

**Council on Education for Public Health  
Self-Study Report: Standalone Baccalaureate Program**

---

---

# Public Health Program

Department of Health Studies

College of Arts and Sciences

American University

---

---

**Bachelor of Arts in Public Health  
Bachelor of Science in Public Health**

**August 21, 2018**



---

## Background and Executive Summary

The Public Health Program within the Department of Health Studies (DHS) of American University (AU) submits the following degrees for consideration of accreditation: a Bachelor of Science (B.S.) in Public Health and a Bachelor of Arts (B.A.) in Public Health. The Public Health Program was launched in Fall Semester 2011 as a standalone baccalaureate program within the College of Arts and Sciences; a full-time director was hired in Fall Semester 2014. The Department of Health Studies, which includes the undergraduate Public Health Program, the undergraduate Health Promotion program, the graduate Health Promotion Management program, and the graduate Nutrition Education program, was created in 2015. Dr. Anastasia Snelling, full professor, has served as the Chair of the Department of Health Studies since its inception.

### ***Mission***

The mission of the Public Health Program is to prepare students to pursue professional endeavors, informed by a social justice approach, dedicated to protecting and promoting the health of entire populations. These populations can be as small as a local neighborhood or as large as an entire country or region of the world. The Public Health Program mission flows directly from the mission of the Department of Health Studies, which is “to educate and empower future leaders in the health professions to improve the health status and well-being of individuals, communities, organizations, and societies. We achieve this mission through innovative education, transformational research, creative partnerships, and policy change advocacy.”

### ***Students and Faculty***

AU’s Public Health Program has enjoyed steady growth since its inception. In Academic Year (AY) 2011-12, 28 students pursued a Public Health major. By Spring Semester 2016, students in the program numbered 202. Fall Semester 2018 enrollment is 252 students. Slightly more than half of the students in the program have pursued the Bachelor of Arts degree, compared to the Bachelor of Science.

As the program has grown, so has the number of faculty. In the Department of Health Studies, we currently have six tenured or tenure-track faculty (two full professors and four assistant professors), nine term teaching faculty, and several adjunct faculty. Jolynn Gardner, a 12-month term faculty member, directs the Public Health Program. Five of the tenure track faculty, eight term teaching faculty, seven AU faculty from other departments, and five adjunct faculty teach core courses in the Public Health program.

### ***Programs of Study***

The Public Health curriculum was originally designed in 2011 to be flexible and interdisciplinary, providing students opportunities to take courses focusing on a wide range of issues. As the faculty began considering accreditation, however, it became apparent that curriculum revision was required to ensure our students receive instruction and experience in all domains identified by the Council on Education for Public Health (CEPH) criteria. Thus, we revised our curriculum significantly and launched updated programs of study in Fall Semester 2016. Currently, students declaring a Public Health major may choose to pursue a Bachelor of Arts (52 credits) or a Bachelor of Science (60 credits). As of August 21, 2018, Fall Semester 2018 enrollment figures indicate that 125 students are pursuing the B.A. and 127 are pursuing the B.S. The core classes of the two degrees are identical, but the B.A. students are required to take a Global Health course, while the B.S. students are required

---

to take an additional Biology course, a Biostatistics course, and an Introduction to Infectious Disease course.

The Department of Health Studies also offers an accelerated three-year scholars program within Public Health, which is more selective. Students interested in the Public Health Scholars program must apply and be admitted to the program as incoming freshmen. The Scholars program is directed by Melissa Hawkins, a term faculty member within the Department. Students accepted into the Public Health Scholars program follow the same curricula as all other Public Health majors. However, they attend classes during their summer sessions, which enables them to complete their degrees in three calendar years. They also have the advantage of a dedicated living-learning community, complete a service-learning lab in conjunction with their Introduction to Public Health Course, and are required to complete a study abroad experience. Currently, fifty Public Health majors are Public Health Scholars.

### ***Self-Study***

This self-study covers two academic years: AY 2017-18 and AY 2018-19. In some cases, enrollment data or other information from previous semesters may be reported to enhance understanding or illustrate trends.

---

# Electronic Resource File Index by Criteria

## Criterion 1.0 Leadership, Management, and Governance

### 1.1 Organization

No documents

### 1.2 Administrative Autonomy

Department of Health Studies Bylaws

### 1.3 Administrator / Faculty Responsibilities

Department of Health Studies Term Faculty Evaluation Criteria

Health Studies Tenure and Promotion Guidelines

### 1.4 Faculty Engagement

Expectations and Guidelines for Faculty Conduct at AU

Table 1 Faculty Engagement

### 1.5 Information Accuracy

No documents

## Criterion 2.0 Resources

### 2.1 Faculty Resources

2016-2017 Annual Report

2017-2018 Year in Review

Dean's Letter of Support

### 2.2 Faculty Mix

No documents

### 2.3 Student Enrollment

No documents

### 2.4 Student-Faculty Ratios

No documents

### 2.5 Financial / Physical Resources

DHS Faculty-Staff Directory

McCabe Hall Blueprint

### 2.6 Support Services

No documents

## Criterion 3.0 Faculty Qualifications

### 3.1 Faculty Qualifications

Faculty CVs

Adjunct Faculty AU

Affiliate Faculty

DHS Faculty

### 3.2 Designated Leader

Director of Public Health Program (Jolynn Gardner) CV

Director of Public Health Scholars (Melissa Hawkins) CV

### 3.3 Practitioner Involvement

Capstone and Community Partner Organizations

Internship Sites

### 3.4 Informed and Current Faculty

Table 2 Faculty Professional Activities

### 3.5 Graduate Students

No documents

---

## **Criterion 4.0 Curriculum**

### **4.1 General Undergraduate Curriculum**

- Sample AU CORE Syllabi
- Complex Problems
- Habits of Mind

### **4.2 Public Health Curriculum**

- Examples of Student Work (listed by course)
- “Original” Public Health Curriculum Guides
  - Bachelor of Arts
  - Bachelor of Science
- Proposals to Revise the Public Health Curriculum
  - Letter to Educational Policy Committee of the College of Arts and Sciences
  - Significant Change to Undergraduate Degree – Public Health BA
  - Significant Change to Undergraduate Degree – Public Health BS
- Revised Public Health Curriculum Guides
  - Bachelor of Arts
  - Bachelor of Science
  - Uniform BA Public Health Checksheet
  - Uniform BS Public Health Checksheet

### **4.3 Specific Credentials**

- No documents

### **4.4 Public Health Skills**

- See documents under Criterion 4.2, 4.5, and 4.7

### **4.5 Cumulative and Experiential Activities**

- Capstone Documents
  - Capstone Liaison Feedback Summary
  - Capstone Projects
  - Community Partners for Public Health Capstone Course
  - Student Evaluation of Capstone Experience
- Internship Documents
  - Internship Final Reports
  - Internship Instructions
  - Internship Master File
  - Internship Supervisor Evaluations Summary Spring 2016-Spring2018
  - Internship Registration Form

### **4.6 Cross-cutting Concepts**

- Honors in the Major Advising Guide
- Honors in the Major Info Sheet
- Student-Advisory Committee Meeting Minutes October 2017
- See documents under Criterion 4.2, 4.5, and 4.7

### **4.7 Syllabi**

- DHS Faculty Handbook
- Public Health Course Syllabi

## **Criterion 5.0 Program Effectiveness**

### **5.1 Mission**

- No documents

### **5.2 Student Learning Outcomes**

- No documents



---

### **5.3 Regular Review of Mission and Student Outcomes**

Detailed Assessment Plan for Program Objective and Learning Outcomes  
DHS Department Meeting Minutes (select examples)  
DHS Undergraduate Curriculum Committee Minutes (select examples)

### **5.4 Programmatic Effectiveness**

DHS Strategic Planning Committee Report  
2017-2018 Assessment Results Public Health Program  
2017-2018 Public Health Program Curriculum Assessment Report  
Alumni Feedback

Alumni Survey 2017 Report  
Alumni Survey 2018 Report  
Alumni Survey Results Compiled 2013-2018  
Alumni Update 2018 Report  
Unsolicited Alumni Feedback

Capstone Liaison Feedback

Capstone Project Liaison Feedback Form  
Capstone Project Liaison Feedback Summary  
CCES Community Partner Survey Results  
Letter from Capstone Liaison (Webb)

Capstone Survey

Capstone Survey Results Fall 2017  
Capstone Survey Results Spring 2018  
Graduation Census  
Public Health Capstone Survey

Employer Survey 2018 Report

Internship Supervisor Evaluation Form

Internship Supervisor Evaluations Spring 2016-Spring 2018

Peer Review of Teaching Observation Feedback Form

Student Feedback

DHS Student Evaluation of Teaching Aggregate Results  
Student Evaluation of Capstone Experience  
Student Evaluation of Teaching Questions  
Student Evaluation of Teaching Questions Updated Fall 2018

Table 3 Public Health Program Assessment Activities

Table 4 Academic Advising – Campus Climate Survey

### **5.5 Graduation / Job Placement Rates**

Graduate Study Pursued by AU Public Health Program Alumni

Public Health Retention and Graduation Rates 2018 Report

Table 5 Employers of AU Public Health Program Graduates

Table 6 Example Position Title of AU Public Health Program Alumni

### **5.6 Programmatic Review and Improvement**

Student Advisory Committee Meeting Minutes 10-17

### **5.7 Student Complaint Processes**

AU Grade Grievance Policy

## **Criterion 6.0 Advising**

### **6.1 Student Advising**

2018-19 CAS Academic Advising Guide  
Uniform BA Public Health Check-sheet  
Uniform BS Public Health Check-sheet

---

**Criterion 7.0 Diversity**

**7.1 Diversity and Cultural Competence**

American University's Plan for Inclusive Excellence

Building an Inclusive Campus Community for Undergraduates at AU

**Criterion 8.0 Distance Education Programs**

Not applicable

---

## List of Acronyms

AMST: American Studies  
APHA: American Public Health Association  
ASAC: Academic Support and Access Center  
AU: American University  
AY: Academic Year  
B.A.: Bachelor of Arts  
B.S.: Bachelor of Science  
BCaN: Behavior, Cognition, and Neuroscience  
BIO: Biology  
CAS: College of Arts and Sciences  
CCES: Center for Community Engagement and Service  
CEPH: Council on Education for Public Health  
CHEM: Chemistry  
CHES: Certified Health Education Specialist  
CMS: Communications  
CSLP: Community Service Learning Project  
CTRL: Center for Teaching, Research and Learning  
DAA: Dean of Academic Affairs  
DHS UCC: Department of Health Studies Undergraduate Curriculum Committee  
DHS: Department of Health Studies  
ENVS: Environmental Science  
EPC: Educational Policy Committee  
ERF: Electronic Resource File  
ERYT-500: Experienced Registered Yoga Teacher  
FY: Fiscal Year  
HIST: History  
HLTH: Health  
HPRM: Health Promotion  
ICASA: International Conference on AIDS and STIs in Africa  
IT: Information Technology  
JLC: Justice, Law and Criminology  
KSB: Kogod School of Business  
LIT: Literature  
OCL: Office of Campus Life  
OIRA: Office of Institutional Research and Assessment  
OIT: Office of Information Technology  
OUR: Office of the University Registrar  
PHIL: Philosophy  
PHYS: Physics  
PMP: Performance Management Program  
PSA: Public Service Announcement  
PUBH: Public Health  
RD: Registered Dietitian  
RTC: Rank and Tenure Committee  
S&E: Supplies and Expenses  
SAC: Student Advisory Committee  
SET: Student Evaluation of Teaching



---

SFR: Student-Faculty Ratios  
SIS: School of International Studies  
SISU: School of International Service Undergraduate  
SOC: School of Communication  
SOCY: Sociology  
SPA: School of Public Affairs  
STAT: Statistics  
SWOT: Strengths, Weaknesses, Opportunities, and Threats  
UNICEF: United Nations Children's Fund  
USAID: United States Agency for International Development  
VP: Vice President  
VPUE: Vice Provost for Undergraduate Enrollment  
WHO: World Health Organization  
WSC: Web Steering Committee  
YACEP: Yoga Alliance Continuing Education Provider

---

# Table of Contents

<b>Background and Executive Summary</b>	<b>II</b>
<b>Electronic Resource File Index by Criteria</b>	<b>IV</b>
<b>List of Acronyms</b>	<b>VIII</b>
<b>Criterion 1.0 Leadership, Management and Governance</b>	<b>1</b>
1.1 Organization	2
Template A.1	3
1.2 Administrative Autonomy	7
Template A.2	8
1.3 Administrator/Faculty	12
Template A.3	13
1.4 Faculty Engagement	27
1.5 Information Accuracy	29
<b>Criterion 2.0 Resources</b>	<b>30</b>
2.1 Faculty Resources	31
2.2 Faculty Mix	32
Template B	32
2.3 Student Enrollment	37
Template C	37
2.4 Student-Faculty Ratios	38
Template D.1	38
Template D.2	39
Template D.3	40
Template E.1	40
Template E.2	40
2.5 Financial/Physical Resources	41
Template F	41
2.6 Support Services	42
Template G	42
<b>Criterion 3.0 Faculty Qualifications</b>	<b>48</b>
3.1 Faculty Qualifications	49
Template H	49
3.2 Designated Leader	57
3.3 Practitioner Involvement	58
Template I	58
3.4 Informed and Current Faculty	59
3.5 Graduate Students (Template J: not applicable)	60
<b>Criterion 4.0 Curriculum</b>	<b>61</b>
4.1 General Undergraduate Curriculum	62
Template K	64
4.2 Public Health Curriculum	66
Template L	69
4.3 Specific Credentials	72
4.4 Public Health Skills	73
Template M	73
4.5 Cumulative and Experiential Activities	78
Template N	79

---

4.6 Cross-cutting Concepts	81
Template O	81
4.7 Syllabi	89
<b>Criterion 5.0 Program Effectiveness</b>	<b>90</b>
5.1 Mission	91
5.2 Student Learning Outcomes	92
Template P	92
5.3 Regular Review of Mission and Student Outcomes	94
Template Q	94
5.4 Programmatic Effectiveness	95
Template R	95
5.5 Graduation/Job Placement Rates	110
Template S	111
Template T	112
5.6 Programmatic Review and Improvement	113
5.7 Student Complaint Processes	116
<b>Criterion 6.0 Advising</b>	<b>117</b>
6.1 Student Advising	118
<b>Criterion 7.0 Diversity</b>	<b>121</b>
7.1 Diversity and Cultural Competence	122
<b>Criterion 8.0 Distance Education Programs</b>	<b>124</b>

---

## **Criterion 1.0 Leadership, Management, and Governance**

---

## Criterion 1.0: Leadership, Management, and Governance

### 1.1 Organization

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

American University (AU) was chartered by an Act of Congress in 1893 and founded by John Fletcher Hurst, a respected Methodist bishop who dreamed of creating a university that trained public servants for the future. Today, AU is a private, independent, coeducational institution in Washington, D.C. which combines a strong undergraduate and graduate education with a focus on experiential learning, global leadership, and public service. AU is home to eight schools and colleges, over one hundred sixty programs, and more than 13,000 students pursuing bachelor's, master's, and doctoral degrees.

Sylvia Mathews Burwell, who took office in 2017, leads AU as the 15th President of the University. She was appointed by the Board of Trustees, who, as the university's governing body, is charged with guiding strategic and fiduciary matters. The Office of the Provost is currently led by Interim Provost Mary Clark, as AU searches for a new Provost following the retirement of Scott Bass in 2018. Appointed by the President, the Provost is the chief academic officer at American University and is responsible for the guiding vision and leadership of the university's academic affairs. The Provost is a member of the President's cabinet, along with seven other senior university administrators. The Dean of Academic Affairs (DAA) is appointed by the Provost with the advice of the university faculty. The Dean of Academic Affairs must approve all full-time faculty employment appointments in advance of the offer to the prospective faculty member. The Dean of Academic Affairs gives due respect to, but is not bound by, the recommendations of the Committee on Faculty Actions or other faculty committees, teaching unit chairs, and academic unit deans involved in the faculty action process. The organization of AU's academic and administrative leadership is depicted in **Figure 1**. More detailed information about the responsibilities of each administrative role can be found here: <https://www.american.edu/about/leadership.cfm>.

The deans of AU's eight schools and colleges, as well as the other academic officers (Dean of Academic Affairs / Senior Vice Provost and the Vice Provosts for Undergraduate Education, Undergraduate Enrollment, Academic Administration, Institutional Research and Assessment, and Research / Graduate Education) report to the Provost (<https://www.american.edu/Provost/index.cfm>). AU's colleges and schools include the College of Arts and Sciences, the Washington College of Law, and the Schools of Business, Communication, Education, International Service, Professional and Extended Studies, and Public Affairs (<https://www.american.edu/about/academic-profile.cfm>). Deans are the academic leaders of their units. They provide opportunities for growth and development of their faculty, students, and staff. The deans report to the Provost and make recommendations for faculty hiring, reappointment, promotion, continuing appointment, and tenure. Further details on the organization, management, and governance of the university can be found in the American University Faculty Manual: <https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm>.

The Department of Health Studies (DHS) is one of nineteen academic departments within the College of Arts and Sciences (CAS). The Dean of CAS appoints the department and independent program directors within academic units after the appropriate governance teaching unit council has made a

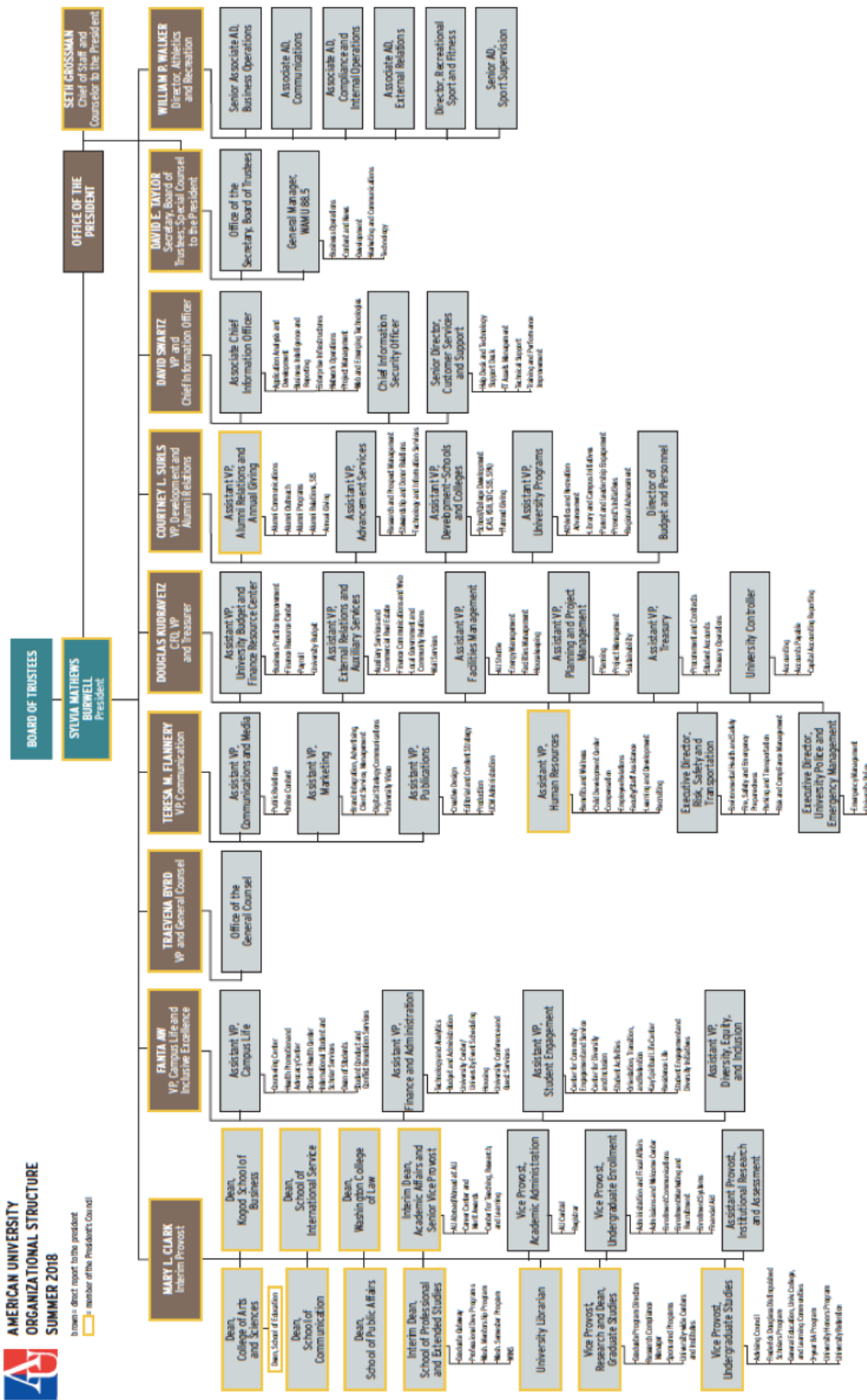
recommendation. Department chairs report to their deans, oversee the administrative functioning of their units, ensure the professional development of their constituents, and make recommendations for faculty hiring, reappointment, promotion, continuing appointment, and tenure. The chairperson of the Department of Health Studies, Anastasia Snelling, reports to the Dean of the College of Arts and Sciences, Peter Starr (<https://www.american.edu/cas/>). The Department is comprised of 15 faculty and eight staff. Degrees offered by the Department of Health Studies include the Bachelor of Science and the Bachelor of Arts in Public Health, a Bachelor of Science in Health Promotion, a Master of Science in Health Promotion Management, and an online Master of Science in Nutrition Education. The faculty and Director of the Public Health Program report to the chair of the Department of Health Studies. The organizational structure of the College of Arts and Sciences is depicted in Figure 2, and the DHS organizational chart is illustrated in Figure 3. Degrees offered by the Public Health Program are listed in **Template A.1**.

**Template A.1: Instructional Matrix**

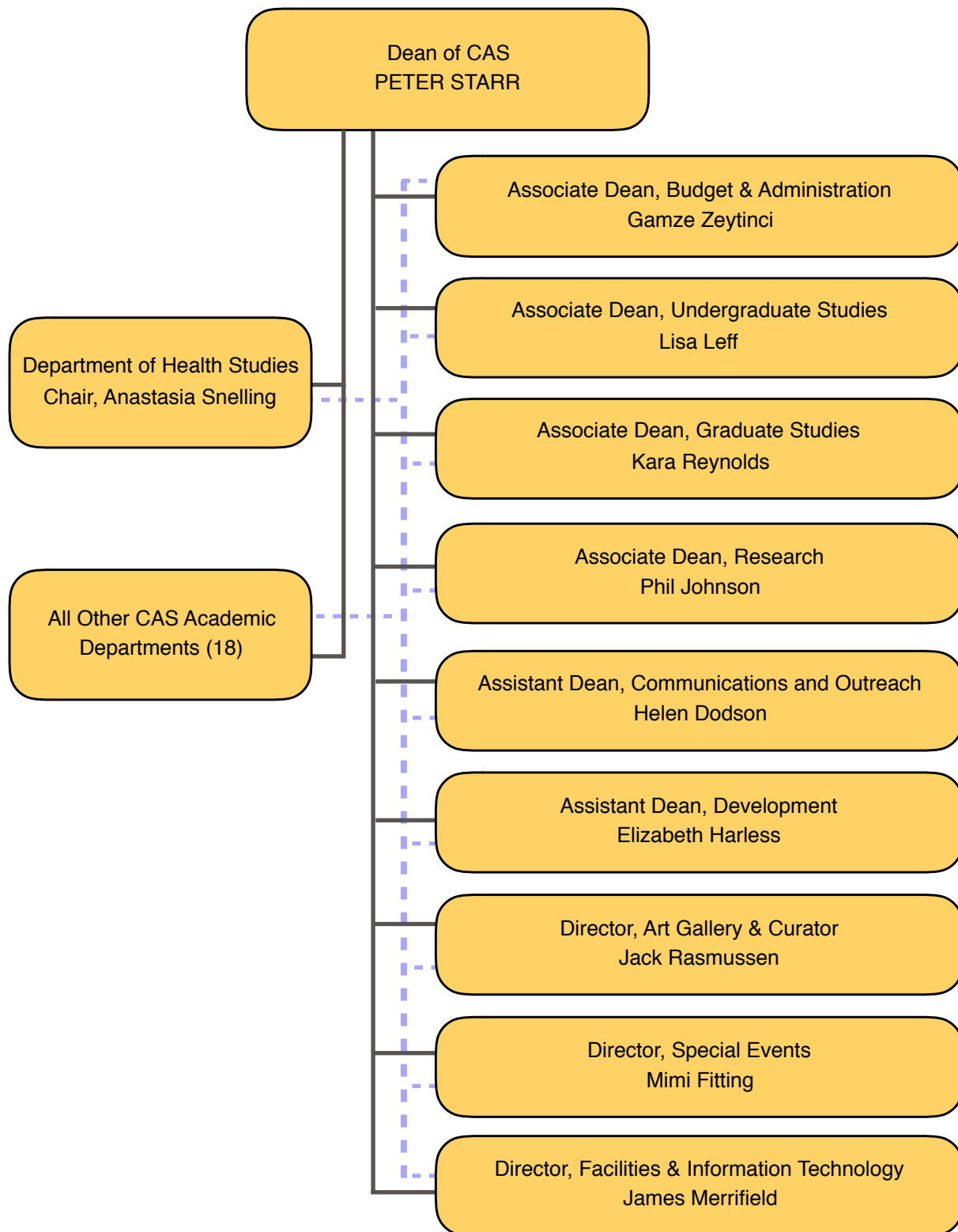
Instructional Matrix - Degrees and Concentrations			
Degrees		Campus-based	Distance-based
Concentration	Degree		
Public Health	Bachelor of Arts	Yes	No
Public Health	Bachelor of Science	Yes	No



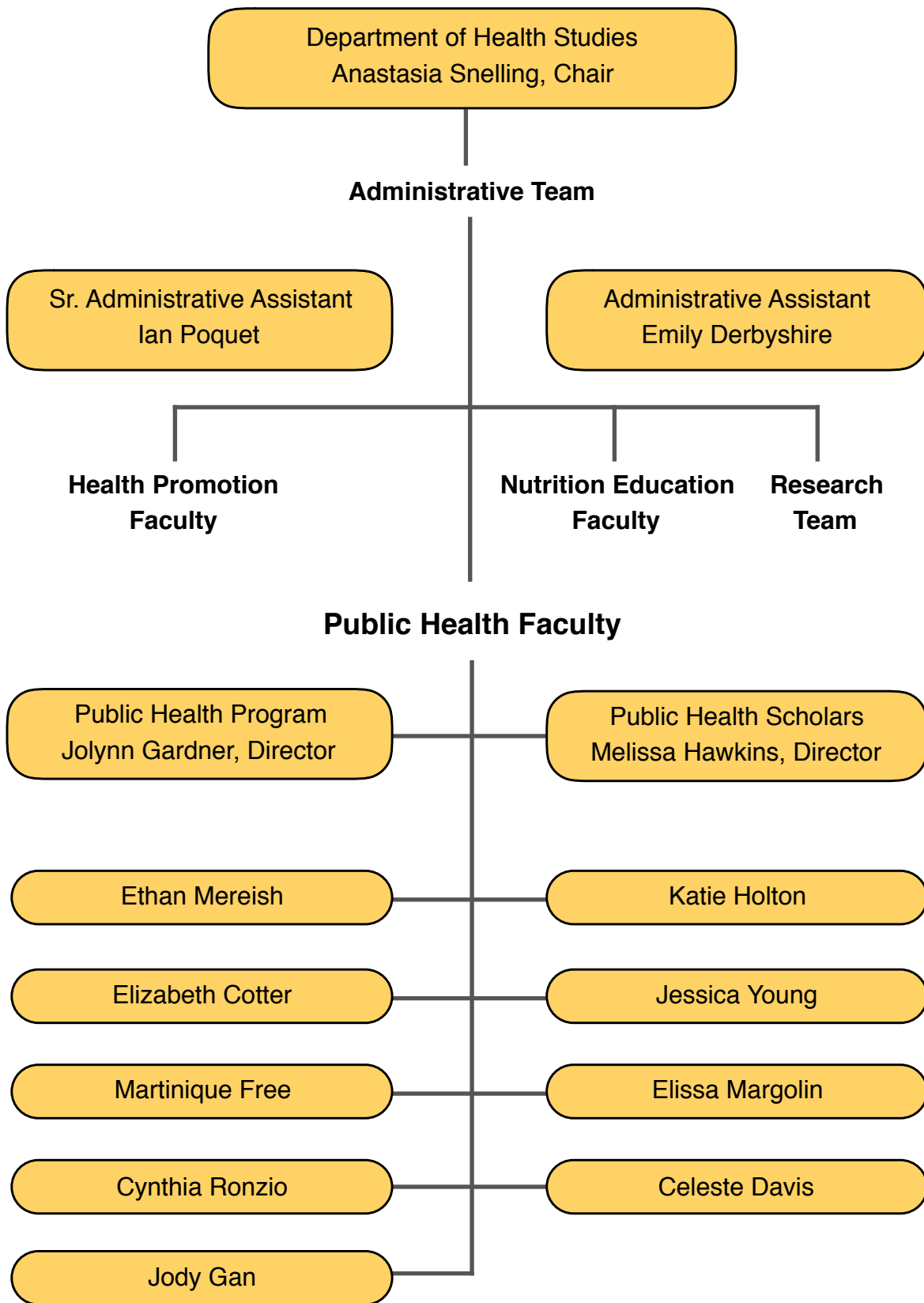
Figure 1: American University Organizational Chart



**Figure 2: College of Arts and Sciences Organizational Chart**



**Figure 3: Department of Health Studies Organizational Chart**



---

## 1.2 Administrative Autonomy

The program demonstrates administrative autonomy that is sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation. Administrative autonomy refers to the program's ability, within the institutional context, to make decisions related to the following: allocation of program resources, implementation of personnel policies and procedures, development and implementation of academic policies and procedures, development and implementation of curricula, and admission to the major.

