellness Center, 60,000 sqft health facility 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. They offer group fitness classes and wellness seminars as well. 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. Additional information is available via their website: <a href="https://wellness.studentaffairs.miami.edu/about/facilities/index.html#:~:text=At%20our%2060%2C000%2Dsquare%2Dfoot,and%20live%20a%20healthier%20lifestyle">https://wellness.studentaffairs.miami.edu/about/facilities/index.html#:~:text=At%20our%2060%2C000%2Dsquare%2Dfoot,and%20live%20a%20healthier%20lifestyle</a>
	Institutional-Level	CCE is a university-wide initiative that fosters campus-community collaboration by engaging the university's academic resources in the enrichment of civic and community life. The goal is to promote a model of engagement based on a culture of collaboration and an ethic of reciprocity, recognizing the importance of knowledge co-creation and diverse forms of expertise. CCE has supported several of the public health faculty through its civic engagement fellowship to help them integrate civic engagement and community-based partnerships into the BSPH curriculum while promoting community service through experiential learning for students. More information is available through its website: <a href="https://civic.miami.edu/">https://civic.miami.edu/</a>
	Institutional and Program-Level	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.

## G1. Academic Advising

**Students are advised by program faculty (as defined in Criterion D) 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.**

- 1) A narrative description of the institution's system for undergraduate academic advising.

The SONHS has eleven (11) personnel in its Office of Student Services (OSS) dedicated to the admission, advisement and registration of students. This team consists of one (1) Executive Director for Student and Post Graduate Support Services, one (1) Sr. College Recruiter, three (3) advisors for the undergraduate programs, one (1) admissions service representatives for graduate programs, one (1) Sr. data analyst, two (2) program coordinators and two (2) Sr. Program Coordinators for post bachelor programs

- 2) A description of the program's provision of academic advising, including the following:

- a) 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.

- b) training and responsibilities of advisors

New advisors shadow current advisors and the Executive Director of Student Services 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 Executive Director of Student Services 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 can 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 Executive Director of Student Services and current advisors are available to answer questions, and all advisors, in coordination with the Executive Director of Student Services, 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 Executive Director of Student Services 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.

c) policies and procedures related to advising

The OSS operates on an open advising system where students can meet with any advisor of their choosing when the need arises. Students can go to OSS and request to meet with the advisor any time throughout the semester.

d) 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 a particular advisor.

e) 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 previous student surveys and focus groups, a number of changes were implemented in 2017 to improve advising satisfaction. These changes included:

- Additional training for undergraduate advisors
- Better and more frequent communication between advisors and the BSPH program faculty and the Associate Dean
- 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 2022-2023 academic year to ensure uniformity and accuracy.

The results of the surveys conducted for the years 2020, 2021 and 2022 showed that the level of satisfaction with advising was positive. This is an indication that the changes that were made as a result of the 2017 survey had a positive impact in the levels of student satisfaction with the SONHS' advising services.

## **G2. Faculty Involvement in Public Health Career Advising**

**Students are advised by program faculty (as defined in Criterion D) about public health-specific career options beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.**

1) A description of the program's provision of career advising, including the following:

a) assignment of advisors

The SONHS does not assign students to a single advisor. Students request a meeting, and any available advisor will meet with them. All health studies faculty partake in advising and discussing career options with students based on their area of expertise.

As part of Orientation, career options in public health are discussed. In addition, as students progress through the curriculum, they are inherently introduced to the various areas of public health (i.e., environmental health, epidemiology, biostatistics, etc.). Further, real world scenarios are used in class activities as well as through guest speakers. This exposes the students to the various public health disciplines and provides a glimpse of what it entails. Faculty are available after class, during office hours or a student may request an appointment to discuss career options and specific areas of interest.

The capstone course (BPH 490) for the program is a practicum. As part of the classroom component, the faculty teaching the course have incorporated a "next steps in your career" discussion. Through the course, students are encouraged to choose an area of interest for the practicum. This allows students to become more familiar and the ability to "try it out" if they choose.

