REVIEW FOR ACCREDITATION

OF THE

BACHELOR'S IN PUBLIC HEALTH PROGRAM

AT

OKLAHOMA STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
    January 25-26, 2024

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CRITERIA:
    Accreditation Criteria for Standalone Baccalaureate Programs,
    amended June 2018

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INTRODUCTION

Oklahoma State University (OSU) was founded in 1890 as Oklahoma A&M College and serves as the land-grant institution of the state of Oklahoma. The university has five campuses: the main campus in Stillwater; Oklahoma City; Tulsa; Center for Health Sciences in Tulsa; and the Institute of Technology in Okmulgee. The public health program operates on the Stillwater and Tulsa campuses. The university is organized into 10 schools and colleges (education and human sciences; arts and sciences; agriculture; engineering, architecture and technology; global studies and partnerships; graduate college; professional studies; honors college; business; and veterinary medicine), offering 87 bachelor's degree majors, 84 master's degrees, 48 doctoral degrees, and one professional degree. In 2022-23, the university enrolled 16,500 students and employed 1,582 faculty and staff across its Stillwater and Tulsa campuses. The university is accredited by the Higher Learning Commission and responds to 40 specialized accrediting bodies that cover fields such as chemistry, engineering, veterinary medicine, theatre, and counseling.

The public health program is housed in the community health sciences division of the School of Community Health Sciences, Counseling & Counseling Psychology (HCCP) in the College of Education and Human Sciences (CEHS); it is not housed within a departmental structure. The division also houses the university's nursing programs. The program is led by a program coordinator, who reports to the school head. The administration is the same for both the Stillwater and Tulsa campuses. The current program traces its roots to a BS/BA in health and physical education that began enrolling students in 1943. In 1976, the option for students to pursue a community health track in the now-BS in health education was developed. In 2000, this option became a health promotion degree, and in 2020, became the BS in public health with two concentrations: community health and exercise and health. Five full-time faculty support the program across both campuses, which typically enroll approximately 110 students. The majority of students attend the Stillwater campus, with all students on the Tulsa campus being transfer students from local community colleges. Approximately 60% of students pursue the exercise and health concentration, with the remaining 40% in community health.

This is the program's first review for CEPH accreditation.

Instructional Matrix – Degrees and Concentrations			
Degrees		Place based	Distance based
Public Health – Exercise and Health	BS	BS	
Public Health – Community Health	BS	BS	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program has autonomy to make decisions related to the following: • allocation of program resources • implementation of personnel and policies and procedures • development and implementation of academic policies and procedures • development and implementation of curricula • admission to the major		The program has sufficient autonomy in required areas. The CEHS dean, in collaboration with the HCCP school head, has overall responsibility for the preparation and administration of the salary and non-salary budgets for instruction, research, and extension activities within the college. The school head reviews internal department and unit budgets on a monthly or quarterly basis. The dean informs the school head of the funds that have been allocated to HCCP each year. The school head works with the program coordinator and public health faculty to discuss needs for the upcoming academic year to support any revisions in pedagogy, anticipated travel, supplies, and additional faculty. Those needs are then presented to the dean for approval. The school head manages the budget for the program and all other degrees within HCCP. Hiring decisions are made in a shared process with the school head but are faculty driven with program faculty making recommendations. Once a hiring need has been identified, the program coordinator and the school head determine the budget capacity and timelines. The school head collaborates with program faculty to develop job descriptions and advertisements for vacant positions. A search committee is then formed to evaluate candidates. The search committee makes a recommendation and brings it to the school head. The school head approves then the recommendation is brought to the dean for final approval.	Click here to enter text.	
Program's faculty have formal opportunities for input in decisions affecting the following: • curriculum design (e.g., program specific requirements) • student assessment • program evaluation				
Faculty have input in resource allocation within the institution and existing program administration.				

The program coordinator and faculty work together to determine teaching assignments for courses. Assignments are then submitted to the school head for approval. Once the school head approves the teaching assignments, the HCCP assistant directors submit teaching assignments along with other course information to the Registrar's Office.

The school head, program coordinator, and program faculty work together to develop and implement academic policies and procedures.

Oversight and coordination of curriculum development is the primary responsibility of the program coordinator. The program coordinator and faculty work together to define the requirements for the major. The program faculty collects ideas and opinions from various constituents to assist with the curriculum development process. The program coordinator reviews public health courses to ensure development and review of student assessments and works with program faculty to ensure all curricular domains and competencies are met. The program coordinator, with help from academic advisors, monitor students' progress towards earning their degree.

During the site visit, program leaders and faculty described a collaborative environment for decision-making, with faculty members saying that they felt supported and that their voices were heard. The school head told site reviewers that while she is the official decision-maker for many areas, she defers to the program coordinator and the faculty's input most of the time.

A2. FACULTY ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program		Full-time and part-time faculty interact with colleagues at multiple levels. These include the university, college, school, and program level. At the university level, faculty interact through the Faculty Council. Faculty can also enhance teaching ability through the Institute for Teaching and Learning Excellence (ITLE) bimonthly workshops. All faculty are invited to attend biannual faculty meetings at the college level. Strategic planning and program development are addressed in these meetings. Faculty participate in standing committees, and new faculty are required to participate in a CEHS seminar series. School-level interaction occurs through monthly meetings where faculty share research, program, and curricular updates. All HCCP faculty are invited to attend monthly program-level faculty meetings. Minutes and attendance records provided for review demonstrate that meetings are well-attended and occur on a regular basis. Faculty described their relationships as close, often collaborating on research and communicating outside class. The relationship with adjunct faculty is strong, with many opportunities for adjunct faculty to enrich their skills through training and communication with the primary faculty. The dean also holds informal events where faculty can come to discuss issues.	Click here to enter text.	

