



University of Wisconsin La Crosse

Department of Health Education and Health Promotion Public Health and Community Health Education Self-Study

**Council on Education for Public Health Accreditation
Standalone Baccalaureate Program**

Responses to Questions and Comments to Preliminary Self Study

Electronic Resource Files [ERF] have been organized by Criteria/Criterion subsections, an itemized index of files included in the electronic resource file has been added to the self-study document.

Template A1-1b: Provide information on who is responsible for distributing resources other than financial and how they are distributed.

Faculty computers are distributed through and by information technology; faculty computers are replaced every five [5] years. Library resources are requested by individual faculty through the department library liaison. Classroom assignments are determined by the scheduler software utilized by records and registration which uses parameters identified by the faculty (through the department chair) as part of the classroom alignment process. Faculty office space is determined by the department chair in consultation with the faculty.

Template A1-1e: In this response, indicate who evaluates the faculty.

The Departmental PTR committee and Department Chair are responsible for the evaluation of full-time faculty and instructional academic staff.

B4-2: Provide more information on what students are doing throughout the preceptorship that enables them to integrate and synthesize knowledge.

A mix of projects, or a major project, that is initiated and completed during the preceptorship, makes it possible for students to experience all areas of responsibility throughout the semester, and enables them to integrate and synthesize the knowledge they have learned in the classroom.

For example, on their preceptorship, some students have:

- *Utilized the knowledge and skills gained in CHE 370, Motivational Interviewing for Health Educators, while conducting health coaching sessions with young people of various ages, and while helping pregnant women quit smoking.*
- *Practiced all steps of program planning from CHE 380 and CHE 450 to develop, implement and evaluate week or month-long employee wellness challenges.*
- *Engaged in assessment skills from CHE 380 Assessment & Program Planning, while contributing to the Community Health Assessments in local health departments.*
- *Developed, submitted and have been awarded grants for their preceptorship agency, utilizing the knowledge gained in CHE 430 Grant Writing & Resource Management.*
- *Created brochures, infographics, videos, newsletters, online content, and other forms of communication for their preceptorship agency that is health literate, and culturally competent which connects to CHE 360: Methods and Strategies for Health Educators.*
- *Applied knowledge gained in content classes; for example HED 425: Violence and Injury Prevention, some students have become certified car seat safety technicians through their preceptorship, educating parents on child passenger safety.*

C1.1: Indicate whether the CHES exam is a requirement for graduating students. If the exam is not required, describe other means that the program uses to measure competency attainment. While reviewers note that stakeholder feedback is useful as a means of gathering important information about the preparation of graduates, it does not provide sufficiently specific information on how well students are able to attain the competencies through the curriculum that you provide. Typically, it is helpful to track

aggregate student performance on one (or more) course-based assignment that corresponds to each competency.

(Students are not required to take the CHES exam; 50-60% of our students do take the CHES exam each year.)

The program utilizes course-based assignments to assess the level of competency of each student. For each Public Health Domain, Foundational Competency, and Cross-Cutting Concepts and Experiences, a course(s) has an assessment assignment/activity associated with it.

C1.3: Provide information on how you know that you needed to make the changes identified in this documentation request. For example, what data informed the program that students needed more exposure to mass media usage?

The department utilizes information gathered from students, preceptors, alumni, interactions with public health practitioners/professionals, attendance at professional meetings and conferences, to inform curricular needs and changes.

C4.1: Provide information on how the program gathers information regarding the alignment of curriculum with workforce needs.

- *Faculty and staff from the following institutions have joined together to form the Wisconsin Public Health Education and Training Program (WiCPHET) Academic Programs Council to assess the workforce development needs of Wisconsin's public health practice community and to develop training opportunities for the public health workforce.*
 - *UW-Milwaukee's Zilber School of Public Health*
 - *The Medical College of Wisconsin, Master of Public Health Program*
 - *UWL Department of Health Education and Health Promotion*
 - *Carroll University, Undergraduate Public Health Program*
 - *The Wisconsin Public Health Association (WPHA)*
 - *Wisconsin Association of Local Health Departments and Boards (WALHDAB)*
 - *The University of Wisconsin-Madison, Master of Public Health Program*
- *The WiCPHET Academic Programs Council assess the Wisconsin public health practice community's workforce development needs through a series of conversations while in attendance at meetings of target organizations.*

C4.2

The file containing the sample questions used by WiCPHET council members is located in the Electronic Resource File in folder 'C – Evaluation of Program Effectiveness/Criterion C4 – WiCPHET Sample Discussion Questions'.

C4.3

- *The WALHDAB and WPHA organizations were targeted by the WiCPHET Academic Programs Council because of their broad representation of public health practitioners in Wisconsin, including governmental and non-governmental public health workers, as well as practitioners in the early part of their careers to those in state-wide leadership positions. The membership of these organizations has broad representation from across the state. Data based upon the information gathered by the WiCPHET Academic Programs Council has been utilized and incorporated by the faculty in their classroom lectures and assignments.*

Template D2-2: Indicate whether the political science and public administration program has similar components and instruction styles as the BS-CHE.

Provide an explanation for how data for the comparable program was gathered and used. If it was the same process used for your program, note that in the table.

Data used for the comparable program information was gathered and provided to the HEHP department Chair by the UWL Institutional Research Office. UWL's Institutional Research Office collects and compiles this information for all programs in a consistent and comparable process.

Used the number of advisors:

BS PH-CHE 8;

Political Science/Public Administration 9. *The Political Science/Public Administration Department has very similar instruction styles as the BS Public Health and Community Health Education program. Both programs have 3 credit courses which are comprised of lecture, discussion, active engagement of students in and outside the classroom, volunteer experiences and a culminating experience.*

G3.1: In the final self-study, provide information on the updated means of collecting student satisfaction with advising, as stated to be implemented at the end of the spring 2021 semester.

During the spring 2021 semester, the department discussed what we could do in order to improve both academic and career advising. The department has developed a detailed Qualtrics survey to provide information on student satisfaction with the PH-CHE program on both academic and career advising. This new survey will be implemented starting in the fall of 2021. In December of 2021 all PH-CHE students will receive the survey as a Qualtrics survey.

A copy of the new survey is located in the Electronic Resource File in folder 'G – Advising/Criterion G3 - Student Satisfaction with Advising/PH-CHE Student Evaluation of the PH-CHE Program's Academic and Career Advising'.

J2.1: Provide more specific detail on the process through which a student may submit a formal complaint/grievance.

Within the Department of Health Education and Health Promotion, a student must submit in writing to the department chair, the formal complaint/grievance and must include, in detail, what the complaint/grievance entails. The department chair will gather a grievance committee, comprised of three [3] faculty members who are not named in, nor are a part of, the complaint/grievance filed by the student. The grievance committee will review the written materials provided by the student. Only formal, written complaints signed by the student, or sent through the student's official UWL email, and addressed to the Department Chair will be accepted as Official Complaints. It will be necessary for the student to demonstrate in their complaint that they have already attempted, and not achieved, a resolution through other University procedures.