In addition to the activities directly within SONHS and the BSPH program, the University has a dedicated center for career services, the Toppel Career Center. It is located on the main campus in Coral Gables. The Toppel Career Center provides students with services including coaching and mentors, internship opportunities, resume and cover letter writing, interviewing skills, and how to apply for graduate school as well as hosting career fairs and workshops.

b) training and responsibilities of advisors

Faculty are not provided formal training for career advising. Students are encouraged to meet with faculty based on the area of interest. The faculty routinely write letters of recommendation and provide advice on career options, including continuing education in a graduate program.

c) policies and procedures related to advising

The program holds monthly faculty meetings where information and any updates are shared.

d) process for changing advisors

There are no assigned advisors. Students can choose whomever they wish to meet with.

e) rules for frequency of contact with advisors

Not applicable.

### G3. Student Satisfaction with Advising

The program regularly tracks and regularly reviews quantitative and qualitative data on student satisfaction with advising.

The program uses methods that produce specific, actionable data; for example, data must sufficiently differentiate between faculty and staff advising roles, if applicable. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

- 1) A brief narrative summary and presentation of summary statistics on student satisfaction with advising for the last three years.

In 2020, a focus group was conducted with graduating students from the public health program, where qualitative data regarding satisfaction with advising was collected. The majority of the responses were positive. Examples of students' responses about our advisors can be found below:

"Great. I really like Pamela Salemi. She is very responsive via phone or email and was always there for me when I needed her help, even for nonacademic advising."

"Amazing. Mrs. Salemi is the absolute best and so kind. I would legit spend an hour in her office and she made me feel so organized. Love her."

Likewise, in 2021, a focus group was conducted with graduating students from the public health program, where qualitative data regarding satisfaction with advising was collected. The majority of the responses were positive.

"Would have not graduated without Shirley's and Pamela's guidance. Great!! They were always available and helpful." Examples of students' responses can be found below:

"Pam Salemi was my advisor and she always worked hard to help me get to where I needed to go. She was also very supportive through difficult times."

"I would have struggled much more without Pam there to help me."

"Overall positive experience with Shirley Rodriguez and Pam Salemi."

In 2022, the Associate Dean for Health Studies administered a quantitative survey to public health students (n = 41) to capture their satisfaction with advising. One of the questions asked students to report their overall satisfaction with advising at SONHS. The mean score of responses for this question was 3.02 out of a total of 4.0 with higher scores indicating more satisfaction. The results were as follows:

#	Answer	%	Count
1	(1) Not at all Satisfied	4.88%	2
2	(2) Somewhat Satisfied	21.95%	9
3	(3) Satisfied	39.02%	16
4	(4) Very Satisfied	34.15%	14
	Total	100%	41

Students were also asked to state their satisfaction with a series of service elements provided by our advising staff including advisors' ability to refer to appropriate personnel and/or resources, ability to seek out answers and provide viable solutions, accessibility in person, via phone/zoom, or email, knowledge of academic policies and procedures, knowledge of school admission criteria, knowledge of on-campus resources, response time on pending issues, and response time to emails. The mean score for the majority of service elements were above or close to 3.0/4.0. Students scored 2.7/4.0 for advisors' accessibility in person and 2.88/4.0 for response time to emails. Advisors' accessibility in person were largely reduced due to COVID in the last two years; this likely explains the lower score on this item. The score on response time to emails indicate an area for potential improvement.

- 2) A description of the methods used for collecting and analyzing data on student satisfaction with advising. The description must identify the parties responsible for collecting and analyzing data.

For the years 2020 and 2021, data on student satisfaction with advising was collected qualitatively using open ended questions to obtain a narrative of the students' opinion about the quality SOHNS' academic advising. For the year 2022, it was decided that a quantitative survey would be more efficient to capture the student's level of satisfaction with the SONHS' advising service element. Response to this quantitative survey can be found in **ERF G3**.

- 3) If applicable, a discussion of limitations of the current data that are based on data collection methodology.

For the years 2020 and 2021, data on student satisfaction with advising was collected using open-ended questions that captured a narrative of the students' feelings and opinions about advising. While open-ended questions yielded rich data, it was not as efficient as the quantitative survey used in 2022 which yielded concrete data that clearly and accurately showed the level of satisfaction on advising among the participants.

