

REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
ST. GEORGE'S UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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SITE VISIT TEAM:

Patrick Vivier, MD, PhD—Chair

Daniel McDonald, PhD

SITE VISIT COORDINATOR:

Kristen Varol, MPH, PMP, CHES

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public Health Programs, amended August 2021

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INTRODUCTION

St. George's University (SGU) was established in 1976 as a private institution on the island of Grenada in the Caribbean. The university's four schools (medicine, veterinary medicine, arts and sciences, and graduate studies) house nine bachelor's degrees, 22 master's degrees, and 12 doctoral degrees. SGU employs 614 faculty and 791 staff at its True Blue campus in Grenada. As of fall 2022, the university enrolled 8,617 students from 102 countries.

SGU maintains accreditation or recognition from several countries and organizations including the Grenada Medical and Dental Council, the American Veterinary Medical Association Council on Education, the Royal College of Veterinary Surgeons (United Kingdom), the American Animal Hospital Association, and the Government of Grenada. SGU has also received approval from various U.S. states and countries related to its School of Medicine and the MD degree. For example, the School of Medicine is approved by the New York Education Department, the New Jersey State Board of Medical Examiners, and the Georgia Composite Medical Board for clinical clerkships. The MD degree has also been reviewed and approved by the Bahamas Medical Council, the Education Ministry of the United Arab Emirates, the Sri Lankan Medical Council, the Thailand Medical Council, and the Medical Board of Trinidad and Tobago. Finally, the School of Medicine is recognized by the Medical Board of California, and the MD degree is licensed by the Florida Commission of Independent Education.

In 1993, SGU established a non-profit research institute called the Windward Islands Research and Education Foundation (WINDREF) to facilitate research endeavors for faculty and students that are not otherwise possible under SGU's for-profit status. WINDREF coordinates the application and administration of external funding as well as practicum placements for MPH students and employment opportunities for MPH graduates.

The Department of Public Health and Preventive Medicine was established in 1999 in the School of Medicine to provide public health training to SGU's medical students and to provide a home for the MPH program, which was initially offered solely as a dual degree. Shortly after its inception, the program also enrolled standalone MPH students, many of whom had previously earned an MD degree from SGU. The program's offerings have expanded over the last two decades and now include MPH tracks in preventive medicine (367 students enrolled), global health (17 students), epidemiology (16 students), health policy and administration (six students), and environmental and occupational health (six students). The program also offers two dual degrees: MD/MPH (29 students) and DVM/MPH (15 students); these students are in addition to the track numbers in the previous sentence. The preventive medicine track is largely limited to past and current SGU MD students, many of whom receive a full scholarship for the MPH because it is the university's priority to help students strengthen their medical residency application.

In 2016, the program began to pilot distance-based course delivery; by 2018, the program launched its global health track as a fully distance-based option and transitioned all other MPH courses to dual delivery format so that students can attend in person or synchronously. Although most students have the option to attend place-based courses, fewer than 10 MPH students who were not also enrolled in place-based MD or DVM programs were completing coursework from Grenada in fall 2022. The preventive medicine track is technically considered a place-based offering due to the MD coursework that counts toward the MPH degree; however, standalone MPH students complete these medical school courses prior to enrolling in the MPH, and nearly all complete the MPH coursework (i.e., 30 credits) online and do not reside in Grenada.

The department chair oversees administration of the program. In addition to the MPH program, the department also houses the World Health Organization (WHO) Collaboration Center in Environmental and Occupational Health and the United Nations Framework Convention on Climate Change Regional Collaboration Center. Most faculty involved with the program have appointments in the School of Medicine; faculty who teach in the MPH in veterinary public health track have appointments in the School of Veterinary Medicine.

The MPH program received initial CEPH accreditation in 2010 and reaccreditation in 2015. Since its last full review, the program has submitted interim reports related to faculty resources (2016), graduation rates (2016 and 2017), foundational competencies (2020), and MPH applied practice experiences (2021). The Council accepted the program’s interim reports as evidence of compliance in these areas.

Instructional Matrix - Degrees and Concentrations				
			Place-based	Distance-based
Master's Degrees		Academic	Professional	
Epidemiology			MPH	MPH
Health Policy and Administration			MPH	MPH
Environmental and Occupational Health			MPH	MPH
Global Health			MPH	MPH
Preventive Medicine			MPH	MPH^
Veterinary Public Health*			MPH	MPH
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional	
2nd Degree Area	Public Health Concentration			
Medicine	Preventive Medicine		MPH/MD	MPH
Veterinary Medicine	Veterinary Public Health		MPH/DVM	MPH

* This concentration can only be completed as part of the dual MPH/DVM offering.

^ All MPH coursework is available in a distance-based format; the place-based designation refers to the MD coursework that counts toward the MPH degree.

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The program has appropriate organizational structures to support decision making and program governance. Committee structures and program policies are clearly described in faculty handbooks, the MPH program's policies and procedures manual, and the SGU student handbook. The chair of the Department of Public Health and Preventive Medicine leads the program and reports to both the dean of the School of Graduate Studies and the senior associate dean of basic sciences in the School of Medicine. Each MPH track also has a track director.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 		Faculty have opportunities for input in all aspects of the program through the following standing committees: <ul style="list-style-type: none"> • Graduate Affairs Committee • Online Committee • Program Evaluation Committee • Admissions and Graduation Committee • Faculty Recruitment Review Committee • Research, Service and Scholarly Activities Committee 		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Graduate Affairs Committee is composed of the directors of the MPH tracks. The committee is responsible for the review and development of the MPH program curriculum, which includes all graduate courses offered by the department. The committee also establishes the academic requirements for admission, consistent with the policies of the School of Graduate Studies. The dean of the		

		<p>School of Graduate Studies and the Board of Graduate Studies approve proposals related to degree requirements.</p> <p>The Online Committee advises on online tools and technology solutions for online curriculum delivery, recommends innovative strategies for implementation in program delivery, and evaluates online course delivery. The committee is composed of six faculty members.</p> <p>The Program Evaluation Committee includes nine faculty members, two students, and an administrative staff member. The committee is responsible for evaluating the MPH program, evaluating and monitoring student proficiency related to competencies, and analyzing student and alumni feedback. The committee is also responsible for strategic planning and evaluating community and workforce needs. At the school level, the dean of the School of Graduate Studies has oversight of the academic standards and policies of the MPH program.</p> <p>The Admissions and Graduation Committee participates in decisions regarding the acceptance of students into the MPH program. The MPH program coordinates admissions with the dean for enrollment strategy and the School of Graduate Studies' Admissions Panel Board. The MPH program currently uses the Schools of Public Health Application Service (SOPHAS) for the standalone MPH degree and SOPHAS Express for the dual MD/MPH and DVM/MPH degrees.</p> <p>The Admissions and Graduation Committee also certifies the readiness of students to graduate. The committee is composed of nine faculty members, a staff member, and a student member. The Panel on Admissions for Public</p>		
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		<p>Health is a sub-committee that does not include student members given the confidential nature of admissions information. At the school level, the Committee for Academic Progress and Professional Standards, chaired by the dean of the School of Graduate Studies, reviews student performance across all graduate programs each term and ensures that policies are applied to ensure satisfactory academic progress and successful completion of respective degree requirements.</p> <p>The Faculty Recruitment Review Committee is responsible for developing job descriptions, reviewing applications, and making hiring recommendations for faculty. A final decision is made in consultation with the Dean of Basic Sciences Office in the School of Graduate Studies. Annually, the chair of the Faculty Recruitment and Review Committee invites applications for promotion. The school convenes an ad hoc promotion committee to make recommendations for promotion to the dean of basic sciences, the dean of the School of Medicine and then to the vice chancellor, who informs the applicant of the decision.</p> <p>The Research, Service and Scholarly Activities Committee is responsible for reviewing and developing an overall research program for the department; providing resources and training to faculty and students; as well as evaluating faculty research, service, and scholarly activities and outcomes. The committee includes 11 faculty members, a staff member, and two student members.</p> <p>Public health faculty also contribute to decision-making activities in the broader institutional setting. This participation includes service on the Faculty Judiciary Board of the School of Medicine, the Faculty Affairs</p>		
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		<p>Committee, the Institutional Animal Care and Use Committee, and the SGU Wellness Consortium. MPH faculty also serve in university administrative roles including as the assistant dean for research for the School of Medicine and as the associate dean for the School of Graduate Studies.</p> <p>Faculty regularly interact with one another, such as during department meetings that occur two to three times per term. Faculty also regularly interact during committee meetings and MPH track meetings. All faculty affiliated with the MPH program are full-time faculty at SGU who either dedicate all or a portion of their time to the MPH program. During the site visit, faculty discussed how they work together on all aspects of the program, from refining the guiding statements through assessment of the program and making changes for quality improvement.</p>		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students have formal methods to participate in policy making and decision making, and the Public Health Student Association (PHSA) plays an integral role in	Click here to enter text.	

Students engaged as members on decision-making bodies, where appropriate		<p>program governance. The PHSA contributes to department meetings on a consistent basis and has regular communication with the department's deputy chair given that she is also the PHSA faculty advisor. The PHSA is part of the Student Government Association, which represents student interests at the university level.</p> <p>Students are also represented on key program-level committees including the Program Evaluation Committee, the Admissions and Graduation Committee, and the Research, Service and Scholarly Activities Committee.</p> <p>During the site visit, an MPH student who is a PHSA representative spoke of the active engagement of students related to program operations, with regular communications between the PHSA and program leaders. Students who met with the site visit team spoke positively of the responsiveness of the faculty to student input and concerns.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program’s guiding statements clearly address instruction, scholarship, and service and are sufficiently specific to guide the allocation of resources and decision making. Site visitors determined that the guiding statements respond to the needs of the intended service areas, which include the Caribbean and international communities.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success		The vision of SGU’s MPH program is a “competent public health workforce, building healthy communities.” The program’s mission is “to cultivate and disseminate public health knowledge and practice through an integration of education, research and service in collaboration with communities and partners.”		
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		The program defines seven goals (called focus areas) that are informed by the program’s strategic plan and relate to development and promotion of the field; student and faculty recruitment; collaborative work with partners; effective curriculum; extracurricular service; professional development for the workforce; and research. The program also articulates the following program values: One Health, human rights, health equity, responsibility, integrity, respect, teamwork, excellence, and public service.		