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List of Abbreviations and Acronyms

ACCESS	Academic Advising Center and Career Services
ALR	Annotated Literature Review
APA	American Psychological Association
APHA	American Public Health Association
APR	Academic Program Review Committee
BIO	Biology
BOR	Board of Regents
BS	Bachelor of Science
CATL	Center for Advancing Teaching & Learning
CBO	Community Based Organization
CDC	Centers for Disease Control and Prevention
CEPH	Council on Education for Public Health
CHE	Community Health Education
CHES	Certified Health Education Specialist
CV	Curriculum Vitae
CWH	Carl Wimberly Hall
ERF	Electronic Resource File
ESG	Eta Sigma Gamma
ESS	Exercise and Sport Science
FTE	Full Time Equivalent
GPR	General Program Revenue
HCA	Health Care Administration
HED	Health Education
HEHP	Department of Health Education and Health Promotion
HWM	Health and Wellness Management
IAS	Instructional Academic Staff
ITS	Information Technology Service

MCHES	Master Certified Health Education Specialist
MLA	Modern Language Association
MIC	Microbiology
MPH	Master of Public Health
MS	Master of Science
NACCHO	National Association of County and City Health Officials
NCHES	National Commission for Health Education Credentialing, Inc
PH	Public Health
PH-CHE	Public Health and Community Health Education
PPT	PowerPoint presentation
PTR	Promotion Tenure Retention Committee
RFP	Request for Proposal
SAH	College of Science and Health
SEI	Student Evaluation of Instruction
SOPHE	Society for Public Health Education
SSS	Student Support Services
STAT	Statistics
UCC	Undergraduate Curriculum Committee
UW	University of Wisconsin
UWL	University of Wisconsin at La Crosse
UWS	University of Wisconsin System
WALHDAB	Wisconsin Association of Local Health Departments and Boards
WiCPHET	Wisconsin Center for Public Health Education and Training
WPHA	The Wisconsin Public Health Association
YMCA	Young Men's Christian Association

List of Required Templates

Required Template	Description	Page Location
TEMPLATE INTRO-1	Instructional Matrix – Degrees and Concentrations	17
TEMPLATE A1-1	Description of how each of the listed functions is accomplished for the PH-CHE program as relevant to the PH-CHE program's authority. (Criterion A1) – Function; Responsible Party; Brief Summary/Description of Process(es); Relevant Program or Institutional Policies (citing the supporting document(s), page(s) and hyperlinks)	18-24
TEMPLATE B1-1	A matrix indicating the experience(s) which ensures PH-CHE students are exposed to each of the domains indicated in Criterion B1 [table identifies the experiences that introduce and cover each domain]	30-43
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TEMPLATE B3-1	A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3	59-60
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TEMPLATE C2-1	Graduation Rates	66-67
TEMPLATE C3-1	Destination of graduates, job placement and further education rates	68
TEMPLATE D1-1	Provide information on the designated leader for the program	75
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TEMPLATE D2-2	A table showing the SFR and average class size for program-specific classes for the last two years and the SFR and average class size of a comparable baccalaureate program in the institution	79-80
TEMPLATE D2-3	Provide information on the average advising load for the last two years	81
TEMPLATE D3-1	A table showing student headcount and student FTE for the last four semesters (Criterion D3) Student Enrollment	83
TEMPLATE E2-1	Provides a list of the education and experience of all faculty providing program instruction or educational supervision for the last two years	86-89
TEMPLATE E3-1	Description of activities/methods through which all faculty members remain informed and current in their discipline	90-91
TEMPLATE E4-1	List of activities/methods through which practitioners are involved in instruction	92
TEMPLATE F1-1	A budget table delineating fiscal resources for the program/department	94
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Index for Electronic Resource File [ERF]

Introduction - Introduction #2 Organization Charts [7 files]

A. Leadership Management Governance

Criterion A1 – Administration and Governance

Faculty Senate Policies updated May 14, 2020

Faculty Senate Articles and Bylaws updated Feb 25, 2020

JPC Guide to Faculty Promotion and Portfolio Development

[Faculty Senate approved/updated Feb 2021]

HEHP Department specific Merit documentation and process files [2 files]

Wis.Adm.Code § UWS 3.06

Criterion A2 Faculty Engagement

Department meetings [9 files]

Photos of SOPHE Advocacy Washington DC [6 files]

Photos of Eta Sigma Gamma [ESG] Annual Advocacy Madison [8 files]

Photos of Public Health Legislative Gathering [12 files]

Photos of HEHP Majors Meeting [16 files]

B. Curriculum

Criterion B1 – Public Health Curriculum

PH-CHE Program Advising Sheet updated Oct 2020

CEPH Syllabus Spring 2021 [24 files]

CEPH Student Work Samples [6 files]

Preceptorship Student Work Samples [16 individual student folders]

Template B1-1

Criterion B2 – Competencies [7 files]

Criterion B4 – Cumulative and Experiential Activities

Preceptorship Forms [13 files]

Preceptorship Student Work Examples [16 individual student folders]

CEPH Student Work Samples [6 files]

C. Evaluation of Program Effectiveness

Criterion C1 – Summary Data on Student Competency Attainment

Department Meetings [9 files]

Criterion C4 – Stakeholder Feedback [5 files]

D – Faculty Resources

Criterion D2 – Faculty Resources

CEPH CV 2021 [10 files]

F – Fiscal and Other Resources

Criterion F1 – Financial Resources

Letter of support signed by SAH Dean

G – Advising

Criterion G3 - Student Satisfaction with Advising

PH-CHE Student Evaluation of the PH-CHE Program's Academic and Career Advising

H – Diversity Inclusion and Cultural Competence

Criterion H1 – Diversity and Inclusion

Guatemala Stove Project [10 files]

International Preceptorship Pix [18 files]

Cara Muraski [7 files]

Criterion H2 – Cultural Competence [18 files]

J - Transparency and Accuracy

Criterion J2 - Student Complaint Processes

UWL Student Handbook

Introduction

1. Describe the institutional environment, which includes the following:

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

The University of Wisconsin at La Crosse [UWL] was established in 1909 as a State Normal School. The University of Wisconsin at La Crosse is a public institution under the University of Wisconsin System [UWS].

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

Overall, UWL offers 101 undergraduate academic programs in 30 disciplines, 30 graduate programs and two doctoral programs.

The University of Wisconsin at La Crosse has three (3) colleges (Science and Health; Business Administration; and Arts, Social Sciences and Humanities) and two (2) schools (the School of Visual and Performing Arts [housed in the College of Arts, Social Sciences and Humanities] and the School of Education, Professional, and Continuing Education).

The College of Science and Health [SAH] is the largest college at UWL, offering four Bachelor of Arts degrees, 21 Bachelor of Science degrees, 13 Master of Science, a Master of Software Engineering and a Doctor of Physical Therapy.

The College of Business Administration awards eight Bachelor of Science degrees.

The College of Arts, Social Sciences and Humanities (including the School of Visual and Performing Arts) awards the following degrees: 17 Bachelor of Arts, 15 Bachelor of Science, two Master of Science in Education, one Master of Science, one Education Specialist, and one Doctor of Education.

The School of Education, Professional and Continuing Education offers three Bachelor of Science degrees, a Master of Science in Education (MSED), and a number of certificates.

- c. number of university faculty, staff and students

As of 2019:

468 full time faculty
179 part time faculty
9,617 undergraduate students
963 graduate students
740 university staff

- d. brief statement of distinguishing university facts and characteristics

The university's history dates back to 1909 when the La Crosse Normal School opened its doors as a teacher training school. It became a state teacher's college in 1927, a state college in 1951, and a state university in 1964. The university became part of the University of Wisconsin System in 1971. Discover more at the [University of Wisconsin-La Crosse](https://www.uwlax.edu/).

The University of Wisconsin-La Crosse continues to position itself among the country's elite public universities. In the *U.S. News & World Report* for Best Regional Universities in the Midwest, UWL is the state's top-ranked public or private higher education institution, and has been ranked among the top four Midwestern public institutions for nearly two decades. UWL is listed annually on Kiplinger's Top 100 Best Values, and their national list of the "25 Best College Values Under \$30,000 a Year." UWL is one of only 23 colleges nationwide recognized by *U.S. News & World Report's Best Colleges Rankings* (2016) for stellar undergraduate research and creative projects.

The student body consists of more than 10,500 students from 41 states and 31 countries. The retention rate at UWL is an outstanding 84 percent. The six-year graduation rate for students beginning in fall 2013 was 69 percent, well above the national average.

A 19:1 student-faculty ratio means small classes, an average of 28 students. Students learn directly from professors – including the Wisconsin Professor of the Year, an honor UWL faculty have earned four times in the last decade. More than 80 percent of full-time faculty hold doctoral or terminal degrees.