B1. PUBLIC HEALTH CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The BS degree is a 120-credit hour degree program requiring coursework across three broad categories: university core curriculum (40 credit hours); college requirements (15 credit hours); and major requirements (65 credit hours). Both the community health and the exercise and health concentrations complete a common set of core public health courses. The required courses address areas such as wellness, health issues in diverse populations, behavior theory, epidemiology, public health equity, and public health policy. Public health students must maintain a 2.75 GPA and earn a minimum grade of 'C' or 'P' or better in each of the major-specific required courses. Through review of course materials and discussions with program faculty, reviewers were able to validate coverage of 10 of the 11 domains, as shown in the B1 worksheet. The concern relates to the lack of coverage of the legal, ethical, economical, and regulatory components of domain 10. The course topical outline and other information provided for review did not provide sufficient detail to support coverage. During the site visit, faculty told reviewers that the program was developing a new health policy course to be	To address the concern relating to the lack of coverage of the legal, ethical, economical, and regulatory components of domain 10, the Public Health program ensured the new Public Health Policy course is approved for fall 2024. The syllabus is included with this report as Appendix A HLTH. 3343 Public Health Policy. Topics on the syllabus that will address this aspect of domain 10 include, for example, *Equity and Parity in Healthcare, Core Functions of Public Health Policy*, and *Drug Policy*. Processes at the college level led to courses being added prior to all students completing the current degree plan. To address the potential gap in coverage of domain 10, students who matriculated into the program prior to the 2023-2024 academic year currently take the course HLTH 3351 Comparative Healthcare Policy & Systems (see Appendix B for the syllabus and assignments associated	The Council reviewed the program's response to the site visit team's report, including attachments, and concluded that the program has addressed the issue identified in the team's report. Therefore, the Council acted to change the team's finding of partially met to a finding of met.

| | | implemented in fall 2024 that intends to cover domain 10.

During the site visit, current students commended the program for its focus on application of knowledge and skills, and hands-on learning approach. | with the course). This course examines linkages between public health policy, ethics, economics, and law. It also examines national and global healthcare systems and policies including factors influencing care, policy decisions, health disparities, evidence-based practice, cultural competencies, technology, and communication systems

Students who complete this course are able to summarize the fundamentals of the U.S. and global health system, identify common problems and differences among diverse health systems, and analyze health policy in relation to public health issues. | |
|---|---|---|---|---|

B1 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the U.S. health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

B2. COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program uses core courses to address foundational competencies and concentration courses to address concentration competencies. Foundational competencies are addressed using eight courses while concentration competencies are addressed using at least four courses for each concentration. The program ensures that students receive instruction in and assessment of all defined competencies, as noted in the B2.1 and B2.2 worksheets. For the two foundational competencies, students complete individual projects and assignments. The assessments that address competency one include a philosophy video, photovoice assignment, advocacy letter, and a health profile. The assessments that address competency two include a research and presentation paper, program design plan, article critique, and a student-led discussion. The program has identified three competencies for its community health and its exercise and health concentrations. For the community health concentration, the assignments that assess the concentration competencies are exams that require students to give short answer responses regarding the impact of social constructs on sexual health, identifying factors associated with steroid use, and	Click here to enter text.	
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies				
Assesses all students at least once on their ability to demonstrate each concentration competency				

	systemic issues related to the War on Drugs and mass incarceration. Assignments that assess the exercise and health concentration competencies include a physiology lab discussing the correlation between physical activity and heart health, an article critique on the use of technology to assess physical activity, and a program design for increasing physical activity in a rural community.		

B2.1 Worksheet

Competency Elements	Yes/CNV
1. Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
2. Information Literacy	
Locate information	Yes
Use information	Yes
Evaluate information	Yes
Synthesize information	Yes

B2.2 Worksheet

Exercise and Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Determine physical activity recommendations for promoting general health.	Yes	Yes
2. Use technology to assess physical activity at the population level.	Yes	Yes
3. Use exercise knowledge as a tool to develop community-based interventions to promote public health.	Yes	Yes

Community Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain the impact of social constructs on health outcomes.	Yes	Yes
2. Identify socio-cultural factors that affect the health of specific populations.	Yes	Yes
3. Apply systems thinking to a population health issue.	Yes	Yes

B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program provides opportunities for exposure to all of the cross-cutting concepts through the required curriculum. The B3 worksheet presents the team's findings. For example, the program addresses networking in HLTH 4902: Pre-Internship Seminar, in which students participate in mock interviews and social networking events. Students also collaborate with community organizations to promote health education programs. The program addresses systems thinking in HLTH 2213: Intro to Public Health, which includes a lecture on systems thinking and One Health.	Click here to enter text.	

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B3 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

B4. CUMULATIVE AND EXPERIENTAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All students complete a 12-credit, 400-hour internship experience. During the internship, the students complete a special project for a public health-related organization that applies learning goals aligned with the program's competencies.

Student internships occur at various sites in Oklahoma and Texas including senior living centers, hospitals, healthcare clinics, nonprofit organizations, and the OSU wellness office. Examples of projects include developing health education activities for seniors, collecting data for stakeholder identification and partnership development, | Click here to enter text. | |
| Activities require students to integrate, synthesize & apply knowledge | | | | |
| Program encourages exposure to local-level professionals & agencies | | | | |

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| | | creating health communication for populations at risk of STIs, and assisting in health screenings.