		During the site visit, faculty made clear their active involvement in ongoing review of the guiding statements over many years as the program has evolved. Faculty described the process as inclusive, and they articulated that the guiding principles reflect their identity and are useful in guiding program assessment and quality improvement.		
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B2. EVALUATION AND QUALITY IMPROVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Collects & reviews all measures in Appendix 1		<p>The program outlines an extensive evaluation plan that covers a broad range of important areas, including measuring student success and progress. The program collects and reviews data related to measures defined by CEPH, as well as additional measures defined by the program that align with its mission and goals. The program's measures relate to diversity (Focus Area 1 of the program goals), instructional effectiveness (Focus Area 2), extramural service (Focus Area 3), and research (Focus Area 4).</p> <p>The measures particularly focus on processes to reach program goals. The program uses multiple approaches, including quantitative and qualitative data collection methods, and outlines specific processes for reviewing measures and the individuals or groups responsible for review. For example, for faculty instructional technique and student satisfaction with instructional quality, the program draws on quantitative and qualitative data from student course evaluations, the results of which are</p>	Click here to enter text.	
Measures mission & goals & addresses unit's unique context				
Reviews & discusses data				
Makes data-driven quality improvements				
Consistently implements evaluation plan(s) over time				

		<p>reviewed by the faculty member and the department chair. The track directors also meet with track faculty to discuss evaluations and to create an improvement plan. Advisor/advisee meetings are an opportunity for students to share concerns.</p> <p>The self-study describes how measures are monitored and provides examples of improvements that have been made. For Focus Area 1.1 “Further develop and promote the field and practice of public health,” there is a specific quantitative goal of increasing the number of organizations with which the department collaborates in research and service by 20%. The program identified that there were insufficient research outputs and participation among students and faculty by tracking the number of projects annually for both students and faculty. To facilitate improvement, the program focused on signing memoranda of understanding (MOUs) with organizations and formal research collaborations and increased the use of MOUs from one in 2020 and 2021 to four in 2022. The program also saw an increase in projects, from 15 faculty projects in 2019 to 37 faculty projects in 2021.</p> <p>Another focus area for the program has been to achieve greater diversity in student enrollment. The program monitors several indicators, including Caribbean national students, students self-identified as public health practitioners, and U.S. vs non-U.S. citizens. Based on lower-than-desired enrollment numbers among these priority populations, the program has increased the number of local and regional student recruitment events and scholarship opportunities.</p> <p>Program faculty provided multiple examples of how data are used to guide program improvements. For example,</p>		
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		<p>after reviewing research productivity data, it was found that while mean numbers of publications were acceptable, there was a substantial difference between senior and junior faculty, with junior faculty having fewer publications. This finding has led to additional support for junior faculty, including enhanced mentorship.</p> <p>The commentary relates to gaps in the program’s data collection and analysis efforts as well as challenges collecting meaningful data due to low response rates to quantitative surveys. These issues relate to data that provide insights about faculty availability (Criterion C2), the integration of practice perspectives (Criterion E2), and career advising (Criterion H2), among others. Program representatives acknowledged these challenges and discussed their plans to undertake an extensive review of survey instruments and survey methods used. New assessment approaches were being implemented at the time of the site visit, including a new approach to exit surveys that will occur at the end of the fall 2022 term. The program has also implemented a new approach to alumni surveys that includes having academic advisors reach out to their former students, which has had a substantial impact on response rates. It will be important to continue to assess these enhancements to be sure that the program is getting the most informative data possible.</p>		
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B3. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The program consistently achieves graduation rates that exceed the threshold defined in this criterion. The program defines a five-year maximum time to graduation, and the self-study provides data for the past six cohorts of students, with the first cohort beginning in the 2016-17 academic year.</p> <p>The program provided an updated graduation rates table during the site visit that aligns with CEPH guidance about how to report graduation rates. Based on this additional information, site visitors were able to verify that the program has exceeded the 70% threshold or is on track to meet or exceed it each year. For example, of the 62 students who entered in 2016-17, eight withdrew (13%) and 54 graduated (87%). For 2017-18, 65 students entered, 13 (21%) withdrew, 43 (68%) graduated, and nine remain who are expected to graduate by spring 2023. More recent cohorts still have sufficient numbers of students enrolled to meet or exceed the 70% threshold.</p>	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B4. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or		The program achieves post-graduation outcome rates that exceed the threshold for this criterion. The self-study	Click here to enter text.	

enrollment in further education post-graduation for each public health degree offered		presents data for graduates in 2018-19, 2019-20, and 2020-21, which achieve known positive outcome rates of 92%, 100%, and 89%, respectively. The program also minimizes unknown outcomes, with less than 20% of graduates in each cohort having no known outcome available (19%, 3%, and 13%, respectively).		
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

The program collects data on post-graduation outcomes in two ways: a university-level alumni survey and advisor-advisee communication. The alumni survey, which is sent to graduates each fall semester, asks graduates about their current employment and student status. To supplement low response rates from the survey, the program also uses its advisor-advisee relationships to collect information on graduates' placements. The use of this more informal mechanism has led to a decrease in the number of unknown outcomes for program graduates.

Given that most students graduate from the preventive medicine track and have an MD degree, many report employment as resident physicians, healthcare practitioners, or educators in research institutions (e.g., The Brooklyn Hospital Center in New York, University of Kansas Medicine Center, Rady Children's Hospital Health Institute in California).

B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to		The program collects alumni perceptions of curricular effectiveness using the university-level alumni survey and	Click here to enter text.	

provide meaningful, useful information on alumni perceptions		advisor-advisee conversations described in Criterion B4, as well as focus group discussions. The alumni survey		
Documents & regularly examines its methodology & outcomes to ensure useful data		contains questions on how well the MPH program and the practicum prepared graduates for a public health career, as well as what graduates thought the program did well and areas for improvement. The alumni survey has historically achieved low response rates, and this became even more pronounced since 2020, which the program attributes to many graduates working as physicians during a pandemic. In 2022, the program supplemented the survey with focus groups and direct communication with graduates, which resulted in a doubling of responses.		
Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation		<p>The program’s Evaluation Committee collects and analyzes data on alumni perceptions of effectiveness. To collect data from graduates in 2020 and 2021, the survey was sent to 128 graduates; 43 responded to the survey, and 29 (23%) responded to questions related to this criterion. Among applicable responses, 97% reported that the program was excellent, above average, or good at preparing them for a career in public health, with an additional 3% reporting “below average.” Similarly, 100% agreed that the practicum experience prepared them for the public health workforce.</p> <p>Through the program’s expanded data collection efforts, it found that graduates reported that the most useful skills they learned were related to leadership and collaboration, including delegation, negotiation, interpersonal communication, and responsibility for goals and objectives. Concerns brought up by graduates included lack of hands-on or practical experiences outside of the practicum (though they acknowledged that the COVID-19 pandemic was partially to blame) and the need for</p>		

		<p>stronger training in statistical and epidemiological software.</p> <p>During the site visit, faculty agreed that students have not had sufficient opportunities to engage with statistical software because distance-based students could not access the software available on campus. At the time of the site visit, the epidemiology track director and other faculty were looking at software packages that would be accessible to distance-based students and would allow for engagement with larger databases.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The university uses a centralized budgeting structure for the planning, approval, and disbursement of funds to programs. The department chair manages the MPH program's budget process, which occurs in a yearly planning and approval cycle in conjunction with the senior associate dean of basic sciences, the dean of the School of Medicine, and the university's chief financial officer.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>During the site visit, program and university leaders described the budgetary processes in detail and outlined the steps from budget formulation to management of allocated funds.</p> <p>All programmatic operations, inclusive of salaries, are supported by student tuition and fees. The Office of Research provides financial support for travel and other costs associated with faculty and student participation in</p>		

		<p>professional development activities. The office also supports faculty to obtain graduate degrees, such as the MPH, at SGU. Finally, the Office of Research provides seed funding for faculty and students through its Small Research Grant Initiative.</p> <p>Faculty members' home departments and schools manage their salary and benefits. For example, preventive medicine faculty salaries and benefits are supported by the School of Medicine, and the veterinary public health faculty salaries and benefits are funded by the School of Veterinary Medicine.</p> <p>To request funds to recruit additional faculty and staff, the program completes a request with justification and submits it to the Office of the Dean of Basic Sciences. When approved, the program works with the Office of Human Resources on recruitment efforts.</p> <p>Student support is managed by the Finance Office in collaboration with the Office of Admissions. Notable examples of support include an agreement between SGU and the Government of Grenada for annual scholarships for Grenadian students to pursue the MPH program for free. Students can also receive support to attend and present their work at professional conferences, and there is an allocation for the PHSA.</p> <p>The budget statement does not account for tuition and fees generated by the program because of the university's centralized budget approach. The program also does not receive indirect costs associated with grants and contracts; these funds are managed centrally for research-related purposes.</p>		
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		<p>The budget provided by the program reflects a net loss across the last five years. The program indicated that this is deliberate because the overall strategy is to increase MD students' pursuit of an MPH prior to starting a residency, and students who earned an MD degree from SGU but have not been placed in a residency are able to pursue the MPH with a full scholarship. Faculty also indicated that the MPH can make medical graduates more attractive candidates for residency placement.</p> <p>During the meeting with SGU leaders, several discussed the important role that the public health program plays in the region and the world. Specifically, they said that the department is growing in importance as the role of climate change on public health becomes a greater focus for the institution.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has a faculty complement sufficient to satisfy this criterion's expectations based on the 23 primary instructional faculty (PIF) and additional non-PIF. Each of the program's six tracks has at least three PIF, and there is no double counting. Of the 18 named PIF, all are counted at 1.0 FTE.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable	N/A	Faculty FTE calculations are determined based on a standardized formula that takes into consideration time spent on course-related activities such as delivery, student support, assessment, and grading. All full-time faculty in		