The university is organized into three academic colleges and two schools: The College of Business Administration, the College of Science and Health, the College of Arts, Social Sciences, and Humanities, the School of Visual and Performing Arts (housed within the College of Arts, Social Sciences, and Humanities), and the School of Education, Professional and Continuing Education. Teacher education is a campus-wide commitment. Descriptions of the departments and programs within the colleges as well as general information, college curriculum requirements, and requirements which apply to the specific colleges can be found in the [undergraduate](#) and the [graduate](#) catalogs or through UWL's [Academics](#) page. Descriptions of pre-professional programs are included in the College of Science and Health website and catalog pages. Wisconsin teacher licensure information is included in the School of Education, Professional and Continuing Education section.

[Assurance Argument University of Wisconsin-La Crosse – WI Review date: 12/2/2019](#)

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

[Higher Learning Commission](#) (312.263.0456) is the regional accreditor for UWL.

The comprehensive list of specialized accreditors associated with programs and units across the university are as follows:

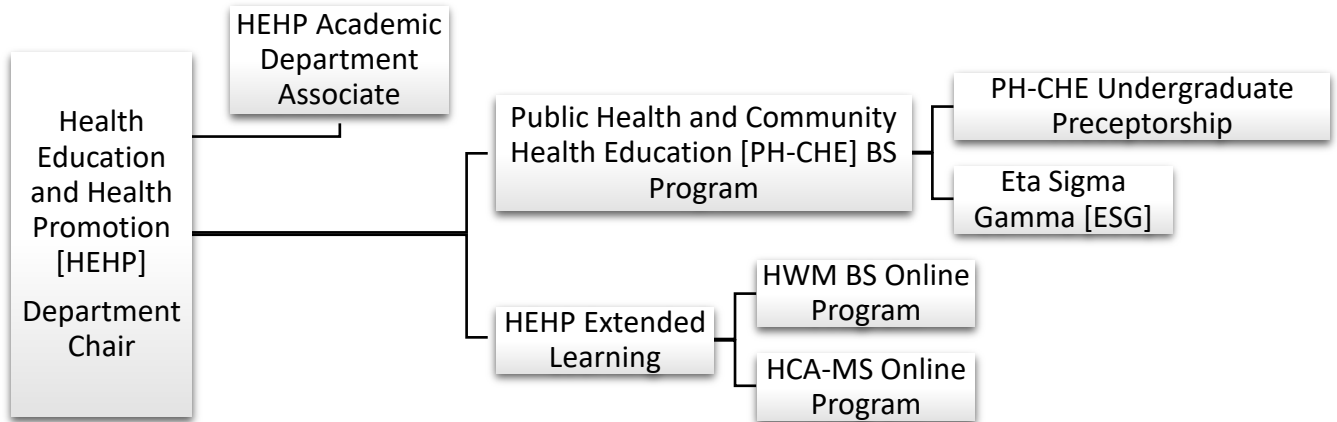
- The Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- Accreditation Review Committee on Education of the Physician Assistant
- American Society for Biochemistry and Molecular Biology
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Physical Therapy Education
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- Joint Review Committee on Educational Programs in Radiologic Technology
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- National Association of Schools of Music
- National Association for School Psychologists
- Wisconsin Department of Public Instruction

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

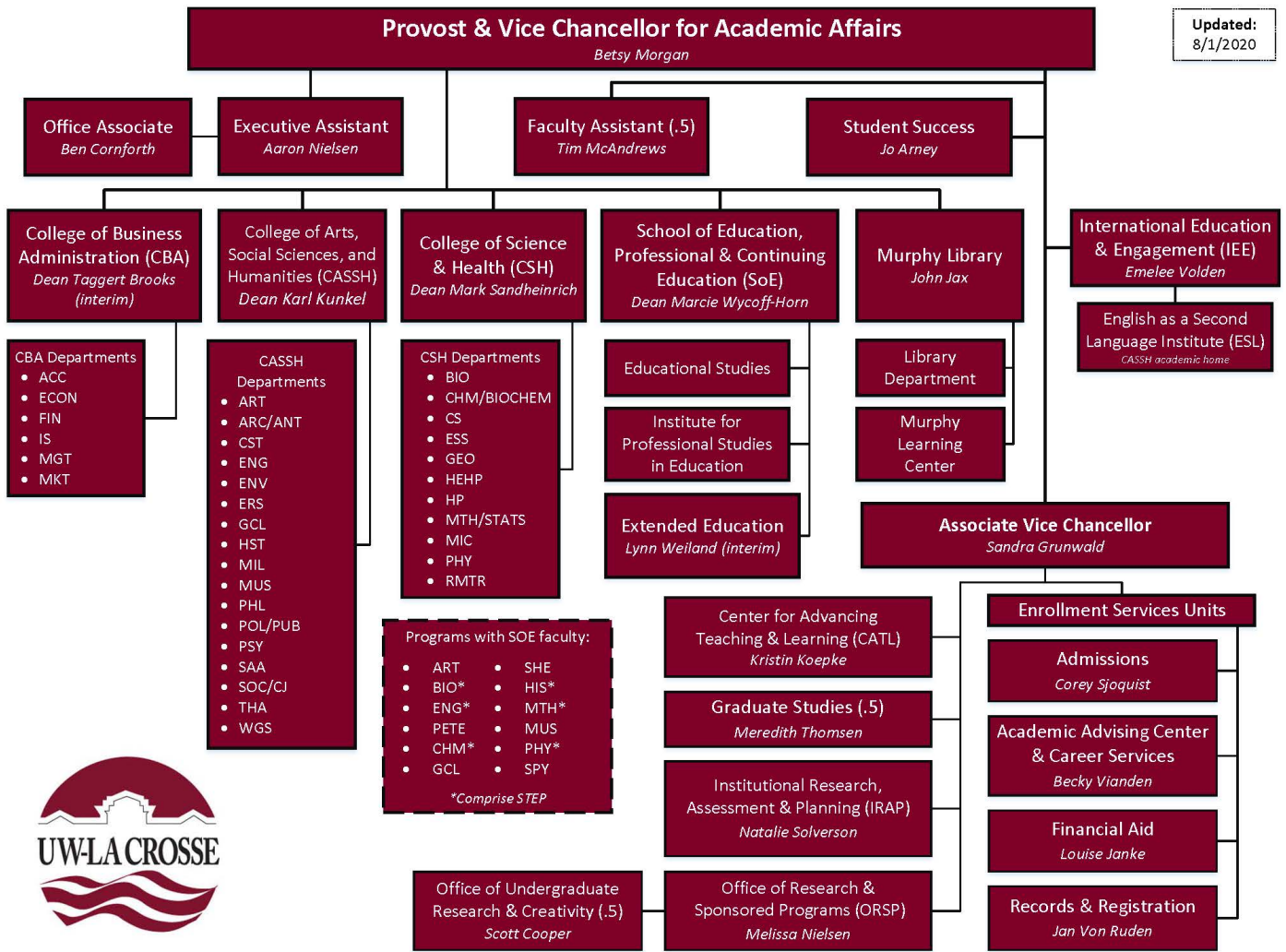
The Department of Health Education was created in the early 1970s and housed within the College of Health, Recreation and Physical Education. At that time the department offered a teacher education program (Bachelor of Science) focused on health education and a Master of Science (MS) in Health Education; in 1975 two concentrations were developed, one in school health education and the other in community health education. In 1981, the MS program added two concentrations (School Health Education and Community Health Education). In 1991, the department implemented the Master of Public Health [MPH] in Community Health Education [CHE] because of a growing need to enhance the public health workforce in the state of Wisconsin and the region. In 1992, the MPH degree was first accredited by the Council on Education for Public Health [CEPH]. In 1994 the Department changed its name to the Department of Health Education and Health Promotion [HEHP]. In 2006, the Bachelor of Science in Community Health Education became the first in the country to be accredited by the Council on Education for Public Health. In 2016 Public Health was added to the title of the degree, resulting in the current Bachelor of Science in Public Health and Community Health Education [PH-CHE]. In 2018, as a result of the low number of enrolled students and very few applications, admissions to the MPH CHE program was suspended.