General policies and procedures related to allocation of resources, personnel issues, academic policies, curricular matters, and admission to the major are crafted at the university level, with further refinement at the college, school, department, and program levels. Resource allocation begins with the University Budget Office, housed within the Office of Finance and Treasurer, which is led by the Vice President and Treasurer of the university. Guided by the AU Strategic Plan, the University Budget Office develops annual and long-range university budgets for Board of Trustees' approval and administers the budgets throughout the fiscal year. The University Budget Office works closely with the budget managers in each school and college. Fiscal matters of CAS are administered by the Associate Dean for Budget and Administration and the budget of the Department of Health Studies, which includes the Public Health Program budget, is managed by the Chairperson of the Department.

Personnel policies for faculty are administered by the Office of the Dean of Academic Affairs and guided by the Faculty Manual. Staff personnel policies are managed through the Office of Human Resources, which is led by the Assistant Vice-President of Human Resources. At the College level, personnel matters are the responsibility of the Dean and the Associate Dean for Budget and Administration. The Chairperson of the Department of Health Studies implements all personnel policies and procedures for the various programs of DHS, including the Public Health Program.

The chief academic officer of the university, the Provost, is ultimately responsible for the development and implementation of academic policies and procedures at AU. The Dean of the College of Arts and Sciences, in collaboration with the CAS Associate Dean for Undergraduate Studies, convey the academic policies and procedures to the academic departments and programs and facilitate implementation. The Chair of the Department of Health Studies and the Director of the Public Health Program are responsible for ensuring compliance with all academic policies and procedures by faculty, staff, and students affiliated with the Public Health Program.

The faculty of the Public Health Program are responsible for developing and implementing the curriculum. In DHS, undergraduate curriculum proposals initiated by faculty members are reviewed by the DHS Undergraduate Curriculum Committee and then by the full faculty of the department. The full approval process for curricular proposals is outlined in **Template A.2**. AU's Public Health curricula was revised significantly in 2016. This revision was driven by feedback from faculty, students, alumni, and community stakeholders, as well as the need to more closely align the curriculum with CEPH accreditation domains.

Specification of admission to the major requirements is also the responsibility of the program and department faculty. Any revisions to these requirements must be approved through the same process as curricular changes. DHS implemented the current requirements for admission to the Public Health majors in 2018. These requirements are listed in **Template A.2**.

**Templates A.2 and A.3** provide more details on areas of program autonomy, policies, procedures, and administrative matters.

---

## Template A.2: Areas of Program Autonomy

Area of Autonomy	Narrative Overview
<b>Allocation of Program Resources</b>	<p>The budget of the Public Health Program is included in the overall budget of the Department of Health Studies. The DHS budget is requested bi-annually by the Department Chairperson and is allocated by the College of Arts and Sciences. The allocation to the department is largely determined by enrollment and needs associated with faculty research initiatives. An operating account is the primary budget for a department. Operating budgets run on the University fiscal year, from May 1st through April 30th. On May 1st of each new fiscal year, funds in operating accounts are cleared and renewed; they do not roll over from one fiscal year to the next. Department budgets are divided into full-time personnel (Faculty and Staff), part-time instructional expenses (Adjunct and Summer Instruction), stipends, and supplies/expenses (S&amp;E). Full-time personnel and part-time instructional payments are managed centrally by the Dean's Office. DHS is responsible for managing the supplies/expenses lines, faculty travel, the department residual fund, and research expenses in the department budget. The CAS Budget team monitors all operating accounts for the College and distributes monthly reports of department year-to-date spending and notes regarding department spending, as appropriate.</p> <p>The Department of Health Studies allocates dollars to its respective programs proportionally, as determined by student enrollment. In the 2018-19 academic year, Public Health students comprise approximately 60% of the students in the Department of Health Studies, thus, 60% of the DHS budget is allocated to the Public Health Program. Departmental budgets generally remain constant each budget cycle. Departments may request budget increases if new expenditures are anticipated and approved (e.g. new programs, equipment purchases, etc.). The department budget covers non-personnel expenditures. Full-time faculty, adjunct faculty and staff salaries are not included in departmental budgets; personnel costs are funded directly through the College of Arts and Sciences. The budget allocated to the College of Arts and Sciences is determined by the Provost's Office; the Provost's budget is allocated by the President's Council, with approval from the Faculty Senate.</p> <p><a href="https://www.american.edu/finance/budget/universitybudget/">https://www.american.edu/finance/budget/universitybudget/</a></p>
<b>Implementation of Personnel Policies and Procedures</b>	<p>Personnel policies and regulations are established by the Faculty Senate and the Office of Human Resources. The CAS Budget team manages all position changes, hiring, termination, and performance issues relating to full-time staff members in the College of Arts and Sciences. At the department level, the implementation of personnel policies and procedures is the responsibility of the Chair of the Department of Health Studies, with guidance from the Department Bylaws and Faculty Manual.</p>

Area of Autonomy	Narrative Overview
<p><b>Implementation of Personnel Policies and Procedures</b></p>	<p>The Chair is the academic and administrative leader of the department. The Dean of the College of Arts and Sciences appoints the Chair to a three-year term after receiving a recommendation from the department faculty. The College Dean is appointed by the Provost and works collaboratively with the University Dean of Academic Affairs (DAA) to implement faculty policies at the College and University level. The Dean of Academic Affairs is also appointed by the Provost and “acts on behalf of the Provost on all faculty matters. The DAA must approve all full-time faculty employments.” The Provost is the chief academic officer of the university and is appointed by the University President, with the approval of the Board of Trustees. The Faculty Senate has ultimate responsibility for recommendations related to faculty appointments, promotions, and personnel concerns.</p> <p>Personnel policies and procedures are specified in the Faculty Manual.</p> <p><a href="https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm">https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm</a></p> <p><a href="http://www.american.edu/policies/index.cfm">http://www.american.edu/policies/index.cfm</a></p> <p>Policies and procedures affecting non-faculty staff are delineated in the Staff Personnel Policies Manual.</p> <p><a href="https://www.american.edu/hr/upload/Staff-Personnel-Policies-Manual.pdf">https://www.american.edu/hr/upload/Staff-Personnel-Policies-Manual.pdf</a></p> <p>Department personnel policies and procedures are explained in the Department of Health Studies Bylaws in the Electronic Resource File.</p>
<p><b>Development and Implementation of Academic Policies and Procedures</b></p>	<p>Academic policies and procedures are developed collaboratively by the faculty and administration. Department-level academic policies are developed by the DHS Bylaws Committee and are reviewed and approved by department faculty and the Chair. Depending on the policy, implementation is the responsibility of individual faculty and/or the Department Chair. College-wide policies and procedures are developed and implemented by the Dean, in consultation with the Associate Deans and Educational Policy Committee (EPC). The EPC represents the College of Arts and Sciences (CAS) faculty and students on college academic policy matters and is the agency for confirming and approving academic matters involving the College and other divisions of the University or other non-University agencies. The EPC makes recommendations on college academic policy matters, (budget, curriculum, and faculty/student research) to the Dean of the College of Arts and Sciences.</p> <p><a href="https://www.american.edu/cas/about/policies/index.cfm">https://www.american.edu/cas/about/policies/index.cfm</a></p>



Area of Autonomy	Narrative Overview
<b>Development and Implementation of Academic Policies and Procedures</b>	<p>University-level policies and procedures are the responsibility of the Provost and Dean of Academic Affairs, in consultation with the Faculty Senate. Faculty Senate responsibilities include monitoring university academic policies and regulations, making recommendations for the academic budget, and setting the general and minimum standards for instruction throughout the university. Members of the Faculty Senate are elected by their faculty colleagues.</p> <p><a href="https://www.american.edu/Provost/">https://www.american.edu/Provost/</a>  <a href="http://www.american.edu/facultysenate/index.cfm">http://www.american.edu/facultysenate/index.cfm</a></p>
<b>Development and Implementation of Curricula</b>	<p><b>Public Health Program Curriculum Proposals</b></p> <p>Within the Department of Health Studies, all undergraduate curriculum proposals for the Public Health Program and the Health Promotion Program are initiated by the faculty and reviewed by the Undergraduate Curriculum Committee (DHS UCC). The DHS UCC is chaired by the Director of the Public Health Program. The five DHS UCC members are appointed by the Department Chair. Once a proposal is reviewed and approved by the DHS UCC, it is considered by the full faculty of DHS. After approval by DHS faculty, curriculum proposals are sent to the Curriculum Committee of the College of Arts and Sciences Educational Policy Committee (EPC).</p> <p>After a proposal has been approved by the CAS EPC Curriculum Committee, it is forwarded to the Provost and Faculty Senate.</p> <p><b><u>ORDER OF REVIEW</u></b></p> <p><b>Proposal Type (Final Approval)</b></p> <p>Adding a Major to a Degree Program (Provost)</p> <p>New Undergraduate Major (Board of Trustees)</p> <p>Minor Change to Undergraduate Major, Minor, Graduate Degree Program, Certificate Program, or Course (Academic Unit)</p> <p>New Certificate Program (Provost)</p> <p>New Course (Provost)</p> <p>New Degree Program (Board of Trustees)</p> <p>New Minor (Provost)</p>

Area of Autonomy	Narrative Overview
<b>Development and Implementation of Curricula</b> <i>(continued)</i>	<p>Significant Change to Undergraduate Major (Provost)</p> <p>Significant Change to Minor (Provost)</p> <p>Significant Change to Certificate Program (Provost)</p> <p>Three-Year Bachelor's Program from an Existing Four-Year Program (Provost)</p> <p>Terminating an Undergraduate Major (Board of Trustees)</p> <p>Terminating a Minor (Provost)</p> <p>Terminating a Certificate (Provost)</p> <p>Terminating a Course (Provost)</p>
<b>Admission to the Major</b>	<p>In 2017, the faculty of the Public Health Program recommended the requirements students must satisfy to declare a Public Health major. These requirements were subsequently approved by the department, college, and university.</p> <p>The requirements are:  Formal admission to the major requires a minimum 2.67 cumulative GPA after the freshman year and departmental approval. In addition to the university requirements for transfer admission, applicants should have maintained a minimum 2.67 cumulative GPA. Students with a grade point average between 2.50 and 2.67 may be formally admitted to the major after completion of 15 credit hours with a minimum 3.00 cumulative GPA.</p>

---

### 1.3 Administrator / Faculty Responsibilities

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

Rights and responsibilities of the faculty of American University in matters of governance, academic policies, and curriculum development and assessment are delineated in the *Faculty Manual* (<https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm>). Detailed descriptions of processes and responsible parties are included in **Templates A.2 and A.3**. Initiatives regarding curriculum design, including program-specific degree requirements, program evaluation, student assessment, and student admission to the major are crafted by the faculty of the program and are subsequently reviewed by the appropriate entities at the department, college, and university levels.

The Director of the Public Health Program is charged with program development and execution, including recruitment, curricular development, marketing, course scheduling, and hiring faculty. In addition to teaching Public Health courses, the Director coordinates all aspects of program assessment and preparation of materials for Accreditation. These duties are executed in consultation with the Chair of the Department of Health Studies and the faculty of the department.

As stipulated in the DHS bylaws, in addition to teaching core courses in the program, the Director of the Public Health Program is tasked with:

- ▶ Developing the schedule of course offerings and the faculty assigned to those courses, subject to final approval by the chair.
- ▶ Mentoring students.
- ▶ Supporting DHS, CAS, and university marketing and retention activities.
- ▶ Developing initiatives and networks for the professional development of program graduates and alumni.
- ▶ Recruiting and screening prospective adjunct faculty, subject to final approval by the Chair.
- ▶ Recommending the reappointment of adjunct faculty to the Chair.
- ▶ Working with program faculty and others to support and enhance course and curriculum development; review and propose changes in program objectives and requirements.
- ▶ Providing oversight for faculty teaching in the program.
- ▶ Directing assessment of the program objectives, learning outcomes, and components.
- ▶ Coordinating activities for CEPH accreditation.
- ▶ Serving as advisor for the AU Public Health Association, a student organization.

Additionally, the Director also coordinates co-curricular and special events for Public Health students, such as AU's annual Global Health Case Competition, and serves as chair of the DHS Undergraduate Curriculum Committee.

The faculty of the Public Health Program guide curriculum development, revision, and implementation. Program faculty serve rotating two-year terms on the DHS Undergraduate Curriculum Committee. Committee members are appointed by the Chairperson of DHS, in consultation with the Director of the Public Health Program. Each academic year, one faculty is tasked with coordinating internships, in lieu of teaching one course. (Note: A typical course load for a tenure-line faculty member is 2 fall / 2 spring; for term faculty, a typical teaching load is 3 fall / 3 spring.)

### Template A.3: Responsible Parties for Program Functions

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(A) Determining the amount of resources (financial, personnel and other) that will be allocated to the program	<p>University Provost</p> <p>College of Arts and Sciences Dean</p> <p>Department of Health Studies Chair</p>	<p>The budget for the Public Health Program is part of the total budget allocation for the Department of Health Studies. The department budget covers non-personnel expenditures. Full-time faculty, adjunct faculty, and staff salaries are not included in departmental budgets; they are funded directly through the College of Arts and Sciences. The budget allocated to the College of Arts and Sciences is determined by the Provost's Office; the Provost's budget is allocated by the President's Council, with approval from the Faculty Senate. The College then allocates funds to each department.</p> <p>Personnel requests are largely driven by enrollment trends and programmatic needs. The Chair of the DHS submits requests for new and replacement faculty lines to the Dean of the College of Arts and Sciences. The Dean consults with the Dean's Advisory Committee on tenure line requests each spring and presents College requests to the Provost, who ultimately approves such requests. Term faculty lines are approved at the College level.</p>	<p><a href="https://www.american.edu/finance/budget/">https://www.american.edu/finance/budget/</a></p> <p><a href="http://www.american.edu/facultysenate/index.cfm">http://www.american.edu/facultysenate/index.cfm</a></p>
(B) Distributing resources (financial, personnel and other)	<p>Department of Health Studies Chair</p> <p>Public Health Program Director</p>	<p>Distributing resources to support the Public Health Program is the responsibility of the Chair of the Department of Health Studies and the Director of the Public Health Program.</p> <p>The Chair of the Department of Health Studies is responsible for:</p> <ul style="list-style-type: none"> <li>• Conceiving, shaping, advocating, and implementing existing and new academic programs in order to promote the improvement of the department and the department faculty.</li> </ul>	<p>Department of Health Studies Bylaws (ERF under Criterion 1.2)</p>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(B) Distributing resources (financial, personnel and other <i>(continued)</i>		<ul style="list-style-type: none"> <li>• Coordinating all facets of departmental operation and overseeing the administrative functioning of the department, including the budget, course scheduling and hiring of term or adjunct faculty.</li> <li>• Making departmental appointments, such as honors coordinator(s), or chair(s) of faculty search committee(s) (with the approval of the CAS dean).</li> <li>• Making recommendations for faculty hiring and reappointment, for faculty promotion and tenure, and for faculty merit.</li> <li>• Managing the department's accounts, including the operating account, development account, student fee accounts, and scholarship accounts.</li> </ul> <p>The Director of the Public Health Program responsibilities include:</p> <ul style="list-style-type: none"> <li>• Developing the schedule of course offerings and the faculty assigned to those courses, subject to final approval by the chair.</li> <li>• Mentoring students.</li> <li>• Supporting DHS, CAS, and university marketing and retention activities.</li> <li>• Developing initiatives and networks for the professional development of program graduates and alumni.</li> <li>• Recruiting and screening prospective adjunct faculty, subject to final approval by the Chair.</li> <li>• Recommending the reappointment of adjunct faculty to the Chair.</li> <li>• Working with program faculty and others to support and enhance course and curriculum development; review and propose changes in program objectives and requirements.</li> <li>• Providing oversight and evaluation of faculty teaching in the programs.</li> </ul>	

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(C)Appointing/hiring faculty to teach program courses	<p>Department of Health Studies Chair</p> <p>College of Arts and Sciences Dean</p> <p>Dean of Academic Affairs Faculty Senate</p>	<p>Appointment of faculty to teach program courses is the responsibility of the Chairperson of the Department of Health Studies, in consultation with the Director of the Public Health Program. The Chairperson appoints a search committee of full-time faculty for each new full-time faculty hire. The search committee recommends a candidate to the Chairperson, who then forwards the recommendation to the Dean of the College of Arts and Sciences. The Dean recommends the appointment to the Dean of Academic Affairs. If approved by the DAA, the recommendation moves to the Faculty Senate for final approval. Adjunct faculty candidates are reviewed by the Chair and Director, with ultimate hiring being the responsibility of the Chair.</p>	<p><a href="https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm">https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm</a></p> <p>Department of Health Studies Bylaws</p>
(D)Appointing/hiring personnel to advise program students	<p>Dean of Undergraduate Education</p> <p>Director Undergraduate Advising, Retention and Recruitment (College of Arts and Sciences)</p> <p>Department of Health Studies Chair</p>	<p>Advising of Public Health majors is a collaborative endeavor. Each student, upon entering American University, is required to enroll in a two-course sequence, the American University Experience (AUx1 and AUx2). Students have dedicated instructors and peer leaders who orient them to American University and the undergraduate college experience. The instructors also serve as first-year advisors for the students. Once students declare a major, they are assigned an academic advisor within their college, school, or program. Public Health majors are all assigned to an academic advisor within the College of Arts and Sciences. Academic Advisor assignments are determined by the CAS Director of Undergraduate Advising, Retention and Recruitment. The Director of the Public Health Program serves as the faculty mentor for Public Health majors and minors and thus works closely with the Academic Advisor. Other faculty in the Department mentor students as well and the Internship coordinator assists each student in securing, registering for, and completing an internship. The Internship Coordinator role rotates among DHS faculty and is assigned by the Chairperson of the Department of Health Studies.</p>	<p><a href="http://www.american.edu/Provost/undergrad/auexperience/what-is-aux.cfm">http://www.american.edu/Provost/undergrad/auexperience/what-is-aux.cfm</a></p> <p><a href="http://www.american.edu/cas/advising/index.cfm">http://www.american.edu/cas/advising/index.cfm</a></p>



Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(E) Curriculum design, including program-specific requirements for the award of the degree	<p>Department of Health Studies Faculty</p> <p>Director, Public Health Program</p>	<p>Development and implementation of curricula is the responsibility of the faculty. A summary of the curricular approval process is provided by the Office of the University Registrar (OUR): <a href="https://www.american.edu/provost/registrar/">https://www.american.edu/provost/registrar/</a></p> <p>The Public Health curriculum at American University was first offered in Academic Year 2011-12. It was proposed as an interdisciplinary program in the College of Arts and Sciences as was approved via the Significant Curricular Change process. In AY 2015-16, the Dean of the College of Arts and Sciences created a new department, the Department of Health Studies. This department is now home to the undergraduate Public Health majors and minor, an undergraduate Health Promotion major and minor, a master of science program in Health Promotion Management, and a master of science program in Nutrition Education.</p> <p>The Department of Health Studies revised the Public Health curricula to align with CEPH accreditation criteria. The new curricula were approved via the significant curricular changes process in AY 2015-16. The new curricula became effective in Fall Semester 2016.</p> <p><b>Public Health Program Curriculum Proposals</b></p> <p>Within the Department of Health Studies, curriculum proposals for the Public Health Program are reviewed by the Undergraduate Curriculum Committee (DHS UCC). The DHS UCC is chaired by the Director of the Public Health Program. The five DHS UCC members are appointed by the Department Chair. Once a proposal is reviewed and approved by the DHS UCC, it is considered by the full faculty of DHS. After approval by</p>	<p><a href="https://www.american.edu/provost/registrar/">https://www.american.edu/provost/registrar/</a></p>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(E) Curriculum design, including program-specific requirements for the award of the degree <i>(continued)</i>		<p>DHS Faculty, curriculum proposals are sent to the Curriculum Committee of the College of Arts and Sciences Educational Policy Committee (EPC).</p> <p>After a proposal has been approved by the CAS EPC Curriculum Committee, it is forwarded to the Provost and Faculty Senate.</p>	
(F) Plans for student assessment	<p>Department of Health Studies Faculty</p> <p>Director, Public Health Program</p>	<p>Plans for student assessment are determined by the faculty of the program. Program objectives and student learning outcomes are developed by the Undergraduate Curriculum Committee in the Department of Health Studies and are ultimately reviewed and approved by the full department faculty. Program objectives, student learning outcomes, and assessment plans for the Public Health Curricula were revised and updated in AY 2016-17 and implemented in AY 2017-18. Assessment of the program objectives is the responsibility of the faculty teaching in the program and is coordinated by the Director of the Public Health program. Each semester, the Director of the Public Health Program sends faculty instructions for assessment of relevant learning outcomes per the Detailed Assessment Plan for the Public Health Program. Faculty members report assessment results to the Director at the end of each semester. The Director then reports all assessment data to the university via Trac Dat, the assessment tracking system used by AU. (The Trac Dat report for our 2017-18 assessment is included in the Electronic Resource File under Criterion 5.4 – <i>2017-18 Assessment Results Public Health Program.</i>) Assessment of extra-curricular experiences and skills of Public Health students is the responsibility of the Program Director. A survey of learning outcomes is given to students in the Introduction to Public Health course each semester, as well as to the students in the Senior Capstone Course. Surveys of students satisfaction with academic advising, career services, and other university services is accomplished by the OIRA each academic year.</p>	

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(G)Evaluating the performance of individuals teaching program courses	<p>Chair, Department of Health Studies</p> <p>Dean, College of Arts and Sciences</p>	<p>According to the <i>American University Faculty Manual</i>, effective teaching enables students to acquire knowledge, develop critical thinking skills, and become active participants in the learning process. Faculty are expected to provide timely, fair and objective evaluations of student performance. Each teaching unit or academic unit establishes guidelines for evaluating teaching by members of that unit. To that end, the Department of Health Studies has developed guidelines for evaluating faculty teaching in the Public Health Program. Faculty may demonstrate effective teaching in a variety of ways, including course design, development of new curricular initiatives, up-to-date course content, student engagement and achievement outside the classroom, and adherence to evaluation procedures that accurately reflect student accomplishments. Teaching units or academic units may also view publication and presentation of teaching materials and methodologies as a contribution to teaching. Additional ways of evaluating teaching may include, but are not limited to, the items made available to faculty by academic units and the Office of the Dean of Academic Affairs.</p> <p>To the <i>Manual's</i> list of potential ways to demonstrate a commitment to effective teaching, the Department adds:</p> <ul style="list-style-type: none"> <li>• quality of the statement of teaching philosophy;</li> <li>• overall quality of syllabi and course materials;</li> <li>• clear articulation of course goals;</li> <li>• development of online and hybrid courses;</li> <li>• innovative use of classroom formats or technologies;</li> <li>• effective use of regularly scheduled office hours;</li> </ul>	<p>Faculty Manual, pg. 34: <a href="https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm">https://www.american.edu/provost/academicaffairs/faculty-manual-toc.cfm</a></p> <p>Department of Health Studies Term Faculty Evaluation Criteria</p> <p>Guidelines for Promotion and Tenure, Department of Health Studies</p>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(G)Evaluating the performance of individuals teaching program courses <i>(continued)</i>		<ul style="list-style-type: none"> <li>• supervision of independent study, internships, theses and dissertations (though not as chair); initiatives to encourage student research and community service work;</li> <li>• mentorship of students for prestigious awards; and</li> <li>• other forms of engagement with students outside the classroom.</li> </ul> <p>Within the Department of Health Studies, faculty are encouraged to have at least one peer review of teaching each academic year. Input on Teaching from Students scores are also collected and evaluated each semester by the Department Chairperson. Finally, faculty within the department conduct peer reviews of teaching, service, and scholarship each academic year for the purposes of merit awards.</p>	
(H)Evaluating the performance of individuals advising program students	Director, Undergraduate Advising, Retention and Recruitment (College of Arts and Sciences)	<p>All academic advisors in the College of Arts and Sciences report to the Director, Undergraduate Advising, Retention and Recruitment (College of Arts and Sciences). The College of Arts and Sciences Advising Office conducts personnel assessment through the university performance management program (PMP). The PMP is designed to: clearly state performance expectations and set high standards of performance; ensure that individual goals are aligned with either the university's goals or the staff member's job duties; reinforce the behaviors needed to support the university now and in the future; support positive relationships between staff and their managers; recognize the contributions and skills of staff; and ensure that staff has the skills necessary to contribute. American University's PMP extends through a full year. The PMP includes three phases – planning, managing, and appraising. The performance appraisal concludes the PMP cycle and triggers planning for the next year. Faculty and student feedback is considered in the PMP process.</p>	Staff Personnel Policies, pg. 31: Performance Management <a href="https://www.american.edu/hr/upload/Staff-Personnel-Policies-Manual.pdf">https://www.american.edu/hr/upload/Staff-Personnel-Policies-Manual.pdf</a>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(I) Promoting and/or granting tenure, if applicable, to faculty teaching program courses	<p>Health Studies Rank and Tenure Committee</p> <p>Health Studies Department Chair</p> <p>Dean, College of Arts and Sciences</p> <p>Committee on Faculty Actions</p> <p>Dean of Academic Affairs</p> <p>Provost</p> <p>Board of Trustees</p>	<p>The Department of Health Studies (DHS) expects candidates for promotion and tenure to be demonstrably excellent scholars and teachers, and exemplars of meritorious service. A candidate who is unable to document impactful and sustained scholarship during the pre-tenure years will not be recommended for promotion to Associate Professor or tenure, even if his or her teaching record is excellent. Conversely, an excellent scholar who is an ineffective teacher will not be recommended for promotion or tenure.</p> <p>In assessing a faculty member's achievements, the DHS is directed by the standards, timetables, and procedures for reappointments, promotion, and tenure as stipulated in the <i>Faculty Manual</i>, supplemented by instructions from the Dean of Academic Affairs, the University Committee on Faculty Actions, and the Dean of CAS.</p> <p>The guidelines that follow are intended to assist faculty as they reflect on their development as scholars and teachers relative to reappointment, promotion and tenure. They are also intended to guide DHS's Rank and Tenure Committee (RTC) and Chair in fulfilling their responsibilities. These guidelines are only one of several resources for candidates to consult, particularly the university policy guidelines mentioned above.</p> <p>The field of health studies embraces subfields that draw from several academic and professional disciplines. Thus, faculty research agendas and products are associated with different epistemologies, methodological regimens, and authorship styles and formats. Assessments of candidates' attainments must include evidence of commitment to, and mastery of, one or more of these different conventions.</p>	<p>Faculty Manual, pg. 36: Principles, Structure, and Process for Faculty Actions  <a href="https://www.american.edu/Provost/academicaffairs/faculty-manual-toc.cfm">https://www.american.edu/Provost/academicaffairs/faculty-manual-toc.cfm</a></p> <p>Guidelines for Promotion and Tenure, Department of Health Studies</p>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(J) Re-appointing or terminating program faculty hired by contract if applicable	Chair, Department of Health Studies	The American University <i>Faculty Manual</i> calls for all departments or schools (a.k.a. “teaching units” and “academic units” respectively) to develop guidelines establishing the overall contributions expected of all faculty candidates for reappointment and promotion, in accordance with the “General Criteria for Evaluation of Faculty” outlined in section 10 of the <i>Manual</i> .	Faculty Manual, pg. 36: Principles, Structure, and Process for Faculty Actions <a href="https://www.american.edu/Provost/academicaffairs/faculty-manual-toc.cfm">https://www.american.edu/Provost/academicaffairs/faculty-manual-toc.cfm</a>  Department of Health Studies Term Faculty Evaluation Criteria
	Dean, College of Arts and Sciences	The processes for evaluating and re-appointing term faculty in DHS are outlined in the <i>Department of Health Studies Term Faculty Evaluation Criteria</i> document (located in the Electronic Resource File under Criterion 1.3.).	
	Dean, Academic Affairs  Committee on Faculty Actions	Unless the faculty member’s appointment letter specifies otherwise, term faculty on the Professorial Lecturer track in the Department of Health Studies will typically be evaluated primarily on their teaching and service. In reappointment, promotion and merit reviews, the effort of term faculty on this track is customarily weighted as 80% teaching and 20% service, though adjustments to that weighting are possible with the approval of the relevant department chair and dean. In particular, term faculty with significant service responsibilities, such as program directors, may weight their service up to 40%. Given the extent to which scholarship can enhance teaching effectiveness, faculty also may choose to weight scholarship up to 10%.	
(K) Determining teaching assignments for program courses	Chairperson- Department of Health Studies  Director, Public Health Program	Teaching assignments are determined on a semester-by-semester basis by the Chair of the Department of Health Studies, in consultation with the Public Health Program Director. Full-time tenure-track faculty typically teach two courses per semester and full-time term faculty teach three courses per semester. Course releases are provided for activities such as research projects and directing academic programs. When a faculty member teaches a course for a special program such as Honors or Complex Problems course in the General Education curriculum, that course is substituted for a course in the faculty member’s normal load.	



Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(K) Determining teaching assignments for program courses <i>(continued)</i>		Assignment of faculty to courses that are required for our majors but offered by other departments (e.g. PHIL 241: Bioethics, SISU 358: Global Health) is ultimately the responsibility of the department that offers the course. However, chairpersons of these departments generally consult with Health Studies when determining faculty assignments.	
(L) Developing the program's academic policies governing matters such as academic standing and award of degree	Health Studies Faculty  University Registrar  Provost	The faculty of the Department of Health Studies are responsible for developing and maintaining the curriculum of the Public Health Program. Academic policies governing matters such as academic standing and award of degrees are disseminated and enforced by the Office of the Registrar, within the Office of the Provost. The <i>Undergraduate Academic Rules and Regulations</i> provide guidance in all such matters. These rules and regulations are developed by the faculty:  <i>"Subject to the powers vested in the Board, President, and Provost, the faculty, functioning through its duly constituted entities, has primary responsibility for: instruction and academic standards; curriculum and course approvals; recommendations of faculty appointments, promotions, and faculty personnel concerns; recommendations for the instructional budget; and, recommendations of policies affecting student affairs."</i>  Changes in academic policies must be approved by the Faculty Senate and the Board of Trustees, as stipulated in the University Bylaws.	Undergraduate Academic Rules and Regulations: <a href="http://www.american.edu/Provost/undergrad/undergrad-rules-and-regulations-toc.cfm">http://www.american.edu/Provost/undergrad/undergrad-rules-and-regulations-toc.cfm</a>  University Bylaws: <a href="http://www.american.edu/trustees/bylaws.cfm">http://www.american.edu/trustees/bylaws.cfm</a>
(M) Implementing the program's academic policies, including grading	Health Studies Faculty  Director, Public Health Program  University Registrar  Provost	The implementation of the program's academic policies is the responsibility of the faculty of the program, with support and direction provided by the Director of the Public Health Program and the Chairperson of the Department of Health Studies. Grades for courses, independent studies, and internships are assigned by the relevant faculty member, in accordance with the Undergraduate Rules and Regulations. Ultimately, the Office of the Registrar, under the authority of the Provost, oversees implementation of academic policies, including grading.	Grading: <a href="http://www.american.edu/Provost/registrar/facultystaff/Grading.cfm">http://www.american.edu/Provost/registrar/facultystaff/Grading.cfm</a>  <a href="#">Undergraduate Academic Rules and Regulations</a>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(N) Recruitment, advertising and admissions	<p>Office of the Vice Provost for Undergraduate Enrollment</p> <p>Public Health Program Director, Department of Health Studies</p>	<p>Recruitment of undergraduate students at American University is facilitated by the Office of the Vice Provost for Undergraduate Enrollment. The VPUE is tasked with the recruitment, admission, and enrollment of new first year and transfer students to American University, as well as providing financial support for students attending the university. The VPUE oversees the offices of Admissions, Administration and Fiscal Affairs, Enrollment Marketing (including the Admissions Welcome Center), Financial Aid, and Systems. The Admissions Office is responsible for recruitment of prospective students, while Enrollment Marketing is tasked with advertising.</p> <p>Most students come to American University as undeclared majors. The Public Health majors appear to largely be “majors of discovery” whereby students declare them after one to three semesters of study at AU. Many are first introduced to the Public Health program at Preview Days for prospective students, Admitted Students Days, and Academic Showcase events organized by the Office of Undergraduate Admissions.</p> <p>Admission to the 3-year Public Health Scholars program requires applicants to answer two additional essays on their AU application. Once a student is admitted to the university, his or her essay answers are sent to the Director of the Public Health Scholars program for review. The Director of the Public Health Scholars program, in consultation with the Director of the Public Health Program and DHS Department Chairperson, makes admissions recommendations for that particular program. Students who are not accepted into the Scholars program, but who are admitted by the university may still pursue the public health majors if they so desire.</p> <p>Promotional materials and website content for the Public Health Program are developed by the Public Health Program Director, in consultation with the Chair and faculty of the Department of Health Studies.</p>	<p>Vice Provost for Undergraduate Enrollment: <a href="http://www.american.edu/Provost/enrollment/">http://www.american.edu/Provost/enrollment/</a></p> <p>Admissions: <a href="https://www.american.edu/admissions/#undergraduate">https://www.american.edu/admissions/#undergraduate</a></p> <p>Public Health Program: <a href="http://www.american.edu/cas/public-health/">http://www.american.edu/cas/public-health/</a></p>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(N) Recruitment, advertising and admissions <i>(continued)</i>		Content for the “Public Health Scholars” (accelerated 3-year program) section of the Department of Health Studies website is managed by the Director of the Public Health Scholars Program. The College of Arts and Sciences Marketing and Communications team provides support and expertise in these endeavors.	
(O) Defining the academic calendar	Office of the University Registrar	<p>The Office of the Registrar within the Office of the Provost, as stipulated in the “General Guidelines for Developing the Academic Calendar” (Last revised July 2016) develops and manages the Academic Calendar.</p> <p>The Academic Calendar at American University is published five years in advance on the Office of the University Registrar’s website. The Academic Calendar is constructed around several basic principles: Spring Commencement occurs on Mother’s Day weekend; the Spring semester classes run for 16 calendar weeks (15 instructional weeks plus 1 week for spring break); Fall semester classes run for 15 calendar weeks plus one week for final exams; and Summer Sessions begin on the Monday following Mother’s Day.</p> <p>In order to accurately calculate the dates of the academic calendar for any given future year, one must determine if it is a leap year, what the date of the first Monday in January is, and the date of the second Sunday in May (Mother’s Day). With that information, the guidelines can be applied. While the Academic Calendar begins with Fall, calculating the dates is logically accomplished beginning with the Spring term, understanding that the Fall semester would be the start of the following academic year.</p>	<p>General Guidelines for Developing the Academic Calendar:</p> <p><a href="http://www.american.edu/u/Provost/registrar/academic-calendar-dev-guidelines.cfm">http://www.american.edu/u/Provost/registrar/academic-calendar-dev-guidelines.cfm</a></p>
(P) Publication and currency of information in catalogs and other publications	Office of the University Registrar  Provost	The Office of the University Registrar, in consultation with the Provost and the Faculty Senate, is responsible for maintaining and updating the university catalog, academic calendar, schedule of classes, academic integrity standards, degree completion requirements, and other academic materials in print and online.	Registrar: <a href="http://www.american.edu/u/Provost/registrar/index.cfm">http://www.american.edu/u/Provost/registrar/index.cfm</a>

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(P) Publication and currency of information in catalogs and other publications <i>(continued)</i>	Vice-Provost for Undergraduate Enrollment	The Office of Enrollment, led by the Vice-Provost for Undergraduate Enrollment, is responsible for maintaining information accuracy in all admissions materials and webpages.	Provost: <a href="http://www.american.edu/Provost/index.cfm">http://www.american.edu/Provost/index.cfm</a>
	CAS Marketing and Communications -College Webmaster	Colleges, Schools, and Departments maintain their respective pages on the AU Website. The College of Arts and Sciences employs a Marketing and Communications team, a member of which is the College Webmaster. The College Webmaster provides oversight for all changes made to CAS webpages.	Office of Enrollment: <a href="http://www.american.edu/Provost/enrollment/index.cfm">http://www.american.edu/Provost/enrollment/index.cfm</a>
	DHS Chair, Public Health Program Director, and Administrative Support Staff	Within the Department of Health Studies, information accuracy is the responsibility of the Department Chair and Program Directors. The Public Health Program Director is responsible for oversight of all documents, guides, advising sheets, and website information pertaining to the Public Health Program. The DHS Chair is responsible for ultimate departmental oversight of all information and documents pertaining to the Department of Health Studies. Specific changes to webpages are made by the DHS administrative staff, with direction provided by the Department Chair and program directors.	Admissions: <a href="http://www.american.edu/admissions/index.cfm">http://www.american.edu/admissions/index.cfm</a>
	Vice President, Marketing and Communications		University Marketing and Communications: <a href="https://www.american.edu/ucm/resources.cfm">https://www.american.edu/ucm/resources.cfm</a>
	Web Steering Committee		
		The process for making changes to content on the AU website is governed by the "Responsible Use of University Website and CMS Policy" which is maintained by the office of Marketing and Communications, led by the Vice President for Marketing and Communications. The VP for Marketing and Communications convenes and chairs the Web Steering Committee.	
		Web Steering Committee (WSC): An advisory group, reporting to the President, provides overall governance and program management (scope, schedule, budget) for the university's Web site, <a href="http://www.american.edu">www.american.edu</a> and all sub-sites hosted on the server for this domain. The WSC is responsible for creating, recommending and implementing policies and procedures to guide: use of the content management system; content migration; editorial, design, branding and sub branding considerations; security and	

Function	Responsible Party or parties	Brief Summary / Description of Process(es)	Relevant Program or Institutional Policies
(P) Publication and currency of information in catalogs and other publications <i>(continued)</i>		risk management, training and leadership of content publishers; quality assurance; performance; measurement, tracking and evaluation. The WSC is led by the Vice President, University Communications and Marketing, and includes representatives from OIT, Academic Affairs, Campus Life, and the Office of the President. The Web Steering Committee establishes governance mechanisms for use of university Web resources, including policy dealing with university standards for Web content.	

---

## 1.4 Faculty Engagement

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

Faculty serving the Public Health Program regularly participate in opportunities and activities, both on- and off-campus, that benefit the instructional program. All full-time DHS faculty attend monthly department meetings, and all adjunct faculty are invited to attend an orientation at the beginning of the academic year. Matters of the Department are discussed at these monthly meetings and each program director, including the Public Health Program director, provides a programmatic update. In addition, the monthly meetings provide opportunities for interaction and discussion among all faculty and staff. The Department also hosts special events twice a semester, providing opportunities for program faculty to share research, teaching, or community engagement activities with colleagues. The events routinely include Public Health professionals from professional practice, other AU departments, other universities, or community partner organizations. The events afford opportunities for the Public Health faculty to stay informed of new research and practice innovations, as well as community partnerships for courses, service, and internships. Lastly, each Fall semester, immediately prior to the start of classes, the Department holds an orientation for all faculty to review and provide updates on policies and procedures.

All faculty are expected to engage in service at department, college, university, and professional levels. Many Public Health program faculty elect to serve on curriculum committees – for the department, college, or Faculty Senate. Appointments or elections to these committees are generally two-years in duration. As mentioned previously, the Director of the Public Health Program chairs the Undergraduate Curriculum Committee, with four additional DHS faculty serving as committee members. The Director of the Public Health Scholars Program is a standing member of the curriculum committee; the other three members rotate every two years.

American University's Center for Teaching, Research, and Learning (CTRL) is a vital and extremely helpful resource which supports faculty instruction and engagement (<https://www.american.edu/ctrl/aboutCTRL.cfm>). The Center identifies and implements innovative educational practices, and recognizes the vital connection between successful teaching and faculty scholarship. CTRL includes three groups: Teaching and Learning Resources; Online Learning; and Research Support. CTRL provides extensive services to support faculty in developing best practices in teaching. Many resources, including individual pedagogical consultations, assistance for online teaching, guidance focused on best practice, peer observations, and resources for creating culturally sustaining classrooms, are available on an ongoing basis. CTRL also hosts Teaching, Research, and Technology Workshops each August, as well as the Ann Ferren Conference each January. The Ann Ferren Conference is a one-day conference, held the Friday before spring classes begin, and features interactive, faculty-led panel sessions examining current and important topics related to teaching, research, and learning. Public Health Program faculty not only regularly attend the workshops and conference, but also serve as presenters and facilitators.

Public Health program faculty frequently attend or serve as presenters for professional conferences and meetings which focus on best practices in higher education. Faculty of AU's Public Health Program have recently presented at and attended the Association of Schools and Programs of Public Health's Undergraduate Summit, the Society for Public Health Education's Annual Conference, and the American Public Health Association's Annual Meeting. **Table 1: Faculty Engagement** in the Electronic Resource File under Criterion 1.4 lists all program faculty and provides descriptions of all

---

interactions and engagement among faculty that **benefit the instructional program** (service on curriculum committees, presentation or attendance at professional conferences or workshops, participation in university or college training / workshops, etc.) over the past two years. (Note: The activities listed in this table do not include the numerous research and service projects in which many faculty are also engaged. Those activities are documented under Criterion 3.0.)

All faculty in the Department of Health Studies are encouraged to select a faculty mentor. Generally, mentors are other faculty in the Department, but in some instances faculty have chosen mentors from other departments on campus. Faculty mentors provide advice, guidance, and insight on pedagogical issues as well as other facets of the faculty role for their mentees. Faculty mentorship is provided by individual faculty as well as the Department Chair. Each year, faculty prepare a set of goals and self-assessment materials to discuss the preceding year's accomplishments, progress, plans for future directions, and assess progress.



---

### **1.5 Information Accuracy**

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

As specified in **Template A.3** in the section referring to *publication and currency of information in catalogs and other publications*, maintaining information accuracy for the Public Health Program is a collaborative endeavor involving faculty, administrators, the Registrar and Provost, and the university communications, marketing, and website staff. Ultimately, though, responsibility flows back to the faculty of the program and the Director of the Public Health Program.

The university catalog is updated on an annual basis, reflecting any curricular changes, such as the 2016 revision of the Public Health curriculum and degree requirements. Advertising, promotional materials, recruitment literature, and other supporting materials for the Public Health Program are updated on an ongoing basis. The Director of the Public Health Program, in consultation with the Chair of the Department of Health Studies, the Director of the Public Health Scholars Program, program faculty, the DHS senior administrative assistant, and the CAS webmaster, reviews these materials and facilitates edits and updates as necessary.



---

## **Criterion 2.0 Resources**

---

## Criterion 2.0 Resources

### 2.1 Faculty Resources

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

From the time of its inception, the Public Health Program at AU has benefitted from enthusiastic leadership support at not only the department level, but also the College and University levels. Verification of this ongoing support is evidenced by a letter from the Dean of the College of Arts and Sciences, Peter Starr, included in the Electronic Resource File. AU's Public Health program has grown significantly since its founding and faculty resources have increased greatly as well. Currently, Health Studies, despite being the newest department in CAS, is also one of the largest in terms of student enrollment. Public Health is our largest program. In AY 2016-2017, 227 students pursued Public Health majors (103 BS and 124 BA) (American University Academic Data Reference Book, 2016-2017, <https://www.american.edu/Provost/oira/upload/ADRB-2016-2017-web.pdf>). During AY 2017-2018, a total of 237 students were declared Public Health Majors (127 BS and 110 BA) (American University Academic Data Reference Book, 2017-2018, [https://www.american.edu/Provost/oira/upload/ADRB-2017-2018\\_web-3.pdf](https://www.american.edu/Provost/oira/upload/ADRB-2017-2018_web-3.pdf)). The Department of Health Studies in the same academic years employed 15 full-time faculty (two tenured, four tenure-track, and nine term teaching faculty) and a number of adjunct instructors. Of these faculty, 10 full-time and four adjunct faculty taught one or more core courses for the Public Health Program. Additionally, seven AU faculty from other departments taught courses for the program. **Template B (Criterion 2.2)** lists all of these faculty members and reports the courses taught by each faculty member per semester from Spring Semester 2017 – Fall Semester 2019. The table also reports the FTE allocated to the Public Health program by each faculty member.

### Faculty Workload and FTE

Faculty workloads are defined on pages 21 and 44 of the AU Faculty Handbook (<https://www.american.edu/Provost/academicaffairs/upload/Faculty-Manual-May-2018.pdf>). The allocation of each full-time tenure-track faculty member's professional obligations is predicated on the assumption that the faculty member is actively engaged in teaching, scholarship, and service, as described in the faculty manual. While engagement in each of these endeavors varies across faculty, the tenure line faculty serving the Public Health Program generally have a workload distribution of 40% teaching, 40% research, and 20% service. Typically, it is expected that tenure line faculty teach four courses per academic year. Term faculty members usually have a workload distribution of 80% teaching and 20% service, although this may be modified for those faculty who have administrative responsibilities, such as program directors. Full-time term faculty members on nine-month contracts are expected to teach six courses per academic year, unless they have release time for administrative duties. For the purposes of calculating faculty FTE devoted to the Public Health Program, teaching three courses in a semester is considered equivalent to 1.0 FTE.

## 2.2 Faculty Mix

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

Most of the core courses in the Public Health program are taught by full-time faculty, with only a few course sections per year taught by adjunct faculty. **Template B** reports the FTE allocated to the Public Health program by each faculty member from Spring Semester 2017 to Fall Semester 2018. The status (full-time, adjunct, affiliate) of each faculty is also noted. Over this time period, 75% of sections of core courses required for the Public Health majors were taught by full-time AU faculty (68 of 92 total sections offered).

### Template B: Public Health Program Faculty

Name of Faculty Member (including degrees)	Status (full-time, Part-time, etc.)	FTE Allocation SBP	Course(s) Taught
<b>Spring Semester 2017</b>			
DHS Faculty			
Martinique Free, Ph.D., M.P.H.	Full-time	1.0	HLTH 245: Multicultural Health HLTH 340: Fundamentals of Epidemiology (2 sections)
Jody Gan, M.P.H.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 240: Introduction to Health Promotion (2 sections)
Jolynn Gardner, Ph.D., M.A. Director, Public Health Program	Full-time	1.0 *includes administrative duties	HLTH 480: Public Health Capstone (2 sections)
Melissa Hawkins, Ph.D., M.H.S., Director, Public Health Scholars Program	Full-time	.67 *includes administrative duties	HLTH 350: Health Research Methods
Katie Holton, Ph.D., M.P.H.	Full-time	0.33	HLTH 210: Introduction to Human Health and Disease
Elissa Margolin, M.P.H.	Full-time	0.67	HLTH 491: Health Studies Internship (2 sections)
Ethan Mereish, Ph.D., M.A.	Full-time	0.33	HLTH 245: Multicultural Health
Cynthia Ronzio, Ph.D., M.A.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 335: Health Promotion Program Planning (2 sections)

Name of Faculty Member (including degrees)	Status (full-time, Part-time, etc.)	FTE Allocation SBP	Course(s) Taught
Anastasia Snelling, Ph.D., M.S., R.D., Department Chairperson	Full-time	.20 *includes administrative duties	Department Chairperson
Jessica Young, Ph.D., M.S.	Full-time	0.67	HLTH 245: Multicultural Health HLTH 470: Health Policy and Behavior Change
Other AU Faculty			
Lauren Carruth, Ph.D., M.S.	Full-time - School of International Service	0.67	SISU 358: Global Health (2 sections)
Adjunct Faculty			
Lynne Arneson, Ph.D., M.S.	Part-time	0.33	HLTH 210: Introduction to Human Health and Disease
<b>Fall Semester 2017</b>			
DHS Faculty			
Elizabeth Cotter, Ph.D., M.A.	Full-time	0.67	HLTH 441: Health Communication (2 sections)
Martinique Free, Ph.D., M.P.H.	Full-time	1.0	HLTH 335: Health Promotion Program Planning HLTH 340: Fundamentals of Epidemiology (2 sections)
Jody Gan, M.P.H.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 240: Introduction to Health Promotion (2 sections)
Jolynn Gardner, Ph.D., M.A. Director, Public Health Program	Full-time	.67 *includes administrative duties	HLTH 480: Public Health Capstone
Melissa Hawkins, Ph.D., M.H.S., Director, Public Health Scholars Program	Full-time	.67 *includes administrative duties	HLTH 110: Introduction to Public Health
Elissa Margolin, M.P.H.	Full-time	0.67	HLTH 110: Introduction to Public Health HLTH 491: Health Studies Internship
Cynthia Ronzio, Ph.D., M.A.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 335: Health Promotion Program Planning (2 sections)

Name of Faculty Member (including degress)	Status (full-time, Part-time, etc.)	FTE Allocation SBP	Course(s) Taught
Anastasia Snelling, Ph.D., M.S., R.D., Department Chairperson	Full-time	.20 *includes administrative duties	Department Chairperson
Other AU Faculty			
Kimberlee Holland, Ph.D.	Part-time - Sociology	0.33	SOCY 320: Introduction to Social Research
Jeffrey Kaplan, Ph.D.	Full-time – Biology	0.67	HLTH 320: Introduction to Infectious Disease (plus labs)
	Full-time – Philosophy and Religion	0.33	PHIL 241: Bioethics
Thespina (Nina) Yamanis, Ph.D., M.P.H.	Full-time – School of International Service	0.33	SISU 349: Health and Development
Lynne Arneson, Ph.D., M.S.	Part-time	0.33	HLTH 210: Introduction to Human Health and Disease
Celeste Davis, J.D., M.P.H.	Part-time	0.33	HLTH 110: Introduction to Public Health
Chikarlo Leak, Ph.D.	Part-time	0.33	HLTH 245: Multicultural Health
Andrea Rowe, M.Ed.	Part-time	0.33	HLTH 245: Multicultural Health
<b>Spring Semester 2018</b>			
DHS Faculty			
Martinique Free, Ph.D., M.P.H.	Full-time	1.0	HLTH 245: Multicultural Health HLTH 340: Fundamentals of Epidemiology (2 sections)
Jody Gan, M.P.H.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 240: Introduction to Health Promotion (2 sections)
Jolynn Gardner, Ph.D., M.A. Director, Public Health Program	Full-time	1.0 *includes administrative duties	HLTH 480: Public Health Capstone (2 sections)
Melissa Hawkins, Ph.D., M.H.S., Director, Public Health Scholars Program	Full-time	.67 *includes administrative duties	HLTH 350: Health Research Methods
Elissa Margolin, M.P.H.	Full-time	0.67	HLTH 491: Health Studies Internship
Ethan Mereish, Ph.D., M.A.	Full-time	0.33	HLTH 245: Multicultural Health

Name of Faculty Member (including degress)	Status (full-time, Part-time, etc.)	FTE Allocation SBP	Course(s) Taught
Cynthia Ronzio, Ph.D., M.A.	Full-time	1.0	HLTH 110: Introduction to Public Health HLTH 335: Health Promotion Program Planning (2 sections)
Anastasia Snelling, Ph.D., M.S., R.D., Department Chairperson	Full-time	.20 *includes administrative duties	Department Chairperson
Jessica Young, Ph.D., M.S.	Full-time	0.67	HLTH 245: Multicultural Health HLTH 470: Health Policy and Behavior Change
Other AU Faculty			
Lauren Carruth, Ph.D., M.S.	Full-time - School of International Service	0.67	SISU 358: Global Health (2 sections)
Nabina Liebow, Ph.D.	Full-time – Philosophy and Religion		
Elizabeth Malloy, Ph.D.	Full-time – Math and Statistics	0.67	STAT 320: Biostatistics
Lynne Arneson, Ph.D., M.S.	Part-time	0.67	HLTH 210: Introduction to Human Health and Disease (2 sections)
Celeste Davis, J.D., M.P.H.	Part-time	0.33	HLTH 110: Introduction to Public Health
<b>Fall Semester 2018</b>			
DHS Faculty			
Elizabeth Cotter, Ph.D., M.A.	Full-time	0.67	HLTH 441: Health Communication (2 sections)
Celeste Davis, J.D., M.P.H.	Full-time	0.67	HLTH 110: Introduction to Public Health (2 sections)
Martinique Free, Ph.D., M.P.H.	Full-time	1.0	HLTH 245: Multicultural Health HLTH 340: Fundamentals of Epidemiology (2 sections)
Jody Gan, M.P.H.	Full-time	1.0	HLTH 240: Introduction to Health Promotion (2 sections) HLTH 391: Health Studies Internship
Jolynn Gardner, Ph.D., M.A. Director, Public Health Program	Full-time	.67 *includes administrative duties	HLTH 480: Public Health Capstone

Name of Faculty Member (including degree)	Status (full-time, Part-time, etc.)	FTE Allocation SBP	Course(s) Taught
Melissa Hawkins, Ph.D., M.H.S., Director, Public Health Scholars Program	Full-time	.67 *includes administrative duties	HLTH 110: Introduction to Public Health
Katie Holton, Ph.D., M.P.H.	Full-time	0.67	HLTH 210: Introduction to Human Health and Disease (2 sections)
Elissa Margolin, M.P.H.	Full-time	0.33	HLTH 110: Introduction to Public Health
Cynthia Ronzio, Ph.D., M.A.	Full-time	0.67	HLTH 350: Health Research Methods (2 sections)
Anastasia Snelling, Ph.D., M.S., R.D., Department Chairperson	Full-time	.20 *includes administrative duties	Department Chairperson
Jessica Young, Ph.D., M.S.	Full-time	0.33	HLTH 470: Health Policy and Behavior Change
Other AU Faculty			
Thespina (Nina) Yamanis, Ph.D., M.P.H.	Full-time	0.33	HLTH 349: Health and Development
Adjunct Faculty			
Lynne Arneson, Ph.D.	Part-time	0.67	HLTH 320: Introduction to Infectious Disease (plus labs)
Andrea Rowe, M.Ed.	Part-time	0.33	HLTH 245: Multicultural Health
Christine Layton	Part-time	0.33	HLTH 245: Multicultural Health
Sarah Galbraith-Emami	Part-time	0.33	HLTH 335: Health Promotion Program Planning

**FTE Calculation:** based upon number of sections of program courses taught per semester, unless otherwise noted.

- 3 courses = 1.00 FTE
- 2 courses = .67 FTE
- 1 courses = .33 FTE

The Department added a new term teaching faculty member for AY 2018-2019, Celeste Davis, who will primarily teach courses for the Public Health Program. Additionally, DHS will be searching for a new tenure-track faculty member (open rank) with expertise in Epidemiology or Infectious Disease during the coming year, with an appointment to begin in Fall Semester 2019. It is anticipated that most of the teaching effort of this new faculty member will be devoted to Public Health as well.

The addition of these new faculty lines is an example of the robust support the Public Health Program receives from the College of Arts and Sciences and the university. As noted earlier, a letter of support from College of Arts and Sciences Dean Peter Starr can be found in the electronic resource file under Criterion 2.1.

## 2.3 Student Enrollment

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

Enrollment data is tracked and maintained by the University Registrar, in collaboration with the Office of Information Technology and the Office of Institutional Research and Assessment. The Director of the Public Health Program, the Chair of the Department of Health Studies, and personnel from the College of Arts and Sciences also regularly track and review enrollment data for the Public Health Program. American University uses a Business Intelligence data management system and enrollment data is updated weekly throughout the academic year. The Business Intelligence platform offers insights into all aspects of students’ enrollment and academics, including programs, courses, teaching faculty, grades, student demographics, geography, and much more. The application is designed for a variety of users across multiple AU organizational units. Access to student enrollment reports is controlled by the University Registrar.

Students generally declare their majors during the sophomore year (and must declare a major by their junior year), but are free to change majors at any time throughout their academic careers. From AY 2015-16 to AY 2017-18, the number of declared majors in the Public Health Program grew by approximately 25% (from 184 declared majors in Fall 2015 to 246 in Spring 2018).

**Template C** provides student headcount and FTE for the past two years. The Student-Faculty Ratios for the Public Health Program are presented in **Template D.1**.

### Template C: Student Headcount and FTE – Public Health Program

Semester	Student Headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Fall 2016	230	228	Enrollment data is compiled by the Office of Institutional Research and Assessment and is informed by the records of the University Registrar. The university’s information and records database is MicroStrategy Business Intelligence, which is managed by the Office of Information Technology ( <a href="https://www.american.edu/oit/">https://www.american.edu/oit/</a> ). Student FTE is calculated using the university’s standard formula of Full-time Heads + (total part-time credit hours divided by 12). For undergraduate students the 12 represents the number of credit hours a student would need to be full-time.
Spring 2017	235	230	
Fall 2017	237	236	
Spring 2018	246	243	



## 2.4 Student-Faculty Ratios

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

Student-faculty ratios for the Public Health Program are presented in **Template D.1**. The undergraduate program in Psychology was chosen as a comparable program (**Template D.2**) and the student-faculty ratios for that program are presented in **Template D.3**. Generally, all Health Studies courses are capped at 30 students; enrollment caps for courses offered by other departments (e.g. Psychology, School of International Service, Philosophy, Statistics, etc.) may be different.

In calculating the student-faculty ratios, all courses required for the major were included in the analysis.