Ratios for general advising & career counseling are appropriate for degree level & type		<p>the program are expected to devote at least 60% of their effort to course-related activities, with the remaining 40% dedicated to research, service, or additional teaching responsibilities.</p> <p>Because faculty are presented by track in Criteria C2 and E1, the program notes that there are additional non-PIF who are involved with the program (e.g., providing instruction in foundational courses that all MPH students take regardless of track).</p> <p>For general advising, faculty advise, on average, 12 master's students, with a minimum of 10 and a maximum of 15. Integrative learning experience (ILE) advisors average three students, with a minimum of one and a maximum of five students.</p> <p>The program measures student perceptions of class size and availability of faculty through exit surveys that are distributed each semester to students who have completed the ILE. In summer 2022, 54% of students who completed the survey agreed or strongly agreed that their learning was enhanced by the size of the class, and 81% agreed or strongly agreed that their faculty advisor was readily available. Qualitative comments are also solicited in the exit survey, and overall comments were positive.</p> <p>Students and alumni who met with site visitors spoke highly of the faculty's availability and responsiveness. They also said that the group-based structure of many courses and assignments allowed them to learn with and from their peers.</p> <p>Site visitors learned that at least one of the track-specific courses for the MPH in preventive medicine can have up</p>		
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		to 800 students enrolled. To accommodate this class size, the course has at least 16 faculty instructors and 40 clinical instructors. Site visitors did not meet with any students or alumni from the preventive medicine track, but they did not see any evidence of dissatisfaction based on the feedback the program collects.		
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C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program appears to have adequate staff and personnel to accomplish its mission and goals. The program has two executive secretaries and two secretaries, each at 1.0 FTE. Staff work is assigned by the executive secretaries.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>During the site visit, staff roles and responsibilities were described, and faculty indicated satisfaction with staff and other personnel resources. Several students told reviewers that the program staff are exceptional, and many cited the extra steps they take in communicating important program information on an almost daily basis. Alumni and community partners also described SGU staff as invaluable.</p> <p>In addition to the four dedicated staff members, the program has access to other administrative support from across the university. The Dean of Students Office provides academic advice and referrals, advisement, monitoring of student progress, and support for more than 60 student organizations. The Department of Educational Services provides customized support for academic and non-</p>		

		academic issues and a faculty development program. The Office of Instructional Innovation provides instructional designers and educational technologists to support developing and delivering online courses. Classroom lectures are captured and supported by the Office of Information Technology.		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program has the physical resources necessary to fulfill its mission and goals and to support instructional programs. The program is located on the ground floor of the Caribbean House on SGU's True Blue campus.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>All faculty members have their own enclosed office spaces. The four department-level staff members are each assigned semi-enclosed cubicle spaces. The self-study describes adequate classroom space, especially given that nearly all students prefer to join lectures online. The program has one designated classroom and a conference room that is also used for instruction. The program has the capacity to hold two classes at a time, and each classroom space is equipped with standard equipment.</p> <p>During the site visit, faculty and staff indicated a high level of satisfaction with office and classroom space and noted that their offices have recently been furnished with new furniture. Faculty said that their offices are conducive to academic work and meeting with students.</p>		

		<p>Students have access to shared space across the campus. For example, student space is available in the Founder’s Library; Allen H. Pensick Hall; Keith B. Taylor Hall; Student Center; Caribbean House courtyard; and the MPH lobby. Student recreational space includes a gym, playing field, basketball court, and an open space.</p> <p>The program does not have its own laboratories but does have access to several in other schools. The Schools of Medicine and Veterinary Medicine as well as WINDREF have basic life science laboratory facilities, diagnostic facilities for clinical pathology, and Level 2 biosecurity laboratories.</p>		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program has adequate information and technology resources necessary to support its academic programs.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The Founders Library is available to faculty and students and provides a wide range of print and electronic resources appropriate to support faculty and staff in the public health program. For example, electronic resources include Medline, PubMed, Ovid, Med Carib, Soc Index, HINARI, and AGORA. The library also supports sourcing of journals and articles, copyright compliance, and research skills training.		
Library & IT resources appear sufficiently stable		Instructional support and design staff who participated in the site visit explained their efforts to support faculty in course design and delivery. They also provide training and		

		<p>orientation to students on the use of technology in the classroom.</p> <p>Software necessary for instruction is either freely available or provided by the school. The program uses the Sakai learning management system (LMS), software such as Exam Soft for exams, and Panopto for video recording. The program can also request new software, which is vetted for security, cost, and maintenance by IT Services.</p> <p>The MPH program holds membership on the university-wide Committee on Technology-Based Teaching and Learning and is included in the process to request and discuss technology needs for the program and university.</p> <p>During the site visit, faculty mentioned occasional challenges in identifying readily accessible technology worldwide that is also no- or low-cost for students.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		The program requires MPH students in all tracks to complete six core courses intended to provide grounding in the foundational public health learning objectives. The core courses are PUBH 803: Principles of Epidemiology; PUBH 806: Social & Behavioral Aspects of Public Health; PUBH 807: Principles of Environmental Health; PUBH 831: Concepts, Practice, and Leadership in Public Health; PUBH 832: Public Health Research Methods & Ethics; and PUBH 858: One Health: Public Health Applications.	Click here to enter text.	

		Through review of syllabi and course materials as well as discussions during the site visit, reviewers were able to validate coverage of the 12 foundational learning objectives, as presented in the D1 worksheet. Faculty spoke about course adjustments they have made to ensure that all components of each knowledge area, specifically those related to knowledge areas 6, 8, and 10, are clearly covered in the required coursework.		
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D1 Worksheet

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

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to		All students in the MPH program (including dual degree students) complete eight core courses intended to cover	The program acknowledges the Site Visitors comments and concern in	The Council appreciates the program's response about the

<p>demonstrate each foundational competency (see worksheet for detail)</p>		<p>the 22 foundational competencies. In addition to the six core courses identified in Criterion D1, MPH students complete PUBH 804: Principles of Biostatistics and PUBH 805: Health Policy and Management.</p> <p>Assessment activities include discussion questions, quizzes, appraisals of research articles, and case studies. Through review of syllabi and supporting materials, reviewers were able to validate the coverage and assessment of 14 of 22 foundational competencies. Through additional discussions and course materials reviewed during the site visit, reviewers were also able to validate competencies 2, 8, 9, 12, 13, 16, and 17. The D2 worksheet summarizes reviewers' findings.</p> <p>The concern relates to the lack of assessment related to the analysis of qualitative data using software, as competency 3 requires. Faculty explained that qualitative data collection methods were incorporated into the curriculum in fall 2022, and analysis of qualitative data is planned to begin in spring 2023. At the time of the site visit, faculty had recently identified free software (Deedoose) that students will be able to use.</p>	<p>relation to this criterion. We wish to provide the following additional information regarding the use of Deedoose (https://www.dedoose.com/) in PUBH 832-Public Health Research Methods & Ethics. In short, it is a cross-platform app that specializes on qualitative and mixed-methods data inputting and analysis through a plethora of methods (i.e., text, pictures, videos, audio, spreadsheets, etc.). The software has a free 30 day trial that students can sign up for which allows them access to all their programs rather than a limited usage trial. Currently, SGU has a subscription for this software for its faculty and the Course Director is working with the IT department to explore the various purchase options so students can have free access, especially those that want to conduct primary data for publication purposes. The course Director will be giving tutorials on the software as well as include Deedoose offered videos on our PUBH 832 Sakai page. This software serves as a learning tool for both foundational competencies and course objectives.</p>	<p>software that will be used to assess the qualitative component of competency 3 and looks forward to reviewing evidence of further implementation including details about the assessment activity.</p>
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D2 Worksheet

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

D3. DRPH FOUNDATIONAL COMPETENCIES

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

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		<p>The program defines five or more competencies for each MPH track, and reviewers found the statements to be generally appropriate for master's-level students and distinct from the foundational competencies.</p> <p>Each track includes 12 credits of coursework, which comprise two to four courses. For example, the global health track includes four, three-credit courses in the fundamentals of global health; sexual and reproductive health and rights; project management in a global environment; and community health, culture and empowerment. The environmental health track offers five, three-credit courses, of which students must choose four. The preventive medicine track includes two courses from the MD curriculum: BPM 502: Basic Principles of Medicine III (eight credits) and PCM 500: Principles of Clinical Medicine I. The veterinary public health track includes four courses from the DVM degree: PTHB 503: Bacteriology/Mycology (four credits); PTHB 505: Parasitology (four credits); PTHB 510: Veterinary Public Health (two credits); and PTHB 512: Immunology (two credits).</p>	<p>The program acknowledges these comments. We wish to highlight and reiterate that each track, inclusive of the dual degree program, has a minimum of 5 competencies.</p> <p><i>DVM/MPH (& Veterinary Public Health Track)</i></p>	<p>The Council reviewed the team's report and information in the program's response. Based on the program's response, the Council determined that the program has addressed the team's concern related to the assessment of veterinary public health track competencies. However, the Council found that the concern related to the preventive medicine track competencies remains.</p>
Assesses all students at least once on their ability to demonstrate each concentration competency		<p>The environmental health track offers five, three-credit courses, of which students must choose four. The preventive medicine track includes two courses from the MD curriculum: BPM 502: Basic Principles of Medicine III (eight credits) and PCM 500: Principles of Clinical Medicine I. The veterinary public health track includes four courses from the DVM degree: PTHB 503: Bacteriology/Mycology (four credits); PTHB 505: Parasitology (four credits); PTHB 510: Veterinary Public Health (two credits); and PTHB 512: Immunology (two credits).</p>	<p>The program wishes to note the following in response to the CNV for competencies 3 and 5 of this track.</p>	
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	<p>Track competencies are assessed through assignments such as discussion forum posts, individual and group projects, case studies, quizzes and exams, papers, and presentations. Each competency set and reviewers' findings are presented in the D4 worksheet.</p>	<p>For competency 3, application of appropriate principles of veterinary medicine are also assessed by non-MCQ methods as demonstrated and assessed skills in the laboratory component of Veterinary Mycology/Bacteriology (PTHB 503). As noted in the course syllabus for PTHB 503, (pages 8 & 9), there are 11 laboratory sessions (Laboratory 1 to 11). The first session is on laboratory techniques, the 2nd to 10th sessions are on processing of biological samples including smears and/or cultures for investigation and</p>	