- 4) If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

A quantitative survey on satisfaction with advising will be conducted on a yearly basis at the end of the academic year.

- 5) If applicable, specific plans for improvement in provision of advising, based on the data collected.

Academic advising is centralized at the SOHNS. Advising services are provided by the Office of Student Services (OSS). The results of the survey conducted in 2022 were overall positive with only 4.88% reporting not being satisfied at all. Based on this result, students are largely satisfied with advising services provided by SONHS. As the COVID-19 pandemic dampens, we are opening our advising offices more for in-person appointments; this should help improve students' score on this service element. The Director of Student Services will work with SONHS advisors in making sure that they respond to students' emails within a maximum of 48 hours to the extent possible.

## H1. Diversity and Inclusion

### The program demonstrates a commitment to diversity and inclusion.

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:
  - a) assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities

Equity is woven into the SONHS' academic, research, and service mission. BSPH faculty assist in preparing compassionate public health professionals who reflect and respect the diverse populations they serve. In alignment with the UM Culture of Belonging, SONHS demonstrates a deep commitment to diversity, inclusion, cultural humility, and promotion of health for all. The BSPH program is designed to prepare students to work with communities in ways that are evidence-based and culturally competent. The program encourages BSPH students to examine the ways in which biological, social, psychological, environmental, and policy factors influence human health from a global perspective. Specifically, BSPH students have opportunities to engage in 1) service to local and global communities through innovative Field Practicum experience; 2) health disparities research opportunities with BSPH faculty and collaborators; and 3) international education travel opportunities to learn hands-on during intersession breaks. Furthermore, BSPH are exposed to diverse faculty, staff, preceptors, guest lecturers, and community agencies that represent south Florida communities.

BSPH Faculty are involved in diversity, equity, and inclusion programs, taskforces, and committees to represent BSPH program and to provide opportunities for BSPH students. For example, a BSPH faculty is a member of the President's Task Force to Address the Needs of Black Students, which is a Task Force that examines issues of culture, visibility, and retention. Our faculty member led a sub-committee that conducted climate surveys and focus groups of Black students and produced a report and recommendations, which was accepted by the University administration and incorporated into the University's Culture of Belonging initiative. This work as part of the Task Force was instrumental in opening the Multicultural Student Resource Center in 2021. A BSPH faculty member participated in the pilot for the Intergroup Dialogue Program, which connects students, faculty, and staff across differences such as race, ethnicity, socioeconomic background, gender, sexual orientation, and religion. BSPH students had the opportunity to benefit from a BSPH faculty members participating in the anti-racist pedagogy group, the One Book One U program investigating the immigrant experience in Miami, and the Queer Studies Reading Group, and the IBIS Ally Network. BSPH faculty, staff and students also participated in an Ibis Ally Training. The purpose of the IBIS (IBelieve in Solidarity) Ally Network training program is to create a network of allies to the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) community.

- b) research and/or community engagement

#### ***Community Engagement***

The SONHS is a designated Pan American Health Organization/World Health Organization (PAHO/WHO) Collaborating Centre; therefore, BSPH students have access to research and community engagement opportunities offered by Ministries of Health and higher healthcare education throughout the hemisphere. Through the SONHS PAHO/WHO Centre, collaborative opportunities for student hands-on learning include clinical and community outreach, minority health and health disparities research training, and long-term capacity building programs in low-resource communities. As part of coursework, BSPH students have multiple opportunities to participate in Global Health Practicum trips (BPH 487) to countries such as India, Australia,



Ecuador, Chile, and Guatemala where they can interact directly with local residents, patients and practitioners.

### **Research Engagement**

BSPH students have the opportunity to participate in the NIH-funded T37 Minority Health and Health Disparities Research Training program (MHRT). Through the MHRT program, students from health disparity background participate in a 2-week intensive global health disparities summer research institute, immediately followed by a 10-week research training experience in a country outside of the United States. A main goal of the program is to expose students from racial/ethnic minority backgrounds to research initiatives that address health disparities globally. Our MHRT program has partnered with 8 institutions in 6 countries (Colombia, Costa Rica, Dominican Republic, Peru, Jamaica, and Mexico) where the SONHS has established student study abroad programs and training/research agreements for BSPH students.