During the site visit, recent graduates told reviewers that that while they appreciated the internship experience, they felt that 400 hours was too long and that three credits of experience would be sufficient. | | |

C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program reviews student learning outcome data and seeks to make changes, even when outcomes are met, to continuously improve the program.	Click here to enter text.	
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		The program follows guidelines from the University Office of Assessment and Testing and reviews data from the internship experience and student feedback surveys to monitor competency attainment. Program faculty review assessment data on an annual basis and propose curricular and programmatic improvements based on data. After the internship is complete, program faculty assess student artifacts and require students to write a narrative depicting how they accomplished competencies. Faculty rate the narratives on a scale of 1-4 indicating the degree to which the competencies are attained. For the last three years, 80% of students received a mean score of three on their narrative. The program reviewed data trends in 2022, which resulted in the modification of learning goals (which were previously aligned with the NCHEC areas of		

| | | responsibility) to be more aligned with the program's foundational and concentration competencies.

Beginning in 2020, the program began assessing select course-embedded assignments linked to competencies as a part of the University Assessment and Testing (UAT) annual program assessment. Program faculty set a benchmark of 85% of students scoring at least 80% on selected assignments. For the past three years, the average assignment scores ranged from 82% to 88%.

In fall 2022, the program developed a student perceptions survey for all declared programmatic majors. The most recent survey was administered in spring 2023 and assessed student perceptions including the attainment of foundational and concentration competencies. During the site visit, reviewers learned that the survey had a very low response rate, and data collected was not useful. The program plans to work with the school's new director of data analytics to improve the survey and think of ways to improve the response rate.

The program has been able to use data to make changes to the curriculum, when appropriate. Examples of recent changes include modification of courses to better align with accreditation standards, providing more opportunities for student feedback, modification of course learning goals, improvements to oral presentation rubrics, and improved data collection from alumni. | | |

C2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data	🟩	The program uses graduation data from the university's Office of Institutional Research and Information Management (IRIM) and Banner. IRIM monitors student and faculty data for the university and provides data to colleges for dissemination. Banner is an enterprise resources planning system that integrates and consolidates the university administrative resources, containing student records including enrollment, graduation, and withdrawal records. The program defines a six-year maximum time to graduate and begins counting students when they have reached 75 credits and declared the major. The self-study presents graduation rate data with the 2017-18 cohort. This cohort, as well as the two that follow, has had all students graduate or otherwise exit the program, achieving graduation rates of 80%, 70%, and 87%. The 2020-21, 2021-22, and 2022-23 cohorts are on track to achieve graduation rates above the threshold by the maximum time to graduate.	Click here to enter text.	
Achieves graduation rates of at least 70%	🟩			
If program does not meet the threshold of 70%: • its grad rates are comparable to similar baccalaureate programs • it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements, if applicable				

C3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation		The program collects post-graduation outcomes data by using an exit survey and alumni survey; the program also uses social media websites such as Facebook and LinkedIn to keep track of alumni. The exit survey is administered each semester in the internship class and asks students to provide contact information, post-graduation plans, and other relevant information. The program also conducts the alumni survey annually to assess current employment and education pursuits of alumni. The program reports positive outcome rates of 95%, 100%, and 100% for the last three academic years, above the threshold required by this criterion. The rate of unknown outcomes is 30%, 59%, and 8%. Graduates are currently employed in hospital and healthcare settings, nonprofit organizations, local and state government, and school and university wellness centers. Graduates also pursue further education in fields such as healthcare administration, health promotion sciences, occupational therapy, athletic training, and counseling.	Click here to enter text.	
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: • document that its rates are comparable to a similar baccalaureate program in home unit • provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement				

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects information about the following through surveys or other data collection: • alignment of the curriculum with workforce needs • preparation of graduates for the workforce • alumni perceptions of readiness and preparation for the workforce and/or further education		The program collects feedback from alumni and community partners using surveys. Alumni complete an annual alumni survey to provide their perceptions of readiness and preparation for post-graduation placements. Surveyed alumni felt that their coursework prepared them for their future education and jobs, though one alum did express a desire for more emphasis on data analysis. The program uses a workforce survey (administered to members of the Oklahoma Public Health Association to gather data from the public health workforce at large) and employer survey (for specific employers of program alumni) to collect data on curricular alignment with workforce needs and preparations of graduates for the workforce. The workforce survey asks respondents to name skills that are essential for entry-level public health professionals, as well as naming emerging trends in their public health practice. The 2022 survey received 36 responses; respondents found skills in communication, cultural competency, and stakeholder collaboration to be most critical for entry-level public health professionals. The respondents also named mental health, health equity,	Click here to enter text.	
Information collected from BOTH: • alumni • relevant community stakeholders				
Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program				

| | | data analysis, and grant writing to be trends in their practice.

The employer survey asks respondents to rate their satisfaction with program graduates' skills in different areas, name emerging trends, and comment on their overall satisfaction with the graduates' performance. The 2021 survey had 12 respondents (out of 25 contacted). The employers also found skills in communication to be most important, followed by analytical skills and policy and program planning. The trends identified by employers included infectious disease, cultural competence, and the public health workforce shortage. Overall, employers were satisfied with the performance of program graduates. | | |

D1. DESIGNATED LEADER

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Designated leader has the following traits:		The designated leader meets the requirements to serve in this role. The designated leader completed a PhD in health services research and an MSEd in educational psychology and has been a fulltime faculty member at OSU since 2020. They are fully dedicated to the program. They have 13 years of higher education experience, both conducting research and teaching in public health. In addition to the role of program coordinator, they serve as director of the university's Interdisciplinary Disability and Wellness Research Collaborative. At the time of the site visit, they served as the president of Oklahoma Public	To address the concern that the designated leader has minimal to no decision-making capacity, the designated leader has begun taking a larger role in resource allocation decisions since the site team's visit. The program leader developed and sent budget requests to the Dean's Office. Additionally, the school head is developing a budget committee with a representative from each program which will include the designated leader.	The Council appreciates the program's response to the site visit team's report.
• a full-time university faculty member				
• dedicates at least 0.5 FTE to the program				
• has educational qualifications and professional experience in a public health discipline				
Fully engaged with decision-making about the following:				
• curricular requirements				