		<p>The first concern relates to the inability of the team to validate all competencies in the preventive medicine track. During the site visit, faculty clearly articulated that they felt they assessed these competencies through a combination of multiple-choice exams and through small-group discussions. However, given the competency statements, many of which are quite complex, it was difficult for reviewers to see how a multiple-choice question could serve as an appropriate assessment. Faculty explained that they were not able to share the exam questions with the site visit team. Site visitors also asked to review the rubric that faculty said is used to assess competency demonstration at an individual level in small-group discussions; however, this rubric was not provided to the team.</p> <p>The second concern relates to the inability of the team to validate track competencies 3 and 5 in the veterinary public health track. As in the preventive medicine track, all competencies are assessed through multiple-choice exams, which reviewers found insufficient to demonstrate skills such as “apply principles for investigation and surveillance” and “provide advice to stakeholders.” Based on the sample exam questions provided during the site visit, reviewers determined that the other track competencies are at least minimally assessed through this assessment format.</p>	<p>diagnosis, and the 11th session is on basic PCR lab techniques. Procedures demonstrated and assessed include review of case history, specimen collection, isolation and diagnostic techniques as well as antimicrobial sensitivity and resistance testing towards the investigation and surveillance of animal-associated pathogens of public health concern. Faculty assessment of each student is done by observing and confirming the applied principles and techniques performed at each session as well as any relevant diagnostic results relevant to each session (See attached laboratory manual for PTHB 503).</p> <p>Competency 5 refers to the provision of advice to stakeholders on prevention and control of animal-associated risks for humans. This original competency was written to reflect Day 1 competencies for the overall DVM/MPH program level of a veterinary public health graduate who will interact with identified stakeholders. However, upon receipt of the Site Visit comments and on review of the competency, the VPH track faculty members recognize that the content, delivery and assessment occur at the VPH</p>	
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			<p>Track courses level which reflects the preparation for students to provide advice to stakeholders and not directly to provide advice to stakeholders. The VPH track and MPH program has since revised competency 5 as follows: <i>Prepare students to provide advice to stakeholders (pet owners, farmers) on animal associated risk prevention and control for humans.</i></p> <p>MD/MPH (& Preventive Medicine Track)</p> <p>The program acknowledges the comments made in relation to the MD/MPH program (& Preventive Medicine track) and highlights the following:</p> <p>Samples of exam questions from the secure exam bank that we felt reflected measurement of the competencies were shared (See Criteria D4.3, sub folder Preventive Medicine). We have attached the relevant files from that folder to this response for ease of access. However, we recognize that a comprehensive review of the competencies and assessments must be done to ensure alignment and to better meet the requirements of the Council.</p>	
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			<p>The program's administration, Track Director, Course Directors, professors and the Accreditation Coordinator are undertaking a comprehensive review of the track competencies, content, assessments and other teaching-learning experiences to ensure alignment of the expectations of the Council, as represented in Accreditation Criteria. The program will update the Council in the manner and time allowed for by the Council.</p>	
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D4 Worksheet

MPH in Global Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply global principles, and monitoring and evaluation techniques to strengthen global health strategies and outcomes	Yes	Yes
2. Resolve common challenges that arise in working within diverse economic, political, and socio-cultural contexts to address global issues	Yes	Yes
3. Evaluate barriers and propose evidence-based and sustainable solutions to public health problems in low and middle income countries	Yes	Yes
4. Apply the principles of community engagement in diverse and vulnerable populations to strengthen the role of communities in responding to global health problems at the local and national levels	Yes	Yes
5. Apply social justice and human rights principles to global health problems among diverse, underserved, marginalized, and vulnerable populations	Yes	Yes

MPH in Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Construct a public health surveillance system to identify outbreaks and important health indicators utilizing credible evidence	Yes	Yes
2. Formulate and test hypotheses by examining empirical evidence	Yes	Yes
3. Design intervention strategies to promote public health practice	Yes	Yes
4. Demonstrate how an epidemiologic approach provides inference on causes and correlations of diseases	Yes	Yes
5. Determine the most appropriate epidemiologic study design to investigate different hypotheses	Yes	Yes
6. Analyze empirical data from an experimental study	Yes	Yes
7. Interpret empirical data from an observational study	Yes	Yes

MPH in Environmental and Occupational Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Formulate interventions for environmental and occupational factors which adversely affect the health of humans	Yes	Yes
2. Synthesize and critically evaluate environmental or occupational literature to draw appropriate conclusions about the results	Yes	Yes
3. Evaluate and relate how regional and internationally accepted legislative frameworks, conventions, and protocols impact on environmental and occupational health outcomes	Yes	Yes
4. Apply interdisciplinary approaches to resolve environmental health problems	Yes	Yes
5. Apply risk management tools to calculate population risk profiles	Yes	Yes

MPH in Health Policy and Administration Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze the steps and procedures in the design, implementation, and evaluation of empirically supported interventions and policies that are directed towards identified public health issues	Yes	Yes
2. Think critically, and creatively propose solutions related to health policy, management, and health promotion programming for the issues of global importance	Yes	Yes
3. Appraise professional and ethical issues related to stakeholder participation in the assessment and prioritization of community and population needs on a global scale	Yes	Yes
4. Evaluate the efficiency of public health policy using economic concepts	Yes	Yes
5. Identify market failures in the market for public health activities and health care	Yes	Yes
6. Evaluate the role leadership plays in management, collaboration, and guiding decision making	Yes	Yes

MPH in Preventive Medicine Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply biological principles to the development and implementation of prevention, control, or management programs	Yes	CNV
2. Apply general biological, microbiological, and parasitological concepts into public health research and practice	Yes	CNV
3. Discuss the ethical and social issues implied by public health biology	Yes	CNV
4. Apply evidence-based medicine concepts to inform public health policies and regulations	Yes	CNV
5. Discuss public health's unique characteristics and contributions to preventive medicine	Yes	CNV

MPH in Veterinary Public Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify and evaluate microbial hazards of animal origin to human health such as zoonotic diseases, animal-associated food borne diseases, potential bio-agroterrorism agents, foreign animal disease	Yes	Yes
2. Select appropriate governmental regulations and professional practice standards for addressing animal-associated human health risks	Yes	Yes
3. Apply appropriate principles of veterinary medicine for the investigation and surveillance of animal-associated public health problems	Yes	Yes
4. Determine appropriate prevention and control strategies for animal-associated human health risks	Yes	Yes
5. Prepare students to provide advice to stakeholders (pet owners, farmers) on animal-associated risk prevention and control for humans	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program seeks to address this criterion through a combination of coursework and an individual practicum. The self-study states that three foundational competencies (i.e., 7, 9, and 21) are applied through projects in PUBH 831 and PUBH 807. Students also complete a 120-hour practicum placement. During the practicum, students must choose at least two	The program acknowledges the comments made in relation to our Applied Practice Experiences (APE) and wishes to highlight the following: Our MPH Practicum is phasing out a cohort of students who started before Fall 2019, a point	The Council appreciates the program's response and looks forward to reviewing evidence of further implementation including complete student portfolios.
Qualified individuals assess each work product & determine whether				

it demonstrates attainment of competencies		competencies from the foundational or track sets or a mix of both; thus, completing the requirement to demonstrate at least five competencies.	where changes were made to our Practicum product. As such, these students were to complete 240 hours of practicum at the end of all of their MPH Courses. Some of these students completed their practicum during Summer 2020, and were included in this accreditation cycle of Summer 2019 to Summer 2022. These students were not required under the old Practicum guidelines (manual included) to produce course-based products. As such, it may have appeared to the Site Visitors that students were not meeting the required 5 competencies. During the self-study period, our Practicum was affected by the covid-19 pandemic. This allowed us to create an emergency option for our students; these samples were not included in the self-study. These, along with the policy that students can complete their practicum anytime during a 5 year period of starting the MPH, hindered our ability to produce 5 samples which included course-based and track-specific competencies, per track for this accreditation cycle. Additionally, the program notes that the Practicum samples could have been better labeled to give the Site Visitors a clearer view of the Course-based	
All students demonstrate at least five competencies, at least three of which are foundational		<p>In PUBH 831: Concepts, Practice and Leadership of Public Health, students work in interprofessional teams to create an intervention for an organization such as Grenada’s Ministry of Health. The self-study states that this assignment, which is also used to assess foundational competency 21 in Criterion D2, is counted as part of the APE. In PUBH 807: Principles of Environmental Health, the self-study states that there is a needs, assets, and capacities assessment assignment (intended to demonstrate foundational competency 7 and also used to assess this competency in Criterion D2) and a population-based project (intended to demonstrate foundational competency 9). The program was not able to provide any samples of student work products during the site visit.</p> <p>For the practicum, the program describes success in placing students in more than 150 sites in 47 countries. The practicum process is outlined in the course PUBH 889: Practicum/Internship in Public Health. Each MPH cohort also receives a detailed description during orientation, in the MPH policies and procedures manual, and in the practicum manual.</p> <p>The program provided several examples of practicum products; as previously noted, reviewers did not have access to any samples of course-based work products.</p> <p>The practicum products provided to reviewers aligned with a range of three to five competencies. Each student sample included at least two work products that benefit external partners. Examples included a health survey for</p>		

		<p>construction sites, development of safety tips for construction workers, and an essay on construction safety for a local newspaper. Another student example included the development of a nutrition and life skills course that included presentations on healthy eating. Another project involved calculating the health benefits of climate interventions using the CaRBonH tool and completing a water quality survey. An example for a student in the global health track included the development of safe water tips for Uganda and two flyers on stopping cholera and diarrheal disease in children in Uganda.</p> <p>Within practicum portfolios, some met this criterion's expectations, but others did not because they did not map work products to a sufficient number of competencies. During the site visit, faculty explained that the portfolios only included work related to the practicum rather than to course-based experiences that are also intended to contribute to the APE. Site visitors sought more information from students and alumni about their understanding of all components of the APE, and their understanding appeared to be limited to the formal practicum.</p> <p>The concern relates to a lack of evidence that all students demonstrate at least five competencies through work products created for an external partner. Without access to course-based student work products, reviewers were not able to ensure that these experiences align with this criterion's expectations.</p>	<p>competencies and work products. The program accepts that this would have addressed the Site Visitors' comments on our APE. IPT and windshield products can be found for the following student samples: Environmental Health Track – Student 2 – IPT Project Sample; Epidemiology Track – Student 1 – IPT and Windshield project samples – Student 3 – IPT samples.</p>	
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D6. DRPH APPLIED PRACTICE EXPERIENCE