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

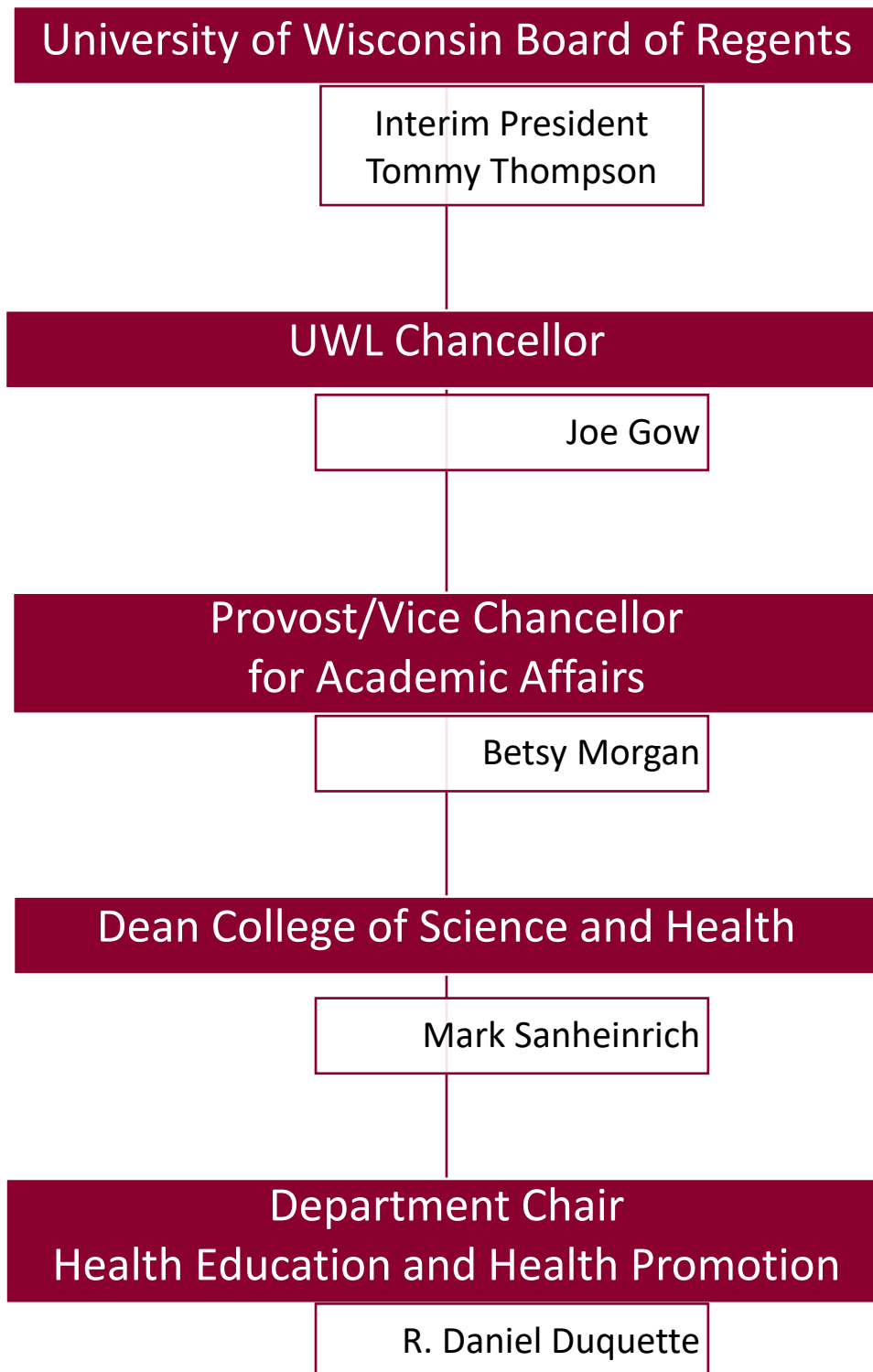
- a. the program's internal organization, including the reporting lines to the designated lead



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



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



Organizational charts listed in 2a, 2b and 2c above are located in Electronic Resource File in folder 'Introduction #2 Organizational Charts'

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

- a. The Department of Health Education and Health Promotion and the Public Health and Community Health Education program's vision and mission statement.

Vision: Healthier people participating, learning, and living in healthier communities.

Mission: To prepare leaders in school, community, and public health education and practice through the bridging of competency and standards-based education, scholarship, advocacy, and service-related endeavors, thereby contributing to healthier people and healthier communities.

To pursue this mission, we (department faculty, staff, students, and others) collaborate to:

- Advocate for the advancement of the profession.
- Provide the highest quality of professional preparation.
- Prepare students, professionals, and academic programs for credentialing processes.
- Provide innovative professional development opportunities.
- Offer authentic life-enhancing service-learning opportunities.
- Strengthen health-related community capacity through collaboration and service within our world.
- Cultivate motivated, self-directed, continuous life-long learners.
- Promote diversity and inclusion during academic, community-based, and collaborative professional experiences.
- Advance social justice and health equity in all aspects of professional preparation, credentialing, and professional development.
- Prepare students to practice according to established ethical principles.

- b. The College of Science and Health mission statement.

The mission of the College of Science and Health is to provide an outstanding education in the diverse discipline of science, health, and mathematics. The College is dedicated to student learning where enthusiastic faculty and staff intellectually challenge students in a supportive and professional environment. Fundamental to our mission is the belief in the value of education in the liberal arts and sciences and the creation of new knowledge. The College offers an outstanding academic and cultural environment for the university community and beyond.

- c. [University of Wisconsin-La Crosse mission statement](#).

The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UWL fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UWL is a regional academic and cultural center that prepares students to take their place in a constantly changing world community. The university offers [undergraduate programs](#) and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences.

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

TEMPLATE INTRO-1		
Instructional Matrix – Degrees and Concentrations		
Degrees		Campus based
Concentration	Degree	
Public Health and Community Health Education	BS	BS

A. Leadership, Management and Governance

A1. Administration and Governance

The program, through its leaders and/or faculty, demonstrates autonomy that is sufficient to affirm the program’s ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program’s ability, within the instructional context, to make decisions related to the following:

- allocation of program resources
- implementation of personnel policies and procedures
- development and implementation of academic policies and procedures
- development and implementation of the curricula
- admission to the major

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

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

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

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

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

TEMPLATE A1-1			
<i>Description of how each of the functions is accomplished for the program as relevant to the program’s authority. (Criterion A1)</i>			
Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	State of Wisconsin; University of Wisconsin System Board of Regents; University of Wisconsin-La Crosse;	The HEHP department chair works with the SAH college dean in identifying the resource needs of the HEHP department and the PH-CHE program. During monthly meetings with the dean, the department chair communicates/discusses the needs of the department to include financial, personnel and other.	Assurance Argument University of Wisconsin-La Crosse – WI Review date: 12/2/2019 - pages 86, 89-90