- competency - development - teaching assignments - resource needs - program evaluation - student assessment		Health Association. The program coordinator acts as the liaison between the program faculty and the school. They coordinate and facilitate curriculum development and revision; competency development; program assessment activities; course scheduling and instructor assignment; and faculty meetings. As a member of the program faculty, they participate in curriculum development and revision, and competency development discussion and actions. During the site visit, faculty and administrators noted the designated leader is open and approachable, serves as a leader in the school and college, and has provided stable guidance through recent program transitions. Students and recent alumni said that they are accessible and helpful. The commentary relates to the lack of a formalized role for the designated leader in resource decisions related to the program. During the visit, reviewers learned that resource allocation decisions are made at the school level and above, and while the designated leader makes resource requests, this position has minimal to no decision-making capacity.	Since the site visit, the designated leader has begun working with the College of Education and Human Sciences' Director of Data Analytics to gather resource related data for resource allocation decisions. Based on the current policies with the college and the university, the ultimate decisions concerning budgets are under the purview of the Dean of each college. However, the unit head has some discretion with regard to the development of the unit's program, which includes the Public Health program. As much as possible, the unit head is revising decision making processes with the school that houses the program, to involve program coordinators (designated leaders) in the decision making process for fiscal year budgets, as well as resource allocations during the year.	

D2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program employs at least two FTE (in addition to the designated leader)		At the time of the site visit, the program employed five full-time faculty including the designated leader; all full-time faculty are dedicated at 1.0 FTE to the program. In addition to the full-time faculty, the program employs nine adjunct faculty members who each dedicate 0.12 FTE to the program. At the time of the site visit, the program had three active searches for new full-time faculty members, all to start in fall 2024.	Click here to enter text.	
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising				
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes		The program reports student faculty ratios (SFRs) of 17:1, 15:1, 22:1, and 21:1 for the last four semesters. The average class size over this time ranged from 16-20 students. During the site visit, students told reviewers that they felt the classes were the right size to facilitate learning.		
		The program chose the BS in applied exercise sciences as a comparable program for SFR and class size, due to the majors of both programs having similar career interests as well as public health students taking courses in the applied exercise sciences program. The comparable program reports SFRs of 38:1, 38:1, 48:1 over the last three semesters, with average class sizes ranging from 18 to 25 students.		
		The public health program reports a lower professional advising load than the BS in applied exercise sciences, which it chose to be the comparable program for advising		

		because public health students take courses in the applied exercise sciences program, as well as have similar post-graduation destinations. For the last four semesters, the program reports professional advising ratios of 30:1, 27:1, 28:1, and 27:1. In the applied exercise sciences program, the reported advising loads are 123:1, 124:1, 156:1, and 148:1. During the site visit, reviewers learned that the comparable program had experienced significant growth in enrollment over the previous four semesters, leading to a shortage of advisors for their students.		

D3. STUDENT ENROLLMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		Student headcount and student FTE are collected each semester from the university and includes all declared public health majors. Data provided for the last two years indicate that enrollment is stable with a slight decline from 119 in fall 2021 to 106 in spring 2023.	Click here to enter text.	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

E1. DOCTORAL TRAINING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		All five full-time faculty members hold a doctoral degree in a field related to public health. Three of the nine part-time faculty members who taught during the past two years have PhDs, and one holds an MD and MPH. Four hold a master's degree as the terminal degree (one MPH, two MS in health and human performance, one MSW). One part-time faculty member has a bachelor's degree plus over 20 years of experience in exercise physiology and teaches a course on biomechanics. All faculty without a doctoral degree have relevant professional experience for the course(s) to which they are assigned, as many currently hold or have held professional public health positions. The program closely monitors the teaching ability of faculty without doctoral degrees through student evaluations. All faculty mentioned above consistently receive positive evaluations from students with quantitative scores of 4.49 and above (on a five-point Likert scale) and frequent positive qualitative comments. All adjunct faculty also have access to and are encouraged to participate in free pedagogy courses offered by the university. During the site visit, faculty confirmed that program faculty lacking a doctoral degree had appropriate educational and professional preparation. Current students and alumni noted that faculty often used their professional experiences to illustrate public health concepts and skills.	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	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 and experience		Three of the five full-time faculty hold graduate degrees in health education, health behavior, and community health promotion. Other faculty hold degrees in fields such as health and human performance and health administration. Full-time faculty teach within their areas of education and experience in most cases. For example, a faculty member with experience as an associate director of a research and analytics laboratory teaches HLTH 3723: Principles of Epidemiology, and a faculty member with experience as a public health educator and program director of a regional voluntary organization taught courses such as HLTH 3613: Community Health and HLTH 4975: Program Design in Public Health. Adjunct faculty members hold education and practice experience in areas such as health care management, college health, mental health and substance abuse, rural health, health education, community health, and exercise science. They teach courses that align with this education and experience. Specific examples of full-time and part-time faculty professional experience include senior regional program director for the American Lung Association of the Central States, project manager for the Oklahoma Flex Rural Veterans Health Access Program, Florida AHEC tobacco cessation specialist, and assistant director of campus wellness at OSU.	Click here to enter text.	

		Current students and alumni told site visitors that faculty members have strong knowledge bases and skill sets in a variety of public health areas as demonstrated by their engagement in research projects, community health work outside of campus, and ability to teach in a way that prepares students for graduate school and/or work in public health.		