### Template D.1: Public Health SFR and Average Class Size

Semester (most recent semesters for which data are available)	Public Health SFR	Explanation of the data and method used	Public Health Average Class Size	Explanation of the data and method used
Fall 2016	32.6	Student-to-Faculty Ratio The Student-to-Faculty ratio uses the Student FTE and the Faculty FTE, where Student FTE is divided by Faculty FTE.	23	Average class sizes were calculated by staff in the Office of Institutional Research and Assessment. To calculate average class size, a list of all courses taught by the academic program during relevant semesters was generated, as was the number of students in each course. Then, the number of sections offered in each semester was divided by the total number of students per semester to compute average class size.
Spring 2017	28.8	The SFR for the Public Health Program was calculated by staff from OIRA. Student FTE is calculated using the university's standard formula of Full-time Heads + (total part-time credit hours divided by 12). For undergraduate students the 12	25	
Fall 2017	35.4	represents the number of credit hours a student would need to be full-time. For Faculty FTE, the Common Data Set calculation of FT Faculty Heads + (Part-Time Faculty Heads divided by 1/3) is used. In actual practice this is: FT heads + (PT heads*.33)- Faculty FTE.	23	
Spring 2018	33.2		26	

## Template D.2: Comparable Baccalaureate Program – Student-Faculty Ratios

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.
B.A. Psychology	<p>The Undergraduate Curriculum Committee of the Department of Health Studies reviewed several baccalaureate programs and ultimately determined that the best comparable program would be the <b>Bachelor of Arts in Psychology</b>. The Committee chose the Psychology program for a number of reasons:</p> <ul style="list-style-type: none"> <li>• The program offers a foundational study of the discipline of Psychology, just as the Public Health Program does for our majors. <ul style="list-style-type: none"> <li>• <i>“The undergraduate program in the Department of Psychology offers the student an opportunity to appreciate psychology’s diversity and its applications. Courses are offered in clinical, social, personality, developmental, behavioral and cognitive neuroscience, learning and memory. Advanced topics courses in these and related areas are often available. Students may design programs that approach psychology as a social science, a natural science, or a combination of the two.”– Psychology Program, 2018</i></li> </ul> </li> <li>• The number required credits for the Psychology major is 41, which is less than the required credits for Public Health majors (BA: 52; BS: 60). However, each of these degree programs allows sufficient opportunity for students to pursue second majors and minors, which is quite common.</li> <li>• The number of Psychology student majors is almost equal to the number of Public Health majors: <ul style="list-style-type: none"> <li>• Psychology BA majors February 2018: 246</li> <li>• Public Health BA and BS majors February 2018: 255</li> </ul> </li> </ul> <p>When compared to the Public Health Program, it is evident that the undergraduate program in Psychology is supported by a greater number of faculty, particularly tenure-track faculty, as indicated in the figures below (provided by the Office of Institutional Research and Assessment - OIRA):</p> <ul style="list-style-type: none"> <li>• Psychology Faculty – Total Full Time: 20 <ul style="list-style-type: none"> <li>• Tenure / Tenure-Line: 16</li> <li>• Term: 4</li> </ul> </li> <li>• Public Health Faculty – Total Full Time: 16 <ul style="list-style-type: none"> <li>• Tenure / Tenure-line: 6</li> <li>• Term: 10</li> </ul> </li> </ul>

### Template D.3: Psychology B.A.SFR and Average Class Size

Semester	Psychology B.A. SFR	Psychology B.A. Avg. Class Size
Fall 2016	12.5	34
Spring 2017	11.1	36
Fall 2017	10.5	35
Spring 2018	10.2	36

As reflected in Templates D.1 – D.3, the average class sizes in the Public Health Program are smaller than they are in the Psychology Program, but the student-to-faculty ratio in Public Health is three times higher than the SFR in Psychology. It is hoped that future additional faculty hires (particularly tenure-track hires) in Health Studies will help to lower the SFR for the Public Health program in order to align it with other CAS programs.

The Psychology Program was also chosen as the comparable program for advising. Advising loads for Public Health and Psychology are similar, given that both programs are housed in the College of Arts and Sciences. As mentioned in Criterion 1.0, undergraduate advising is a collaborative endeavor. Once students declare a major, they are assigned to an academic advisor in the College of Arts and Sciences. The Director of Undergraduate Advising attempts to maintain equal advisor-student ratios across programs. Advising loads for Public Health and Psychology are presented in **Template E.1** and the rationale for selecting Psychology as the comparable program is presented in **Template E.2**.

### Template E.1: Average Advising Loads

Semester	Public Health Average Advising Load*	Explanation of the data and method used	Psychology Average Advising Load
Spring 2017	330	Data obtained from Director, Advising, Retention and Recruitment, College of Arts and Sciences. Advising duties are split as equitably as possible among all CAS advisors. The average caseload in CAS over the past two academic years has been approximately 330 students. (The advisor for Public Health also advises Health Promotion majors.)	330
Fall 2017	330		330
Spring 2018	330		330
Fall 2018	330		330

\*As reported by the Director of Undergraduate Advising

### Template E.2: Comparable Baccalaureate Program - Advising

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program.
B.A. Psychology	The Undergraduate Curriculum Committee of the Department of Health Studies reviewed several baccalaureate programs and ultimately determined that the best comparable program would be the <b>Bachelor of Arts in Psychology</b> . The Committee chose the Psychology Program because of its similar mission and number of undergraduate majors.

## 2.5 Financial/Physical Resources

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

The fiscal resources allocated to the Public Health Program are summarized in **Template F**. This template was completed in consultation with Gamze Zeytinci, the Associate Dean for Budget and Administration in the College of Arts and Sciences, and Erin Nixon, Budget and Personnel Manager. As mentioned in Criterion 1, budgets in the College are allocated to Departments; the budget for the Public Health Program is reported as a proportion of the DHS budget. A tuition revenue analysis was used to determine the amount of revenue generated by the Public Health Program. This amount was then compared that to the amount generated by DHS as a whole, and the resulting percentage for each year determined the amount of funded allocated/used by Public Health. The Public Health program is not budgeted on a revenue center model formula, so all funding is allocated directly from the university through the College of Arts and Sciences. This is why all “Source of Funds” categories other than “University Funds” are noted as “not applicable.” It is not anticipated that any significant changes in funding for the program will occur in the near future.

### Template F: Fiscal Resources for Public Health Program

Sources of Funds by Major Category, Fiscal Years 2015 to 2019					
Fiscal Year	2015	2016	2017	2018	2019*
Source of Funds					
Tuition & Fees	N/A	N/A	N/A	N/A	N/A
State Appropriation	N/A	N/A	N/A	N/A	N/A
University Funds	\$73,268	\$261,995	\$339,279	\$392,745	\$356,667
Grants/Contracts	N/A	N/A	N/A	N/A	N/A
Indirect Cost Recovery	N/A	N/A	N/A	N/A	N/A
Endowment	N/A	N/A	N/A	N/A	N/A
Gifts	N/A	N/A	N/A	N/A	N/A
College Faculty Research Funding (explain) **	\$1500	\$4000	\$7,000	\$10,205	\$11,244
Other (explain)					
Other (explain)					
<b>Total</b>	<b>\$74,018</b>	<b>\$262,745</b>	<b>\$343,279</b>	<b>\$396,745</b>	<b>\$360,167</b>

\*FY19 University funding is based on the budgeted amount for the department as of July 31,2018 and the FY18 PUBH proportion of DHS

\*\* Amounts allocated annually by the College for faculty Research Expense Accounts (reflecting proportion of faculty workload devoted to Public Health Program).

---

## Physical Resources

The Department of Health Studies moved to McCabe Hall in the summer of 2018. The entire second floor is devoted to the department, as is a large classroom / meeting / event space on the first floor (room 123). All tenure line faculty and program directors have their own offices; term faculty share an office with one other term faculty. The department also has a faculty lounge, a student lounge, and a conference room on the second floor. Room 123 scheduling is controlled by the Department of Health Studies. This space is utilized for small classes, department events, student events, meetings, and other purposes. Other classrooms are assigned by the University Registrar and are spread across the main campus buildings. Students can easily walk from one building to another in the 20-minute break between classes. Classes requiring a science lab, such as HLTH 320 Introduction to Infectious Disease, are scheduled in collaboration with the Biology Department in Hurst Hall. Other classes may be scheduled in computer labs, if needed. The Senior Administrative Assistant of the Department of Health Studies, Ian Poquet, in consultation with the Public Health Program Director and the Chair of Health Studies, creates the DHS schedule request each semester. Generally, classrooms are equipped with projection and sound equipment that easily connects to a faculty member's laptop computer.

The move to McCabe Hall was welcomed by the faculty of the department, as the facilities are more than adequate and afford the department the opportunity to enjoy a more cohesive environment, given that all personnel are located in one space.

A blueprint of the second floor of McCabe Hall and a DHS faculty / staff directory are included in the Electronic Resource File.

## 2.6 Support Services

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

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

Academic support services available to the Public Health Program are described in **Template G**. The University Library, Office of Information Technology, Academic Support and Access Center, and other university offices provide extensive services for students and faculty.

### Template G: Support Services

Academic Support Resource	Responsible Party	Description
Computing and Technology Services	<p>Institution (Office of Information Technology)</p> <p>College of Arts and Sciences</p>	<p>The <a href="#">Office of Information Technology</a> provides support to enterprise information technology infrastructure and IT support services to AU students, faculty, and staff. Like with other peer universities, IT is supported by both the central organization and decentralized local support groups across campus.</p> <ul style="list-style-type: none"> <li>• OIT has developed many service level agreements with our campus partners to define service levels and roles and responsibilities in delivering technology support in order to provide structure to this decentralized support environment.</li> <li>• Further, OIT has advisory committees that guide priority setting and that help engage and coordinate activities designed to meet the needs and requirements of our community.</li> </ul> <p>OIT has committed to the adoption of best practices that help ensure our efforts are mature and are effectively and efficiently delivering IT services to the campus. OIT tracks maturity in these areas, and also benchmarks services against peers in higher education. The organization comprises multiple teams that collaborate to provide services in three functional areas:</p> <ul style="list-style-type: none"> <li>• <a href="#">Enterprise Systems</a></li> <li>• <a href="#">Information Security</a></li> <li>• <a href="#">IT Customer Service</a></li> </ul> <p>The College of Arts and Sciences also has dedicated technology support staff for departments and programs within the college. CAS technology staff include the College Webmaster, an Information Technology Manager, and a Technical Services Coordinator.</p>

Academic Support Resource	Responsible Party	Description
Library Services	Institution (American University Library)	<p>The University Library enables educational and research success by:</p> <ul style="list-style-type: none"> <li>• building collections and facilitating access to information across all formats;</li> <li>• teaching people how to locate, assess, and use information to meet their needs;</li> <li>• providing welcoming spaces that support a full range of intellectual endeavors.</li> </ul> <p>The American University Library enables success for students and faculty in three key ways:</p> <p><b>An academic and research destination</b> that provides access to information and research tools, along with expert and personalized guidance through the entire research process, including complex, multi-disciplinary, and digital scholarship.</p> <p><b>A community network connecting scholars</b> regardless of location or program, and partnering with others on campus to provide the services and expertise needed by our students and faculty.</p> <p><b>An inspiring place</b> that provides inclusive, welcoming, and adaptable spaces, and is a center for innovative technology on campus. The facility is environmentally sustainable and is a beautiful and inspiring space within which the community is proud to study and work.</p> <p>Student Services: <a href="https://www.american.edu/library/">https://www.american.edu/library/</a></p> <p>Research Help: There are many ways the library assists students with research projects. The <a href="#">Ask a Librarian</a> page offers a list of help options. The library also offers:</p> <ul style="list-style-type: none"> <li>• <a href="#">Classes and Workshops</a> on library and research skills</li> <li>• <a href="#">Online Tutorials and Research Guides</a></li> <li>• <a href="#">Subject Oriented Lists of Resources</a></li> <li>• Borrowing privileges at Washington Research Library Consortium institutions (<a href="https://www.american.edu/library/services/borrowing.cfm">https://www.american.edu/library/services/borrowing.cfm</a>)</li> <li>• <a href="#">Database Trials</a></li> <li>• The <a href="#">Research Commons</a>, which includes technology support, help with presentations, help with statistical software and statistical research design, and coaching support for writing</li> <li>• Library services are available to students from anywhere, including <a href="#">overseas</a></li> <li>• The University Library offers a number of research awards for active undergraduate and graduate students. To learn more about the awards, <a href="#">click here</a></li> </ul> <p>Each department and program has an assigned librarian. The Public Health is supported by Associate Librarian Night Ghouse. <a href="http://www.american.edu/profiles/faculty/ghouse.cfm">http://www.american.edu/profiles/faculty/ghouse.cfm</a></p>



Academic Support Resource	Responsible Party	Description
Distance Education Support	Institution (Blackboard Services through AU Library)	<p>Support for American University’s learning management system, Blackboard, is provided by the technology services of the Library: <a href="http://www.american.edu/library/technology/blackboard/">http://www.american.edu/library/technology/blackboard/</a> Each course, regardless of mode of delivery, has a dedicated instructor-designed Blackboard site.</p> <p>Faculty support in educational endeavors, including distance education, is provided by the Center for Teaching, Research, and Learning (CTRL). CTRL is American University's catalyst for inspiring, mentoring, and celebrating faculty in their roles as teachers and researchers. To fulfill this mission, CTRL collaborates with the campus community to create opportunities for faculty to re-envision and strengthen their teaching and research practices and to help prepare the next generation of faculty. CTRL began in 1998 as the Center for Teaching Excellence. In 2009, that teaching mission was expanded to incorporate support for faculty research. The Center continues to identify and implement innovative educational practices, and to recognize the vital connection between successful teaching and faculty scholarship. CTRL includes three groups: Teaching and Learning Resources, Online Learning, and Research Support.</p> <p>CTRL’s Online Learning Group's goal is to help faculty become fully equipped to meet the needs of students, whether in traditional face-to-face courses, hybrid, or fully online. All faculty who teach online must become certified in online teaching through CTRL or provide evidence of a similar certification in online teaching. <a href="http://www.american.edu/ctrl/onlinelearning.cfm">http://www.american.edu/ctrl/onlinelearning.cfm</a></p> <p>The curriculum of the Public Health program is delivered primarily via face-to-face instruction, but some courses are offered in online or hybrid formats.</p>
Public Health-related Career Counseling Services	Public Health Program  Institution (Career Center)	<p>Public Health career advising is provided by the Director of the Public Health program and other faculty within the Public Health Program. Discussion of post-graduation topics is an integral part of the Public Health Capstone course (HLTH 480). Resumes, cover letters, graduate school applications, fellowships, job searches, interviewing, networking, and other options are all discussed. In this course, students engage in peer reviews of resumes, cover letters, and graduate school statements of intent. They also submit these items for review and feedback by the course instructor, the Director of the Public Health Program.</p> <p>The faculty member coordinating internships for the Public Health Program (HLTH 491) also organizes a “Public Health Career Night” each spring semester. This event, hosted in conjunction with AU’s Career Center, provides an opportunity for students to network with and receive career advice from professionals in Public Health, which range from US Public Health Service offices, to NIH Researchers, to a variety of professionals from public</p>



Academic Support Resource	Responsible Party	Description
Public Health-related Career Counseling Services (continued)		<p>health nonprofit and governmental organizations.</p> <p>The American University Career Center (<a href="https://www.american.edu/careercenter/index.cfm">https://www.american.edu/careercenter/index.cfm</a>) provides a wide array of services to students for both internships and post-graduation opportunities. The services of the Career Center include, but are not limited to, consultations on resumes, cover letters, writing samples, interviewing, use of social media tools, graduate school applications, fellowships, and merit awards. The Career Center also hosts AU Handshake (<a href="https://american.joinhandshake.com/login">https://american.joinhandshake.com/login</a>), a site where prospective employers may post jobs and internships and through which students may apply. Students may make appointments with career advisors for individual help, and they may utilize the wide array of online and self-service resources available. The Career Center hosts jobs and internship fairs each semester, in addition to other major-specific events such as the Public Health Career Night described previously.</p>
Academic Support and Access Center	Institution	<p>The Academic Support and Access Center (ASAC) supports the academic development and educational goals of all American University students and is committed to promoting access for individuals with disabilities within the university's diverse community. The ASAC works with students with disabilities to provide equal access to university programs and services. The Center is dedicated to educating the university community on increasing accessibility and to working individually with students arranging for accommodations, encouraging self-advocacy, and building academic and assistive technology skills.</p> <p>Under the coordination of the ASAC, students will find:</p> <ul style="list-style-type: none"> <li>•Academic Support Counselors</li> <li>•Academic Skills Workshops</li> <li>•The Writing Center</li> <li>•Peer Tutoring</li> <li>•Supplemental Instruction (for courses such as Fundamentals of Epidemiology)</li> <li>•Support for Students with Disabilities</li> <li>•Student-Athlete Support</li> <li>•Math and Statistics Lab</li> </ul> <p><a href="https://www.american.edu/Provost/academic-access/index.cfm">https://www.american.edu/Provost/academic-access/index.cfm</a></p>
Office of Campus Life	Institution	<p>The Office of Campus Life (OCL) is made up of 15 student-focused departments. The goal of OCL is to support AU students on their journey to explore, connect, and grow into global citizens. OCL strives to create an inclusive campus community that fosters student learning, development, and success. Students enrolled in the Public Health Program utilize various services of OCL throughout their college career. Of particular importance is the Center for Community Engagement and Service (CCES). This office is utilized extensively by faculty and students alike. Faculty collaborate with the Center to identify community partners for courses such as the Public Health Capstone course (HLTH 480) and Health Promotion Program Planning (HLTH 335).</p>

Academic Support Resource	Responsible Party	Description
Office of Campus Life <i>(continued)</i>		<p>CCES also helps students find organizations which provide Community Service Learning Projects (CSLP), which are one-credit add-on service learning opportunities students may add to any course. Many Public Health students take advantage of the CSLP opportunity each semester. Students often seek out public health service and volunteer opportunities through the Center, whether they be opportunities in D.C., or even in other communities via Alternative Break Service Trips. Students also regularly volunteer, work as Peer Health Educators, and complete internships for the Health Promotion and Advocacy Center.</p> <p>Student Engagement</p> <ul style="list-style-type: none"> <li>•<a href="#">Center for Community Engagement &amp; Service</a></li> <li>•<a href="#">Center for Diversity &amp; Inclusion</a></li> <li>•<a href="#">Kay Spiritual Life Center</a></li> <li>•<a href="#">University Center &amp; Student Activities</a></li> </ul> <p>Student Services</p> <ul style="list-style-type: none"> <li>•<a href="#">Housing &amp; Residence Life</a></li> <li>•<a href="#">International Student Scholar Services</a></li> <li>•<a href="#">Orientation, Transition &amp; Retention</a></li> <li>•<a href="#">One Card &amp; Dining Services</a></li> <li>•<a href="#">Title IX</a></li> <li>•<a href="#">University Conference &amp; Guest Services</a></li> <li>•<a href="#">Student Conduct &amp; Conflict Resolution Services</a></li> </ul> <p>Student Well-Being</p> <ul style="list-style-type: none"> <li>•<a href="#">Counseling Center</a></li> <li>•<a href="#">Dean of Students</a></li> <li>•<a href="#">Student Health Center</a></li> <li>•<a href="#">Health Promotion and Advocacy Center</a></li> </ul>

---

## Criterion 3.0 Faculty Qualifications

## Criterion 3.0 Faculty Qualifications

### 3.1 Faculty Qualifications

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

Within the Department of Health Studies, twelve full-time faculty are affiliated with the Public Health Program. Of these faculty, ten hold doctoral degrees. Eight of the doctoral-level faculty have terminal degrees in public health, community health, health promotion, or nutrition sciences and two hold terminal degrees in counseling psychology. The remaining two DHS faculty who serve the Public Health Program hold M.P.H. degrees. Seven additional faculty from other departments of the university also teach required courses for the Public Health Program. All of these faculty members have earned doctoral degrees in their respective fields (public health, biology, statistics, anthropology, philosophy, sociology). Five adjunct faculty have taught courses in the program over the past two years. Three of these adjuncts hold doctoral degrees, a fourth has a joint J.D. / M.P.H, and the fifth possesses a master's degree in counseling psychology. The faculty serving the Public Health Program are listed in **Template H**, with their respective degrees and relevant professional experience. Curriculum vitae of all faculty who teach in the Public Health Program are included in the Electronic Resource File.

### Template H: Public Health Program Faculty

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
DHS Faculty					
Elizabeth Cotter Assistant Professor	Ph.D.	University of Wisconsin - Milwaukee	Counseling Psychology	Licensed Clinical Psychologist in DC and VA	
	M.A.	Illinois School of Professional Psychology (Argosy University)	Clinical Psychology	Manuscript Reviewer for journals including Health Psychology, Eating Behaviors, Journal of Healthcare for the Poor and Underserved	
	B.A.	Michigan State University	Psychology		

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Celeste Davis Professorial Lecturer	J.D.	Boston University School of Law	Law	Director, Accountable Health Community, Baltimore City Health Department	
	M.P.H.	University of Michigan School of Public Health	Health Management and Policy		
	B.S.	Bennett College for Women	Psychology		
Martinique Free Professorial Lecturer	Ph.D.	Southern IL University Carbondale	Health Education	HIV Case Surveillance and Epidemiological Support for state government	
	M.P.H.	University of Pittsburgh	Public Health (Communicable Diseases and Behavioral Health Science)		
	B.S.	North Carolina A & T State University	Laboratory Animal Science		
Jody Gan Instructor	M.P.H.	Boston University	Public Health (Health Promotion/ Disease Prevention)	Senior Health Communication Specialist, American Institutes for Research	CHES Certified Wellness Coach
	B.A.	University of Michigan	Psychology	Senior Technical Assistance Specialist, Northrop Grumman/ CDC Office of Smoking and Health  Coordinator Alcohol and Other Drug Prevention Programs, University of Maryland	
Jolynn Gardner Director, Public Health Program  (12-month contract)	Ph.D.	The Ohio State University	Community Health Education	Health Promotion Director	CHES
	M.A.	The Ohio State University	Health Promotion Management	Drug Abuse Prevention Facilitator	
	B.S.	Iowa State University	Exercise Science	Board Member, Makina Community Development Project	

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Melissa Hawkins Director, Public Health Scholars Program  (12-month contract)	Ph.D.	Johns Hopkins University	Public Health (Maternal & Child Health)	Research Director, TMNcorp  Sr. Epidemiologist, Epidemiology International	
	M.H.S.	Johns Hopkins University	Public Health (Maternal & Child Health)		
	B.A.	Emory University	Anthropology		
Katie Holton Assistant Professor	Ph.D.	University of Arizona	Nutritional Sciences	Red Cross  Reviewer for Clinical Epidemiology	
	M.P.H.	University of Arizona	Public Health Epidemiology		
	B.S.	University of Arizona	Marketing		
Elissa Margolin Instructor	M.P.H.	Tulane University School of Public Health and Tropical Medicine	International Health and Development	Senior HIV/AIDS Prevention Technical Advisor, USAID, Vietnam	ERYT-500 (Experienced Registered Yoga Teacher)  YACEP (Yoga Alliance Continued Education Provider)
				HIV/AIDS Prevention Program Advisor, CDC, Kenya	
	B.A.	Brown University	Human Biology	HIV/AIDS Technical Advisor, CDC, Democratic Republic of Congo  Coordinator, Pediatric Recuperation & Nutrition Project, Haitian Health Foundation, Haiti  Yoga Teacher	
Ethan Mereish Assistant Professor	Ph.D.	Boston College	Counseling Psychology	Consultant, SAMSHA  Clinician, Youth Pride, RI	Licensed Psychologist
	M.A.	University of Maryland, College Park	Counseling		
	B.S.	George Mason University	Psychology		

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Cynthia Ronzio Professorial Lecturer	Ph.D.	Johns Hopkins School of Hygiene and Public Health	Health Policy	Manuscript reviewer for several journals including Pediatrics, American Journal of Public Health, Social Science and Medicine	
	M.A.	George Washington Graduate School of Education and Human Development	Community Counseling	Grant Reviewer for Maternal and Child Health Bureau, Health Resource and Service Agency	
	B.A.	Evergreen State College	Political Science and Chemistry		
Anastasia Snelling Professor, Chair, Department of Health Studies	Ph.D.	American University	Counseling & Student Development	Affiliate Faculty appointment at Uniformed Services University of Health Sciences	Registered Dietitian with the Academy of Nutrition & Dietetics
	M.S.	American University	Health Promotion Management	Board member of Suburban Hospital Community Board	
	B.S./R.D.	University of Connecticut	Clinical Dietetics	<p>Manuscript reviewer for several journals such as Journal of School Health, American Journal of Health Promotion; Preventive Medicine, etc.</p> <p>Board member of the Network to Improve Community Health</p> <p>Chaired the committee on Health Advocacy, for the Health Promotion Advocacy Committee</p> <p>Nutrition Educator</p> <p>Clinical Dietitian</p>	



Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Jessica Young Assistant Professor	Ph.D.	Johns Hopkins University School of Public Health	Health Policy and Management	Program Associate, Annie E. Casey Foundation  Manuscript reviewer for several journals such as American Journal of Public Health, Journal of Health Care for the Poor and Underserved, etc.	
	M.S.	American University	Health Promotion Management	Consultant, Johns Hopkins School of Public Health	
	B.A.	University of Maryland – Baltimore County	Political Science	Consultant, Open Societies Institute  Personal Trainer	
AU Faculty – Other Departments					
Lauren Carruth Assistant Professor School of International Service	Ph.D.	University of Arizona	Anthropology	Former project officer at UNICEF in Ethiopia	
	M.S.	Tufts University	Nutrition Science & Policy	Manuscript Reviewer for journals including Health Policy & Practice, Disasters, Social Science & Medicine, Medical Anthropology Quarterly, Global Public Health	
	Certificate	Harvard University	Humanitarian Studies & Practice		
	B.A.	Wake Forest University	Anthropology		
Kimberlee Holland Adjunct Professorial Lecturer Sociology	Ph.D.	Purdue University	Sociology	Research Assistant	
	M.S.	Brigham Young University	Sociology		
	B.A.	Brigham Young University	International Relations		

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Monica Jackson Professor Math and Statistics	Ph.D.	University of Maryland, College Park	Applied Mathematics and Scientific Computation	Associate Editor for Frontiers in Public Health Journal	
	M.S.	Clark Atlanta University	Applied Mathematics	Member of the District of Columbia Developmental Center for AIDS Research	
	B.S.	Clark Atlanta University	Mathematics	Faculty mentor, Capstone Institute at Howard University	Reviewer, Statistics in Medicine Journal Reviewer, Geographical Analysis
Jeffrey Kaplan Professor Biology	Ph.D.	University of Illinois at Chicago	Biology	Co-owner of a biotech company that focuses on antibiotic discovery	
	B.S.	University of Illinois at Chicago	Biology	Member of the scientific advisory board of biotech companies in Canada and France Eleven years of drug discovery research at Pfizer Grant reviewer for NIH and NSF Manuscript reviewer for numerous journals including <i>Am J Infect Control</i> and <i>J Med Microbiol</i>	
Nabina Liebow Professorial Lecturer Philosophy and Religion	Ph.D.	Georgetown University	Philosophy		
	M.A.	Georgetown University	Philosophy		
	B.A.	Carleton College	Philosophy		
Elizabeth Malloy Associate Professor Math and Statistics	Ph.D.	University of New Mexico	Statistics	Consultant, Sandia National Laboratories	
	M.A.	University of New Mexico	Mathematics	Post-Doc, Biostatistics, Harvard T.H. Chan School of Public Health	
	B.S.	Electrical Engineering	Virginia Polytechnic Institute and State University		

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Thespina (Nina) Yamanis Assistant Professor School of International Service	Ph.D.	University of North Carolina at Chapel Hill, Gillings School of Global Public Health	Health Behavior	Consultant, Academy for Educational Development	
	M.P.H.			Consultant, World Health Organization, Department of Gender, Women and Health	
	BA.	University of North Carolina at Chapel Hill	Psychology	Child Protective Services Social Worker  Grant reviewer, NIH  Manuscript reviewer for AIDS and Behavior, Social Science and Medicine, Journal of Urban Health, BMC Public Health, Prevention Science, JAIDS, PLoS ONE, PLOS Neglected Tropical Diseases, Health and PLACE, etc.	
Adjunct Faculty					
Lynne Arneson	Ph.D.	University of Chicago	Molecular Genetics and Cell Biology	Premedical advisor, member of National Association of Advisors in the Health Professions	
	M.S.	University of Cincinnati	Biology		
	B.S.	Indiana University	Biology		
Sarah Galbraith-Emami	J.D.	Georgetown University	Public Health Law	Senior Policy Advisor, International Alliance for Responsible Drinking	
	M.P.H.	Johns Hopkins Bloomberg School of Public Health	Health Policy		
	M.A.	English	Johns Hopkins University		

Name of Faculty	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Relevant professional experience outside of academia	Applicable registration, certification and/or licensure
Christine Layton	Ph.D.	Johns Hopkins Bloomberg School of Public Health	Health Communication	Ebola Research Manager, Johns Hopkins Center for Communication Programs, Baltimore, MD.	
	M.P.H.	Yale University School of Public Health	Assessment and Evaluation	Public Health Researcher, RTI International, Washington, DC.	
	B.A.	Hampshire College	Research Management		
Chikarlo Leak	Dr.PH.	University of California, Los Angeles	Health Policy and Management	Forensic Epidemiologist, DC Office of the Chief Medical Examiner	
	M.P.H.	San Diego State University	Health Promotion		
	B.S.	Slippery Rock University	Health Science		
Andrea Rowe	M.Ed.	Boston University	Counseling Psychology	Wellness Director	
	B.S.	University of RI	Nutrition and Dietetics		

---

### 3.2 Designated Leader

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

Dr. Jolynn Gardner serves as the Director of the Public Health Program, a position she has held since her arrival at American University in 2014. Dr. Gardner holds a doctoral degree in Community Health Education from The Ohio State University and has over 25 years of undergraduate teaching experience. Prior to her appointment at AU, Dr. Gardner was an assistant professor at the University of St. Thomas in Minnesota, where she coordinated the Public Health Studies Program in the Department of Health and Human Performance. Dr. Gardner also previously held a faculty instructor position in the Division of Epidemiology and Community Health in the School of Public Health at the University of Minnesota. She is also a Certified Health Education Specialist.