	<p>UWL Budget Office;</p> <p>HEHP Department</p>	<p>The state appropriates General Program Revenue [GPR] to the UWS Board of Regents [BOR]; the BOR through the UWS leadership determines the distribution of the appropriated dollars. UWL budgeting procedures are completed in accordance with UWS policies and requirements. The UWS budget is commonly referred to as the 'Redbook'. UWL is required to submit its official Redbook budget to UWS annually. UWS reviews the submission to ensure it is aligned with the budget allocated to the institution by fund type and category. UWS then officially publishes the approved Redbook budget each year for public record. The Redbook is published on the University of Wisconsin System Budget & Planning website. Each unit on campus is assigned a budget planner to review the upcoming year's budget and help the unit director allocate and manage resources to budget categories. The budget timeline is available on the Budget Office website.</p> <p>UWL uses incremental budgeting and works to ensure individual units fully utilize resources and are not consistently in deficit or left with excess revenue at the completion of the fiscal year.</p>	
<p>b. distributing resources (financial, personnel, and other)</p>	<p>HEHP Department faculty;</p> <p>HEHP Department Chairperson</p>	<p>When resources are approved for the department, faculty put forth requests for use of the funds to support travel associated with conference attendance/membership, professional development, student supervision work or other student-related activities. Most requests are fully funded.</p> <p>Faculty computers are distributed through and by information technology; faculty</p>	<p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p>

		<p>computers are replaced every five [5] years.</p> <p>Library resources are requested by individual faculty through the department library liaison.</p> <p>Classroom assignments are determined by the scheduler software utilized by records and registration which uses parameters identified by the faculty (through the department chair) as part of the classroom alignment process.</p> <p>Faculty office space is determined by the department chair in consultation with the faculty.</p>	
c. hiring faculty who teach program courses	HEHP Department faculty; HEHP Department search and screen committee; HEHP Department Chairperson; SAH College Dean; UWL Human Resources	The HEHP Department Chair requests either a replacement or a new position hire from the Dean of the SAH College. The UWL provost and the UWL Chief Financial Officer determine if fiscal resources are available to support any hiring request by a department. The department conducts the search and screen, identifying the top candidates. The HEHP department chair makes hiring recommendations to the SAH dean. Once approved for hire, the department works with the candidate on the details of the offer to hire with the dean's approval.	<p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p> <p>Human Resource Policy - Search and Screen Policy and Procedures https://kb.uwlax.edu/104752</p>
d. determining teaching assignments for program courses	HEHP Department faculty; HEHP Department Chairperson	The initial position description, developed by the HEHP department chair, identifies what the teaching load and other responsibilities for the hire will be at the start. Subsequent teaching alignments are determined by interest, expertise, department needs and after consultation with the faculty, the department chair makes the appropriate teaching assignments. Part-time teaching assignments are made by the department chair	<p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p>

		based on ad-hoc expertise and interest.	
e. evaluating the performance of individuals teaching program courses	HEHP Department faculty; HEHP Department Promotion, Tenure, Retention Committee [PTR]; HEHP Department Chair; SAH College Dean	<p>All full-time faculty are evaluated on their teaching, scholarship and service (to include advising) annually through merit review procedures established by the HEHP department and reported to the SAH Dean in early December of each year. Non-tenured faculty are reviewed annually for retention and contract purposes. The Departmental PTR committee and Department Chair are responsible for the evaluation of full-time faculty and instructional academic staff.</p> <p>All tenured faculty participate in a five [5] year post-tenure review. In HEHP this requires tenured faculty to be ranked as meritorious on their individual merit ranking at the five [5] year mark. If they are not meritorious, the faculty member has not met expectations. If expectations are not met, the faculty member meets with the SAH dean and develops a remediation plan.</p> <p>Ad-hoc instructors are reviewed periodically by the HEHP department using Student Evaluation of Instruction [SEI] and other student commentary.</p>	<p>HR Policy - Post-Tenure Review Policy, https://kb.uwlax.edu/104244</p> <p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p> <p>HEHP specific Merit documentation requirements included in ERF Criterion A1.</p> <p>UWL Provost promotion resources, Example portfolios [Faculty and IAS]</p>
f. promoting and/or granting tenure, if applicable, to faculty teaching program courses	HEHP Department faculty; HEHP Department PTR Committee; HEHP Department Chair; SAH College Dean, UWL Joint Promotion Committee, UWL Provost,	<p>The HEHP Department PTR Committee reviews appropriate materials for tenure and/or promotion. The PTR committee then forwards a recommendation onto the HEHP Department chair who forwards the recommendation to the SAH Dean.</p> <p>For promotion, the materials and recommendation are forwarded to the University Joint Promotion Committee. This committee provides a recommendation to the Provost.</p>	<p>https://kb.uwlax.edu/104325</p> <p>UWS 3.06 Renewal of appointments and granting of tenure.</p> <p>Wis.Adm.Code § UWS 3.06</p> <p>ERF Wis.Adm.Code § UWS 3.06 located in Criterion A1</p>

	UW System BOR	For tenure, the University of WI Board of Regents must grant final approval.	
g. re-appointing or terminating program faculty hired by contract, if applicable	HEHP Department Chair; SAH College Dean	Contractual non-tenure track faculty re-appointment is based on performance, department needs, and fiscal resources available, and is determined by the HEHP department chair.	https://kb.uwlax.edu/103802
h. hiring personnel to advise program students	HEHP Department faculty; HEHP Department search and screen committee; HEHP Department Chairperson; SAH College Dean	All students in the BS PH-CHE program at UWL have an advisor in the HEHP department who is either a full-time tenure track faculty, a tenured faculty or an Instructional Academic Staff [IAS]. The advertised position description indicates the individual hired will also advise students in the department.	Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf Human Resource Policy - Search and Screen Policy and Procedures https://kb.uwlax.edu/104752
i. evaluating the performance of individuals advising program students	HEHP Department faculty; HEHP Department Chairperson	All full-time faculty are evaluated on their teaching, scholarship and service (to include advising) annually through merit review procedures established by the HEHP department and reported to the SAH Dean in early December of each year. Non-tenured faculty are reviewed annually for retention and contract purposes. All tenured faculty participate in a five [5] year post-tenure review, In the HEHP department, this requires tenured faculty to be ranked as meritorious on their individual merit ranking at the five [5] year mark.	Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf HR Policy - Post-Tenure Review Policy, https://kb.uwlax.edu/104244
j. developing the program's academic policies governing matters such as academic standing and award of degree	HEHP Department faculty; HEHP Department Chair; SAH Dean; UWL Undergraduate Curriculum Committee [UCC]	The HEHP Department is responsible for creating and monitoring pre-professional and professional academic standards. The HEHP Department faculty review policies and standards periodically and make appropriate modifications as needed. Before changes can appear in the UWL Undergraduate Catalog they	Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf

		are reviewed and approved by the SAH Dean and the UCC.	
k. designing the curriculum, including defining the requirements for the major	HEHP Department faculty; SAH Dean; UWL UCC	The faculty of the HEHP department develop the curriculum and define the requirements for the BS PH-CHE degree, following the process and procedures established by the UWL Faculty Senate. All curriculum changes which impact the catalog are required to be reviewed and approved by the HEHP department, the SAH Dean, and the UCC.	<p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p> <p>Faculty Senate Articles and By Laws, February 25, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200225-bylaws_articles-fs.pdf</p>
l. developing and reviewing plans for assessing student learning	HEHP Department faculty; SAH Dean; Academic Program Review [APR] Committee	<p>Faculty members of the HEHP department are responsible for the development and implementation of all activities associated with the assessment of student learning within the program.</p> <p>All Academic programs at UW-La Crosse undergo an academic program review on a regular cycle as one component of our commitment to academic excellence. Coordinated by the Faculty Senate's APR Committee, the review process provides an opportunity for program faculty to reflect on curriculum, assessment, new initiatives, personnel, and support for achieving the goals of the program. Programs that have external accreditation participate in UWL's academic program review the year following their accreditation review. Programs without external accreditation participate in the process, which includes an external review every seven [7] years.</p> <p>The APR Committee is the governance body responsible for maintaining and updating the procedures and criteria used to review academic programs at UWL. The APR</p>	<p>Academic Program Review, https://www.uwlax.edu/faculty-senate/committees/faculty-committees/program-planning-and-review/</p> <p>Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf</p> <p>Faculty Senate Articles and By Laws, February 25, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200225-bylaws_articles-fs.pdf</p>

		Committee is also responsible for scheduling and conducting, in consultation with the Provost/Vice Chancellor, the audit and review of academic programs.	
m. developing and implementing plans for measuring the program's effectiveness	HEHP Department faculty; SAH Dean; UWL's APR Committee	The student learning outcomes for the BS in PH-CHE are reviewed regularly by the department faculty. The review encompasses course assessment, professional standards, workforce demands, and preceptor, faculty and student feedback. When changes are necessary, faculty work to determine the best way to proceed, (i.e. changes to the curriculum, new courses, professional development, etc.).	Faculty Senate Policies, May 14, 2020 https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf
n. developing and implementing program-specific recruitment, advertising and admissions practices and strategies	HEHP Department faculty; UWL Admissions Office	The university oversees undergraduate recruitment and admissions. UWL conducts a number of recruitment events throughout the academic year. Representatives of the HEHP department are invited to talk with prospective students at these events. Most students in the PH-CHE program discover the program after they have been at the institution for a couple of semester. These students meet with a member of the PH-CHE faculty to learn more and how can they change their major.	