BSPH students also have opportunities to collaborate on health disparities research with BSPH faculty. For example, students can collaborate on a National Heart Lung and Blood Institute-funded cohort study, the Herbal Heart Study. The Herbal Heart Study is the first NHLBI-funded study aimed to examine subclinical cardiovascular impact of cannabis use by route of administration among racially/ethnically diverse 18-to-35-year-olds. Via the study, BSPH students can shadow study clinicians and research assistants in data collection, data management, data analysis, and culturally appropriate dissemination of results to the community. A number of students have incorporated their research experience into developing evidence-based interventions for their Capstone projects in BPH 490.

- c) any other relevant elements of the program

All faculty who serve on hiring search committees must complete prior to applicant review the following:

Read: Diversity and Authenticity. Harvard Business Review by Phillips, K.W. et al., 2018; and Diversity Without Dollars in chronicle.com

Complete: Managing Bias module and Diversity Inclusion in the Modern Workplace module in ULearn.

- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

See **ERF H1.2** for examples of students' research work as well as the links below for:

### **H.1.1a. Supporting Documents**

[SONHS commitment to diversity, inclusion, cultural humility, and promotion of health for all](#)

[UM Culture of Belonging](#)

[UM One Book One U program](#)

[BSPH Program Brochure](#)

[LGBTQ Student Center](#)

[IBIS Ally Network](#)

[Multicultural Student Affairs](#)

[Student Affairs](#)

[UM Chaplains Association](#)

[Veteran Student Services](#)

***H.1.1b. Supporting Documents***

[SONHS Studies Hemispheric and Global Collaborative Initiatives and Opportunities available to BSPH students](#)

[Minority Health and Health Disparities Research Training \(MHRT\) Program](#)

[NHLBI-funded Herbal Heart Study](#)

## H2. Cultural Competence

The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.

Programs can accomplish these aims through a variety of practices including the following: incorporation of *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.

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the program's curriculum.

### ***Incorporation of cultural competency considerations in the curriculum***

The BSPH program curriculum is designed to prepare students to work with communities in ways that are evidence-based and culturally competent. In the curriculum, several courses address issues related to cultural diversity and how culture can impact health.

In BPH 305 - Issues in Health Disparities course, student explore culture as an essential consideration for public health work. Students learn how consideration of culture informs public health efforts, the negative consequences of implicit bias, and the importance of cultural humility.

In BPH 487 – Global Health Practicum, students get to travel abroad to learn the basics of the health care system of a host country and compare and contrast that with the U.S. health care system. Students are first introduced to the history and culture of the country they are visiting. To achieve this, students must learn the basic determinants of health of the host country. Following this introduction, health care professionals from that country, lecture the students on the general aspects of health care system(s) of the country, which includes a look at the health indicators of that country and how they compare to other countries in the region. This is then followed by site visits and interactions with professionals in the field. Students have daily didactic tasks to complete, which include a daily journal, where their experiences are gathered and help to generate questions they can ask the faculty. Students spend an average of 8 to 10 hours per day participating in activities and learning about the country's health care system. The students get to visit private and public hospitals and clinics as well as rural clinics (where available) to understand the dynamics of the system. At the end, the students do a presentation to the faculty of the university in the host country, and author a reflexive paper, which illustrates their observations, the pros and cons of the country's health care system and comparison to the US health care system.

In BPH 490 – Field Practicum in Community Health, students discuss culture in the context of understanding the community they are working with and how this understanding informs public health efforts, including the importance of cultural- and linguistic-sensitivity, empathy, and understanding the implications of one's status as an insider or outsider.

BSPH students also have the opportunity to take numerous elective classes across the university which will include students from diverse disciplines and backgrounds.