E3. INFORMED AND CURRENT FACULTY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		The self-study document and faculty CVs demonstrate that program faculty engage in activities that inform their work and teaching in their disciplines. They are active members of professional organizations such as the American Public Health Association (APHA), the Society for the Scientific Study of Sexuality (SSSS), and the American College of Sports Medicine (ACSM) and regularly attend conferences for these organizations and others. Full-time faculty have active research and grant portfolios requiring collaboration with local and state public health-related agencies and organizations in a variety of roles. Faculty frequently present and publish in peer-reviewed venues associated with APHA and other groups. All full-time faculty have written successful external public health grants in areas such as mental health of underserved populations, STI testing hesitancy, and healthcare access. Program faculty also participate in professional development offered by the university's professional development office and the college's education department. During the site visit,	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
		faculty told reviewers about the opportunities that they have participated in, such as classes on effectively teaching online courses and using AI in the classroom. They also spoke about the university's resources for course revision, peer review of courses, and other training for effective teaching.		

E4. PRACTITIONER INVOLVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		Health practitioners and community stakeholders serve as guest speakers for courses and the Health Promotion Club. These individuals are current public health professionals and hold a variety of credentials and roles. Some of the practitioners include an athletic training program coordinator, a detective in the Special Victims Unit of the Tulsa Police Department, and an RN fitness supervisor at Stillwater Medical Center. The self-study lists 50 individuals who have served as guest speakers. During the site visit, students described the classes as very hands-on, allowing them to see how theory would be applied in the field. Guest lecturers and faculty connections allow students to participate in public health practice opportunities.	Click here to enter text.	

E5. GRADUATE STUDENTS

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

F1. FINANCIAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings Financial support appears sufficiently stable at time of site visit		The program has adequate financial resources to fulfill its mission and to sustain degree offerings. Funds for the program come mostly from tuition and fees. The funds are distributed at the school level and are not divided into programs automatically; resources are provided on an as-needed basis. Total funding for the program has increased since 2018 by 57%; during the site visit, program leaders attributed this to enrollment growth in other areas of the school, increasing the amount of tuition revenue coming to each program. Endowed chairs provide a small amount of additional funding. Additional funding may be requested from the CEHS dean's office. For example, the associate dean for research has provided summer salaries to a small number of faculty to focus on grant writing. During the site visit faculty noted that the school commits $2,000 annually per faculty member for continuing education. This is more than other OSU schools that offer faculty $900 annually.	Click here to enter text.	

F2. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		Physical resources are adequate and stable to support program needs. Faculty office space is located on the fourth floor of Willard Hall in Stillwater and the second floor of North Hall in Tulsa. Each faculty member has a separate office. Classrooms in Willard Hall and North Hall are used for public health classes. Shared student spaces include the Edmon Low Library (Stillwater) and the OSU-Tulsa Library, the Willard Hall living room, and the lower and first floor of Willard Hall. Study group rooms can also be reserved by students in the Main Hall or Osage Casino Hotel Student Union in Tulsa.	Click here to enter text.	
Physical resources appear sufficiently stable				

F3. ACADEMIC AND CAREER SUPPORT RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission and to achieve expected student outcomes		The program has sufficient support services, including IT, library, career, academic support for students, and accessibility and disability services. The Department of Information Technology provides generalized technology support to students, faculty, and staff, including troubleshooting and maintenance of campus computer	Click here to enter text.	
Academic support services include, at a minimum, the following: • computing and technology services • library services				

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
• distance education, if applicable • career services • other support services (e.g., writing center, disability and support services), if they are relevant to the program		labs on both campuses. The department also has hardware that can be loaned to students and faculty. The Edmond Low Library on the Stillwater campus and the OSU-Tulsa Library serve the program. Both offer a variety of services including browsing, interlibrary loan, study spaces, subject librarians, workshops, and a wide variety of online video tutorials. The university's writing center functions Monday-Friday out of several physical locations on the Stillwater campus and offers online synchronous and asynchronous e-tutoring seven days a week. It will also conduct tailored writing workshops per faculty request. The Milborn Tutoring Center offers free in person and virtual tutoring sessions and supplemental instruction for both campuses. OSU Career Services Center, available on both campuses, provides resources and assistance in major exploration, career exploration, graduate school, and job and internship searches for students and alumni. Services are provided through workshops and one-on-one appointments; and on-line tips and templates resources for such items as resumes and interviews are available through its website.		

G1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			

Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion		OSU uses a professional academic advisor model in which all students are assigned as academic advisor within the University College Advising (UCA) system. Academic advisors are located on both the Stillwater and the Tulsa campuses. Students with declared majors are assigned academic advisors who specialize in programs within the college of the declared major. Students are required to meet with their academic advisor at least once per semester. Meetings can happen in person or virtually. Professional advisors engage in onboarding training and ongoing professional development regarding university processes and systems. However, they do not receive training on public health-specific topics beyond the course sequence. Degree Works is used for degree progress tracking and Slate is employed as an academic alert system. They can be accessed by the student, professional advisor, and program faculty advisor. Changes in academic advisors can be formally requested in writing by the student and are granted subject to advisor caseload. The commentary relates to the limited knowledge of the public health curriculum among academic advisors. The advisors are employed at the college level, and while there are specific advisors whom public health students are assigned to, they do not receive much training on the program's curriculum or specific needs of public health students. During the site visit, students told reviewers that they often ask faculty questions	To address the concern that public health advisors have limited knowledge of the public health curriculum, the program developed an informational sheet for the public health advisors. These sheets include information about courses, course timings, concentrations, and competencies. Please see Appendix C for an example informational sheet. To address the concern that students experience disruptions in academic advising, the program developed a parallel process for academic advising to ensure continuity and accuracy of advising. The process replicates the process for career advising with the addition of academic advising conducted by public health faculty. Public health students will be assigned a public health faculty advisor upon entry into the program, and meet with faculty each semester. During this meeting, public health faculty will complete a short advising form in collaboration with the student. Information from the form will be housed in a data repository for tracking purposes. The process is as follows: Faculty email students at the start of each semester and schedule meetings to discuss academic advising along with career. Please see Appendix D Template Faculty Advising Email.	The Council appreciates the program's response to the site visit team's report.