In addition to directing the program, Dr. Gardner teaches the Public Health Capstone course (HLTH 480). In this community-based learning course, students work in teams to complete consulting projects for various public health organizations. Dr. Gardner also often teaches a section of HLTH 110 Introduction to Public Health, and coordinates internships (HLTH 491) during the summer term.

It should be noted that approximately 50 Public Health majors participate in an accelerated cohort program, the Public Health Scholars Program. When students apply to American University, they may also apply to this program, and, if accepted, enter into the program as freshman Public Health majors. Typically, 15 - 20 students enter the program each fall. The 2018 cohort of Public Health Scholars is 18 students; 19 comprise the 2017 cohort; and 13 are in the 2016 cohort. The program is accelerated; students take courses in the summer terms, enabling them to complete their degrees in three years. While the curriculum is the same curriculum all other Public Health majors complete, the Scholars cohort is part of a living-learning community during their freshman year. The Scholars also study abroad the first semester of their sophomore year (at predetermined sites) and have a dedicated faculty mentor, Dr. Melissa Hawkins. Dr. Hawkins holds a Ph.D. in Public Health from the Johns Hopkins Bloomberg School of Public Health and has been directing the Scholars program since 2015. She teaches HLTH 110 Introduction to Public Health specifically for the Scholars each fall. She also developed and teaches HLTH 350 Health Research Methods, as well as various public health elective courses.

Both Dr. Gardner and Dr. Hawkins have 12-month contracts which require teaching over the summer term as well as during the academic year. Their CVs are located in the Electronic Resource File.

### 3.3 Practitioner Involvement

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

Public Health practitioners are routinely involved in the Public Health Program as adjunct instructors, guest lecturers, community partner liaisons, and internship supervisors. The Washington, D.C. area provides an extensive array of experienced practitioners who are able to expose students to the wide variety of opportunities in the Public Health profession. Guest speakers routinely represent governmental entities such as the U.S. Public Health Service, the Centers for Disease Control and Prevention, the Food and Drug Administration, the Department of Health and Human Services, the D.C. Department of Health, and the National Institutes of Health. Public Health nonprofit organizations such as La Clinica del Pueblo, Mary's Center, Martha's Table, HIPS, Iona Senior Services, the March of Dimes, the Alzheimer's Association, the American Public Health Association and many others also provide guest speakers, as well as internship and community service opportunities. Listings of capstone and community partner organizations and internship sites are included in the Electronic Resource File.

Practitioners who serve as adjunct instructors for the Public Health program must have either a master's or terminal degree and experience relevant for the courses they teach. Within the past two years, six practitioners have taught courses as adjunct faculty. They are listed in **Template I**. The CVs of these individuals are included in the Electronic Resource File under Criterion 3.1 – Adjunct Faculty.

#### Template I: Practitioners Serving as Instructors in Public Health Program

Name	Credentials	Title	Employer	Courses(s) Taught Instructional Activities Provided
Lynne Arneson	Ph.D. (microbiology)	Premedical Advisor	American University	HLTH 210: Introduction to Human Health and Disease HLTH 320: Introduction to Infectious Disease
Celeste Davis (full-time term faculty beginning Fall 2018)	M.P.H., J.D.	Director, Accountable Health Communities	Baltimore City Health Department	HLTH 110: Introduction to Public Health
Sarah Galbraith-Emami	M.P.H., J.D.	Senior Policy Advisor	International Alliance for Responsible Drinking	HLTH 335: Health Promotion Program Planning
Christine Layton	Ph.D., M.P.H.	Independent Consultant	Christine Layton, LLC	HLTH 245: Multicultural Health
Chikarlo Leak	Dr.P.H., M.P.H.	Forensic Epidemiologist	Office of the Chief Medical Examiner, District of Columbia	HLTH 245: Multicultural Health HLTH 440: Advanced Epidemiology (elective)
Andrea Rowe	Ed.M. (counseling psychology)	Director, Employee Wellness and Work-Life	American University	HLTH 245: Multicultural Health

---

### 3.4 Informed and Current Faculty

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

The faculty of the Public Health Program maintain active scholarship, professional development, and community service agendas. Committee service, conferences, and workshops that target pedagogy specifically are listed in Table 1 under Criterion 1.4: Faculty Engagement. All Public Health faculty are also engaged in their disciplines and respective areas of teaching as well. **Table 2: Faculty Professional Activities** (located in the Electronic Resource File under Criterion 3.4) provides a listing of all research activities, publications, conference presentations, and professional memberships of the faculty over the past two years. Faculty CVs also reflect these activities and more. CVs of current faculty are located in the Electronic Resource File under Criterion 3.1.



---

### **3.5 Graduate Students**

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

Not applicable; we do not employ graduate students as primary course instructors.

**Template J:** not applicable

---

# Criterion 4.0 Curriculum

---

## Criterion 4.0 Curriculum

### 4.1 General Undergraduate Curriculum

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

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

#### Required Documentation

American University CORE Curriculum (general education program):

[https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5956](https://catalog.american.edu/preview_program.php?catoid=10&poid=5956)

Degree Requirements, Bachelor of Arts in Public Health:

[https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5156&returnto=1989](https://catalog.american.edu/preview_program.php?catoid=10&poid=5156&returnto=1989)

Degree Requirements, Bachelor of Science in Public Health:

[https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5157&returnto=1989](https://catalog.american.edu/preview_program.php?catoid=10&poid=5157&returnto=1989)

The mission of the Public Health Program is to prepare students to pursue professional endeavors, informed by a social justice approach, dedicated to protecting and promoting the health of entire populations. These populations can be as small as a local neighborhood or as large as an entire country or region of the world. The Program mission flows directly from the mission of the Department of Health Studies, which is “to educate and empower future leaders in the health professions to improve the health status and well-being of individuals, communities, organizations, and societies. We achieve this mission through innovative education, transformational research, creative partnerships, and policy change advocacy.”

The mission of the Public Health Program also aligns with that of the College of Arts and Sciences, which “is dedicated to excellence in teaching, scholarship, the arts, and service to its local, national, and international communities. The college is committed to the core purposes of liberal education: promoting free and rational discourse, fostering an understanding of the diversity of human experience, providing the critical intellectual skills necessary to navigate a rapidly changing world, and integrating knowledge across disciplinary boundaries.”

Finally, the Public Health Program supports and embodies the primary mission of the University, which is “the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community.”

The Public Health Program empowers students to apply a social justice approach in achieving the following program objectives.

---

Upon completion of the program, students will be able to:

1. Explain the philosophy and essential services of Public Health.
2. Apply and utilize an epidemiological approach through engagement in collaborative public health research.
3. Evaluate and compare healthcare systems and public health initiatives in the United States and across the world.
4. Convey an understanding of the determinants of health and health disparities.
5. Plan, implement, and evaluate public health programs.

In preparing students to achieve these program objectives, our Public Health Program endeavors to provide our students with the knowledge, skills, abilities, and experiences they will need to make substantive contributions to the profession of Public Health and the people we all serve.

The curricula of the Public Health Program have undergone significant revisions in the past few years, driven in large part by preparation for our application for accreditation. The original curriculum, launched in 2011 when the program was an interdisciplinary standalone program, was very broad and flexible. Students on the BA track took 26 credits of core courses and 21 credits of public health electives ([https://catalog.american.edu/preview\\_program.php?catoid=3&poid=990&returnto=638](https://catalog.american.edu/preview_program.php?catoid=3&poid=990&returnto=638)). BS students completed 34 core credits and 24 public health elective credits ([https://catalog.american.edu/preview\\_program.php?catoid=3&poid=991&returnto=638](https://catalog.american.edu/preview_program.php?catoid=3&poid=991&returnto=638)). While these curricula provided a wide array of course options for students, more structure was needed to ensure that students would master the core competencies expected in a public health degree. Thus, in 2015, the Undergraduate Curriculum Committee of the Department of Health Studies embarked on a thorough curriculum review and revision, using the CEPH accreditation domains as our primary guide, complemented by feedback from students, alumni, internship supervisors, and community partners. The revised curricula, implemented in Fall Semester 2016, provide all Public Health majors with a comprehensive baccalaureate education in Public Health. It should be noted that students who began their AU academic careers prior to Fall 2016 were allowed to choose between the original Public Health curricula and the revised curricula for degree completion.

Students pursuing either the Bachelor of Arts or Bachelor of Science degree are required to complete American University's general education program, the AU Core Curriculum. The Core Curriculum was implemented in Fall Semester 2017, replacing the previous "General Education Program" (<https://catalog.american.edu/content.php?catoid=6&navoid=1432&hl=general+education&returnto=search>). The Core Curriculum has three components: foundation courses, Habits of Mind courses, and integrative courses. The **foundation courses** of the AU Core (AU Experience I, AU Experience II, Written Communication and Information Literacy I (W1), Quantitative Literacy I (Q1), and Complex Problems) are typically taken in the first year. The AU Core also includes five **Habits of Mind** requirements: courses that focus on asking and answering questions through a range of intellectual approaches. These courses, in the areas of Creative-Aesthetic Inquiry, Cultural Inquiry, Ethical Reasoning, Natural-Scientific Inquiry, and Socio-Historical Inquiry, may be taken at any time in the degree program. The **integrative courses** bring together the inquiry-based values of the AU Core with major-related work, and include Diverse Experiences, Written Communication and Information Literacy II (W2), Quantitative Literacy II (Q2), and the Capstone. These courses are typically taken in the major, although any appropriately designated course may satisfy the relevant integrative requirement ([https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5956](https://catalog.american.edu/preview_program.php?catoid=10&poid=5956)).

The Core Curriculum, complemented by the Public Health curricula, aligns with the general education domains specified by CEPH, as detailed in **Template K: General Education Domains**.

**Template K: General Education Domains**

Domains	Courses and other learning experiences through which students are introduced to the domains specified
<p><b>Science:</b> Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease</p>	<p>Natural-Scientific Inquiry Habits of Mind Course (AU CORE)*                      Examples:                      •CHEM 150- Chemistry of Cooking                      •ENVS 150- Nature of Earth                      •PHYS 100- Physics for the Modern World</p> <p>HLTH 210: Introduction to Human Health and Disease                      BIO 110: General Biology I (B.S. requirement)                      HLTH 320: Introduction to Infectious Disease (B.S. requirement; B.A. elective)</p>
<p><b>Social and Behavioral Sciences:</b> Introduction to the foundations of social and behavioral sciences</p>	<p>Socio-Historical Inquiry Habits of Mind Course (AU CORE)*                      Examples:                      •ARTH 205-Renaissance Perspectives                      •HIST 120- Empires Past and Present                      •JLC 245- Cities and Crime</p> <p>Cultural Inquiry Habits of Mind Course (AU CORE)*                      Examples:                      •AMST 140- Washington, DC: Life Inside a Monument                      •ANTH 215- Sex, Gender, and Culture                      •SPAN 210 – Latin American History and Culture</p> <p>Ethical Reasoning Habits of Mind Course (AU CORE)*                      Examples:                      •ECON 110-Global Majority – Ethical Debates                      •PHIL 120- Do the Right Thing                      •SOCY 210- Power, Privilege, and Inequality</p> <p>Complex Problems Course (AU CORE)**                      Examples:                      •Living and Dying in D.C.                      •Food Justice Matters                      •Resilience</p> <p>HLTH 110: Introduction to Public Health                      HLTH 240: Introduction to Health Promotion                      HLTH 245: Multicultural Health</p>
<p><b>Math/Quantitative Reasoning:</b> Introduction to basic statistics</p>	<p>STAT 202: Basic Statistics                      Quantitative Literacy Course I (AU CORE) (university math requirement)                      Quantitative Literacy Course II (AU CORE)                      •HLTH 340: Fundamentals of Epidemiology</p>
<p><b>Humanities/Fine Arts:</b> Introduction to the humanities/fine arts</p>	<p>Creative-Aesthetic Inquiry Habits of Mind Course (AU CORE)*                      Examples:                      •ARTS 100- Art: The Studio Experience                      •LIT 107- Creative Writing Across Genres                      •LIT 121- Sexuality and Literature</p>

Highlighted courses are taken by all Public Health majors.

---

### **\*Habits of Mind Courses**

Habits of mind courses teach students to develop questions, employ methodologies, and create new knowledge or solutions. The AU Core includes five required Habits of Mind, each one focuses on specific ways of thinking or knowing: Creative-Aesthetic Inquiry, Cultural Inquiry, Ethical Reasoning, Natural-Scientific Inquiry, and Socio-Historical Inquiry. Please refer to the university catalog for descriptions of specific courses. [https://www.american.edu/Provost/registrar/university\\_catalog.cfm](https://www.american.edu/Provost/registrar/university_catalog.cfm)

### **\*\*Complex Problems Courses**

Complex Problems Seminars are small, 3-credit, first-year seminars that are taught by leading faculty at AU. These special-topics courses feature a range of unique subjects, from diversity on Broadway to digital citizenship, from genetic manipulation to immigration. These courses offer students a chance to work closely with faculty members and classmates as they wrestle with difficult issues and enduring questions. Each seminar has a Program Leader who serves as a liaison between students and faculty and helps students as they explore university-level inquiry in their first year of college. Please refer to the university catalog for descriptions of specific courses. [https://www.american.edu/Provost/registrar/university\\_catalog.cfm](https://www.american.edu/Provost/registrar/university_catalog.cfm)

Syllabi for example Habits of Mind and Complex Problems courses are included in the Electronic Resource File under “Sample AU Core Syllabi.”

---

## 4.2 Public Health Curriculum

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

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

The Public Health curricula, as mentioned previously, were revised extensively in 2015 and the new curricula were implemented in 2016. The revision was informed by feedback from students, alumni, and public health professionals, as well as faculty input and expertise. The CEPH accreditation domains were used as guides for the curriculum revision. Recent assessment activities (capstone surveys, alumni surveys – located in the Electronic Resource File under Criterion 5.0) indicate that students and alumni feel the new curricula more adequately addresses all of the public health domains than did the original curriculum. Additionally, feedback from community partners and employers reflects high levels of satisfaction with the knowledge, skills, and abilities of AU's Public Health majors and graduates (internship evaluations, employer survey – located in the Electronic Resource File) under Criterion 5.0. Degree planning guides for the original and revised curricula are located in the Electronic Resource File under Criterion 4.2.

Students pursuing the **Bachelor of Arts in Public Health** complete 120 credit hours, 52 of which are major requirements. Required courses for the B.A. include:

- HLTH 110 Introduction to Public Health (3 credits)
- HLTH 210 Introduction to Human Health and Disease (3 credits)

- HLTH 240 Introduction to Health Promotion (3 credits)
- HLTH 245 Multicultural Health (3 credits)
- HLTH 335 Health Promotion Program Planning (3 credits; prerequisite of HLTH 240)
- HLTH 340 Fundamentals of Epidemiology (3 credits; prerequisite of HLTH 110 and STAT 202)
- HLTH 441 Health Communication (3 credits; prerequisite of HLTH 335)
- HLTH 470 Health Policy and Behavior Change (3 credits)
- HLTH 480 Public Health Capstone (3 credits)
- HLTH 491 Health Studies Internship (3 credits)
- PHIL 241 Bioethics (3 credits)
- STAT 202 Basic Statistics (4 credits)
- One of:
  - HLTH 350 Health Research Methods (3 credits; prerequisites of HLTH 110 and STAT 202)
  - SOCY 320 Social Research Methods (3 credits; prerequisites of SOCY 100, 110, or 150)
- One of:
  - SISU 349 Health and Development (Topics in Global Inequality, Development, Environmental Sustainability, and Global Health) (3 credits; prerequisite of HLTH 340)
  - SISU 358 Global Health (3 credits; prerequisite of HLTH 340)
- Nine (9) credits of electives, with no more than 3 credit hours at the 200-level, from no more than two of the following elective clusters:
  - Global Health
  - Health Science
  - Policy, Program Planning, and Evaluation
  - Social and Community Health

Students pursuing the **Bachelor of Science in Public Health** complete 120 credit hours, 60 of which are major requirements. Required courses for the B.S. include:

- BIO 100 General Biology I (4 credits)
- HLTH 110 Introduction to Public Health (3 credits)
- HLTH 210 Introduction to Human Health and Disease (3 credits)
- HLTH 240 Introduction to Health Promotion (3 credits)
- HLTH 245 Multicultural Health (3 credits)
- HLTH 320 Introduction to Infectious Disease (4 credits; prerequisite of BIO 110)
- HLTH 335 Health Promotion Program Planning (3 credits; prerequisite of HLTH 240)
- HLTH 340 Fundamentals of Epidemiology (3 credits; prerequisite of HLTH 110 and STAT 202)
- HLTH 441 Health Communication (3 credits; prerequisite of HLTH 335)
- HLTH 470 Health Policy and Behavior Change (3 credits)
- HLTH 480 Public Health Capstone (3 credits)
- HLTH 491 Health Studies Internship (3 credits)
- PHIL 241 Bioethics (3 credits)
- STAT 202 Basic Statistics (4 credits)
- STAT 320 Biostatistics (4 credits; prerequisite of STAT 202)
  - Nine (9) credits of electives, with no more than 3 credit hours at the 200-level, from no more than two of the following elective clusters:
    - Global Health
    - Health Science
    - Policy, Program Planning, and Evaluation
    - Social and Community Health



---

Syllabi for all core courses of the Public Health Curricula are included in the Electronic Resource File, as are examples of student work.

Regardless of whether a student pursues a Bachelor of Arts or a Bachelor of Science degree, the Public Health Program seeks to empower students to apply a social justice approach to achieving the following program objectives and learning outcomes. Upon completion of the Public Health program, students will be able to:

- (1) Explain the philosophy and essential services of Public Health.
  - (a) Explain the history and philosophy of public health, as well as its core values, concepts, and functions across the globe and in society
  - (b) Identify and address the concepts of population health, and the basic processes, approaches, and interventions which focus on the major health-related needs and concerns of populations
  
- (2) Apply and utilize an epidemiological approach through engagement in collaborative public health research.
  - (a) Identify, explain, and utilize the basic concepts, methods, and tools of public health data collection, use, and analysis
  - (b) Apply evidence-based approaches to public health practice
  
- (3) Evaluate and compare healthcare systems and public health initiatives in the United States and abroad.
  - (a) Describe the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
  - (b) Explain the fundamental characteristics and organizational structures of the U.S. health system, as well as the differences in systems in other countries
  
- (4) Convey an understanding of the determinants of health and health disparities.
  - (a) Describe the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
  - (b) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
  - (c) Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds
  
- (5) Plan, implement, and evaluate public health programs.
  - (a) Utilize the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
  - (b) Utilize the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

The faculty of the Public Health Program believes that the curricula guide students to achieving these learning outcomes by introducing and reinforcing the core public health domains. **Template L** lists the courses of the program and identifies which domains are introduced or covered in each given course. Courses within this template include only those courses that are required of ALL students, regardless of whether or not a student pursues a Bachelor of Arts or a Bachelor of Science. While both degree tracks provide students with education in the basic domains of public health, the B.A. tends to appeal to students who would like to focus on policy, advocacy, health education, health administration, or the

---

societal and global functions of public health. Students pursuing the B.A. are required to take a Global Health course (SISU 349 or 358) and may elect to take Introduction to Social Research (SOCY 320), rather than Health Research Methods (HLTH 350) if they so desire. Students who have an interest in the clinical, epidemiological, or quantitative aspects of public health often choose the B.S. degree. These students take a general biology course (BIO 110), an Introduction to Infectious Disease course (HLTH 320), and Biostatistics (STAT 320), in addition to the core public health courses listed in Template L. The following key, based upon Bloom’s Taxonomy, was used by the DHS Undergraduate Curriculum Committee in completing Template L:

- I = “Introduced” (concepts which students are asked to remember, understand, apply)\*
- C = “Covered” (concepts for which students are expected to analyze, evaluate, create)\*

## Template L: Public Health Domains

Public Health Domains	Course Name and Number										
Courses listed are required of all Public Health students, BA and BS.	HLTH 110 Intro to Public Health	HLTH 210 Human Health & Disease	HLTH 240 Intro to Health Promo.	HLTH 245 Multi-cultural Health	HLTH 335 Health Program Planning	HLTH 340 Fund. Of Epidemiology	HLTH 350 / SOCY 320 Research Methods	HLTH 441 Health Communication	HLTH 470 Health Policy & Behav. Change	PHIL 241 Bioethics	STAT 202 Basic Statistics
<b>Overview of Public Health</b>	Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
Public Health History	I		I								
Public Health Philosophy	I		C								
Core PH Values	I			C					C		
Core PH Concepts	I		I	C		C	C	C	C		
Global Functions of Public Health	I										
Societal Functions of Public Health	I								I		
<b>Role and Importance of Data in Public Health</b>	Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
Basic Concepts of Data Collection	I				C	C	C				C
Basic Methods of Data Collection	I				C	C	C				C
Basic Tools of Data Collection	I				C	C	C				C
Data Usage	I				C	C	C	I			C
Data Analysis	I					C	C				C
Evidence-based Approaches	I				C	C	C				C

	HLTH 110 Intro to Public Health	HLTH 210 Human Health & Disease	HLTH 240 Intro to Health Promo.	HLTH 245 Multi-cultural Health	HLTH 335 Health Program Planning	HLTH 340 Fund. Of Epidemiology	HLTH 350 / SOCY 320 Research Methods	HLTH 441 Health Communication	HLTH 470 Health Policy & Behav. Change	PHIL 241 Bioethics	STAT 202 Basic Statistics
<b>Identifying and Addressing Population Health Challenges</b>	Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
Population Health Concepts	C	I	I	I	I	C	C	I			
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I		I	I	C	C	C	I			
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	I		I	I	C	C	C				
<b>Human Health</b>	Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
Science of Human Health and Disease	I	C	C								
Health Promotion	I	C	C						C		
Health Protection	I	C									
<b>Determinants of Health</b>	Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
Socio-economic Impacts on Human Health and Health Disparities	C	I	I	C	C				C	I	
Behavioral Factors Impacts on Human Health and Health Disparities	I	I	C	I							
Biological Factors Impacts on Human Health and Health Disparities	I	C	I	I	C				C	I	
Environmental Factors Impacts on Human Health and Health Disparities	I										
<b>Project Implementation</b>	Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
Introduction to Planning Concepts and Features											
Introduction to Assessment Concepts and Features	I		C		C		C				
Introduction to Evaluation Concepts and Features					I		C				

	HLTH 110 Intro to Public Health	HLTH 210 Human Health & Disease	HLTH 240 Intro to Health Promo.	HLTH 245 Multi-cultural Health	HLTH 335 Health Program Planning	HLTH 340 Fund. Of Epidemiology	HLTH 350 / SOCY 320 Research Methods	HLTH 441 Health Communication	HLTH 470 Health Policy & Behav. Change	PHIL 241 Bioethics	STAT 202 Basic Statistics
<b>Overview of the Health System</b>	Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
Characteristics and Structures of the U.S. Health System	C		C						C		
Comparative Health Systems	I										
<b>Health Policy, Law, Ethics, and Economics</b>	Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
Legal dimensions of health care and public health policy	I								C		
Ethical dimensions of health care and public health policy									C	C	
Economical dimensions of health care and public health policy	I								C		
Regulatory dimensions of health care and public health policy	I		C						C		
Governmental Agency Roles in health care and public health policy	I		C						C		
<b>Health Communications</b>	Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
Technical writing	I				C	C	C	C			
Professional writing	I										
Use of Mass Media	I							C			
Use of Electronic Technology	I							C			

---

### **4.3 Specific Credentials**

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

At this time, our Public Health Program does not require students to pursue a specific credential upon completion of the program.

#### 4.4 Public Health Skills

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

Students must demonstrate the following skills:

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

Communication and information literacy skills are integral to the public health profession. AU's Public Health Program aims to ensure that all students have sufficient opportunities to develop these skills. **Template M** identifies the experiences within the Public Health curriculum that introduce, reinforce, and allow students to practice and demonstrate these skills. Examples of the various assignments, projects, and other assessment methods are included in the electronic resource file, as are course syllabi, under Criterion 4.2. Detailed descriptions of each assignment or project can be found in the relevant course syllabus.

#### Template M: Public Health Communication and Information Literacy Skills

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
<b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences	This chart identifies the courses in which these skills are primarily emphasized: skills may also be utilized in other courses.	
Oral communication	HLTH 110: Introduction to Public Health  HLTH 245: Multicultural Health  HLTH 441: Health Communication  HLTH 470: Health Policy and Behavior Change  HLTH 480: Public Health Capstone  HLTH 491: Health Studies Internship	<ul style="list-style-type: none"> <li>• Spotlight on Health Project</li> <li>• White Paper / Video Project</li> <li>• Case Study Presentations</li> <li>• Public Service Announcement (PSA) Project</li> <li>• Community Partner Feedback</li> <li>• Capstone Presentations</li> <li>• Internship Evaluations</li> </ul>

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Written communication	HLTH 110: Introduction to Public Health HLTH 245: Multicultural Health HLTH 441: Health Communication HLTH 335: Health Promotion Program Planning HLTH 350: Introduction to Health Research HLTH 470: Health Policy and Behavior Change HLTH 480: Public Health Capstone HLTH 491: Health Studies Internships	<ul style="list-style-type: none"> <li>• Spotlight on Health Project</li> <li>• White Paper / Video Project</li> <li>• Brochure and infographic</li> <li>• Brochure and infographic</li> <li>• Development of program plan</li> <li>• HLTH 350 is designated as a “W2” course; writing in the discipline is taught and assessed.</li> <li>• Policy / Advocacy Project</li> <li>• Final Project Deliverables</li> <li>• Community Partner Feedback</li> <li>• Supervisor Evaluations</li> <li>• Internship Final Report</li> </ul>
Communicate with diverse audiences	HLTH 110: Introduction to Public Health HLTH 245: Multicultural Health	<ul style="list-style-type: none"> <li>• Spotlight on Health Project</li> <li>• Case Study Assignment</li> <li>• White Paper / Video Project</li> <li>• PSA project</li> <li>• Case Study Presentation</li> </ul>
Communicate through variety of media	HLTH 110: Introduction to Public Health HLTH 245: Multicultural Health HLTH 441: Health Communication HLTH 470: Health Policy and Behavior Change	<ul style="list-style-type: none"> <li>• Spotlight on Health Project</li> <li>• White Paper / Video Project</li> <li>• Case Study Presentation</li> <li>• Social marketing final project</li> <li>• Social media message templates</li> </ul>
<b>Information Literacy:</b> Students should be able to locate, use, evaluate, and synthesize information	<i>Note: Information literacy is a required component of all Writing 2 courses in the AU Core; HLTH 350: Health Research Methods is a W 2 course.</i>	

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Locate information	HLTH 110: Introduction to Public Health	<ul style="list-style-type: none"> <li>• Public Health in the News</li> <li>• Case Study Assignment</li> <li>• Spotlight on Health Project</li> </ul>
	HLTH 210: Intro to Human Health and Disease	<ul style="list-style-type: none"> <li>• Disease reports</li> </ul>
	HLTH 245: Multicultural Health	<ul style="list-style-type: none"> <li>• DC Ward Analysis Project</li> <li>• Case Study Presentations</li> <li>• White Paper / Video Project</li> </ul>
	HLTH 441: Health Communication	<ul style="list-style-type: none"> <li>• DC Ward Analysis Project</li> <li>• Case Study Presentations</li> <li>• White Paper / Video Project</li> </ul>
	HLTH 335: Health Promotion Program Planning	<ul style="list-style-type: none"> <li>• Program plan assignment</li> </ul>
	HLTH 340: Fundamentals of Epidemiology	<ul style="list-style-type: none"> <li>• Article critique</li> </ul>
	HLTH 350: Health Research Methods (W2 course in AU Core)	<ul style="list-style-type: none"> <li>• Research report</li> </ul>
	HLTH 470: Health Policy and Behavior Change	<ul style="list-style-type: none"> <li>• Policy / advocacy project</li> </ul>
Use information	HLTH 110: Introduction to Public Health	<ul style="list-style-type: none"> <li>• Case Study Assignment</li> <li>• Spotlight on Health Project</li> </ul>
	HLTH 210: Intro to Human Health and Disease	<ul style="list-style-type: none"> <li>• Disease reports</li> </ul>
	HLTH 240: Introduction to Health Promotion	<ul style="list-style-type: none"> <li>• DC Ward Analysis Project</li> </ul>
	HLTH 245: Multicultural Health	<ul style="list-style-type: none"> <li>• PSA and Infographic</li> </ul>
	HLTH 340: Fundamentals of Epidemiology	<ul style="list-style-type: none"> <li>• Case Study Presentation</li> <li>• Quantitative reasoning report</li> </ul>
	HLTH 350: Health Research Methods	<ul style="list-style-type: none"> <li>• Research proposal and report</li> </ul>



Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Use information <i>(continued)</i>	HLTH 441: Health Communication  HLTH 480: Public Health Capstone  HKTH 491: Health Studies Internship	<ul style="list-style-type: none"> <li>• Brochure infographic</li> <li>• Capstone final project</li> <li>• Internship Final Report</li> </ul>
Evaluate information	HLTH 110: Introduction to Public Health  HLTH 240: Introduction to Health Promotion  HLTH 245: Multicultural Health  HLTH 335: Health Promotion Program Planning  HLTH 340: Fundamentals of Epidemiology  HLTH 350: Health Research Methods  HLTH 441: Health Communication  HLTH 470: Health Policy and Behavior Change  HLTH 480: Public Health Capstone  HLTH 491: Health Studies Internship	<ul style="list-style-type: none"> <li>• Public Health in the News</li> <li>• Spotlight on Health Project</li> <li>• DC Ward Analysis Project</li> <li>• Case Study Presentation</li> <li>• PSA and Infographic</li> <li>• Program plan assignment</li> <li>• Quantitative reasoning report</li> <li>• Article critique</li> <li>• Social marketing project</li> <li>• Policy / advocacy paper</li> <li>• Capstone final project</li> <li>• Internship final report</li> </ul>

Skills	Courses and other learning experiences through which students demonstrate the following skills.	Methods by which these skills are assessed.
Synthesize information	<p>HLTH 110: Introduction to Public Health</p> <p>HLTH 245: Multicultural Health</p> <p>HLTH 335: Health Promotion Program Planning</p> <p>HLTH 340: Fundamentals of Epidemiology</p> <p>HLTH 350: Introduction to Health Research</p> <p>HLTH 441: Health Communication</p> <p>HLTH 470: Health Policy and Behavior Change</p> <p>HLTH 480: Public Health Capstone</p> <p>HLTH 491: Health Studies Internship</p>	<ul style="list-style-type: none"> <li>• Case Study Assignment</li> <li>• Spotlight on Health Project</li> <li>• DC Ward Analysis Project</li> <li>• Case Study Presentation</li> <li>• Program plan assignment</li> <li>• Quantitative reasoning report</li> <li>• Research proposal and report</li> <li>• Social marketing project</li> <li>• Policy / advocacy project</li> <li>• Capstone final project</li> <li>• Internship Final Report</li> </ul>

---

## 4.5 Cumulative and Experiential Activities

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

Public Health majors at AU are exposed to a wide array of experiential and cumulative experiences. Faculty in the Department of Health Studies regularly solicit students to assist with community research and intervention projects, and experiential opportunities are integrated throughout the Public Health curriculum. All faculty are encouraged to allow students to participate in the Community-Service Learning Program (CSLP). CSLP is a type of community-based learning strategy that allows students to add a pass/fail credit to a class they are taking. As part of this CSLP add-on credit, students volunteer at a local organization whose mission connects with their coursework, thereby enriching the learning experience and strengthening the local community. CSLP may be added to any class that is not already designated as a community-based learning course. Students who complete the CSLP are required to complete 40 hours of service work in the community, three reflection sessions, one blog entry to be published on the CSLP Wordpress blog site, and one academic assignment, assigned by the professor. The CSLP is coordinated by the Center for Community Engagement and Service (<https://www.american.edu/ocl/volunteer/CSLP.cfm>).