- [Assurance Argument University of Wisconsin-La Crosse – WI Review date: 12/2/2019](#)
- [Faculty Senate Policies, May 14, 2020](#) file located in the Electronic Resource File folder 'A. Leadership Management Governance/Criterion A1 – Administration and Governance'
- [Faculty Senate Articles and By Laws February 25, 2020](#) file located in the Electronic Resource File folder 'A. Leadership Management Governance/Criterion A1 – Administration and Governance'
- [HR Policy - Post-Tenure Review Policy,](#)
- [Human Resource Policy - Search and Screen Policy and Procedures](#)
- [HR Employee Resources - Faculty Promotion Resources](#)
- [HR Policy - Guide To Faculty Promotions And Portfolio Development At UW-La Crosse](#) file located in the Electronic Resource File folder 'A. Leadership Management Governance/Criterion A1 – Administration and Governance'
- [HR Policy - Unclassified Rules: 10.03 Academic Staff Appointments](#)
- [UWS 3.06 Renewal of appointments and granting of tenure.](#)
- [Wis. Adm. Code § UWS 3.06](#) file located in the Electronic Resource File folder 'A. Leadership Management Governance/Criterion A1 – Administration and Governance'
- Academic Program Review, <https://www.uwlax.edu/faculty-senate/committees/faculty-committees/program-planning-and-review/>
- [Provost promotion resources, Example portfolios](#)
- HEHP Department specific Merit documentation and process files are located in the Electronic Resource File folder 'A. Leadership Management Governance/Criterion A1 – Administration and Governance'

A2. Faculty Engagement

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

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

All HEHP Department faculty who have at least a .5 full time equivalent [FTE] appointment, gather at least once a month for HEHP Department faculty meetings. These meetings are scheduled on a Monday afternoon from 2:30 to 4:00 p.m. The meetings include:

- updates from the HEHP department chair
- updates from HEHP faculty who are members of SAH College committees, University committees, or off campus committees/taskforces
- updates from HEHP faculty who are members of professional or community-based organizations that are important to the business of the department
- budgetary, curriculum, and assessment-related discussions

Faculty with less than a .5 FTE appointment engage/interact with other faculty on an as needed basis, and can engage with all department activities which fit their individual schedules. Part-time faculty (less than .5 FTE) are in regular contact with the department chair through email. The PH-CHE program typically has very few, if any, part-time faculty.

All full-time faculty have offices in the same hallway on the 4th floor of Carl Wimberly Hall [CWH], facilitating regular interactions among the members. Collaboration among the faculty occur on many projects/tasks to include, but not limited to: research, student projects/groups, accreditation, assessment, curriculum development, mass advising, search and screen committees, and PH-CHE majors meeting. Faculty work together to plan the annual Health Education Advocacy Summit in Madison, WI, (hosted by ESG and the HEHP department) and the Public Health Legislative Gathering (in coordination with Viterbo University, Western Technical College and the La Crosse County Health Department). Part-time faculty have access to office space in the same hallway of offices occupied by the faculty with at least a .5 FTE appointment, if they need or request such space.

The faculty participate in professional development activities held by the Provost's office and UWL's Center for Advancing Teaching & Learning [CATL]. HEHP faculty attend various professional development conferences hosted by the American Public Health Association [APHA], the Society for Public Health Education [SOPHE], and the SOPHE National Advocacy Summit in Washington DC.

2. Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty.
 - HEHP Department meeting minutes/agendas are located in the Electronic Resource File in folder 'A – Leadership Management Governance/Criterion A2 – Faculty Engagement/Department Meetings'
 - Photos of SOPHE Advocacy Washington DC are located in the Electronic Resource File in folder 'A – Leadership Management Governance/Criterion A2 – Faculty Engagement/SOPHE and Madison Advocacy photos'
 - Photos of Eta Sigma Gamma [ESG] Annual Advocacy Madison are located in the Electronic Resource File in folder 'A – Leadership Management Governance/Criterion A2 – Faculty Engagement/SOPHE and Madison Advocacy photos'
 - Photos of Public Health Legislative Gathering are located in the Electronic Resource File in folder 'A – Leadership Management Governance/Criterion A2 – Faculty Engagement/Public Health Legislative Gathering'
 - Photos of HEHP Majors Meeting are located in the Electronic Resource File in folder 'A – Leadership Management Governance/Criterion A2 – Faculty Engagement/Majors Meeting'

B. Curriculum

B1. Public Health Curriculum

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

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

➤ [PH-CHE Program Advising Sheet updated Oct 2020](#)

➤ [UWL General Education Requirements](#)

- College Writing
 - Public Oral Communication
 - Mathematical/Logical Systems & Modern Languages
 - Minority Cultures or Multiracial Women's Studies
 - International & Multicultural Studies: Becoming World Citizens
 - Science: Understanding the Natural World
 - Self & Society
 - Humanistic Studies
 - Arts
 - Health & Physical Well-being
- Total credits minimum 42**

➤ [Pre-admission Courses: \[Block 1\]](#)

- BIO 100/105 Intro/General Bio (4 Credits)
 - STAT 145 Elementary Statistics (4 Credits)
 - HPR 105 Creating a Healthy, Active Lifestyle (3 Credits)
 - One Social Behavioral Science course (3 Credits)
 - MIC 130 Global Impact of Infectious Disease (3 Credits)
 - ESS 205 Human Anatomy and Physiology for Exercise Science I (3 Credits)
 - ESS 206 Human Anatomy and Physiology for Exercise Science II (3 Credits)
 - PH 200 Public Health for the Educated Citizen (3 Credits)
 - PH 204 Introduction to Global Health (3 Credits)
 - HED 210 Foundations of Health Education (3 Credits)
- Total credits 32**

➤ [Professional Program Requirements: \[Block 2\]](#)

- PH 340 Epidemiology and Human Disease Prevention (3 Credits)
 - PH 335 Environmental Health (3 Credits)
 - CHE 360 Methods and Strategies for Health Education (3 Credits)
 - CHE 370 Motivational Interviewing for Health Educators (3 Credits)
 - Content #1 (3 Credits)
- Total credits 15**

- Professional Program Requirements: [Block 3]
 - HED 320 The U.S. Healthcare System (3 Credits)
 - CHE 380 Assessment and Program Planning in Health Education (3 Credits)
 - CHE 400 Health Policy, Advocacy, and Community Organizations (3 Credits)
 - Content #2 (3 Credits)
 - Content #3 (3 Credits)
 - Total Credits 15**

- Professional Program Requirements: [Block 4]
 - CHE 430 Grant Writing and Resource Management (3 Credits)
 - CHE 450 Implementation, Administration, and Evaluation of Health Education Programs (3 Credits)
 - CHE 480 Senior Capstone (3 Credits)
 - Content #4 (3 Credits)
 - Total Credits 12**

- Professional Program Requirements: [Block 5]
 - PH 498 Community Health Education Preceptorship in a Public Health Setting (15 Credits)

- Content Options:
 - HED 345 Issues in Mental and Emotional Health (3 Credits)
 - HED 425 Violence and Injury Prevention (3 Credits)
 - HED 469 Drugs, Society, and Human Behavior (3 Credits)
 - HED 472 Sexual Health Promotion (3 Credits)
 - HED 473 Health Aspects of Aging (3 Credits)
 - HED 474 Nutrition Education (3 Credits)

'PH-CHE Program Advising Sheet updated Oct 2020' is located online and in the Electronic Resource File in folder 'B – Curriculum/Criterion B1 – Public Health Curriculum'.