		regarding major electives, since their formal academic advisors can only provide more basic information regarding coursework. Additionally, because academic advising is provided at the college level, students have experienced significant disruption in academic advising due to the program's transition between colleges. One alum told site visitors that she had been assigned an academic advisor located on the Tulsa campus while she attended the Stillwater campus, leading to her being unable to efficiently receive advising. A current senior also told site visitors that their assigned advisor had changed frequently over the course of their degree and that they had not been in regular contact with an advisor for two years. Students and alumni said that the faculty were a great support and able to answer their questions; however, program faculty are not trained to provide academic advising, especially beyond program-specific requirements, and shared with the site visit team that this was not an expectation of their positions.	The faculty advising process will be posted to the Public Health Canvas Community. Please see Appendix E Faculty Advising Public Health Canvas Post. The program developed specific questions for faculty to ask students to facilitate academic advising. Please see Appendix F OSU Undergraduate Public Health Faculty Advising Form. Specific questions from the form that address academic advising include: a) Are you considering pursuing any minors, concentrations, or certificates alongside your major in public health? b) Do you plan to participate in any internships, research opportunities, or study abroad programs related to public health? c) Reviewed the requirements for graduation with a major in public health, including core courses and minimum GPA. Yes/No [Faculty review graduate requirements with the student and select Yes once this is completed] d) Reviewed the internship process as an additional requirement for graduation. Yes/No [Faculty review internship requirements with the student and select Yes once this is completed]	

		e) Do you anticipate any difficulties in fulfilling these requirements within your intended timeline for graduation?
		f) Have you utilized academic support services (e.g., tutoring, writing center) or career services available to public health students?
		g) Are there any specific resources or support you feel would enhance your academic experience in public health?
		h) Additionally, the program faculty will provide advice on recommended courses or extracurricular activities that align with the students' academic and career goals.
		Faculty will submit the faculty advising form to a data repository that documents the meeting. Each semester the designated leader will review the repository and reach out to students who have not met with their faculty advisor.
		To address the concern that public health faculty lack training in advising, public health faculty will be trained in academic advising using the newly-created Training Manual for Faculty Advising of Undergraduate Public Health Students. This manual includes information on the importance of advising, faculty roles and responsibilities, expectations of faculty advisors, the advising process overview,

		advising techniques and strategies, and resources for career development, research opportunities, tutoring services, and mental health services. Please see Appendix G. Training Manual for Faculty Advising of Undergraduate Public Health Students. The designated program leader is working with academic advisors to develop a system where students must first meet with faculty advisors before meeting with academic advisors and being cleared for registration.	

G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		In spring 2024, the program instituted assignment of students to a public health faculty advisor upon reaching junior-level status for the purpose of public health career advising. Previously, students were not assigned to faculty advisors but could reach out to any faculty member for career-specific advising. Faculty encourage students to meet with their advisors, but there is no requirement to do so.

Changes in faculty advisors can be formally requested in writing by the student and are granted subject to advisor caseload.

Outside of faculty advising, potential careers in public health are introduced in the required HLTH 2213: | To address the concern of a lack of clear process for public health career-specific guidance, the program implemented the following process for academic and career advising.

Faculty email students at the start of each semester and schedule meetings to discuss career options along with academic advising. Please see Appendix D Template Faculty Advising Email.

The faculty advising process will be posted to the Public Health Canvas Community. | The Council reviewed the program's response to the site visit team's report, including attachments, and concluded that the program has addressed the issue identified in the team's report. Therefore, the Council acted to change the team's finding of partially met to a finding of met. |

| | | Introduction to Public Health, often by using guest speakers. The program's pre-internship course (HLTH 4902) also helps students with career development by bringing professionals from Career Services to help with resume creation and interview preparation, as well as inviting public health professionals to talk about the internship opportunities at their organizations.

The concern relates to a lack of a clear or clearly articulated and communicated process by which students receive public health career-specific guidance and advisement. Current students and recent alumni noted a lack of intentional career advising on the part of program faculty. However, they share experiences in which faculty, when approached and asked, would have conversations about public health careers. For example, one student worked with faculty to be able to narrow down their career options. Students also mentioned that faculty are always willing to talk about their research and provide opportunities to work with them or help network with other university faculty with similar research interests. The team learned through discussion with faculty that the university Career Services provides good general career skill building and job search services but does not provide public health specific career advising. | Please see Appendix E. Faculty Advising Public Health Canvas Post.

The program developed specific questions for faculty to ask students to facilitate career advising. Please see Appendix F. OSU Undergraduate Public Health Faculty Advising Form. Specific questions from the form that address career advising include:

a) What are your career goals within the field of public health?
b) Have you identified any particular areas of interest within public health (e.g., epidemiology, health policy, global health)?
c) Would you like assistance in exploring graduate school options or career opportunities within public health?

Faculty will submit the advising form to a data repository that documents the meeting.