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

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>The program has well-developed procedures and processes for what it calls the capstone integrated learning experience (CILE). The CILE is a multi-course, multi-component process that begins in the first semester of enrollment and builds toward the final CILE paper and oral presentation.</p> <p>The process begins at orientation with a presentation by the CILE director. Students are then required to complete and pass a zero-credit onboarding course prior to the start of classes. PUBH 893: CILE is a continuous course that begins in the first semester and continues throughout the program. In the first semester, students complete 10 writing tools modules and participate in PUBH 831: Concepts, Practice and Leadership in Public Health, where they identify and explore the topic that they would like to focus on in their final CILE paper and oral presentation. The process continues in PUBH 832: Public Health Research Methods and Ethics, with students developing a proposal that addresses how they intend to explore the</p>	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>identified topic. Students then complete the final CILE paper and oral presentation.</p> <p>In addition to the course structures described above, students also benefit from the guidance of a CILE advisor throughout the process. The CILE handbook includes clear guidelines, including that both foundational and track competencies are expected to be synthesized. The handbook states that “A list of the competencies applicable to each capstone experience will be determined by both the students and their CILE advisors from among the foundational and track-specific competencies of the program ... Students are required to demonstrate mastery in the identified competencies in their papers.” The grading rubric, which is used by CILE advisors and the program director, addresses the synthesis of foundational and track competencies.</p> <p>Final papers reviewed by the site visit team were of good quality, addressing important public health issues appropriate to the student’s track. The projects included literature reviews, policy analyses, project proposals, survey research, and medical record reviews. Sample project titles include the following:</p> <ul style="list-style-type: none"> • Comparative Analysis of Maternal Mortality in Uganda and Zambia After Initiative Implementation • Effects of Community Based CPR & AED Training on Willingness to Respond to Cardiac Emergencies • Health and Safety of Solid Waste Workers in Grenada • Antimicrobial Susceptibility Patterns of <i>Pseudomonas aeruginosa</i> Isolated from Dogs and Cats in Grenada from 2009-2016 		
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		<ul style="list-style-type: none"> • The Lack of Resources in Combating Ebola and Marburg Outbreaks Compared to the COVID-19 Pandemic • Achieving Equitable Health Coverage through Optimizing Access of Services in SIDS: A focus on Turks and Caicos Islands (T.C.I.); Research Grant Proposal <p>The program has identified improving the scholarly level of the deliverables as a priority, including a focus on peer-reviewed publications. The program's plans for improvement include supporting faculty advisement mechanisms, coordinating special issues for journal submission and publications, and offering workshops on CILE-related skills. To support these efforts, the program has changed the advising system so that the academic advisor is also the CILE advisor. This change is intended to allow for earlier and more robust mentoring around the CILE. The program pays the publication fees for students publishing in academic journals and financially supports students to present their work at professional meetings.</p> <p>During the site visit, alumni spoke positively about how well prepared they were to start their careers and how MPH activities, including the CILE, have proved useful in their work.</p>		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

D13. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
MPH requires at least 42 semester credits or equivalent		<p>The program requires all students (including dual degree students) to complete 42 credits of public health coursework. This requirement is broken down into 24 credits of foundational coursework, 12 credits of track-specific coursework, and six credits for APE and ILE.</p> <p>Track-specific coursework for the MPH in preventive medicine and the MPH in veterinary public health consists of coursework from those respective disciplines. Students in the preventive medicine track take Basic Principles of Medicine III (8 credits) and Principles of Clinical Medicine I (4 credits). Site visitors reviewed these courses and found content related to population health, biostatistics, epidemiology, and the social determinants of health.</p> <p>Students in the veterinary public health track take courses in bacteriology/mycology, parasitology, veterinary public health, and immunology. Review of course syllabi showed content related to the implications of major zoonotic parasites on population health, vaccinations and immunity in populations, and the connections between animal health and human health.</p> <p>The program defines a credit as equivalent to 16 hours of classroom instruction. Class sessions are typically twice weekly for two or three hours, depending on the semester.</p>	Click here to enter text.	<p>The Council reviewed the team's report and self-study document. Based on the Council's assessment of the totality of the information, the Council acted to change the site visit team's finding of met to a finding of met with commentary.</p> <p>The commentary relates to the fact that over 80% of the program's current students complete the MPH degree via completing 30 credits of MPH coursework, with the remaining 12 credits awarded from designated portions of SGU's MD curriculum via a previously-awarded degree.</p> <p>This credit structure of 30 MPH credits and 12 MD credits is identical to the requirements for SGU's joint MD-MPH degree, in which students complete the two degrees concurrently; however, the Council notes that it is exceedingly rare for courses to be credited from a <i>previously completed degree</i> (as opposed to a degree completed</p>

				<p>concurrently) to fulfill this criterion's requirement for a 42-semester credit MPH degree. Many US universities do not allow credits from a previously-completed degree to be applied again to a second degree.</p> <p>The Council also wishes to note that use of the MD courses to fulfill concentration requirements, rather than electives, is similarly unusual. As noted in previous sections of this report, site visitors reviewed the curriculum and competencies for the MPH track in preventive medicine to the extent possible based on the limited available documentation (see Criterion D4). The Council will make an additional determination on the alignment of medical school classes with public health competencies when validating the documentation requested to assess compliance with Criterion D4.</p> <p>Finally, the Council notes that the program's current enrollment practices result in most students completing the MPH degree immediately after completing an MD degree at the university; however, current policy does not appear to place a limit on the time</p>
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				that may elapse between completion of the MD and MPH degrees. The university may wish to consider placing limitations on the amount of time that may elapse between MD and MPH completion in order to ensure curricular continuity.
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D14. DRPH PROGRAM LENGTH

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

D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

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

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

D18. ALL REMAINING DEGREES

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

D19. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The program offers four of its MPH tracks in a distance-based format: epidemiology, global health, health policy and administration, and environmental and occupational health, as shown in the instructional matrix at the beginning of this report. While all courses for the global health track are offered asynchronously, the other tracks offer both place-based and distance-based modalities. Online instruction occurs in both synchronous and asynchronous formats, with synchronous courses primarily offered in a dual-delivery	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that				

are responsive to the needs of online learners		format (students having the option to attend in-person or via Zoom). All course modalities use the Sakai LMS.		
Provides necessary administrative, information technology & student/faculty support services		While the MPH in preventive medicine is technically a place-based offering, all courses delivered by the MPH program are available in a dual-delivery format. The track-specific coursework, which these students previously completed during their MD degree, is place-based.		
Ongoing effort to evaluate academic effectiveness & make program improvements		Practically, this means that nearly all standalone MPH students live in locations other than Grenada. During the site visit, faculty could think of fewer than 10 standalone students who attend classes in an in-person format.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>The program has a two-pronged rationale for offering distance-based degree programs. First, the program's distance-based education is attractive to the university's medical graduates, who make up a large portion of the program's students. These students choose to complement their medical education with the program's MPH offerings. Second, the program wishes to remain competitive in graduate public health education, and offering students the ability to earn their MPH from anywhere while still pursuing employment or other opportunities makes it a competitive option.</p> <p>The program ensures that students have access to the same university-wide administrative, IT, and student support services as place-based students. Distance-based students have access to the university's IT services as well as the university's Office of Online Learning to address technical issues. They also have access to tutoring, English language learning, and other student services through SGU's Department of Education Services, and can contact the Office for Student Accessibility and Accommodation Services to discuss course accommodations.</p>		

		<p>Distance-based courses adhere to the same academic standards as place-based courses. The program requires distance-based students to complete assessments that are comparable in number and depth to place-based program assessments and complete substantive exercises each week to ensure students engage with faculty and their peers. Students also submit their assignments through the Turnitin program, which allows faculty to check the assignments for plagiarism.</p> <p>The program verifies student identity through various mechanisms throughout a student's enrollment. Each student is provided with a unique login and password. This is the only mechanism by which students can access student services and online courses.</p> <p>During the site visit, faculty and a digital education specialist who supports the program discussed how the program fosters student engagement and connection. For example, the program holds academic and career advising meetings via Zoom, students interact with audio and cameras during orientation, and faculty and students engage through required discussion posts that allow faculty to gain familiarity with students' writing styles and content interests. Program leaders said that they have compared activities (e.g., presentations, group projects, exams) by modality and have not seen a difference in grades or student satisfaction.</p> <p>The program's digital education specialist is also working with faculty on an initiative called "one course, one year, one big idea." This project seeks to examine one course each year and identify something that can be improved related to technology and distance-based delivery. Some</p>		
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		examples provided include better use of rubrics, testing new technology, and enhancing student interaction, such as through the use of Slack software for chatting.		
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The program has qualified, multidisciplinary faculty with training appropriate for the MPH level and for the tracks offered. The program's PIF all have education and experience that align with their responsibilities within the MPH program. Most faculty are prepared at the doctoral level; those who are not have master's degrees, including the MPH degree, in appropriate disciplines. Most faculty qualifications are closely aligned with their track affiliation. For example, all of the faculty in the veterinary public health track hold the DVM degree.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		The program defines its non-PIF as full-time SGU faculty who have a primary appointment outside of public health, and faculty who participated in the site visit estimated that 10-12 non-PIF play important roles in the program. The program did not identify these individuals in the self-study; rather, the self-study lists 10 individuals external to the university who serve as student mentors and guest lecturers. These public health practitioners work in governmental and non-governmental organizations and bring experience in such areas as international business, environmental and occupational health, health communication, business, medicine, epidemiology, and agricultural diversification.		