Some courses in the Public Health curriculum are designated as community-based learning courses (CB). Examples of these courses include *certain sections* of HLTH 110 Introduction to Public Health and HLTH 335 Health Promotion Program Planning, HLTH 480 Public Health Capstone, and some electives (e.g. HLTH 323 Issues in Women's Health). The Public Health Capstone course is required of all Public Health majors - all students completing the program participate in this community-based learning experience. To receive a CB designation, a course must meet the following criteria (<https://www.american.edu/ocl/volunteer/cblr-course.cfm>):

- The entire class is involved in community-based learning;
- Reciprocity: the community partnership/s meets community or organizational needs and the learning needs of students;
- All students contribute a minimum of twenty hours of service throughout the semester;
- The faculty prepare the students for community entry and responsible participation and communication with community partner staff;
- Activities and assignments in the class provide a method for students to critically reflect on their community experience and what they are learning;
- Academic credit is given for completion of the assignments and reflections;
- The class fosters learning from other students, from the instructor, and the community - all serve as co-educators;
- Evaluative feedback is provided by students, community partner(s), and the faculty member.

All Public Health majors also complete an internship; (HLTH 491 Health Studies Internship). Internships are full-semester three-credit experiences which require 210 hours of service and an academic component. The Capstone and internship courses are described in more detail in

**Template N.** Examples of internship reports, internship supervisor evaluations, Capstone projects, and Capstone liaison feedback are included in the Electronic Resource File. Also included in the ERF is a list of Capstone community partners, a summary of Capstone liaison feedback, a master list of Public Health internships to date, a copy of the internship instructions, and other relevant documents.

Cumulative and Experiential Activity	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge
<p>HLTH 491: Health Studies Internship (3 credits)</p>	<p>The required Public Health Internship provides the student with the opportunity to pursue an applied experience with a public health agency, organization, or worksite. The AU Registrar requires that students complete a minimum of 210 internship hours over the course of a semester for the 3-credit experience. Students are required to reflect upon their internship experiences throughout the term and submit a final report detailing their primary projects. Additionally, students are evaluated by their internship supervisors and the faculty member coordinating internships in the relevant semester.</p> <p>As a required portion of the B.A. and B.S. in public health, an internship enriches coursework with hands-on experience. Students are provided opportunities to apply lessons learned in the classroom to real world settings related to public health while developing skills for success in the work place. Internship sites include grass roots advocacy organizations, established nonprofit health organizations, and federal, state, and local government agencies. Public health internships build skills that support effective population-level strategies such as policy development, communication campaigns, materials development, and program evaluation and research. Internships may be paid or unpaid, depending on the specific opportunity.</p> <p>In conjunction with the internship, students enroll in HLTH 491. Most students find that working 15 hours/week provides a good balance for meeting the 210-hour work requirement while allowing full participation in other courses. The HLTH 491 course does not meet as a class, but individual appointments with the course professor and written assignments that include developing a scope of work, weekly reflections, and a final report, are required. Feedback on written work and the employer’s evaluation are the basis for the final course grade. Internship students are invited to share their experiences at an end-of-semester “Internship Wrap Up” with other interns, and at the “Internship Mingle” for prospective internship students.</p>
<p>HLTH 480: Public Health Capstone (3 credits)</p>	<p>The Public Health Capstone course gives seniors in Public Health the opportunity to work in teams to complete semester-long projects for public health organizations. Working largely in consultative roles, the students are provided opportunities to utilize the knowledge, skills, and abilities they have gained through their Public Health education at AU. The Director of the Public Health Program teaches the Capstone course. The professor develops projects with DC-area public health agencies and organizations each semester. During the semester Capstone course students are divided into teams of three – six to accomplish the semester-long projects for the partner organizations. The projects vary, but all teams complete organization overviews</p>

Cumulative and Experiential Activity	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge
<p>HLTH 480: Public Health Capstone (3 credits) <i>(continued)</i></p>	<p>SWOT analyses, mission and vision statements, goals and objectives, and logic models for their projects. Work on the projects is student-driven and guided by the Capstone professor (Public Health Program Director). At the end of the semester, students submit their completed projects to the partner organizations and to the program director, as well as present a summary of the projects at a gathering of all partner organization liaisons, fellow students, and other interested DHS / AU community members.</p> <p>This course provides a professional development and service opportunity. Through this experience, students not only gain knowledge about a specific public health issue, but they are also able to apply their public health expertise in the “real world.” Their consultative projects enable them to develop a reciprocal relationship in which they and their team contribute to and learn from a local agency and the population it serves. Each team provides professional consultative services to a public health organization; this may or may not involve “direct community service” activities. Throughout the course, students reflect on and integrate their service learning experience and academic content as a means to gain a deeper understanding of the role of public health in community-based interventions.</p> <p>Upon completion of the Capstone projects, feedback is sought from all parties involved. The Capstone professor evaluates and grades all deliverables and final projects according to course rubrics. Capstone project liaisons from each community partner organization also evaluate their projects and provide written feedback. Students in the course evaluate not only the faculty member, but also their community partner organization, as well as their fellow team members.</p>

## 4.6 Cross-cutting Concepts

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

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

Given that the mission of the Public Health Program is “to prepare students to pursue professional endeavors, informed by a social justice approach, dedicated to protecting and promoting the health of entire populations”, program faculty understand that the cross-cutting concepts specified in this domain are vital for our students’ future successes. Therefore, each of these concepts is not only incorporated throughout the curriculum, but also through other experiences and services afforded to students. Opportunities for exposure to the cross-cutting concepts are detailed in **Template O**.

### Template O: Cross-cutting Concepts

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public’s health at all levels of society	American University’s commitment to social justice and community involvement is evident from the moment students first arrive on campus. During Welcome Week, all freshmen are encouraged to participate in Explore DC. Explore DC gives new students a chance to acclimate to their new city through logistical issues like transportation and food, to learn about how the city works by exploring the burning issues faced by community members, and to be exposed to some of the city’s cultural and historical resources. In Fall 2017, 650 students participated in Explore DC. All students are also encouraged to complete a CSLP (Community Service Learning Project), a one-credit add-on project that can be attached to any course. The CSLP involves a minimum of 40 hours of community service and a reflection activity.  <a href="http://www.american.edu/ocl/volunteer/CBLR-The-Community-Service-Learning-Program-Extra-Credit-Option.cfm">http://www.american.edu/ocl/volunteer/CBLR-The-Community-Service-Learning-Program-Extra-Credit-Option.cfm</a>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
<p>Advocacy for protection and promotion of the public's health at all levels of society (<i>continued</i>)</p>	<p>Within the Public Health program in the Department of Health Studies, opportunities for exposure to and participation in advocacy efforts continue:</p> <ul style="list-style-type: none"> <li>• The student organization AU Public Health Association sponsors a variety of public health activities, events, and information sessions during Public Health Week each spring.</li> <li>• Students and faculty participate in the annual DC HIV/AIDS Walk each October.</li> <li>• DHS sponsors at least one event highlighting a contemporary public health issue each semester. Recent DHS events have focused on climate change, end-of-life issues, the Flint water crisis, public health in the developing world, and homelessness in the nation's capital. Through these events, students become aware of avenues they may access to advocate for ways to address the issues.</li> <li>• All Public Health students visit Capitol Hill to learn about advocacy at the federal level in HLTH 441 Health Communication.</li> <li>• All Public Health students complete an Advocacy Project regarding a public health issue in HLTH 470 Health Policy and Behavior Change.</li> <li>• All Public Health students work with a team of fellow students to complete a project for a community partner organization (nonprofit or governmental organization) in HLTH 480 Public Health Capstone.</li> </ul>
<p>Community dynamics</p>	<p>All students at AU take two courses their freshman year, AUx1 and AUx2. Through classroom discussions, assignments, and office hours, AUx1 provides a place for students to establish short- and long-term academic and professional goals; build academic skills for college success; learn about issues of privilege and bias; and explore their own personal identities. AUx1 course learning outcomes are achieved through online learning, in-class activities, reflective writing assignments, and individual and small group discussions with course Instructors, Peer Leaders, and classmates. AUx2 is unique to American University, and has been created specifically as a call to action by AU students, staff, and faculty who want to ensure that diversity, inclusion, free speech, and freedom of expression are part of the core curriculum at American University. AUx2 aims to equip students to become part of a community of learners whose members come from a variety of backgrounds and bring with them a range of experiences. <a href="http://www.american.edu/Provost/undergrad/auexperience/index.cfm">http://www.american.edu/Provost/undergrad/auexperience/index.cfm</a></p> <p>All students are encouraged to complete a CSLP (Community Service Learning Project), a one-credit add-on project that can be attached to any course. The CSLP involves a minimum of 40 hours of community service and a reflection activity. <a href="http://www.american.edu/ocl/volunteer/CBLR-The-Community-Service-Learning-Program-Extra-Credit-Option.cfm">http://www.american.edu/ocl/volunteer/CBLR-The-Community-Service-Learning-Program-Extra-Credit-Option.cfm</a></p> <p>Within the Public Health Program, the Public Health Capstone course (HLTH 480) and the Health Studies Internship (HLTH 491) provide opportunities for students to engage with various community groups within the District of Columbia (or, in communities abroad, in the case of the Health Studies Internship, as some students complete that requirement while studying abroad). In each of these courses, the Public Health</p>



Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Community dynamics (continued)	<p>Program partners with community organizations to provide projects and internships for Public Health students.</p> <p>Public Health students who choose to study abroad in Nairobi, Kenya, take HLTH 330 Community Health (in addition to other Public Health courses and an internship). In this course, students are taught how to conduct community health diagnoses and then are given the opportunity to complete such a diagnosis in a rural Kenyan community, and report their findings.</p>
Critical thinking and creativity	<p>All AU students are required to take a Complex Problems course during their first year. A signature gateway to the core curriculum, this course introduces students to the process of university-level inquiry through the analysis of one or more complex problems. Complex Problems courses demonstrate the value of approaching important conceptual problems and social issues from a variety of perspectives, often from multiple disciplines and including multiple voices—an intellectual habit that will prepare students for future academic work. A core promise of the education we seek to deliver is the understanding that complementary perspectives, despite the very real tensions between them, can provide a richer texture and more nuanced way to move forward in the work we are preparing our students to do. Although many Complex Problems courses draw heavily on the social sciences, others are grounded in the sciences or arts and humanities. As the topic and faculty interest warrant, Complex Problems courses may include a DC-based experience.</p> <p>All AU students also take five Habits of Mind courses, which form the heart of the AU Core Curriculum. These courses focus on five modes of inquiry, which are: Creative and Aesthetic Sensibility, Cultural Interpretation, Ethical Reasoning, Socio-Historical Understanding, and Natural-Scientific Reasoning. The Habits of Mind courses together provide insights into various modes of inquiry to help students understand how different disciplines ask and answer questions, creating a set of intellectual habits and skills.</p> <p>Within the Public Health curriculum, all courses require critical thinking and some measure of creativity. Evidence is provided in the syllabi that are included in the electronic resource file. The culmination of the critical thinking and creativity skills cultivated by the curriculum is the Public Health Capstone course, where students are required to work in teams to accomplish meaningful projects for community partner organizations.</p> <p>Each year, the Department of Health Studies also hosts a Global Health Case Competition, open to all AU students. This competition, held every spring semester, provides students the opportunity to devise interdisciplinary strategies to address a relevant public health issue. This endeavor requires significant critical thinking and creativity. Approximately 50 students participate in this event each year.</p>



Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Cultural contexts in which public health professionals work	<p>Cultural contexts in which public health professionals work is largely the focus of HLTH 245 Multicultural Health. This course provides an introduction to gender and cultural issues affecting health. The course emphasizes health disparities and how gender and cultural indicators affect health risk. The relationship between health and other factors, such as religion, social class/socioeconomic status, acculturation, migration, and globalization, are also studied. All Public Health students are required to take this course.</p> <p>The intersection of culture and health is also introduced and discussed in several other core required Public Health courses: HLTH 110 Introduction to Public Health; HLTH 240 Introduction to Health Promotion; HLTH 335 Health Promotion Program Planning and Evaluation; HLTH 441 Health Communication; and HLTH 470 Health Policy and Behavior Change.</p> <p>Study abroad opportunities also provide exposure to and immersion in various cultural contexts in which public health professionals work. The most popular study abroad opportunity pursued by AU Public Health students is the AU Abroad program in Nairobi, Kenya. All students who study abroad with this program take HLTH 330 Community Health. In this course, students complete a community health diagnosis project for a rural Kenyan community. Students are immersed in this community for an entire week, with translators. Other study abroad opportunities for Public Health students at AU include programs in: Spain, Australia, China, Great Britain, Denmark, Chile, and India. According to the graduation census, approximately 63% of AU Public Health students studied abroad during their undergraduate careers (<a href="https://www.american.edu/weknowsuccess/#UG,CAS,PBHL">https://www.american.edu/weknowsuccess/#UG,CAS,PBHL</a>).</p> <p>HLTH 491 Health Studies Internship and HLTH 480 Public Health Capstone also provide opportunities for students to engage with specific community partner organizations and issues impacting constituent or client communities, as described in earlier sections.</p>
Ethical decision making as related to self and society	<p>Ethical issues are addressed throughout the Public Health curriculum and are specifically the focus in various courses. All Public Health students are required to take PHIL 241 Bioethics. This course provides an introduction to the growing field of bioethics through the examination of the ethical implications of recent developments in bio-medical technology, as well as the ethical lessons of historical cases. Topics include human subject research, patients' rights, medical rationing, and public and global health issues. Another required course is HLTH 350 Health Research Methods.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Ethical decision making as related to self and society <i>(continued)</i>	<p>The ethical issues associated with human subjects' research are discussed and all students complete the <i>Protecting Human Research Participants</i> class? offered by the National Institutes of Health as part of the course: <a href="https://phrp.nihtraining.com/users/login.php">https://phrp.nihtraining.com/users/login.php</a>. Another required course, HLTH 480 Public Health Capstone, includes opportunities to explore professional ethics. Students complete various readings on public health ethics, participate in a guided class discussion on the topic, and write a reflection.</p> <p>As noted previously, all AU students take AUx1 and AUx2 as part of the AU Core. These courses are designed to not only help students navigate college, but to also help students explore and develop decision-making skills for their personal and professional lives.</p>
Independent work and personal work ethic	<p>The AUx1 course, required of all students, provides a foundation for students to evaluate and refine their personal work ethics. Additionally, all Public Health students complete an independent internship, HLTH 491 Health Studies Internship. The department maintains an active database of internship opportunities and a faculty member is assigned to coordinate internships (on a rotating, 3-4 semester basis). However, applying for and securing an internship is ultimately each student's responsibility, as is accomplishing the work required by the partner organization. Assessment of independent work is a component of all other courses in the Public Health curriculum as well.</p> <p>Students are also afforded opportunities to pursue independent work beyond the classroom. They are encouraged to collaborate with faculty on independent research projects, which may be structured as credit-earning Independent Research in Health Studies - HLTH 490. These projects may be entered for consideration to be included in the annual Mathias Student Research Conference, sponsored by the College of Arts and Sciences: <a href="http://www.american.edu/cas/src/index.cfm">http://www.american.edu/cas/src/index.cfm</a>.</p> <p>Should students choose to enter the annual Global Health Case Competition, they find that their organizational and collaborative skills are essential, as is initiative.</p> <p>Students accepted into the Department of Health Studies Honors Program must complete an independent honors Capstone project, which also provides an opportunity to demonstrate personal work ethic. (More information on the Honors Program is included in the ERF under Criterion 4.6.)</p>
Networking	<p>The Department of Health Studies strives to provide a variety of networking opportunities for students. A weekly newsletter is sent to all students, highlighting professional events, internships, jobs, and other opportunities for networking. Each spring, DHS hosts a "Public Health Career Night." For this event, five to six Public Health professionals are invited to participate in a panel discussion, moderated by a DHS faculty member. The invited professionals represent a wide variety of public health careers. Time for networking is provided after the panel discussion.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Networking ( <i>continued</i> )	<p>The department also hosts a monthly speaker series. Speakers include DHS faculty, as well as public health professionals in the D.C. region. This series introduces students to contemporary issues and research in the field, and also provides another networking opportunity.</p> <p>Each course in the curricula utilizes guest speakers from the public health profession; students are encouraged to follow up with these individuals if their interests align. Additionally, a career advisor from the AU Career Center provides a talk for the HLTH 480 Public Health Capstone students each semester. This talk focuses on networking (in-person as well as virtual), resume development, and other professional skills.</p> <p>Each semester, the AU Career Center offers workshops on various college-to-career issues, including networking. The Career Center also sponsors a job and internship fair every semester - more than 100 employers typically participate. The Career Center also provides several other networking resources for AU students: <a href="https://www.american.edu/careercenter/">https://www.american.edu/careercenter/</a></p>
Organizational dynamics	<p>HLTH 491 Health Studies Internship is a primary vehicle for exposing students to the intricacies of organizational dynamics, although, of course, each student's experience is unique. The reflection component of the internship course, however, is uniform; each student has the opportunity to comment on this aspect of the organization with which they serve.</p> <p>Within the Department of Health studies, students can apply to serve on the Student Advisory Committee. This committee, composed of approximately 16 undergraduate students, serves as a liaison between department students and faculty. Students serve one academic year terms and provide insight and commentary on issues, event planning, and student concerns.</p> <p>The Public Health Capstone course (HLTH 480), required of all Public Health majors, also provides opportunities for students to gain insights into organizational dynamics. The students work in teams to complete semester-long projects for community partner organizations. Each team is guided by an organization liaison. One of the deliverables executed by each student team is an "Organization Overview and SWOT Analysis." Thorough research, required for an accurate SWOT analysis, yields insights about organizational dynamics and structures.</p> <p>It should also be noted that most courses in the Public Health Curriculum require group work. Working with a team to accomplish a given task or project exposes students to organizational dynamics on a variety of levels, particularly the micro-level.</p>
Professionalism	<p>Professionalism is emphasized throughout the curriculum and experiences associated with the Public Health program, but it is prominently featured in HLTH 480 Public Health Capstone and HLTH 491 Health Studies Internship. Students work with community partner organizations in both of these courses; professionalism expectations are described in the syllabi, discussed at the beginning of the semester, and reinforced throughout the semester.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Professionalism (continued)	<p>Staff from the AU Career Center meet with students in HLTH 480 Public Health Capstone every semester to discuss issues related to professionalism, networking, and best practices in applying for jobs or admission to graduate programs. The Career Center also jointly sponsors Public Health Career Night each spring. At this event, Public Health professionals are invited to participate in a panel discussion about career opportunities. This event is typically attended by 50 or more undergraduate Public Health majors.</p> <p>Other extracurricular activities also reinforce professionalism. Students are encouraged to submit research proposals for the Mathias Student Research Conference each spring. If a proposal is accepted for an oral or poster presentation, students are expected to attend the conference in professional attire and conduct themselves in a professional manner. The same expectations hold for teams competing in the Global Health Case Competition.</p> <p>DHS faculty serve as role models for students and demonstrate professionalism in teaching and service activities, as well as other interactions with students.</p>
Research methods	<p>All Public Health majors are required to take a research methods course. All Bachelor of Science majors take HLTH 350 Health Research Methods. Bachelor of Arts majors may take either HLTH 350 or SOCY 320 Introduction to Social Research. All students also take HLTH 340 Fundamentals of Epidemiology, in which they learn about research designs, data collection, and analysis in Public Health.</p> <p>Students are encouraged to collaborate with faculty on independent research projects, which may be structured as credit-earning Independent Research in Health Studies HLTH 490. These projects may be considered for inclusion in the annual Mathias Student Research Conference, sponsored by the College of Arts and Sciences: <a href="http://www.american.edu/cas/src/index.cfm">http://www.american.edu/cas/src/index.cfm</a>. Faculty also routinely recruit students to serve as research assistants for various ongoing projects.</p> <p>Students accepted into the Department of Health Studies Honors Program must complete an independent honors Capstone project, which also provides an opportunity to engage in various aspects of research.</p>
Teamwork and leadership	<p>Teamwork and leadership opportunities exist at all levels of the Public Health curriculum, but they are particular themes in the Public Health Capstone course, HLTH 480. In this course, students work in teams of three - six students to accomplish semester-long projects for community partner organizations. Each team executes a team contract at the beginning of the semester and, at the end of the course, each student evaluates all of his or her team members, as does the community partner liaison.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
<p>Teamwork and leadership (continued)</p>	<p>A reflection assignment, class discussion, and relevant readings in HLTH 480 are devoted to Public Health Leadership. Themes include servant leadership, ethical leadership, positive leadership, and the unique challenges of leadership in public health.</p> <p>Group projects are required in many other courses in the Public Health curriculum (e.g. HLTH 350 Health Research Methods, HLTH 335 Health Promotion Program Planning and Evaluation, HLTH 441 Health Communication, HLTH 470 Health Promotion and Behavior Change,), providing students with further opportunities to experience teamwork. Teamwork is also an essential element of the AU Global Health Case Competition, an extracurricular activity sponsored by the Department of Health Studies each spring semester.</p> <p>Leadership opportunities abound at AU in student organizations such as the American University Public Health Association (<a href="https://www.facebook.com/aupublichealth/">https://www.facebook.com/aupublichealth/</a>). Public health students are members and leaders of other student clubs and organizations as well. AU has over 145 student organizations and leadership opportunities are also available in student government (<a href="http://www.american.edu/ocl/universitycenter/index.cfm">http://www.american.edu/ocl/universitycenter/index.cfm</a>).</p> <p>Within the Department of Health studies, students can apply to serve on the Student Advisory Committee. This committee serves as a liaison between department students and faculty. Students serve one academic year terms and provide insight and commentary on issues, event planning, and student concerns. This is a noteworthy leadership and teamwork opportunity.</p>

---

#### **4.7 Syllabi**

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

Copies of syllabi for courses in the Public Health curriculum may be found in the Electronic Resource File. Guidelines for syllabus content can be found in the *Expectations and Guidelines for Faculty Conduct at American University*: <https://www.american.edu/facultysenate/upload/Expectations-and-Guidelines-for-Faculty-Conduct-at-AU.pdf>. Additionally, the Department of Health Studies provides a syllabus template and guidance for syllabus development in the *DHS Faculty Handbook* (also in the Electronic Resource File). All learning outcomes for the Public Health program are to be incorporated into the relevant course syllabi, as assessment data is collected in all sections of targeted courses each semester.

---

## **Criterion 5.0 Program Effectiveness**

---

## Criterion 5.0 Program Effectiveness

### 5.1 Mission

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

The mission of the Public Health Program is to prepare students to pursue professional endeavors, informed by a social justice approach, dedicated to protecting and promoting the health of entire populations. These populations can be as small as a local neighborhood or as large as an entire country or region of the world.

The Program mission flows directly from the mission of the Department of Health Studies, which is “to educate and empower future leaders in the health professions to improve the health status and well-being of individuals, communities, organizations, and societies. We achieve this mission through innovative education, transformational research, creative partnerships, and policy change advocacy.”

The mission of the Public Health Program also aligns with that of the College of Arts and Sciences, which “is dedicated to excellence in teaching, scholarship, the arts, and service to its local, national, and international communities. The college is committed to the core purposes of liberal arts education: promoting free and rational discourse, fostering an understanding of the diversity of human experience, providing the critical intellectual skills necessary to navigate a rapidly changing world, and integrating knowledge across disciplinary boundaries.” (<https://www.american.edu/cas/about/index.cfm>)

Finally, the Public Health Program supports and embodies the primary mission of the University, which is “the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community.” (<https://www.american.edu/about/mission.cfm>)



---

## 5.2 Student Learning Outcomes

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

When the faculty of the Public Health Program revised the curriculum in 2015, we also updated and revised our program objectives and learning outcomes. These learning outcomes are guided by the CEPH domains and are reflected in our assessment plan. The program objectives and learning outcomes for AU's Public Health Program are listed in **Template P**.

### Template P: Student Learning Outcomes

**Upon completion of the Public Health Program at American University, students will be able to:**

#### **Program Objective 1: Explain the philosophy and essential services of Public Health.**

Student Learning Outcomes:

- Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- Identify and address the concepts of population health, and the basic processes, approaches, and interventions which focus on the major health-related needs and concerns of populations

#### **Program Objective 2: Apply and utilize an epidemiological approach through engagement in collaborative public health research.**

Student Learning Outcomes:

- Identify, explain, and utilize the basic concepts, methods, and tools of public health data collection, use, and analysis
- Apply evidence-based approaches to public health practice

#### **Program Objective 3: Evaluate and compare healthcare systems and public health initiatives in the United States and across the world.**

Student Learning Outcomes:

- Describe 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
- Explain the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems of other countries

---

Upon completion of the Public Health Program at American University, students will be able to:

**Program Objective 4: Convey an understanding of the determinants of health and health disparities.**

Student Learning Outcomes:

- Describe the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
- Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds

**Program Objective 5: Plan, implement, and evaluate public health programs.**

Student Learning Outcomes:

- Utilize the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- Utilize the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

### 5.3 Regular Review of Mission and Student Outcomes

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

The mission and student outcomes of the Public Health Program experienced substantial revision in 2015 and the new curriculum and assessment plan were initiated in Fall 2016. Programmatic review is the responsibility of the DHS Undergraduate Curriculum Committee (UCC), which is chaired by the Director of the Public Health Program and of which the Director of the Public Health Scholars program is a permanent member. Other committee members are appointed by the DHS Department Chair and serve two-year terms. The DHS UCC meets monthly throughout the academic year to review DHS undergraduate curricula, consider special topics course proposals, and make recommendations to the full DHS faculty regarding findings from assessment efforts. Curriculum and program modifications require a vote of all DHS faculty for action. The Public Health Program mission and outcomes are reviewed by the UCC on an annual basis. Student outcomes are assessed each semester in accordance with the plan detailed in **Template Q: Curriculum Assessment Plan**. The full curriculum assessment plan, with assessment descriptions and rubrics, are included in the Electronic Resource File. Summaries from Fall Semester 2017 and Spring Semester 2018 are also presented in this document under Criterion 5.4

### Template Q: Curriculum Assessment Plan

Program Objective (from Template P)	Assessment Opportunities
Explain the philosophy and essential services of Public Health.	(1) HLTH 110: Exam questions (2) HLTH 480: Capstone survey (3) Employer Survey (4) Alumni Survey
Explain the philosophy and essential services of Public Health.	(1)HLTH 350: Assignment (2)HLTH 340: Exam questions (3)HLTH 480: Capstone survey (4)Employer Survey (5)Alumni Survey
Explain the philosophy and essential services of Public Health.	(1)HLTH 470: Exam questions (2)HLTH 110: Exam questions (3)HLTH 480: Capstone survey (4)Employer Survey (5)Alumni Survey
Explain the philosophy and essential services of Public Health.	(1)HLTH 210: Exam questions (2)HLTH 480: Capstone survey (3)HTLH 110: Case study assignment (4)HLTH 245: Exam questions (5)HLTH 491: Responses to question on internship supervisor evaluation (6)Employer Survey (7)Alumni Survey
Explain the philosophy and essential services of Public Health.	(1)HLTH 335: Project (2)HLTH 441: Final exam question (3)HLTH 480: Final project – quality / professional writing component of rubric (4)HLTH 480: Capstone survey (5)Employer Survey (6)Alumni Survey

## 5.4 Programmatic Effectiveness

The program defines and implements a plan that determines the **program's effectiveness**. Methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained. At a minimum, the plan includes regular **surveys or other data collection** (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from:

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

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

Evidence of the implementation of the assessment plan is detailed in **Template R: Evidence of Assessment Plan Implementation**. The Assessment Report, compiled each semester, includes relevant curriculum assessments, information from the Capstone Survey, and feedback from internship supervisors and capstone liaisons. A summary of Assessment Plan results for Fall Semester 2017 and Spring Semester 2018 are provided in this document below Template R. Specific results for each assessment opportunity are reported in the Assessment Report and the survey data. All relevant documentation is located in the Electronic Resource File, under Criterion 5.4.