To address the concern of the lack of uptake of career advising among public health students, each semester the designated leader will review the advising data repository and reach out to students who have not met with their faculty advisor. | |

G3. STUDENT SATISFACTION WITH ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising		The program monitors student satisfaction with professional advising through a college-level student survey that is administered each year. The survey results are included in yearly performance reviews of professional advising staff. At the time of the site visit, the program was only able to provide qualitative data for the last three years; the college advising office did not share quantitative data due to its use in the advisors' performance reviews. The available data indicates an overall high level of satisfaction with professional advising. One student stated "Very helpful. The advisor is always there for me." Another student stated, "My advisor was very helpful, and it felt like he knew what he was doing." However, current students and recent alumni who met with the site visit team spoke of a lack of accessibility to their academic advisors. They did praise the faculty for stepping in when the professional advisors were unable to help.	To address the concern that there is a lack of useful data available for program to review for faculty advising, the program has added items regarding academic and faculty advising to the Undergraduate Student Exit Survey that is completed by each student at the end of their Internship course. The survey includes 8-items regarding students' experiences with their professional academic advisor. Responses range on a 5-point, Likert scale from "agree" to "disagree." Additionally, an open-ended question is included to allow students to provide additional insights into their academic advising experience.	The Council appreciates the program's response to the site visit team's report and looks forward to reviewing evidence of data collection and review.
Program uses methods that produce specific, actionable data		The program began to administer a student feedback survey to gather quantitative data on faculty advising satisfaction from students and alumni in spring 2023 (though formal assignment of faculty advisors did not occur until spring 2024). The first implementation of the survey had only one response. At the time of the site visit, the program coordinator had scheduled a meeting with	Similarly to academic advising satisfaction, there are 8-items included in the survey to measure students' experiences with their faculty advisor. Response to these items range on a 5-point, Likert scale from "agree" to "disagree." There is also an open-ended question to allow students to provide more	

| | | the school's director of data analytics to discuss strategies for improving the response rate.

The concern relates to the lack of useful data available for the program to review, limiting the program's ability to analyze trends and improve faculty advising. During the site visit, program leaders discussed different ways that they could collect the information, such as including advising questions on the student exit survey. | details regarding their faculty advising experience. The addition of these sets of items to the Exit Survey will be utilized by program faculty to address trends in advising satisfaction. See Appendix H for the new survey items. | |
|---|---|---|---|---|

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program demonstrates a commitment to diversity and inclusion through: • assurance that students are exposed to individuals and agencies reflective of the diversity in their communities • research and/or community engagement conducted		The faculty is made up of a diverse population. Sixty percent of faculty are non-White. Adjunct instructors, while not as diverse as primary faculty, also have diverse backgrounds. In addition to faculty representation, students are exposed to diverse individuals through the program's guest lecturers and their internship experiences. For example, many of the program's guest lecturers are professionals who work with diverse populations in areas such as behavioral health and substance misuse, birth equity, access for people with disabilities, and school health. Research activities by faculty address diverse populations. One faculty member has been published in the area of racism as a public health issue. Other faculty have research interests and projects in disability and immigrant health. Public health faculty participate in the college's diversity committee and are required to participate in the "Fostering and Promoting a Culture of Diversity and Inclusion" seminar annually. This seminar addresses the importance of diversity and inclusion at OSU. The university believes that faculty engaged in continuing education on diversity and inclusion will enhance the student experience for all.	Click here to enter text.	

H2. CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program has a social justice approach to its curriculum. Two of the program's courses (HLTH 4233: Health & Sexuality and HLTH 3113: Health Issues in Diverse Populations) hold a diversity designation through the university's general curriculum. The designation indicates that a course will 'prepare students for engaged citizenship in the diverse, multicultural society of the United States.' Along with the required HLTH 3113, another required course (HLTH 2213: Introduction to Public Health) allows students to examine health disparities and cultural competence more closely. At the time of the site visit, the program had also submitted a new social justice course (Principles of Social Justice in Public Health) for university approval. The proposed course will feature a service-learning project related to cultural competence. Tribal organizations and the school maintain a strong relationship. This allows students to participate in internships, service-learning projects, program development and volunteering that focus on Native American populations. Students can participate in studying abroad. Relationships with the universities in Mexico and Ghana are in development.	Click here to enter text.	

		Recent alumni who met with site visitors reported satisfaction with coursework and curriculum content addressing cultural competence, though one alum mentioned that a course relating to Native American health would be beneficial.		

I1. DISTANCE EDUCATION PROGRAM OFFERING

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

I2. DISTANCE EDUCATION STUDENT INTERACTION

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

I3. DISTANCE EDUCATION PROGRAM SUPPORT

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

I4. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Select a finding.			

I5. DISTANCE EDUCATION STUDENT IDENTITY

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

J1. INFORMATION ACCURACY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		Information about the academic calendar, admissions and grading policies, academic integrity standards, and degree requirements are in the undergraduate catalog and on the program webpages. Site visitors reviewed these resources to verify information accuracy in the links provided in the self-study.

The concern relates to inaccuracies in course offerings in the program's catalog. The catalog includes HLTH 4313: Public Health Communication as a required course; however, during the site visit, faculty noted that this course had not yet completed the university approval process, so it was not currently being offered. They told site visitors that they had not initiated the process to add the course to the catalog. Additionally, the courses HLTH 4903: Pre-Internship Seminar and HLTH 3923: Social Determinants of Health & Public Health Equity are | To address the concern that HLTH 4313 Public Health Communication is not offered in the course catalog, the program will offer the course as a workshop (HLTH 3010) until the course is approved at the university level. HLTH 4313 Public Health Communication was proposed and approved at the college level. However, a department outside the college felt the course was to similar to the content a course they offer. We are in the process of amending the course syllabus and presenting the course for approval again. While students can enroll in a workshop course that offers the same content as HLTH 4313, the HLTH 4313 course cannot be added to the course catalog until it has been fully approved through the university process. | The Council appreciates the program's response to the site visit team's report and looks forward to reviewing evidence that the program presents accurate information on curricular requirements. |
| Advertising, promotional & recruitment materials contain accurate information | | | | |

| | | listed as required courses but are not currently offered due to pending program changes.