		During the site visit, students spoke with high satisfaction about the quality of the faculty in terms of public health expertise.		
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E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The faculty complement has a wide range of public health experiences and engages in ongoing public health work through research, service, and practice activities.	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		The self-study provides a description of each PIF's prior practice employment and a description of guest lecturers' public health practice experience. For example, faculty members have served as the national coordinator for community health care at the Ministry of Health in Trinidad and Tobago; program manager for health for the EU Delegation to the Eastern Caribbean Countries for the Organisation of Eastern Caribbean States and Caricom/Cariforum; and consultant and epidemiologist for the Mississippi State Health Department and as a medical epidemiologist for the Jackson Heart Study.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		The program also integrates non-faculty practice perspectives into instruction. For example, the former permanent secretary, Ministry of Health, Government of Grenada presents on physician management concerns; the former director of the National Disaster Management Agency in Grenada presents on public health emergency preparedness and response; and the retired head of		

		<p>biodiversity for the Ministry of Agriculture, Government of St. Lucia presents on biodiversity and sustainable development in small island developing states.</p> <p>Site visitors were able to meet with faculty, several community partners, students, and alumni who all indicated that primary and guest instructors have a wide range of valuable practice experiences.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		<p>The program has systems to monitor faculty currency in instructional responsibility and pedagogical methods. The university's Office of Institutional Advancement administers course reviews, which are then reviewed by course instructors. Track directors meet with faculty members to discuss course evaluations and ways of improving performance. Faculty also have a formal review process with the department chair, which includes a reflective self-evaluation, an interim evaluation with the chair mid-year, and a summative evaluation at the end of the year, which is shared with the dean of basic sciences. Where indicated, a remediation plan is developed.</p> <p>The program and university offer faculty a range of opportunities to enhance teaching. All new faculty attend a mandatory faculty orientation that includes a curated set of resources on SGU's Sakai LMS. Faculty also have access to ongoing training synchronously and asynchronously. The Department of Educational Services</p>	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		<p>provides faculty development and online instructional innovation programs. The Leadership in Excellence and Academic Development division provides faculty development and resources for teaching online and beyond. The Certificate in University Teaching Program includes five individual foundation certificates, and MPH faculty receive invitations and are encouraged to participate in the program. Departments are also able to create customized workshops to suit the needs of their programs.</p> <p>During the self-study process, the MPH program offered mandatory training for MPH faculty on the preparation and use of rubrics, SPSS and systematic reviews, and addressing micro-aggressions in the academic environment. The Office of Instructional Innovation works with faculty every semester to develop courses for the online environment, and each course instructor has access to an instructional designer. Faculty also have access to coaching, observation, and feedback, as well as other support for teaching and learning.</p> <p>The self-study identifies three performance indicators for instructional effectiveness. Peer/internal review of syllabi/curricula for currency (100% in each of the last three years); implementation of grading rubrics (100% in each of the last three years); and student satisfaction with instructional quality (mean scores ranging from 5.38 to 5.48 on a 6-point scale, and 98-100% of faculty earning a 4.5 or higher, which the program defines as a high degree of effectiveness). Given the high levels of performance based on its current indicators, the program may wish to set more ambitious targets and/or track different or additional indicators going forward. The positive student satisfaction scores are consistent with what students</p>		
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		reported during the site visit. Both students and alumni praised the faculty for their impact on their education.		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>While public health faculty are primarily focused on education, research is valued and supported within the MPH program. All faculty are expected to contribute to the department's research outputs, and research goals are part of the program's guiding statements. Although teaching is given primacy, the program has emphasized increasing research and service over the last 10 years.</p> <p>At the university, research and scholarship expectations are linked to the faculty member's appointment track. All faculty in the MPH program are in an education track with a modest research effort expectation of 0-20%. Research and scholarly activities are included in the faculty annual review. The Research, Service and Scholarly Activities Committee has the responsibility to monitor and report on research, service, and scholarly initiatives. The university-level Office of Research provides support for research, including technical support for research methods and biostatistics, a full-time grants coordinator to help with the grant writing process, and a small grant program for faculty and students. SGU's non-profit foundation (WINDREF) is also an important resource to encourage research, providing physical space, administrative support, technical support, and</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>information resources such as a list of external funding sources.</p> <p>Site visitors confirmed that faculty integrate their research into teaching. For example, in PUBH 858: One Health: Public Health Applications, a faculty member’s work on zoonoses and One Health includes peer-reviewed journal articles that are included as reading material and referred to in lecture content. Another faculty member’s microbial diagnostics research is used to demonstrate course laboratory work. Another faculty member’s work on rabies is used to help students develop a protocol for management of animals and humans exposed to rabies and to conduct a case presentation in class.</p> <p>An MPH student worked with a group of faculty on a project examining adverse health outcomes and pesticide safety compliance among farmers in St. Lucia, which was presented at the SGU Research Day. Another MPH student was the first author with a faculty member on an evaluation of the association of maternal exposure to indoor air pollutants on low birth weight. The work was presented at the Caribbean Public Health Agency’s conference. Faculty and students have also co-published in peer-reviewed journals; for example, a project titled “An Analysis of the Million Hearts Initiative Utilizing the Centers for Disease Control and Prevention Policy Framework” in the <i>International Journal of Multidisciplinary Research and Analysis</i>.</p> <p>The program identifies outcome measures for faculty research and scholarly activities that focus on increasing the number of faculty involved in public health research by 30% by December 2024 (six, 11, and 13 PIF in the last three years) and increasing faculty public health</p>		
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		<p>conference presentations by 10% (oral presentations: nine, 17, 41; posters: five, two, 24). There is also a goal to increase student collaborations with faculty by 10% (nine, 21, and 22).</p> <p>During the site visit, faculty emphasized that research productivity is of increasing importance in the program, with efforts focusing on supporting faculty in their research careers. This support includes building a mentorship process, developing research groups, and leveraging SGU research centers.</p>		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program describes having the appropriate level of faculty involvement with the community through sharing their professional knowledge and skills.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		Faculty in the program self-report on a regular basis the amount of their 1.0 FTE spent on teaching, research, administration, and service. Service includes service to the institution, service to the discipline, and service to the community. While faculty contracts do not mandate service activities, service expectations are part of the annual faculty performance evaluation and faculty promotions. The program describes service expectations that vary by academic rank, with most faculty expected to dedicate 5-20% of their time to service activities.		

		<p>The department houses several collaboration centers that provide service opportunities: the World Health Organization (WHO) Collaborating Center in Environmental and Occupational Health and the United Nations Framework Convention on Climate Change Regional Collaborating Center. The program has a database that is readily available to facilitate sharing of service opportunities, and university facilities can be used for extramural service activities.</p> <p>The program hosts the Gamma Kappa Chapter of the Delta Omega Honors Society, which recognizes excellence in service to the public health profession and served with distinction during the COVID-19 response. Other examples of notable service include a faculty member who is the president of the Board of Directors of the Grenada Planned Parenthood Association and advisor to the Board of the Grenada Chapter of the Caribbean HIV/AIDS Partnership. Another faculty member is a member of the Pesticide Control Board for the Government of Grenada and a member of the WHO Collaboration Center and leads the project “Pesticide exposures in the agricultural sector in Caribbean countries.”</p> <p>During the site visit, students and alumni described exposure to faculty-led service opportunities and cited examples of faculty facilitating service opportunities within organizations with which they are involved. Examples of service integration within the curriculum include having students develop a policy brief on parental consent for adolescent reproductive health services (PUBH 857: Community Health, Culture and Empowerment); developing a sexuality curriculum for a school (PUBH 861: Sexual and Reproductive Health and</p>		
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		<p>Rights); and reviewing the Grenada Pesticide Policy Bill in conjunction with a model pesticide bill to provide a cost estimate to the Pesticide Control Board in Grenada (PUBH 851: Foundations in Health Policy Analysis and PUBH 854: Health Economics).</p> <p>The program collects data for three indicators: percent of faculty participating in extramural service, number of faculty-student service collaborations, and the number of community-based service projects. The program reported a decrease in participation in service activities in 2021 attributed to COVID-19-related lockdowns. For example, percent of faculty participating went from 95% in 2020 to 55% in 2021. The program also tracks the number of faculty-student service collaborations, which have grown over the last three years (three, six, and 11). Community-based service projects have also increased (five, six, and eight).</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program primarily solicits feedback from community stakeholders through its Community Advisory Board (CAB), which was established in 2006. At the time of the site visit, the CAB's 11 members represented local, regional, and international public health partners. The CAB meets quarterly and serves to provide guidance and feedback on the functioning of the program and the needs of the practice community. Minutes from a recent CAB meeting include discussions about the self-study	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes 				

<ul style="list-style-type: none"> • curriculum • overall planning processes • self-study process 		<p>document for accreditation, a need for virtual internships for student practica, and the organizational needs of one member’s national-level organization.</p>		
<p>Defines methods designed to provide useful information & regularly examines methods</p>		<p>In addition to feedback from the CAB, the program solicits feedback through a biennial department retreat, during which faculty, university administrators, CAB members, students, staff, alumni, practicum supervisors, and other stakeholders participate in a comprehensive review of the program. Topics of review include guiding statements, course content, policies and procedures, evaluation, research and service activities, and recruitment and admissions. The last department retreat occurred in October 2019; the 2021 retreat was not undertaken due to the COVID-19 pandemic. The next retreat is scheduled for spring 2023, and program leaders confirmed to site visitors that this retreat is a priority now that they can reflect on their experiences during the pandemic and after the current accreditation review cycle.</p>		
<p>Regularly reviews findings from constituent feedback</p>		<p>Alumni, practicum preceptors, and employers of graduates provide input on the program through surveys and interviews, as well as informal communications. Practicum preceptors are solicited during and at the end of a student’s internship experience to evaluate student competency achievement. Annual alumni and employer surveys solicit feedback on student outcomes and attainment of skills taught in the curriculum, as well as the practice needs of the employers’ organizations.</p> <p>The program’s most recent employer survey was sent to 22 employers in summer 2022, and nine responded (41% response rate). The self-study provides an excerpt of responses related to nine foundational competencies, and</p>		

		<p>nearly all competencies were rated excellent, very good, or not applicable.</p> <p>Given the low response rate and lack of useful data from the employer survey, the program conducted key informant interviews and focus groups in summer 2022 with five employers from university, research institution, and governmental settings. Employers who participated said that MPH graduates are best prepared in leadership, communication skills (written and oral), teamwork, cultural competency, professionalism, and research. Areas in which graduates could have benefited from more training include data analysis skills and use of software, manuscript preparation, grant writing, grounding in epidemiology and biostatistics, and advanced research skills.</p> <p>During the site visit, program representatives noted that the program recruited two new faculty for the epidemiology track based on stakeholder feedback regarding the need for greater preparation in epidemiology and biostatistics.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The program introduces students to research, service, community engagement, and professional development activities beginning with new student orientation and	Click here to enter text.	