**Template R: Evidence of Assessment Plan Implementation** (all documents available in Electronic Resource File)

Assessment Opportunity	Evidence of Implementation
Program Objective 1 • Student Learning Outcome <b>a</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 1 • Student Learning Outcome <b>b</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018

Assessment Opportunity	Evidence of Implementation
Program Objective 2 • Student Learning Outcome <b>a</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 2 • Student Learning Outcome <b>b</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 3 • Student Learning Outcome <b>a</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 3 • Student Learning Outcome <b>b</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 4 • Student Learning Outcome <b>a</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 4 • Student Learning Outcome <b>b</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 4 • Student Learning Outcome <b>c</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Program Objective 5 • Student Learning Outcome <b>a</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018

Assessment Opportunity	Evidence of Implementation
Program Objective 5 • Student Learning Outcome <b>b</b>	2017 – 2018 Assessment Results Public Health Program* 2017 – 18 Curriculum Assessment Report Alumni Survey 2017 Alumni Survey 2018 Employer Survey 2018
Graduation Rates	Reported Annually by the Office of Institutional Research and Assessment
Job Placement Rates	Alumni Survey 2017 Alumni Survey 2018 Graduation Census (administered by OIRA)

\*The Director of the Public Health program coordinates assessment activities for the program. All curriculum assessment results are compiled each semester and reported to the Undergraduate Curriculum Committee and summarized for DHS faculty. Curricular assessments are also reported to the university via TracDat, AU's assessment tracking system managed by the Office of Institutional Research and Assessment. <https://www.american.edu/Provost/assessment/Campus-Resources-and-Assessment.cfm>

The Curriculum Assessment Results for Fall Semester 2017 and Spring Semester 2018 indicate that our students are on track to achieving our program objectives and learning outcomes. Over the two semesters, results range from 74% of students achieving a learning outcome to 100% achievement. The goal for any learning outcome is an achievement rate of 80%. Should an assessment indicate that we are not achieving a given outcome, it will be reviewed first by the DHS UCC and then by the full program faculty. When warranted, further investigation or development of alternative strategies is undertaken.

Curriculum assessment results indicate that achievement rates fell below this threshold for the following three learning outcomes in AY 2017 -2018 (averages of both fall and spring semesters):

- Apply evidence-based approaches to public health practice (execution of a research study): 78%
  - As assessed in HLTH 340 Fundamentals of Epidemiology
- Explain the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems of other countries: 77.8%
  - Indirect assessment via Capstone Survey
- Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course (public health triad assessment): 76.5%
  - As assessed in HLTH 210 Introduction to Human Health and Disease

Assessment results for all other learning outcomes met the goal of 80%. Results for Fall Semester 2017 and Spring Semester 2018 are presented here.

**American University Public Health Program – Curriculum Assessment Results Fall 2017**  
(percentages reported reflect the proportion of students who satisfactorily achieved the learning outcome)

**1. Explain the philosophy and essential services of Public Health.**

1. *Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society*

- a. Direct Assessment in PUBH 110: 82%
- b. Indirect Assessment – Capstone Survey: 100%

2. *Identify and address the concepts of population health, and the basic processes, approaches, and interventions which focus on the major health-related needs and concerns of populations*

- a. Direct Assessment in PUBH 110: 82%
- b. Indirect Assessment – Capstone Survey: 100%

**2. Apply and utilize an epidemiological approach through engagement in collaborative public health research.**

- a. *Identify, explain, and utilize the basic concepts, methods, and tools of public health data collection, use, and analysis*

- i. Direct Assessment in HLTH 350: N/A (course not taught)
- ii. Indirect Assessment – Capstone Survey: 89.5%

- b. *Apply evidence-based approaches to public health practice*

- i. Direct Assessment in HLTH 340: Overall = 78%
  - 1. Study: 82%
  - 2. Analysis: 78%
  - 3. Execution: 74%
- ii. Indirect Assessment – Capstone Survey: 100%

**3. Evaluate and compare healthcare systems and public health initiatives in the United States and abroad.**

- a. *Describe 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*

- i. Direct Assessment in HLTH 470 (HPRM 480): 87%
- ii. Indirect Assessment – Capstone Survey: 89.5%

- b. *Explain the fundamental characteristics and organizational structures of the U.S. health system as well the differences in systems of other countries*

- i. Direct Assessment in PUBH 110:
  - 1. US System: 83%
  - 2. Other Systems: 82%
- ii. Indirect Assessment – Capstone Survey: 84.5%

**4. Convey an understanding of determinants of health and health disparities.**

- a. *Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course*

- i. Direct Assessment in PUBH 210:
  - 1. Public Health Triad: 79%
  - 2. Infectious Disease: 87%
  - 3. Chronic Disease: 88%
- ii. Indirect Assessment – Capstone Survey: 100%

- b. *Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities*

- i. Direct Assessment in PUBH 110 (Case Study): 98%
- ii. Indirect Assessment – Capstone Survey: 100%

- c. *Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds*

- i. Direct Assessment - appraisal - in HPRM 245: 100%
- ii. Direct Assessment – strategy – in HPRM 245: 100%
- iii. Direct Assessment – PUBH 391 Internship Evaluation: 100%
- iv. Indirect Assessment – Capstone Survey: 95%

**5. Plan, implement, and evaluate public health programs.**

- a. *Utilize the fundamental concepts and features of project implementation, including planning, assessment, and evaluation*

- i. Direct Assessment in HPRM 335: 100%
- ii. Indirect Assessment – Capstone Survey: 84%

- b. *Utilize the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology*

- i. Direct Assessment in HPRM 441: 96%
- ii. Direct Assessment in PUBH 480: 100%
- iii. Indirect Assessment – Capstone Survey: 89.5%



**American University Public Health Program – Curriculum Assessment Results Spring 2018**  
(percentages reported reflect the proportion of students who satisfactorily achieved the learning outcome)

1. **Explain the philosophy and essential services of Public Health.**
  - a. *Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society*
    - i. Direct Assessment in PUBH 110: 91.1%
    - ii. Indirect Assessment – Capstone Survey: 98.1%
  - b. *Identify and address the concepts of population health, and the basic processes, approaches, and interventions which focus on the major health-related needs and concerns of populations*
    - i. Direct Assessment in PUBH 110: 91.0%
    - ii. Indirect Assessment – Capstone Survey: 100%
2. **Apply and utilize an epidemiological approach through engagement in collaborative public health research.**
  - a. *Identify, explain, and utilize the basic concepts, methods, and tools of public health data collection, use, and analysis*
    - i. Direct Assessment in HLTH 350: 100%
    - ii. Indirect Assessment – Capstone Survey: 96.2%
  - b. *Apply evidence-based approaches to public health practice*
    - i. Direct Assessment in HLTH 340: Overall = 82%
      1. Study: 82%
      2. Analysis: 82%
      3. Execution: 82%
    - ii. Indirect Assessment – Capstone Survey: 100%
3. **Evaluate and compare healthcare systems and public health initiatives in the United States and abroad.**
  - a. *Describe 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*
    - i. Direct Assessment in HLTH 470 (HPRM 480): 95%
    - ii. Indirect Assessment – Capstone Survey: 76.9%
  - b. *Explain the fundamental characteristics and organizational structures of the U.S. health system as well the differences in systems of other countries*
    - i. Direct Assessment in PUBH 110:
      1. US System: 86.3%
      2. Other Systems: 88.7%
    - ii. Indirect Assessment – Capstone Survey: 71.2%
4. **Convey an understanding of determinants of health and health disparities.**
  - a. *Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course*
    - i. Direct Assessment in PUBH 210:
      1. Public Health Triad: 74%
      2. Infectious Disease: 95%
      3. Chronic Disease: 93.5%
    - ii. Indirect Assessment – Capstone Survey: 100%
  - b. *Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities*
    - i. Direct Assessment in PUBH 110 (Case Study): 95.3%
    - ii. Indirect Assessment – Capstone Survey: 100%
  - c. *Appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds*
    - i. Direct Assessment – appraisal - in HPRM 245: 93.3%
    - ii. Direct Assessment – strategy – in HPRM 245: 97%
    - iii. Direct Assessment – PUBH 391 Internship Evaluation: 100%
    - iv. Indirect Assessment – Capstone Survey: 94.2%
5. **Plan, implement, and evaluate public health programs.**
  - a. *Utilize the fundamental concepts and features of project implementation, including planning, assessment, and evaluation*
    - i. Direct Assessment in HPRM 335: 91.5%
    - ii. Indirect Assessment – Capstone Survey: 88.5%
  - b. *Utilize the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology*
    - i. Direct Assessment in HPRM 441: N/A (course not taught)
    - ii. Direct Assessment in PUBH 480: 100%
    - iii. Indirect Assessment – Capstone Survey: 82.7%



Programmatic assessment for Public Health has been substantially enhanced in the past two academic years. Prior to 2016, the only assessments that occurred on a regular basis were course-specific learning outcome assessments; student and peer evaluations of teaching; university-wide surveys; and the delivery of an annual survey to graduating seniors (the Capstone Survey). Beginning in 2016, the assessment plan reflected in **Table 3: Public Health Program Assessment Activities** was implemented. Table 3 is located in the Electronic Resource File under Criterion 5.4. The updated assessment plan is more robust, but we are aware that it can continually be modified and improved. Limitations associated with our current assessment plan – as well as proposed strategies for addressing those limitations -- are discussed at the end of this section.

In Spring Semester 2018, the DHS Chairperson, Anastasia Snelling, appointed a Strategic Planning Committee to examine all of the programs of the department and provide recommendations. This committee was charged with envisioning the next three to five years for DHS. The committee reviewed existing documents and data from surveys of students, alumni and stakeholders in DHS programs. In order to incorporate faculty and staff perspectives, an anonymous survey was developed and administered in March 2018. The Committee shared their results and recommendations with all DHS faculty at a department retreat in May 2018. The Strategic Planning Report is included in the Electronic Resource File.

## Descriptions of Surveys and Other Programmatic Assessments

*Capstone Survey:* This online survey, delivered each semester to students in our Public Health Capstone course (HLTH 480), was first given in 2013. It asks students to assess their knowledge, skills, and abilities related to the program learning outcomes. The survey also asks students open-ended questions regarding internships, research experience, post-graduation plans, and suggestions for improving the Public Health Program. The survey was updated in AY 2017 - 18 to reflect the revised and expanded curriculum and program learning outcomes. The aggregate results of the 2012-2017 Capstone Surveys and the revised 2017 - 2018 Capstone Survey are presented below. We will continue to use the revised survey in future semesters.

- **2012 – 2017 Capstone Survey Results** (scale for all responses was 1 (strongly disagree) through 5 (strongly agree); n = 206)

*Through the classes I took in Public Health Program at American University:*

Outcome Statement	Average Response
I understand and can describe essential services that public health programs provide to protect and improve the health of populations.	4.55
I learned to use research tools and analytical methods to critically analyze, monitor and assess the health status of populations.	4.02
I learned the impact of policies and legislation on individual and population health.	4.01
I learned about cultural differences among populations and how to sensitively, effectively and professionally interact with persons from diverse backgrounds.	4.45

Outcome Statement	Average Response
I learned to apply public health principles to current public health-related issues.	4.55
I am able to compare and contrast health challenges encountered in different regions across the globe and understand the variety of strategies employed to address them.	4.12
I am familiar with microorganisms that cause the most common infectious diseases around the globe, and methods to identify these organisms.	3.81
I am familiar with risk factors that contribute to the most common noncommunicable diseases around the globe, and methods to control and prevent these risk factors. (question added in 2015)	4.56
I learned to convey information to others through oral presentations.	4.57
I learned to find and access primary papers and reviews using various online resources.	4.61
I learned to use information from academic papers in my own work through citations and references.	4.60
I learned to read academic papers, and critically analyze the data and conclusions presented within these papers.	4.45

- **2017 - 2018 Capstone Survey Results** (scale for all responses was 1 (strongly disagree) though 5 (strongly agree), n = 71)

*Through the classes I took in Public Health Program at American University:*

Outcome Statement	Average Response
I can explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and society.	4.68
I am able to identify and address the concepts of population health, and the basic processes, approaches, and interventions which focus on the major health-related needs and concerns of populations.	4.82
I can identify, explain and utilize the basic concepts, methods and tools of public health data collection, use and analysis.	4.49
I can explain why evidence-based approaches are an essential part of public health practice.	4.87
I can describe 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.	4.14
I can explain the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries.	3.97

Outcome Statement	Average Response
I can describe the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	4.79
I can identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	4.91
I learned to appraise cultural differences among populations and how to sensitively, effectively and professionally interact with persons from diverse backgrounds.	4.75
I am able to utilize the fundamental concepts and features of project implementation, including planning, assessment and evaluation.	4.45
I learned to utilize the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.	4.25

It should be noted that the target assessment result for each question would be a response no lower than 4.0. The range of responses on the Capstone Survey regarding achievement of learning outcomes for all years is 3.81 – 4.91 (on a scale of 1 – 5). Thus, it appears that a majority of our students feel that the program has helped them achieve the stated learning outcomes. Responses to two questions fell below the target:

- From the 2012-2017 surveys:
  - I am familiar with microorganisms that cause the most common infectious diseases around the globe, and methods to identify these organisms. (3.81)
- From the 2017-2018 survey:
  - I can explain the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries (3.97)

These results align with other data indicating that some students feel that they would benefit from enhanced instruction in health policy and systems, as well as the basic science of infectious disease. Plans for addressing these concerns are presented in the limitations discussion later in this section.

*Alumni Survey:* This online survey is sent to program alumni each summer. In addition to seeking information about future plans and employment, the survey also asks questions about satisfaction with the academic, experiential, and advising components of the Public Health Program. The first administration of this survey took place in 2017; it is now conducted on an annual basis. The 2017 Alumni Survey was sent to all alumni of the Public Health Program, which included graduates from 2013 through 2017. At the time of survey distribution, 174 students had graduated from the program. We had current email addresses for 123 of these individuals; the survey was therefore sent to this group. Ninety-three (93) individuals responded to the survey, which reflects a response rate of 76% of those contacted and 53% of all graduates through 2017. In June of 2018, the *Alumni Survey* was sent to Fall Semester 2017 and Spring Semester 2018 graduates of the Public Health Program (n = 74). Thirty-five individuals responded to this emailed survey, comprising a response rate of 47.3%. Thus, in total, one hundred twenty-eight individuals responded to the 2017 and 2018 *Alumni Surveys*. In the future, an updated version of this survey will be sent to all program alumni on an annual basis in July of each year.

The *Alumni Survey* also seeks feedback from program alumni on the education and preparation they received regarding our Public Health Program Objectives. Results from the 2017 and 2018 *Alumni Survey* regarding how prepared our alumni feel to accomplish these objectives is presented below. Responses range from 3.80 to 4.73, with 78.9% of responses (481 / 210) being a “4” or “5,” indicating that most alumni feel that they have achieved the program objectives.

- **2017 and 2018 Alumni Survey Results** (scale. For all responses was 1 (not sufficiently prepared) through 5 (extremely prepared); n = 124 (4 non-responses)

*How well do you feel the AU Public Health Program prepared you...*

Program Objective	Average Response
To explain the philosophy and essential services of Public Health?	4.54
To apply and utilize an epidemiological approach through engagement in collaborative public health research?	3.90
To evaluate and compare healthcare systems and public health initiatives in the United States and abroad?	3.80
To convey an understanding of the determinants of health and health disparities?	4.73
To plan, implement, and evaluate public health programs?	4.08

*How well do you feel the AU Public Health Program prepared you...*

Program Objective	1	2	3	4	5
to explain the philosophy and essential services of Public Health?	0	2	6	38	76
to apply and utilize an epidemiological approach through engagement in collaborative public health research?	2	8	30	41	41
to evaluate and compare healthcare systems and public health initiatives in the United States and abroad?	2	12	33	36	39
to convey an understanding of the determinants of health and health disparities?	0	0	4	25	93
to plan, implement and evaluate public health programs?	0	2	28	50	42
Total Number of Respondents	4	24	101	190	291

*Source: Alumni Survey Results Compiled 2013-2018 (Electronic Resource File)*

Alumni also routinely provide updates and programmatic feedback through unsolicited emails. Examples of such email feedback are provided in the Electronic Resource File.

*Unstructured Programmatic Discussions with Alumni:* Faculty in the program regularly have opportunities for unstructured discussions with alumni from the program. The Public Health Program

Director and the Director of the Public Health Scholars Program invite local alumni to speak to current students each semester. Generally, three to five alumni are invited to share their experiences with Capstone students, the Public Health Scholars, and other groups of students at least twice a semester. Faculty contact different alumni on each occasion and then utilize the opportunity to invite the alumni for coffee or lunch and an informal discussion. The alumni have thus far enthusiastically embraced these opportunities and have provided extremely insightful and helpful feedback for the program.

*Student Evaluation of Teaching (SET):* This is an online survey which allows students to provide anonymous feedback on each course they take. The standard questions regarding student satisfaction with teaching can be augmented with personalized questions written by individual faculty members. The evaluations are open for student comment at the end of the semester and generally close on the last class meeting date before final exam week. While the instrument is online, the Registrar highly encourages faculty to allow students time in class (with the faculty member not in the room) to complete the SET to ensure a high response rate. Results of SETs are made available to faculty after final grades have been submitted. Aggregate results from SETs for all courses offered in the Department of Health Studies are available in the Electronic Resource File for Fall Semester 2016 – Spring Semester 2018; average course and instructor ratings are provided below. (The university does not compute average SET reports for programs.)

### DHS SET Ratings, Fall 2016 – Spring 2018

Semester/Year	Average instructor Rating (scale 1 to 7)*	Average Course Rating (scale 1 to 7)*
Fall 2016	6.13 (CAS average = 5.92)	6.08 (CAS average = 5.72)
Spring 2017	6.00 (CAS average = 5.97)	5.79 (CAS average = 5.74)
Fall 2017	6.15 (CAS average = 5.97)	6.02 (CAS average = 5.77)
Spring 2018	6.26 (CAS average = 5.99)	6.10 (CAS average = 5.81)

\*Scale: 1 = One of the Worst; 7 = One of the Best

*Peer Review of Teaching:* All faculty are encouraged to have at least one peer review of teaching each academic year. For this review, a fellow faculty member of higher rank is asked to review the course syllabus and observe one class session. The reviewing faculty member then writes a report, highlighting positive aspects of the teaching observed as well as making recommendations for improvement or enhancement.

*Campus Climate Survey:* The Campus Climate Survey has been conducted by the Office of Institutional Research and Assessment since 1992. The survey is used to collect data about student satisfaction with various aspects of campus life, including **academic advising**. The focus of the survey changes each year to reflect the university's information needs. The survey is currently conducted every other spring. It was last administered in Spring Semester 2017. It was sent to 6938 students and 1622 (23.4%) responded. Results for questions regarding academic advising are presented in **Table 4: Academic Advising, Campus Climate Survey**, located in the Electronic Resource File under Criterion 5.4. The results of the survey indicate that, on average, approximately 80% of students in the College of Arts and Sciences feel that their academic advisors provide appropriate and helpful advising “almost always” or “most of the time.”

*Career Advising Exit Survey:* Each time a student meets with an advisor in the AU Career Center, they are asked to complete a short anonymous exit survey upon completion of the meeting. In this survey, students are asked if their session with the career advisor “failed to meet, met, or exceeded” their expectations. In AY 2017-18, 99% of students completing the survey stated that career advisors either met or exceeded expectations (AU Career Center: <https://www.american.edu/careercenter/>).

In order to ascertain satisfaction with academic and career advising among Public Health students specifically, questions regarding satisfaction with these aspects of the program were added to the *Public Health Alumni Survey*. Of the one hundred twenty-four individuals who responded to the survey, eighty-seven percent (87%) reported being satisfied or very satisfied with academic advising and fifty-nine percent (59%) reported being satisfied or very satisfied with career advising. Results regarding advising satisfaction are presented below. We will continue to assess public health student satisfaction with advising and other aspects of the program in the future and report these findings to the academic advising staff and career center, suggesting improvements as warranted.

**Satisfaction with Public Health Academic and Career Advising** (Public Health Alumni Survey 2017 & 2018) (n = 124; 4 non-responses)

	Very Satisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Academic Advising	1 (1%)	2 (2%)	13 (10%)	41 (33%)	67(54%)	124
Career Adviiing	7 (6%)	15 (12%)	28 (23%)	40 (32%)	34 (27%)	124

*Internship Supervisor Feedback:* When students complete internships for credit (HLTH 491, formerly PUBH 391), the faculty internship coordinator seeks feedback from each internship supervisor via the *Public Health Intern Evaluation Form*. This form is sent to each supervisor via email; the feedback provided is used to help determine each student’s final internship grade. Results from all internships completed from Spring Semester 2016 through Spring Semester 2018 (including summer sessions) were compiled and are presented in the Electronic Resource File (*Summary of Internship Evaluations*). During this time period, one hundred twenty-three (123) evaluations were completed. Ten professional skills were assessed and internship supervisors were asked to provide a grade for students’ work. The performance of ninety-six percent (96%) of AU Public Health students completing internships during this time period was graded at an “A” or “B” level by their internship supervisors. We feel these results are positive, but we also recognize that internship supervisor evaluations may be subject to grade inflation, as supervisors tend to be quite generous with assessments of student interns’ efforts. Nevertheless, the results are encouraging.



## Internship Performance Evaluation Spring 2016-Spring 2018 (n = 123)

Rating	Grade	Percent	N
Exceptional	A	85%	104
Greater Than Required Level	B	11%	14
Meets Expectations	C	4%	5
Below Expectations	D	0%	0
Does Not Meet Minimum Requirement	F	0%	0

*Capstone Liaison Feedback:* Each semester, the Public Health Program partners with public health organizations to develop projects for the Public Health Capstone course (HLTH 480). Capstone students work in groups of three to six students to complete the projects over the course of the semester. Each partner organization provides a liaison for their project. At the end of the semester, the Capstone liaisons evaluate their teams' performance by completing the *Capstone Project Feedback Form*. Liaisons are asked to evaluate various professional skills of their teams and to what extent the final projects meet their expectations. They are also asked to provide a letter grade for the project. From Fall Semester 2016 through Spring Semester 2018, students completed twenty-nine Capstone projects. Fourteen of these projects met the Capstone liaisons' expectations and fifteen exceeded expectations. Liaisons' suggested final grades for these projects were as follows:

A: 16      A-: 5      B+: 2      B: 4      B-: 2

It is important to note that grade inflation must be considered as a factor in the Capstone Liaison evaluations, just as it must be considered in the Internship Supervisor Evaluations. It is good, though, that our Capstone partners seem very satisfied with our students' work. Sample Capstone Liaison feedback forms can be found in the Electronic Resource File.

The Center for Community Engagement and Service also solicits feedback from community partners each semester. Results for the *Community Partner Survey* sent to organizations working with the Public Health Capstone course in Fall 2017 and Spring 2018 are included in the Electronic Resource File (*CCES HLTH 480 Community Partner Survey Results*). Sixty percent of the community partners responded to the survey in Fall 2017 (3/5) and seventy percent responded in Spring 2018 (7/10).

### Capstone Survey / Graduation Census:

- *Capstone Survey:* This survey, administered each semester to students in our Public Health Capstone course (HLTH 480), was first given in 2013. It asks students to assess their knowledge, skills, and abilities related to the program learning outcomes. The survey also asks students open-ended questions regarding internships, research experience, post-graduation plans, and suggestions for improving the Public Health Program. The survey was updated in 2017 to reflect the revised and expanded curriculum and program learning outcomes.
- *Graduation Census:* This survey is coordinated by the Office for Institutional Research and Assessment and is delivered to all graduating students each semester. It is sent via email near

the end of each term and is also offered in-person when students pick up caps and gowns. Follow-up emails are then sent at three and six months post-graduation. This survey seeks information regarding post-graduation and employment plans, as well as feedback on graduates' academic programs and experiences at AU.

- Beginning in Fall Semester 2018, the Public Health Capstone Survey and the Graduation Census will be combined into one instrument for students graduating from the Public Health Program. This change was made for two reasons: 1) feedback from students hinted at “survey fatigue” and a desire for fewer assessment requests; and, 2) collaboration between OIRA and the Public Health Program should increase efficiency and improve data collection and reporting.

*Employer Satisfaction:* Formal feedback from organizations which employ our graduates was first solicited in 2018. In the 2018 *Alumni Update*, we asked alumni to share the name and contact information of a current or former supervisor (in a Public Health or professional organization) so that we might contact the individual for feedback on our program. Twenty-three alumni provided contact information for current or former supervisors. We contacted these twenty-three supervisors and asked them to complete a short survey to provide “critical feedback on the undergraduate Public Health Program at American University.” We asked that they base their answers on their experiences and interactions with any of their employees who are graduates of American University's Undergraduate Public Health program. Seventeen supervisors completed the *Employer Survey* (74% response rate). Organizations represented included a range of local and national nonprofit and governmental organizations: Avalere Health, DC Scores, Inova Fairfax Hospital, Mayan Families, Save the Children, People’s Community Health Clinic, National Institute of Neurological Disorders and Stroke, The Center for Sleep and Wake Disorders, the National Journal, WomenHeart, American Institutes for Research, the National Academies of Sciences, Engineering, and Medicine, Memorial Sloan Kettering Cancer Center, Philadelphia Department of Health, the Food and Drug Administration, and the Alliance of Community Health Plans. The full report of the *Employer Survey* can be found in the Electronic Resource File, and results regarding employer’s opinions on the professional preparedness of our graduates are provided below. The results indicate that most employers agree that our graduates are sufficiently prepared for their work (94% of responses indicating “somewhat agree” or “strongly agree”). We plan to continue to solicit employer feedback on an annual basis via similar email surveys as well as other means, such as the convening of a Public Health Program Advisory Board in 2018-19.

### Employer Survey Results (n = 17)

*The American University Public Health graduate ...* (responses ranged from 1 = strongly disagree to 5 = strongly agree):

<i>The American University Public Health Graduate...</i>	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
Utilizes critical thinking, intellectual curiosity, and rational problem-solving in his or her work.				1	16
Communicates professionally, accurately, and effectively with coworkers, clients, and stakeholders.				3	14



<i>The American University Public Health Graduate...</i>	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
Demonstrates an ability to apply an understanding of evidence-based public health information and research in his or her work.				6	11
Is able to appraise socio-economic, behavioral, biological, environmental, and cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds.		1	1	2	13
Demonstrates ability to plan, implement, and evaluate public health programs or similar initiatives.			3	4	10
Demonstrates accountability based on legal and ethical implications for professional practice and personal behavior.			1	3	13
Totals		1	5	17	77

### **Program Assessment Plan Limitations and Plans for Improvement**

The following limitations of the program assessment plan have been noted. Plans for addressing each limitation are also described.

- Curriculum Assessment Limitations: All full-time faculty who teach courses in the Public Health Program are committed to curriculum assessment and have reliably submitted assessment results upon request. On one occasion, however, when a core course was taught by an adjunct faculty member, reporting of assessment results has not occurred. This is problematic, as the lack of results leads to insufficient evaluation of one or more learning outcomes.
  - The Director of the Public Health Program provides detailed, course-specific assessment instructions to each faculty member at the beginning of each semester. The Director also sends reminders throughout the semester, as well as a request for results at the end of the semester. Adjunct faculty may benefit from receiving more reminders than full-time faculty. They would likely also benefit from an invitation for an in-person meeting with the Program Director to discuss assessment rationale and methods. In the future, we intend to enhance our communication with adjunct faculty. We will also continue to assign core courses primarily to full-time AU faculty to limit the number of adjunct faculty teaching these courses.
- Student Feedback Limitations: Student feedback is gathered through discussions with members of the Student Advisory Committee, which meets twice a semester and through data and comments submitted by seniors on the *Capstone Survey*. One limitation of the *Capstone Survey* is that it is administered to students just prior to graduation, before they have really had an opportunity to work as a Public Health professional or pursue graduate study. Therefore, their assessment of their knowledge, skills, and competencies is uninformed and untested and may be inflated.