During the site visit, faculty noted that the program does not have direct control over the material listed online. There are multiple levels that the program must go through to make changes to the website. | To address the concern that HLTH 4903: Pre-Internship Seminar and HLTH 3923: Social Determinants of Health & Public Health Equity are not currently offered, the program ensured that the courses are offered in the course catalog. Please see Appendix I, which includes screenshots of the Fall 2024 course catalog with HLTH 4903 and HLTH 3923 highlighted.

The program would like to note that HTLH 3923 is currently listed under the original course name. This course name was approved at the college level and included in the course catalog. However, at the university level another unit felt the course title overlapped too much with one of their courses. The program has submitted a course name change for the catalog. HLTH 4903 Pre-Internship Seminar was changed from HLTH 4902 to add an additional credit hour to offer a leadership component and expand the course content. HLTH 4903 is scheduled to be published in the course catalog with the 2024-2025 edition updates this summer. The HLTH 4903 course was on the schedule for Fall 2024, however there are no students that require the course for their degree plan yet. We anticipate enrollment to occur in the course during Fall 2025 as that is when students would need the course according to the new degree plan. | |

J2. STUDENT COMPLAINT PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		The complaint process goes from an informal to formal process. The process begins with the student discussing the issue with the person involved to seek resolution. If not resolved, the concern is elevated to the program coordinator. The student provides as much information as possible and suggests a potential resolution. If the matter remains unresolved, the student files a formal written complaint. The process for filing a formal complaint is described on the OSU website.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		The grievances are then elevated to the school head, and then the dean who may seek faculty counsel. The faculty voice in decisions surrounding grievance and appeals is provided by the CEHS Student Affairs Committee. There have been no formal complaints regarding the program in the last three years. Students reported that they understood the student complaint process and how to submit complaints if needed. The faculty reported all syllabi have additional pages that discuss the student complaint process.		

Wednesday, January 24, 2024

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

Thursday, January 25, 2024

9:30 am   **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
1. Tonya Hammer, PhD – School Head, School of Community Health Sciences, Counseling and Counseling Psychology 2. DJ McMaughan, PhD – Program Coordinator and Assoc. Professor 3. Crystal Wilson, MBA – Assistant Director, School of Community Health Sciences, Counseling and Counseling Psychology 4. Kelley Rhoads, PhD – Assoc. Professor 5. Xuewei Chen, PhD – Asst. Professor	*Administration and governance* **(Criterion A)** *Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria D, F)** *Faculty qualifications* **(Criterion E)** *Practitioner involvement* **(Criterion E)** *Diversity, inclusion, and cultural competence* **(Criterion H)**

10:45 am   **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
1. DJ McMaughan, PhD – Program Coordinator and Assoc. Professor 2. Crystal Wilson, MBA – Assistant Director, School of Community Health Sciences, Counseling and Counseling Psychology 3. Kelley Rhoads, PhD – Assoc. Professor 4. Xuewei Chen, PhD – Asst. Professor 5. Ho Han, PhD – Asst. Professor 6. Heontae Kim, PhD – Asst. Professor 7. Dr. Kayla Loper, Director of Data Analytics	*Curriculum* **(Criterion B)** *Evaluation of program effectiveness; collection and analysis of data* **(Criterion C)** *Session without leaders (last 20 minutes)*

12:45 pm   **Faculty Roles and Responsibilities**

Participants	Topics on which participants are prepared to answer team questions
1. DJ McMaughan, PhD – Program Coordinator and Assoc. Professor 2. Kelley Rhoads, PhD – Assoc. Professor 3. Xuewei Chen, PhD – Asst. Professor 4. Ho Han, PhD – Asst. Professor	*Information accuracy* **(Criterion J)**
	Student complaint processes **(Criterion J)**
	Faculty engagement **(Criterion A)**
	Informed and current faculty **(Criterion E)**
	Academic and career advising **(Criterion G)**
	Diversity, inclusion, and cultural competence **(Criterion H)**

1:45 pm   **Executive Session**

2:45 pm   **Students via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. *Cameron Waits, Community Health (graduating Fall 2024)* 2. *Ruth Habtamu (graduating Spring 2025)*	*Faculty qualifications* **(Criterion E)**
	Curriculum **(Criterion B)**
	Resources (physical, faculty/staff, academic & career support) **(Criteria D, F)**
	Evaluation of program effectiveness **(Criterion C)**
	Academic and career advising **(Criterion G)**
	Diversity, inclusion, and cultural competence **(Criterion H)**
	Student complaint processes **(Criterion J)**

4:00 pm   **Stakeholder/ Alumni Feedback & Input via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. *Sarah Pryor (Alum & Rural Health Projects Inc.)* 2. *Amanda Clark (Alum)* 3. *Becky Zook (Rural Health Projects Inc.)* 4. *Marcie Antonio (Alum)*	*Resources (personnel, physical, academic and career support)* **(Criteria D, F)**
	Practitioner involvement **(Criterion E)**
	Cumulative and experiential activities **(Criterion B)**
	Cross-cutting concepts **(Criterion B)**
	Stakeholder feedback **(Criterion C)**
	Academic and career advising **(Criterion G)**
	Diversity, inclusion, and cultural competence **(Criterion H)**

5:00 pm   **Executive Session**

6:00 pm   **Adjourn**

Friday, January 26, 2024

8:00 am   **University Leaders via Zoom**

Participants	Topics on which participants are prepared to answer team questions
1. Jon Pedersen, PHD - Dean, College of Education and Human Sciences	*Program's position within larger institution*
2. Chris Francisco, PHD – Vice Provost, Oklahoma State University	*Provision of program-level resources*
	Institutional priorities
	Designated leader **(Criterion D)**
	Administration and governance **(Criterion A)**
	Faculty engagement **(Criterion A)**

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

1:00 pm   **Exit Briefing**