### ***Recruitment/retention of faculty, staff, and students***

UM is committed to creating a culture of belonging. Created in 2015, the Standing Committee on Diversity, Equity, and Inclusion (SCDEI) was formed with a mission of providing transparent discourse of issues and developing empirically focused recommendations. In 2020, President Julio Frenk announced additional efforts to improve racial equality, inclusion, and justice. In response to President Frenk's call for action, the SONHS' Dean formed the Diversity, Equity, and

Inclusion (DEI) Advisory Committee as the first formal group to address DEI at the SONHS. The workgroup is composed of diverse faculty from each program within the SONHS at various career stages. The workgroup's primary purpose is to address inequities with Black faculty and student recruitment, and advancement/retention. The following are some ongoing recommendations developed by the advisory committee:

- Targeted recruitment of Black faculty who are underrepresented at the school in the mid-career, tenure-earning and Health Studies arenas.
- Providing DEI training to the members of recruitment committees.
- Providing mentorship to faculty members, and to Black faculty members, who have historically been underrepresented at the Associate and Professor ranks and among the associate deans.
- Creating an Associate Dean for DEI position within the School of Nursing and Health Studies

The SONHS Dean's DEI Advisory Committee remains committed to providing recommendations that support a culture of belonging with the end goal of equity and inclusion.

The SONHS is proud to be one of the most diverse schools/colleges at UM. According to the most recent data, about 80% of student body at SONHS are female. The BSPH program gender distribution is as follows: 22% male and 78% female. Further, the SONHS has an overall minority population of 64%, and as such serves as a model of inclusive excellence that not only embraces but also reflects cultural diversity of the South Florida region and community. The BSPH program has an even higher proportion of minority students with 73% of the student body being of minority origin, including 25% being of Black/African American descent.

#### ***Reflection in the types of research***

The SONHS where the BSPH program is housed is a leader in culturally competent research. Several initiatives at SONHS enhance diversity, inclusion and the education of culturally competent students including research opportunities provided through the Center for Latino Health Research Opportunities (CLaRO), an NIH U54 specialized Center that spans the UM and the Florida International University. The Center is headed by Dr. Victoria Behar-Zusman (Professor and Associate Dean for Research at UM SONHS) and Dr. Mario De La Rosa (Distinguished Professor at FIU).

- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

See **ERF H.2.2** for:

- Syllabi of courses that address cultural competence
  - BPH 305
  - BPH 487
  - BPH 490

[UM – Standing Committee on Diversity, Equity & Inclusion \(SCDEI\)](#)

[SONHS – Diversity and Inclusion website](#)

[UM/FIU CLaRO](#)

**I1. Program Offering**

Not applicable

**I2. Student Interaction**

Not applicable

**I3. Program Support**

Not applicable

**I4. Program Effectiveness**

Not applicable

**I5. Student Identity**

Not applicable

## J1. Information Accuracy

**Catalogs and bulletins used by the program, whether produced by the program, department, college, 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.**

- 1) A description of the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

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](#) and the Health Studies Student Handbook on the [UM SONHS website](#). The SONHS also maintains an ongoing and dynamic website 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. Alamian) and the Executive Director of Student Services (Mr. Joseph Tripodi) and updated as needed for accuracy. All advertising and recruitment material is developed and reviewed by Associate Dean for Health Studies (Dr. Alamian) and the Executive Director of Student Services (Mr. Joseph Tripodi) and updated as needed for accuracy. Printed catalogs and other printed materials have been replaced by electronic documents found on UM SONHS and the University websites.

- 2) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

- [UM - Academic Policies and Procedures](#)
- [UM - Admissions Policies](#)
- [UM – Grading Policies](#)
- [UM - Academic Bulletin](#)
- [UM – Academic Calendar](#)
- [UM – Academic Integrity Standards](#)
- [UM – BSPH Degree Completion Requirements](#)
- [SONHS – BSPH Program](#)
- [SONHS - Health Studies Student Handbook](#)

## J2. 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.**

- 1) A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of 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. 13-21 of the Undergraduate Progressions and Policy Procedures manual (see **ERF J2.2**). 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 (<https://ombuds.studentaffairs.miami.edu/>).

Records of student grievances are available in OSS at the SONHS. No formal complaints have been received related to the BSPH program for the last three years.

- 2) Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.
  - [SONHS – Health Studies Student Handbook](#)
  - [UM – Student Rights and Responsibilities Handbook](#) (includes a description of the procedure for filing a grievance for perceived discrimination related to disability)
  - [UM – Student Conduct](#)
  - [UM – Student Grade Appeal Process](#)