<p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field</p>		<p>throughout the academic year. During orientation, students are introduced to the program’s guiding statements, with an emphasis on how community engagement is a core value. They are also introduced to department-wide and track-specific opportunities for service and professional development, as well as the PHSA. Throughout the year, new opportunities are communicated to students through their university email and the Sakai LMS.</p> <p>The self-study includes several examples of community service projects undertaken in the last three years. One example is student work with the community-based organization Reach Within. The PHSA has partnered with this organization, which focuses on child and adolescent care, since 2019. During the height of the COVID-19 pandemic, students worked with the organization to help provide schoolchildren with resources to access online classes and other school programs and partnered with a psychiatric fellow to launch an online counselling service for children to access in response to recognized social and mental health challenges.</p> <p>MPH students were also at the forefront of Grenada’s response to the COVID-19 pandemic, with the university initially leading the country’s testing capabilities. Many MPH students were trained and served as testers and contact tracers and participated in the vaccine education and promotion campaign when vaccines became available. At the time of the site visit, the program and its students were still engaged in testing, contact tracing, and vaccination efforts in partnership with the country’s Ministry of Health.</p>		
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		<p>The program invites all MPH students to be members of the PHSA. Prior to fall 2022, the membership fee was 40 East Caribbean dollars (about \$15 USD). The program reduced the fee to 10 EC to encourage participation of on-site students. The program has not charged off-campus students a membership fee because logistics were still being worked out to facilitate online payment at the time of the site visit. The PHSA also recently revised its constitution to include a liaison for off-campus students and to facilitate their planning and involvement in PHSA-approved projects in their home countries.</p> <p>In fall 2019, 83 students were registered members of PHSA, representing the last on-site registration before the COVID-19 shutdown. In spring 2022, following the re-opening of campus, 19 students registered. The program states that the PHSA has an active WhatsApp group in which first-year students are involved and through which the PHSA president encourages students to join the organization and participate in events.</p> <p>Additional information provided by the program indicates that about 20-25 students attended events (presentations, meetings) consistently in the last two years. The PHSA hosts two general meetings per term (in spring and fall), and board members present their reports at the end-of-term meeting.</p>		
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Provides activities that address professional development needs of the current public health workforce		<p>The program offers workforce development education and training in response to the needs of its many practice partners. Over the last three years, the program’s offerings have been limited and largely related to the COVID-19 pandemic; as communities emerge from this sole focus, the program plans to include trainings and education on other topics.</p> <p>One of the workforce development activities the program has offered is the HealthWISE Work Improvement in Health Services course, a two-day course on controlling occupational hazards in healthcare settings and on biological hazards and infection control. The need for this course was identified by the university’s partner in the WHO. The program taught this two-day course to 34 healthcare workers representing six countries in November 2021. Another training offered by the program related to COVID-19 testing and was offered to 16 laboratory workers from private and Ministry of Health laboratories. The program taught this one-week training in April 2020.</p> <p>Although reviewers only met with a few community partners, those who did participate in the site visit spoke positively about the program’s efforts to provide professional development opportunities. Given that many government and healthcare leaders in Grenada are SGU graduates, the program is considered a go-to resource when training needs are identified.</p>	Click here to enter text.	
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
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	Met		
Defines appropriate priority population(s)		<p>SGU identifies diversity as one of its six Critical Strategic Issues. The program identifies the following priority under-represented populations that have historically had low enrollment in the program: local and regional students, public health practitioners without graduate public health degrees, MPH students not earning a dual degree (not including preventive medicine students), faculty from non-Caribbean regions, and faculty with dual degree qualifications. The program has specific goals for increasing representation, generally aiming for a 20% increase, with a 10% increase for non-degree mid-career professionals.</p> <p>The program has identified strategies to address diversity goals. For faculty recruitment, the program advertises opportunities internationally with the hope of increasing the number of non-Caribbean faculty as well as those with dual degree qualifications. SGU's marketing and recruitment efforts also have an international focus. The Office of Enrollment Strategy has offices in Grenada, New York, and Dubai, and staff members are focused on Africa, Asia, and the Pacific. The department offers a certificate in public health so that local and regional public health practitioners who may not have the minimum entry requirements for the MPH program can access graduate public health courses. The program seeks to train local and regional public health workers and to provide a potential pathway for matriculation into the MPH program. SGU and the Government of Grenada have also established a scholarship program for Grenadian students to earn a tuition-free MPH degree.</p>	<p>Click here to enter text.</p>
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals			
Learning environment prepares students with broad competencies regarding diversity & cultural competence			
Identifies strategies and actions that create and maintain a culturally competent environment			
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)			
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)			
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies			
Perceptions of climate regarding diversity & cultural competence are positive			

		<p>University-level policies support a culturally tolerant environment that is free of harassment and discrimination. These policies are included in the student, faculty, and staff handbooks. At the program level, diversity and cultural competence are included in the curriculum, consistent with the CEPH foundational competencies. The program integrates guest lecturers from diverse backgrounds, and students interact with diverse community agencies.</p> <p>The program monitors data on diversity, including the under-represented populations that the program has identified as a priority. The program has only recently added questions on diversity and cultural competence to student exit surveys. The response rate for 2022 was 29%. Nearly all respondents either strongly agreed (62%) or agreed (35%) that students of all cultures and backgrounds are respected and valued. A majority also either strongly agreed or agreed that they were comfortable talking about their background and culture, and that faculty were respectful of students of different races and cultures. In a survey of faculty and staff, 70% indicated that the program effectively manages diversity, and 85% indicated that harassment was not tolerated.</p> <p>During the site visit, faculty and students emphasized the importance of diversity. Students reported that diversity of the student body added to their experience and that they felt it was a supportive environment. Students praised the assistant dean for multicultural affairs for providing helpful training around bias and inclusion.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
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	Met		
Students have ready access to advisors from the time of enrollment		<p>The program provides an accessible and supportive academic advising system for students. Each student accepted into the MPH program receives a welcome package that includes the MPH policies and procedures manual. Students participate in mandatory onboarding, which includes an asynchronous course about progressing through the MPH program and a dual delivery (in person and synchronous) session before the start of classes.</p> <p>The program has developed an advisor-advisee instructional guide, and students are assigned an academic advisor who meets with them at least three times per semester. The Department of Educational Services provides technical support, which includes access to learning strategists, help with the English language and communications, and writing modules. The Office for Instructional Innovation provides support and tools for the Sakai LMS.</p> <p>All faculty members are expected to function as academic advisors. The track directors are responsible for orienting and supporting faculty in advisement, and faculty can participate in the MPH onboarding course.</p> <p>Student orientation can be described in two parts: 1) mostly didactic presentations from program and university leaders and 2) interactive engagement that involves presentations from MPH faculty and a Q&A component.</p> <p>The program collects quantitative satisfaction data and added two questions to the exit survey in summer 2022.</p>	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study			
Qualified individuals monitor student progress & identify and support those who may experience difficulty			
Orientation, including written guidance, is provided to all entering students			

		<p>Based on data collected from 2019 to 2022, most students indicated satisfaction with academic advising.</p> <p>During the site visit, students described positive academic advising experiences that occurred frequently and were tailored to meet the specific student's academic and career goals. Students described the faculty as intentional in how they assess and guide each individual student during their academic career at SGU.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice		<p>The program provides accessible and supportive career advising services for MPH students. The Office of Career Guidance and Student Development supports dual MD/MPH and MPH in preventive medicine students in identifying post-graduate residency programs, specialty fellowships, and practicum options. A public health faculty member serves as the program-specific career development coordinator for other students. During orientation, faculty discuss their career interests, connect advanced students with alumni, and assist students in preparing a professional resume. Academic advisors provide career advisement, research opportunities, and letters of recommendation.</p> <p>The program offers a variety of career development opportunities. For example, in fall 2021 and fall 2022, the program hosted a virtual MPH Career Day. Each MPH track hosts a "meet and greet" each semester, and all students are enrolled in career development resources on</p>	Click here to enter text.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>the Sakai LMS. The program hosts regular career-oriented weekly lunchtime seminars and encourages students and alumni to pursue the CPH credential. The program also supports career development for new graduates seeking full-time employment in the form of positions as teaching/research assistants and community-based project staff.</p> <p>Students and alumni who met with site visitors expressed satisfaction with career advising. One alum described how the program helped him identify and move into a more appropriate MPH track based on his career goals. Another graduate described the advisement he received to publish his capstone project and to present a poster on his findings.</p> <p>The program began collecting data related to student satisfaction with career advising during the 2021-22 academic year. When asked about career advising from their faculty advisor, only one student rated it below average (seven rated above average, nine rated good, and nine rated excellent). The program's early stage of data collection and low response rate are addressed in Criterion B2.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern informal complaint		The program has policies and procedures in place to govern formal student complaints and grievances.	Click here to enter text.	

resolution & formal student complaints & grievances		<p>Students are encouraged to first communicate with the faculty member involved, their advisor, or the department chair. During orientation, students are informed that the Office of the Dean of Students accepts complaints and grievances filed by students.</p> <p>The School of Graduate Studies' dean is available for all MPH students to present any complaints or grievance related to academic issues. Students are also provided with an SGU student handbook that includes published policies and procedures relating to student concerns.</p> <p>For formal complaints, non-anonymous complaints and grievances are directed to the Dean of Students Office. Complaints and grievances can also be reported through EthicsPoint, and these concerns are shared with the compliance team using a process overseen by a designated chief compliance officer.</p> <p>During the last three academic years, no formal complaints or grievances were submitted related to the MPH program.</p>		
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