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

Template B1-1 is located below and in the Electronic Resource File in folder 'B – Curriculum/Criterion B1 – Public Health Curriculum'

TEMPLATE B1-1																		
<p>A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion B1. Template B1-1 requires the program to identify the experiences that introduce and covered each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion B1)</p>																		
Key	I-Introduced	A domain is introduced when there is a lesson or educational activity about the concept.																
	C-Covered	A domain is covered when it is identified in the course syllabus as a "Foundational Competence Relevant to the Council on Education for Public Health Program Accreditation addressed in this Course", and is assessed through an appropriate assignment on exam.																

PUBLIC HEALTH DOMAINS	Course Name and Number																	
	STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Intervening for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone	
1. Concepts and applications of basic statistics: Identify and apply the principles of basic statistics																		
Concepts of basic statistics	IC					I												
Applications of basic statistics	IC																	

PUBLIC HEALTH DOMAINS	Course Name and Number																
					PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
	STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology													
2. Foundations of biological and life sciences: Address the foundations of biological and life sciences and the concepts of health and disease																	
Foundations of biological and life sciences		IC	IC	IC													
Concepts of health and disease			IC			I			I								
3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																	
Public health history					IC	I											
Public health philosophy					IC	I											

PUBLIC HEALTH DOMAINS		Course Name and Number																
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, and Evaluation	CHE 480 - Senior Capstone
	Core PH values					IC	I											
	Core PH concepts					IC	I											
	Global functions of public health					IC	I			C								
	Societal functions of public health					IC	I											
4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																		
	Basic Concepts of Data Collection					I				IC				I			I	

PUBLIC HEALTH DOMAINS		Course Name and Number																
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, and Evaluation	CHE 480 - Senior Capstone
	Basic Methods of Data Collection				I					IC				I			I	
	Basic Tools of Data Collection				I					IC				I			I	
	Data Usage				I					IC							I	
	Data Analysis									IC				I			I	
	Evidence-based Approaches				I					IC							I	
5. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																		

PUBLIC HEALTH DOMAINS		Course Name and Number																
						PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
	Population Health Concepts					IC	I		IC		C			IC				
	Introduction to Processes and Approaches to Identify Needs and Concerns of Populations					IC	I							IC				

PUBLIC HEALTH DOMAINS	Course Name and Number																
	STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations					IC	I											I
6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course																	
Science of Human Health and Disease							I		IC								

PUBLIC HEALTH DOMAINS		Course Name and Number																
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Health Promotion							I	C	IC				I	C				
Health Protection							I	C	IC				I					
7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities																		
Socio-economic Impacts on Human Health and Health Disparities							I	I										

PUBLIC HEALTH DOMAINS		Course Name and Number																
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Behavioral Factors Impacts on Human Health and Health Disparities						I		C	IC					IC				
Biological Factors Impacts on Human Health and Health Disparities						I			IC					IC				

PUBLIC HEALTH DOMAINS		Course Name and Number																
	STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone	
Environmental Factors Impacts on Human Health and Health Disparities					I	I		IC	IC				IC					
8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation																		
Introduction to Planning Concepts and Features								I						IC				

PUBLIC HEALTH DOMAINS	Course Name and Number																		
						PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health		PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Introduction to Assessment Concepts and Features							I								IC				
Introduction to Evaluation Concepts and Features							I								IC				IC
9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries																			

PUBLIC HEALTH DOMAINS		Course Name and Number																
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Characteristics and Structures of the U.S. Health System	IC					I	IC											
Comparative Health Systems	IC						IC											
10. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government																		
Legal dimensions of health care and public health policy	IC																	C

PUBLIC HEALTH DOMAINS		Course Name and Number																	
		STAT 145 - Elementary Statistics	BIO 100/105 - Intro/General Biology	MIC 100 - Microbes and Society	ESS 205/206 Human Anatomy/Human Physiology	PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone	
	Ethical dimensions of health care and public health policy	IC					I												C
	Economic dimensions of health care and public health policy	IC					I												C

PUBLIC HEALTH DOMAINS	Course Name and Number																
					PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
Regulatory dimensions of health care and public health policy	IC				I									C			
Governmental Agency Roles in health care and public health policy	IC				I									C			
11. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology																	
Technical writing													IC	IC	C		

PUBLIC HEALTH DOMAINS		Course Name and Number																
						PH 200 - Public Health for the Educated Citizen	PH 204 - Intro to Global Health	HED 210 Foundations of Health Education	PH 335 - Environmental Health	PH 340 - Epidemiology & Human Disease Prevention	HED 320 - The U.S. Healthcare System	CHE 360 Methods & Strategies for Health Education	CHE 370 Motivational Interviewing for Health Educators	CHE 380 - Assessment & Program Planning	CHE 400 - Health Policy, Advocacy, and Community Organization	CHE 430 - Grant Writing & Resource Management	CHE 450 - Implementation, Administration, and Evaluation	CHE 480 - Senior Capstone
	Professional writing													IC	IC	C		
	Use of Mass Media										I				IC			
	Use of Electronic Technology										I			IC	IC			

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

PH-CHE program course syllabus are located in the Electronic Resource File in folder 'B – Curriculum/Criterion B1 – Public Health Curriculum/CEPH Syllabus Spring 2021'

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

PH-CHE student work examples are located in the Electronic Resource File in folder 'B – Curriculum/Criterion B1 – Public Health Curriculum/Preceptorship Student Work Examples'; and in folder 'B – Curriculum/Criterion B1 – Public Health Curriculum/CEPH Student Work Samples'

B2. Competencies

Students must demonstrate the following foundational competencies:

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

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

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

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

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

The program has focused on preparing candidates for community health education and passing the Certified Health Education Specialist [CHES] exam. The curriculum addresses the eight areas of responsibility identified by the National Commission for Health Education Credentialing, Inc. [NCHES] 1. Assess Needs and Capacity, 2. Planning, 3. Implementation, 4. Evaluation and Research, 5. Advocacy, 6. Communication, 7. Leadership and Management, 8. Ethics and Professionalism.

Moreover, the program has emphasized the following health education areas:

- Implement, administer and manage public and community health education
 - Demonstrate cultural competence while performing community dimensions of public health and community health education practice
 - Communicate and advocate for best practices in community health education and public health
3. A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2 above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

TEMPLATE B2-1		
<i>Indicate the assessment activity for each of the CEPH defined competencies as well as concentration competencies defined by your program. Be sure to include the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.</i>		
Foundational Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Public Health Communication		
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.	HED 320: The U.S. Healthcare System CHE 360: Methods and Strategies for Health Education CHE 430: Grant Writing and Resource Management	HED 320: prepare a video webcast that effectively argues for each of your team's proposals. CHE 360: Disseminating information to various populations in different formats is an important part of public health. Understanding how to adjust materials for a specific audience takes practice. The aim of the final project is to help students practice their skills in modifying information based on format and audience. For example, taking a formal report such as a literature review and breaking it down for a general population. Each student will take their literature review and create an easy to read newsletter, pamphlet, and infographic for a general population using the health literacy skills learned earlier in the semester. CHE 430: write all necessary parts of a grant in order to acquire the funding necessary for public health issues; communicate public health issues to a variety of community leaders with various backgrounds and expertise.
Public Health Information Literacy		
2. Locate, use, evaluate, and synthesize public health information	CHE 380: Assessment and Program Planning in Health Education CHE 400: Health Policy, Advocacy, and Community Organizations	CHE 380: use the information found during needs assessment to design a report and presentation to plan a needed health promotion program; take all needs assessment data and synthesize the findings to create a necessary health promotion program. CHE 400: locate information regarding health policies both local and statewide. CHE 430: locate grant opportunities and other information necessary to write a grant; learn to bring together all the necessary information into one grant application. CHE 450: evaluate the pilot test results of a health promotion program to make needed modifications for full implementation.