- 
- We recognize that it would be prudent to solicit feedback and suggestions from a wider array of Public Health students. Discussion regarding methods for gathering this information from our students will be undertaken in Fall 2018 by the DHS Undergraduate Curriculum Committee. Ideas to consider might include surveying all declared majors, asking faculty to survey students in their public health courses, convening a meeting with interested students, or asking faculty to hold brief, structured discussions with students in their courses.
  - Survey fatigue for graduating seniors is another issue of which we have become aware. In past semesters, graduating seniors were asked to complete student evaluations of teaching for each course in which they were enrolled, the Capstone survey, and the graduation census. OIRA and DHS have decided that, beginning in Fall Semester 2018, the Capstone survey will be combined with the graduation census. The faculty teaching the Public Health Capstone course will administer the survey during a scheduled class period at the end of the semester. This will help reduce survey fatigue and result in a higher response rate.

Alumni Feedback Limitations: Most of the feedback from our alumni is gathered via email surveys sent to all alumni for whom we have contact information and informal discussions with alumni who live in the Washington, D.C. area. While these methods are convenient and have provided excellent insights for our program, they should be enhanced with other structured methods for reaching our alumni.

- We do not have current contact information for approximately twenty percent (20%) of our alumni. Thus, we are missing information on the post-graduation activities for this group. (When students graduate from AU, their university email address remains active for approximately one year. Unfortunately, though, many individuals stop checking that email once they matriculate.) Additionally, when this group is combined with the number of alumni who did not respond to our surveys, it is apparent that we are lacking post-graduation information for approximately forty-two percent (42%) of our program graduates. We will attempt to connect with these alumni over the next year by making contact on LinkedIn and seeking connections via other program graduates and colleagues in the Career Center.
- While our response rates for the Alumni Surveys are acceptable, we would like to improve them, as doing so will serve to give us a more representative sample for feedback. Thus, in the future we will send reminders several times (rather than just two) and consider providing a small incentive for survey completion, should our budget allow.
- Discussions with alumni should be formalized. To that end, the program intends to host annual alumni events, perhaps in conjunction with AU's All-American Weekend, during which a more formal discussion with alumni and program faculty can take place. We are also considering creating a Public Health Program Advisory Board. Alumni involvement on such a board would be ideal.
- Community Stakeholder Limitations: While we do receive significant feedback from community partners and internship supervisors, connections with employers of our alumni have been limited to one survey and a few informal discussions. We plan to continue to solicit supervisor contact information from our alumni and contact employers to seek their feedback. We will continue to utilize the email survey, but will also supplement that information with a few structured discussions via phone calls as well. Should an advisory board be established, we will also invite a variety of community stakeholders to serve.

## 5.5 Graduating/Job Placement Rates

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

**Graduation Rate:** OIRA, informed by records from the University Registrar, reports the graduation rate for each academic program on an annual basis. Graduation rates for the university are published annually in the Academic Reference Book: <https://www.american.edu/Provost/oira/Academic-Data-Reference-Book.cfm>. The Public Health Program was launched in 2011, so there are only two cohorts for which a six-year graduation rate can be reported. Currently, the *total* six-year graduation rate for the Public Health Program is 79.3% (as of June, 2018). The four-year graduation rate is 73.9%. The full graduation rate report for the program is included in the Electronic Resource File is it titled *Public Health Retention and Grad Rates 2018*. Four-, five-, and six-year graduation rates for the 2011, 2012, and 2013 entering cohorts are:

Entering Year	Cohort n	4-year Graduation Rate	5-year Graduation Rate	6-Year Graduation Rate
2011	4	50% (n = 2)	50% (n = 2)	50% (n = 2)
2012	25	80% (n = 20)	84% (n = 21)	84% (n = 21)
2013	30	80% (n = 24)	80% (n = 24)	N/A

**Job Placement / Continuing Education:** Information on job placement and continuing education plans for our graduates is collected via several means.

OIRA collects this information in the *Graduation Census* and follow-up contacts with alumni. OIRA supplements collected data with information obtained by reviewing LinkedIn profiles. OIRA publishes information for each academic program on the *We Know Success* webpage. Information currently available on the *We Know Success* webpage reflects results from 2015, 2016, and 2017 graduates whose status was confirmed as of six months after graduation. OIRA's research confirmed a status for eighty percent of all undergraduates. Job Placement for the Public Health Program, *as reported by OIRA*, is as follows:

- **Public Health BA Graduates (n = 67)**
  - 95% are employed, in graduate school, or both
    - 22% working for a for-profit organization
    - 54% working for a nonprofit organization
    - 22% working in government
    - 14% attending graduate school
    - 5% working and attending graduate school
- **Public Health BS Graduates (n = 68)**
  - 97% are employed, in graduate school, or both
    - 26% working for a for-profit organization
    - 55% working for a non-profit organization
    - 19% working in government
    - 16% attending graduate school
    - 7% working and attending graduate school

*Alumni Surveys:* The Public Health Program also solicits information on job placement and continuing education plans from program alumni via the *Alumni Survey*, which is sent to program alumni each summer. In addition to seeking information about future plans and employment, the survey also asks questions about satisfaction with the academic, experiential, and advising components of the Public Health Program. The first administration of this survey took place in 2017 and it now is conducted annually. The 2017 Alumni Survey was sent to all alumni of the Public Health Program, which included graduates from 2013 through 2017. At the time of survey distribution, 174 students had graduated from the program. We had current email addresses for 123 of these individuals; the survey was therefore sent to this group. Ninety-three (93) individuals responded to the survey, which reflects a response rate of 76% of those contacted and 53% of all graduates through 2017. In June of 2018, the *Alumni Survey* was sent to Fall Semester 2017 and Spring Semester 2018 graduates of the Public Health Program (n = 74). Thirty-five (35) individuals responded to this emailed survey, comprising a response rate of 47.3%.

One-year post-graduation employment and continuing education rates are reported in **Template S**. The data source for Template S was limited to the 2017 Alumni Survey (sent to 2013 – 2017 graduates), given that one-year post-graduation plans are to be reported.

### Template S: One-Year Post-Graduation Employment and Education

Destination of Graduates by Employment Type	Graduating Class*		
	2014-15	2015-16	2016-17
Employed	32 (60%)	29 (66%)	30 (48%)
Continuing education/training**	13 (25%)	10 (23%)	6 (10%)
Actively seeking employment	Unknown	Unknown	Unknown
Not seeking employment (not employed and not continuing education/training, by choice)	Unknown	Unknown	Unknown
Unknown	21 (40%)	13 (30%)	33 (52%)
<b>Total Graduates***</b>	<b>53</b>	<b>44</b>	<b>63</b>

\*data extracted from the 2017 Public Health Alumni Survey, which was sent to individuals who graduated from AU's Public Health Program between 2013 and 2017.

\*\*Some individuals reported being enrolled in a graduate program while simultaneously being employed in a Public Health profession.

\*\*\*As reported by OIRA in the 2017-18 Academic Reference Book: [https://www.american.edu/Provost/oira/upload/ADRB-2017-2018\\_web-2.pdf](https://www.american.edu/Provost/oira/upload/ADRB-2017-2018_web-2.pdf)

Results from the 2017 and 2018 *Alumni Surveys* indicate robust employment rates for our graduates, as well as significant numbers entering graduate programs or intending to do so in the future. This information indicates that one hundred percent of graduates for whom information is available have either secured employment or are enrolled in a graduate program.

In the spring of 2018, an "*Alumni Update*" survey was also sent to the 2013 – 2017 graduates (n = 123). This survey asked respondents to update their employment status, continuing education plans, and contact information for themselves as well as a supervisor at a place of employment. Seventy-three (73) individuals responded to this survey, providing a 59% response rate for the *Alumni Update*. All 73 respondents to this survey indicated that they were either employed or enrolled in a graduate program or both. The full report of the *Alumni Update* can be found in the Electronic Resource File.

We will continue to follow up with all program alumni on an annual basis to update our information, discern their employment and continuing education plans, and seek their feedback on the program. Plans for improvement of our follow-up with alumni – and, thus, obtaining information on job placement and continuing education plans – are discussed in the “limitations” section of Criterion 5.4.

The types of employers and further education pursued by our program graduates are summarized in **Template T: Employment and Further Education Graduates Pursue**.

**Template T: Employment and Further Education Graduates Pursue**

Types of Employment Graduates Pursue (n = 72)		Types of Further Education Graduates Pursue (n = 31)	
Non-profit organization	23	MPH	8
Local, state, or federal government agency	11	MD	5
Health care organization	15	JD / MPH	1
Educational organization	5	MA	1
Other:	18	MS	6
Social media / marketing company		Ph.D.	1
Consulting firm		MPH / MSW	2
Service industry		MHA	1
University-based research center		MSPH	2
Public relations firm		MBS	2
Technology industry		MBA	1
Post-baccalaureate fellowship		DVM	1
Global health organization (e.g. PAHO, WAHO)			

\*\* Results obtained in 2017 Public Health Program Alumni Survey (n = 93) and updated with Summer 2018 Alumni Update (n = 75)

Examples of employers of AU Public Health Program Alumni are listed in **Table 5: Employers of AU Public Health Program Graduates** and examples of the positions held by the alumni are listed in **Table 6: Example Position Titles of AU Public Health Program Alumni**. Tables 5 and 6 are located in the Electronic Resource File under Criterion 5.5.

Graduates of our program are also pursuing a variety of advanced degrees. Examples of these degrees are listed in **Table 7: Graduate Degrees Sought by AU Public Health Program Alumni** and universities attended by our alumni for graduate study are listed in **Table 8: Universities Attended by AU Public Health Program Alumni for Graduate Study or Medical School**. Tables 7 and 8 are located in one document titled “Graduate Study Pursued by AU Public Health Program Alumni” in the Electronic Resource File under Criterion 5.5.

---

## 5.6 Programmatic Review and Improvement

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

Since the formation of the Public Health Program in 2011, program review and improvement have occurred on an ongoing basis. Significant changes have resulted from student outcome data, as well as feedback from faculty, students, alumni, and community stakeholders. These changes are as follows:

1. The original curricula of the Public Health majors reflected an interdisciplinary approach. The Bachelor of Arts degree was a total of 47 credits, but only 26 credits were derived from “core” courses. The other 21 credits were to be earned by taking a minimum of seven courses in four elective clusters: Global Health, Social and Community Health, Health Science, and Policy and Program Planning. The Bachelor of Science degree comprised 57 total credits, with 33 credits being earned in “core” courses. B.S. students were required to take eight courses, or 24 credits, in the elective clusters. The only courses that ALL Public Health majors took were:
  - BIO 110: General Biology
  - STAT 202: Basic Statistics
  - PHIL 241: Bioethics
  - HLTH 110: Introduction to Public Health
  - HLTH 340: Fundamentals of Epidemiology
  - HLTH 391 / 491: Health Studies Internship
  - HLTH 480: Public Health Capstone

In comparing these curricula to the CEPH domains, it became readily apparent that several critical domains were not being sufficiently addressed. Interestingly, feedback from students via the *Capstone Survey* echoed this concern. Specifically, students noted a lack of instruction in health policy issues, research methods, and the science of human health and disease.

To address these concerns, the DHS UCC reviewed the Public Health curricula and proposed revisions in the spring of 2016. Additionally, two new courses, Introduction to Human Health and Disease and Health Research Methods, were developed. The new courses and curricular revisions were accepted by the full faculty of DHS, the Educational Policy Committee of CAS, and eventually the Faculty Senate. The revised curricula, which align more completely with CEPH domains and address the concerns of students and faculty, took effect in Fall Semester, 2016. The following courses were added to the core requirements for both Public Health majors:

- HLTH 210: Introduction to Human Health and Disease (new course)
- HLTH 245: Multicultural Health
- HLTH 335: Health Promotion Program Planning (new course)
- HLTH 350: Health Research Methods
- HLTH 441: Health Communication
- HLTH 470: Health Policy and Behavior Change

Additionally, the number of electives required for both the B.A. and B.S. was reduced to three. The B.A. is now 52 total credits and the B.S. is now 60.

- Public Health B.A.:
- [https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5156&returnto=1989](https://catalog.american.edu/preview_program.php?catoid=10&poid=5156&returnto=1989)



- 
- Public Health B.S.:
  - [https://catalog.american.edu/preview\\_program.php?catoid=10&poid=5157&returnto=1989](https://catalog.american.edu/preview_program.php?catoid=10&poid=5157&returnto=1989)
2. The DHS UCC revised and expanded the Public Health Program Curriculum Assessment Plan to reflect the new curricula, program objectives, and learning outcomes. This revised curriculum assessment plan, presented in **Template Q** under Criterion 5.4, is much more comprehensive. Data is collected each semester, rather than only annually, and reported to the full faculty for consideration.
  3. Feedback from graduating students, alumni, internship supervisors, our faculty, and employers of our graduates in 2017-2018 indicates that our students may benefit from more robust instruction in health policy and comparative health systems than what our program currently provides. To address this, we are developing and will be offering a new special topics course, HLTH 396 *Local to Global: Health Policy and Systems* in Spring Semester 2019. After the initial offering, we will review the course and consider whether or not it should be proposed as a permanent course and added to the Public Health curricula. If added to the curricula, we would likely substitute it for either HLTH 240 Introduction to Health Promotion or HLTH 470 Health Policy and Behavior Change, so that the number of credits for the respective degrees does not increase. If either of these courses is removed as a core requirement, it would be accepted as an elective.

Prior to 2016, programmatic assessment focused almost entirely on the curriculum. A select set of learning outcomes were assessed directly in various courses and a version of the Capstone survey was administered to graduating seniors. These assessment measures were established in 2012 when the Public Health Program was first established, as required by AU's accreditation by the Middle States Commission on Higher Education. Feedback from community stakeholders was obtained from internship supervisors and capstone partner liaisons only. Contact information for alumni was obtained upon graduation, but little formal follow-up took place after graduation.

As the program grew and faculty began to consider applying for CEPH accreditation, we recognized that our assessment methods needed to be enhanced. The following initiatives resulted:

1. A more robust curriculum assessment plan was developed in 2016, accompanying the curriculum revision. This plan, as indicated earlier in this document, was implemented in AY 2017-18. It involves a greater number of curricular and stakeholder assessments, compared to the original plan.
2. The *Alumni Survey* was developed in 2017 and emailed to all alumni for whom we had email addresses. This survey is now administered on an annual basis and provides valuable insight from graduates of our program who are now working in the Public Health profession.
3. The *Employer Survey* was created in 2018. Alumni from 2013-2017 were contacted and asked to provide email addresses for supervisors and managers. We then emailed the Employer Survey to those individuals, seeking their feedback on how well prepared they feel graduates of our program are for the Public Health profession. We also solicit recommendations for program enhancement in this survey.
4. A Student Advisory Committee (SAC) was formed in 2017. This committee serves as a liaison for students in all DHS programs so that they may share their concerns, ideas, and suggestions with the faculty. While the discussions with the SAC are informal, the feedback provided has helped to inform faculty's understanding of student perspectives and the information derived from surveys and other more structured assessment measures. The responsibilities of the SAC are defined as follows:

- 
- To provide input and perspective to the DHS leadership on the student experience
  - To promote and organize departmental activities, to promote communications between the student body and faculty, to coordinate with and promote other student organizations, and to communicate activities specific to the department's discipline
  - To advise on issues related to undergraduate education and student involvement opportunities, including discussions with leadership to enhance services, new program initiatives on student body feedback through email, forums, town halls and meetings
5. Structured feedback on the Public Health Program from all DHS faculty was first solicited in 2018 by the DHS Strategic Planning Committee. This feedback provided valuable insight for our program and, indeed, all DHS programs and initiatives. Thus, a faculty survey will be administered on an annual basis going forward.

As described in **Table 3** under Criterion 5.4, assessment of various aspects of the Public Health Program occur on a regular basis. Program objectives and student learning outcomes are assessed each semester and feedback from community stakeholders, alumni, and other relevant parties is solicited annually.

Review of program objectives and student learning outcomes is the responsibility of the DHS Undergraduate Curriculum Committee. Each semester, the Director of the Public Health Program coordinates the collection of all assessment data from faculty, compiles it, and then reports it to the UCC and eventually the full faculty. Should the UCC note any concerns in the data, the committee members may recommend curricular or programmatic changes which would then be reviewed by the full faculty.



---

## 5.7 Student Complaint Processes

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

The Public Health Program abides by American University policies and procedures for all student grievances, whether they be academic or focused on another issue.

**Academic Complaints:** Students are encouraged to address academic issues directly with the professors of their courses. Should a concern not be addressed in a manner that satisfies the student, he or she may take their concern to the Director of the Public Health Program and Chairperson of the Department of Health Studies. The Chair of DHS has the authority to make a final department-level decision on all student academic complaints. Students may appeal decisions of the Chairperson to the Dean of the College of Arts and Sciences.

If a student disputes a course grade, the student must notify the instructor of record within ten (10) business days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner. If no informal resolution can be reached (which includes a situation where the instructor is unavailable for a discussion), the student may seek the review of the Department Chair. Such review must be sought no later than five (5) business days after attempts at informal resolution have failed. Upon receipt of the grievance, the Chair will, within 10 business days of receipt, notify the instructor of the grievance, consult with the student and the instructor, review any relevant evidence related to the course grade, and enter judgement on the merits of the grade grievance. Should the student disagree with the Chair's decision, he or she may appeal the decision to the CAS Dean.

All of the policies and procedures related to academic complaints may be found via the following links:

- Complaint Process Information: <https://www.american.edu/academics/complaint-process.cfm>
- Student Academic Grade Grievance Policy: <https://www.american.edu/Provost/undergrad/loader.cfm?csModule=security/getfile&pageid=4300382>

Over the past three years, no formal academic or grade grievances have been filed concerning faculty in the Public Health Program. This has been confirmed by the Chair of the Department of Health Studies and the Associate Dean for Undergraduate Studies in the College of Arts and Sciences.

**Non-Academic Complaints and Grievances:** Students may also file complaints or grievances related to nonacademic issues, such as provisions of reasonable accommodations for disabilities, discrimination or sexual harassment, and violations of the student conduct code. These types of complaints are managed by the Student Conduct and Conflict Resolutions Services division of the Office of Campus Life: <https://www.american.edu/ocl/sccrs/>. Resources and policies for these various concerns may be found via the following links:

Reasonable Accommodations Grievance: <https://www.american.edu/loader.cfm?csModule=security/getfile&pageid=4649099>

Discrimination and Sexual Harassment Policy: <https://www.american.edu/policies/upload/Discrimination-and-Sexual-Harassment-Policy.pdf>

Student Conduct Code: <https://www.american.edu/ocl/sccrs/upload/AU-Student-Conduct-Code.pdf>

Over the past three years, no accommodations, discrimination, or harassment grievances have been filed in association with the Public Health Program.

---

## Criterion 6.0 Advising

---

## Criterion 6.0 Advising

### 6.1 Student Advising

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

### Academic Advising

Advising of Public Health majors is a collaborative endeavor. Beginning in Fall Semester 2018, each student, upon entering American University, is required to enroll in a two-course sequence, the American University Experience (AUx1 and AUx2). Students have access to dedicated instructors and peer leaders who will orient them to American University and the undergraduate college experience, as well as serve as first-year advisors. The AUx advisors advise approximately 76 incoming students throughout their first academic year. During the fall term, they will also facilitate the AUx1 discussion sections for those same 76 students in four 19-student sections that meet once per week. Each AUx advisor will also be assisted by a junior- or senior-level student peer facilitator. Details on the AUx program are available here: <https://www.american.edu/Provost/undergrad/auexperience/index.cfm>.

Once students declare a major, they will be assigned an academic advisor within their college, school, or program. Public Health majors are all assigned to an academic advisor within the College of Arts and Sciences. Academic Advisor assignments are determined by the CAS Director of Undergraduate Advising, Retention and Recruitment, Emily Jones-Green. Currently, the academic advisor for Public Health majors is Valerie Rauenzahn (<https://www.american.edu/profiles/staff/valerier.cfm>).

According to Emily Jones-Green, academic advisors are assigned with the goal of maintaining equitable caseloads among advisors. Every effort is made to maintain advising assignments from one academic year to the next. In addition to advising students, the general responsibilities of advisors include conducting academic reviews (e.g. student progression; student status; probations/dismissals/dean's list), and facilitating recruitment and retention-related activities. Senior advisors train new advisors on a cyclical basis aligning with college and university tasks and deadlines (e.g. graduation clearances are processed after graduation applications are posted). Senior advisors also review all materials for students, provide case studies to junior advisors, and observe initial advising appointments of new advisors to provide coaching and feedback. Should a student want to change advisors, they would need to work with the Director and explain the circumstance as to why he or she would be requesting the change. There is no rule regarding frequency of student contact with advisors, except that seniors must meet with their advisor in order to be approved for graduation. CAS advising encourages advising appointments for every student each semester. CAS also utilizes peer advisors, continuing CAS undergraduates who work primarily with first and second year undecided students. They are chosen from a select group of students and complete a rigorous interview and training process. Peer advisors help students pick classes and majors that suit their interests, provide information on academic policies and procedures, and make appropriate referrals to campus resources. They also provide advising based on their experiences as students at AU. Peer advisors hold walk-in and appointment hours. More information on CAS Advising Services can be found here: <https://www.american.edu/cas/advising/> and in the Electronic Resource File.

---

All faculty serving the Public Health Program serve as mentors for students pursuing Public Health majors and minors. The Public Health Program Director and Director of the Public Health Scholars Program work closely with the Academic Advisor to address any academic questions or issues that arise for individual students. Other faculty in the Department mentor students as well and the Internship coordinator assists each student in securing, registering for, and completing an internship. The Internship Coordinator role rotates among DHS faculty and is assigned by the Chairperson of the Department of Health Studies. Typically, faculty serve in the coordinator role for two – three semesters.

## **Career Advising**

The AU Career Center provides career, internship, graduate school, and merit awards advising to undergraduate and graduate students in the College of Arts and Sciences, School of Communication, School of International Service, and School of Public Affairs. Career advisors are assigned to school-specific populations; Public Health students are able to meet with any of the three advisors assigned to the College of Arts and Sciences.

Career advisors serve all levels of graduate and undergraduate students on all aspects of career planning and job search methods, including self-assessment, internships and experiential education, professional applications of academic disciplines, skills assessment, resume writing, interviewing, networking, and cover letter writing. They also provide graduate and professional school advising.

Advisors combine a broad understanding of career counseling techniques to coach students on developing career goals with an understanding of how academic interests can be enhanced by and related to career exploration. Advisors work with students during one-on-one in-person or virtual appointments, as well as via email. They develop materials, resources, and instructional career programs that enhance service delivery to students and employers.

Advisors analyze job market trends and develop an employer network appropriate for students enrolled in the fields assigned. They acquire up-to-date information on job market trends relevant to assigned student populations, and incorporate this knowledge into career advising sessions. They also connect employer contacts with employer relations staff, coordinate and participate in employer site visits, and share information on potential internship and job leads.

Advisors collaborate with numerous offices across campus, including student activities groups, academic advisors, and faculty members, as well as off campus partners, including employers and alumni.

Minimum requirements to be a career advisor include: possession of a master's degree; three - five years of progressive professional experience; up-to-date knowledge of job opportunities in fields assigned; strong communication and listening skills; excellent interpersonal, teamwork, critical thinking and presentation skills; a demonstrated ability to interact with students, employers, faculty, alumni, and other constituents; and computer literacy, including skills with Internet research tools and social media.

New advisor on-boarding includes shadowing and observing other career advisors during student appointments, presentations, and workshops, followed by supervision and monitoring in these activities, and finally clearance to carry out these activities autonomously. New advisors review the office manual, receive an orientation to Career Center student resources (including library materials

---

and online resources), and receive training in office policies and procedures (including appointment scheduling, record-keeping, and note-taking). Continuing education includes participation in conferences and webinars to learn about best practices in career coaching/advising and to stay apprised of their specialty fields.

Multiple career advisors are assigned to school-specific populations. Students within a specific school can meet with any or all of the advisors assigned to that school. Additional advising resources are available for students pursuing nationally competitive merit-based scholarships and fellowship, as well as for students with second majors, minors, and those pursuing pre-med or pre-law.

Career advising is strongly encouraged, but not required. While frequency of advising and issues addressed are entirely dependent upon individual student needs, the Career Center has identified career decision-making benchmarks for each year of study for students needing guidance in this area. Generally, students are encouraged to seek advising as early as possible and as often as needed.

The Director of the Career Center meets with the Public Health Capstone classes each semester to provide an overview of job searching, discuss networking basics, and answer questions from the students.

Faculty of the Public Health Program also provide substantial informal career counseling and advice to students. Additionally, the Public Health Capstone course (HLTH 480) includes a cover letter and resume assignment, as well as several class discussions specifically devoted to careers and graduate study in Public Health.

---

## Criterion 7.0 Diversity

---

## Criterion 7.0 Diversity

### 7.1 Diversity and Cultural Competence

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

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

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

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

The foundation of the Public Health Program at American University is a social justice approach. This approach is designed to help students develop knowledge, skills, and abilities in the profession, but also to help them explore issues of diversity and inclusion. To that end, the program continually strives to improve the cultural competence of students, faculty, and staff.

For students, exploration of these concepts begins before they even declare a major in Public Health. All students are required to take AUx2 their freshman year. Race and social identity-which include but are not limited to ethnicity, gender and sexual expression, class, disability, and religion-are often discussed in coded, contentious, or uncomfortable ways. AU Experience II (AUx2) seeks to create a space for conversations and learning about these topics that pushes beyond the norm. This course blends personal exploration of social identity formation with a multidisciplinary approach to race and ethnicity. This course is a starting point for the academic study of the structures of culture and power as well as social movements that challenge those structures. The course equips students to become part of a community of learners whose members come from a variety of backgrounds and bring with them a range of experiences.

Upon entering the Public Health program, students find that themes of diversity, equity, and cultural competence are infused throughout the curriculum, from the HLTH 110 Introduction to Public Health course through Capstone. For instance, social determinants of health are introduced in HLTH 110 and all students complete case study assignments that require them to assess the impact of various determinants. Our Epidemiology and Health Research Methods courses help students develop open-minded perspectives and inquiry skills, as does our Bioethics course. All Public Health majors take HLTH 245 Multicultural Health. This course is designed to provide students with a basic understanding of gender and cultural issues affecting health. The emphasis of HLTH 245 is on health disparities and how gender, identity, ethnic, and cultural indicators affect behavioral risk. The relationship between health and other factors such as religion, social class/socioeconomic status,

---

acculturation, migration, and globalization are also studied, and the refinement of self-awareness is a key focus. The Health Promotion Program Planning and Health Communication courses foster consideration of and appreciation for population differences and challenge students to adapt to these differences. This is also a hallmark of the Capstone course, as is reflection upon one's personal and professional philosophy toward service in the Public Health Profession. All of these aspects of our curriculum help to prepare students to achieve the learning outcome which states that students will be able to “*appraise cultural differences among populations and interact sensitively, effectively, and professionally with persons from diverse backgrounds*” upon their completion of the Public Health Program.

The attention to diversity is not limited to our curriculum. We strive to ensure that students are exposed to faculty, staff, community stakeholders, and program guest lecturers who reflect the varied cultures and rich diversity of Washington, D.C. and the global community served by the Public Health profession. Our faculty and staff represent an array of diverse backgrounds, experiences, and perspectives, as do our internship supervisors and Capstone liaisons. Additionally, the university launched its *Plan for Inclusive Excellence* in January, 2018. The *Plan* provides concrete, specific steps to improve inclusion on campus. It was informed by feedback from more than 1,000 campus stakeholders as well as the November 2017 report compiled by OIRA, *Building an Inclusive Campus Community for Undergraduates at AU*. Both of these documents are included in the Electronic Resource File. The plan and the report demonstrate AU's commitment to address issues related to diversity, equity, and inclusion. The five goals of the *Plan* are:

**Goal 1** Training, learning, and development to equip members of our community to lead change in a complex world.

**Goal 2** A focus on campus climate, culture, and community, so that all community members feel safe, satisfied, and that they belong here.

**Goal 3** Changes to our systems, policies, and procedures to promote diversity, inclusion, transparency, and accountability.

**Goal 4** Access and equity in the way we recruit, hire, train, develop, evaluate, and recognize faculty, staff, and administrators.

**Goal 5** A focus on curriculum and instruction to seek to ensure that our core curriculum demonstrates critical inquiry, intellectual engagement, and respectful discourse.

Public Health students are also engaged in many endeavors beyond the curriculum and campus which help to inform and strengthen their cultural competence. As mentioned previously, many internships and projects provide opportunities for students to work in and with underserved and marginalized populations. Additionally, many DHS faculty conduct community-based research. These faculty often employ Public Health students as research assistants. This is yet another avenue through which students may connect to diverse groups and communities.

American University, the College of Arts and Sciences, and the Department of Health Studies are committed to not only training faculty, staff, and administrators in best practices for ensuring inclusion, but also to recruiting and hiring a more diverse workforce. In recent and future personnel searches, every effort is made to recruit a candidate pool that is not only highly qualified, but also representative of our students and the populations they will eventually serve in the Public Health profession.



---

## **Criterion 8.0 Distance Education Programs**

---

## Criterion 8.0 Distance Education Programs

Not applicable; American University does not currently offer either Public Health degree in a distance education format.