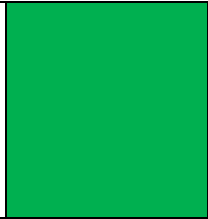

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study &		The program uses recruitment and admissions policies and procedures designed to identify and select qualified students. SGU's Office of Enrollment Strategy leads recruitment and performs outreach on six continents. In	Click here to enter text.	

developing competence for public health careers		addition to electronic and print materials, SGU hosts open houses, college fairs, public health conferences, and campus visits. In an average year, the university holds 100 information sessions in the United States and 40 other countries, attends 140 graduate and health professional school fairs, attends 40 health-related conferences, and visits 125 schools and universities at which undergraduate students and student organizations are invited to attend sessions about the academic programs that SGU offers, including the MPH degree.		
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>The university also encourages networking and recruitment by students, faculty, staff, and alumni. The program participates in APHA and NAFSA conferences. The program hosts an annual MPH career day and open house. The department also provides open enrollment to online courses with a focus on One Health. These online courses have been accessed by 20,000 learners worldwide and serve to increase awareness about topical and critical public health issues, SGU, and the MPH program.</p> <p>Prospective MPH applicants must have graduated from an accredited or approved four-year college or university; submit GRE or MCAT scores (North American applicants); TOEFL scores if English is not the primary language; and two letters of reference from academic and professional contacts. The program uses SOPHAS as its application management system; applicants who are current SGU students can complete the SOPHAS Express review.</p> <p>The university's Committee on Admissions receives and processes all applications. When MPH application files are complete, they are forwarded to the program's Panel on Admission for Public Health. The panel returns its decision to the Committee on Admissions, and the Office of</p>		

		<p>Admissions sends a letter of determination to the applicant within 48 hours.</p> <p>Dual degree students express interest in the MPH program by completing the Graduate Programs Application Addendum. If the student is accepted into the MD or DVM program, then the file is forwarded to the Panel on Admission for Public Health.</p> <p>The program identifies outcome measures for recruitment and admission and provides targets and data for 2019 through 2021. These measures are identified in the department's strategic plan for 2019-2024 and include increasing the following metrics:</p> <ol style="list-style-type: none"> 1) faculty with dual degree qualifications (eight, eight, 10 faculty in the last three years); 2) faculty from non-Caribbean regions (seven, seven, eight); 3) enrollment of local and regional students (local=11, 13, nine; regional=nine, 11, 12); 4) enrollment of freestanding students (11, 10, 15); and 5) enrollment of non-degree mid-career professionals (zero, five, 8). 		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		Catalogs and other written materials accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards, and degree	Click here to enter text.	

<p>Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements</p>		<p>requirements. In addition to materials provided by the university, the department shares specific information on the MPH program and curriculum, calendars, and the MPH program policies and procedures manual.</p>		
<p>Advertising, promotional & recruitment materials contain accurate information</p>		<p>Students who met with site visitors said that they obtain accurate information about the program from published materials. Students also said that program staff frequently communicate important program information on a regular basis and keep them abreast of policies, deadlines, and opportunities.</p>		

AGENDA

Wednesday, October 12, 2022

5:00 pm **Site Visit Team Executive Session 1**

Thursday, October 13, 2022

8:20 am **Team Setup on Campus**

8:30 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Lindonne Telesford, MSPH, DrPH – Assistant Professor & Deputy Chair Tessa St. Cyr, MSc, EdD – Instructor, Evaluation Committee Chair Martin Forde, MPH, SocD- Professor Shivaughn Hem-Lee-Forsyth, MPH PhD – Assistant Professor Satesh Bidaisee, DVM, MPH, EdD- Professor Eunice Sandy-David – Community Advisory Board Chair Lauren Orlando, MPH, PhD – Assistant Professor Leselle Pierre-Romain, MSc - Instructor John Swope- Digital Education Specialist, Online Instructional Innovation Unit Avril Best, PhD-Director, IT Enterprise Training Shinika Peters-La Touche, Department Secretary Makhalia Charles, Department Secretary	Guiding statements – process of development and review? (Criterion B1)
	Evaluation processes – how does program collect and use input/data? (Criterion B2)
	Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)
	Budget – who develops and makes decisions? (Criterion C1)
Total participants: 12	

9:30 am **Break**

9:45 am **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
Shivaughn Hem-Lee-Forsyth, MPH, PhD- Assistant Professor & Track Director Tonia Frame, MPH, PhD – Assistant Professor & Track Director Gerard St. Cyr, MPH – Instructor & Course Director Renee Thomas, MPH – Instructor & Course Director Kerry Mitchell, PhD – Associate Professor & Course Director Abidemi Fasanmi, MD, MPH, PhD – Assistant Professor & Course Director	Foundational knowledge (Criterion D1)
	Foundational competencies – didactic coverage and assessment (Criteria D2 & D3)
	Concentration competencies – development, didactic coverage, and assessment (Criterion D4)

Prakash Ramdass, MD, MPH – Associate Professor & Track Director Satesh Bidaisee, DVM, MSPH, EdD – Professor & Track Director Emmanuel Keku, MD, MA, MSPH – Professor & Track Director Martin Forde, ScD – Professor & Track Director Diana Stone, MPH, DVM, PhD (Joint Faculty-Veterinary Public Health) Shinika Peters-La Touche, Department Secretary Makhalia Charles, Department Secretary	
Total participants: 13	

11:00 am **Break**

11:15 am **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Leselle Pierre-Romain, MSc- Practicum Coordinator	Applied practice experiences (Criteria D5)
Odran Edwards, -Practicum Coordinator – WHO center collaborator	Integrative learning experiences (Criteria D7)
Lindonne Telesford, MSPH, DrPH – deputy chair - EOH	Distance education (Criterion D19)
Kerry Mitchell, PhD – Associate Professor - EOH	
Sabrina Compton, MPH-Instructor - EOH	
Lauren Orlando, MPH, PhD – Assistant Professor - EPI	
Prakash Ramdass, MD, MPH – Associate Professor - EPI	
Shivaughn Hem-Lee-Forsyth, MPH, PhD-Assistant Professor	
Tessa St. Cyr, MSc, EdD-Instructor & Accreditation Coordinator	
John Swope, Digital Education Specialist, Online Instructional Innovation Unit	
Kimon Sandy, MPH Student	
Shinika Peters-La Touche, Department Secretary	
Makhalia Charles, Department Secretary	
Total participants: 13	

12:15 pm **Break & Lunch in Executive Session 2**

1:00 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
	Currency in areas of instruction & pedagogical methods (Criteria E1 & E3)
Martin Forde, MPH, SocD- Chair Research & Service Committee	Scholarship and integration in instruction (Criteria E4)
Prakash Ramdass, MD, MPH	Extramural service and integration in instruction (Criterion E5)
Emmanuel Keku, MD, MPH	Integration of practice perspectives (Criterion E2)
Tonia Frame, MPH, PhD- Research & Service Committee member	Professional development of community (Criteria F1-F3)
Lindonne Telesford, MSPH, DrPH-Deputy Department Chair	
Satesh Bidaisee, M Associate Dean of Graduate Studies	
Abidemi Fasanmi, MD, MPH, PhD	
Lydia Brown – CAB member	
Francis Martin, MD/MPH – Alumni & Practicum Site Supervisor	
Terrisha Walcott-Pierre-EOH & PHSA student rep	
Shinika Peters-La Touche, Department Secretary	
Makhalia Charles, Department Secretary	
Total participants: 12	

2:00 pm **Break**

2:15 pm **Transport to Hotel**

3:00 pm **Students—Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Karl Theodore- Health Policy	Student engagement in program operations (Criterion A3)
Keyur Adhvaryu – Epidemiology	Curriculum (Criterion D)
Terrisha Walcott-Pierre-EOH & PHSA rep	Resources (physical, faculty/staff, IT) (Criteria C2-C5)
Chelsea Paclibar - DVM/MPH	Involvement in scholarship and service (Criteria E4, E5, F2)
Reeba Lewis-EOH	Academic and career advising (Criteria H1 & H2)
	Diversity and cultural competence (Criterion G1)
	Complaint procedures (Criterion H3)
Total participants: 5	

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input—Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Michael Montalbano, (Alumni, Preventive Medicine)	Involvement in program evaluation & assessment (Criterion F1)
Chandini Singh, MPH (Alumni, Environmental & Occ. Health)	Perceptions of current students & school graduates (Criteria D5, D6, F1)
Myanna Charles, MD-MPH (Alumni, Preventive Medicine)	Alumni perceptions of curricular effectiveness (Criterion B5)
Sherry Ann Joseph, MEd, MPH (Global Health)	Applied practice experiences (Criteria D5 & D6)
Lucinda Das, MD-MPH (Alumni, MD/MPH)	Integration of practice perspectives (Criterion E2)
Kerri Nigito (Alumni, Epidemiology)	Program delivery of professional development opportunities (Criterion F3)
Eunice Sandy-David (Chair, Community Advisory Board)	
Ian Mathies	
Total participants: 8	

5:15 pm **Site Visit Team Executive Session 3**

6:00 pm **Adjourn**

Friday, October 14, 2022

8:30 am **University Leaders—Zoom Meeting**

Participants	Topics on which participants are prepared to answer team questions
Marios Loukas, MD, PhD – Dean, School of Medicine	Program’s position within larger institution (Criterion A1)
Calum Macpherson, PhD, FRSPH- Dean, School of Graduate Studies	Provision of program-level resources (Criterion C)
Glen Jacobs, D.Ed – Provost	Institutional priorities
Colin Dowe- Associate Dean of Admissions	
Anthony Andall, PhD - Assistant Provost for Administrative Affairs	
Brendon La Grenade, EdD, MBA – Vice Provost for Institutional Advancement	
Lucy Clunes, PhD – Dean of Students	
Antonia MacDonald, PhD – Associate Dean, School of Graduate Studies	
Total participants: 8	

9:00 am **Break & Check Out of Hotel**

9:30 am **Site Visit Team Transport to Campus**

10:00 am **Site Visit Team Executive Session 4**

10:45 am **Site Visit Team Meeting with Dr. Prakash Ramdass**

11:00 am **Site Visit Team Executive Session 4 (continued)**

12:45 pm **Exit Briefing**