	CHE 430: Grant Writing and Resource Management CHE 450: Implementation, Administration, and Evaluation of Health Education Programs	
Additional Foundational Competencies as defined by the program (if applicable)		
3. N/A		
Assessment of Competencies for BS in Public Health and Community Health Education Concentration		
Concentration Competency	Course number(s) and name(s)	Describe specific assessment opportunity
Implement, administer and manage public and community health education	CHE 430: Grant Writing and Resource Management	<p>Grant Project Deliverables Proposal writing and deliverables to the CBO will depend on the agency's needs, size of the project, and timeline of submission to funder; however, by the end of the course, all community partners will receive a formal proposal, electronic materials aligned with your project, slides presentable to a board, or potential funder, annotated bibliography of related literature, listing of potential funders suitable for your agency.</p> <p>CBO Meetings (initial and thereafter 3-5 meetings)</p> <ul style="list-style-type: none"> • <i>Decide and determine which one team member remains as the main contact person for your group</i> • <i>Introduce yourself and your team (correct spelling of names, etc)</i> • <i>Determine best communication practices and share contact information accordingly</i> • <i>Write/speak in professional manner (no abbreviations, text jargon, etc) when emailing them in the future:</i> <ul style="list-style-type: none"> ○ This initial connection with your CBO and is critical for your team ○ Establish clear communication right away ○ Start a dialogue about how you will work ○ When are the best times to 'meet' and discuss Thursdays at 11am-12:20pm • Ask them to describe their project ideas/plans:

		<ul style="list-style-type: none"> ○ WHY is it important to their agency ○ WHAT will it be about and do for a community or priority population ○ HOW will it get implemented and what is their timeline ● What are their Funding needs at this time ● Ask the CBO about what other aspects of proposal development and writing do they need/expect ● Indicate that your group will be working in class through the grant processes and that you will be requesting information from them as you go along or however they best see needed/fit ● Thank them for the opportunity in person and a follow up email <p><u>Step C: Literature Reviews (Brief ALR or Extensive LR)</u></p> <p>This is the RESEARCH mode of this course. WHILE you are searching for FUNDERS . . . you are now starting to develop the proposal components. To really do this work well you and your team need to do the following for an Annotated Literature Review:</p> <ul style="list-style-type: none"> ● Start the Search for your ALR <ul style="list-style-type: none"> ○ <u>ALR: Word Document with Annotated Bibliographies in 365 One Drive Folder, Submit your Link here so I can easily find it:</u> ○ EACH team will conduct a literature review for their CBO (regardless of the RFP, request of the CBO) ○ This is how your team best understanding the problem, need and capacities. ○ Start with the data/information from your CBO ○ Previous Proposals, Data Sources, Local/County data, etc. ● Move to the LITERATURE (e-Murphy Library) ● Dig, Google, Local, State, National data <ul style="list-style-type: none"> ○ Your Team will compile this information/data into a brief annotated lit review (UNLESS your CBO asks for an extensive literature review) ○ Brief = 5 pages of APA Citations with a BRIEF paragraph/bullets describing the source in your own words <ul style="list-style-type: none"> ▪ ~ 15-20 References ○ Extensive = 7-10 pages (following the Rubric) <ul style="list-style-type: none"> ▪ ~25-35 References Used <p>I will assume your team is moving forward with:</p> <ul style="list-style-type: none"> ● Funding Searches (or your CBO gave you an RFP) ● EACH Team Turns in an Annotated Funder List in your Folder
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- Literature Review : (Annotated or Extensive)
- Problem Statement is UP next!
- **Your team is responsible for reaching out to me for assistance when you are stuck in any one of these steps...**

Remember to Head to the La Crosse Library when you are stuck looking for additional funders.

The Librarian at the La Crosse Library is Noreen
 608-789-7100
 800 Main Street
 La Crosse, WI 54601

Step D: Funder Search

Funding Information:

- Develop an annotated funder list to include as many potential funders for your CBO. Match funder to your project based on these criterion: whether the CBO meets all application eligibility, funding amount is within range, deadlines and availability of funding are in alignment of the semester appropriately, and any other criterion from the CBO or funder. Your team will research all databases provided in the LINKS, using the La Crosse Public Library's Foundation Search, and any other funding searches from the CBO and or related corporate, governmental, or foundations. Exhausting the search is when you have a minimum of 15 funders (there is a caveat depending on your topic) and each source will be listed as an annotated funder citation (see sample below). **Funding Sources** that you used and all the others that you found that sort of or kind of fit now or a future fit for their organization
- **Funder (name and location & type of funder)**
- **Their mission/vision**
- **Floor to Ceiling Funding available**
- **Deadlines**
- **Contact info/website**
- **Organize by either national or regional OR by Corporate, Fed, Foundation, etc...**
- Leave them with some of the clearinghouses, too---and for yourselves make sure you have EACH others sites, share them with other groups.

SAMPLE:

Clif's Bar Family Foundation - small grants

		<p>Clif's Mission: Cliff Bar Family Foundation supports innovative small and mid-sized groups working to strengthen our food system and our communities, enhance public health, and safeguard our environment and natural resources.</p> <p>Clif's Priorities: Increasing opportunities for outdoor activity, reducing environmental health hazards, building stronger communities, creating a robust healthy food system, and protecting earth's beauty and bounty.</p> <p>Money amount: Small grants average approximately \$7,000 each</p> <p>Deadline: June 1st, 2017</p> <p>Contact information: Address: 1451 66th Street, Emeryville, CA 94608-1004 Phone: (510)-596-6383 Email: familyfoundation@clifbar.com</p> <p><u>Step E: Writing the Proposal</u></p> <p><u>Part I --Statement of the Need/Purpose</u></p> <p>Steps for Developing your Statement of the Need/Problem Statement/Capacity</p> <ul style="list-style-type: none"> • Review the PPT from Week 5 • In your teams: <ul style="list-style-type: none"> ○ Download the <u>Worksheet for Developing Statement of Need</u> ○ Based on your first meetings please address 1-12 as best as possible ○ Draft an agenda and/or email for your CBO if needed to further answer items for your next meeting ○ DIVE further into Primary/Secondary data to further answer items • Use <u>the Guide for Writing</u> to WRITE this section of your proposal. <i>Even if you do not have an RFP to follow yet, you will be able to cut/paste from this ONCE you do find a funder match.</i> • Please have a draft of your Problem Statement by the end of the Week 6, Loaded in your Proposal Folder and Share the LINK here with me to easily find it. <p><u>Part II of Proposal--Grant Project Description/Scope of Work</u></p> <p>Steps for Developing your Project Description or Scope of Work:</p> <ul style="list-style-type: none"> • Please Read the Logic Model article, please look through the Scope of Work/Project Description Sample. Work with your team and CBO to BEST map out the Project, Scope of the Work that will be done if funded, and align Goals, Objectives, and think about a logical scope and sequence (timeline) that the "work" would be implemented. Use the
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		<p>Timeline templates/samples, Micro design Samples to best describe this portion of your proposal.</p> <ul style="list-style-type: none"> • This should be in narrative form. Meaning you need words to describe the work and this should be in paragraphs with tables or Gantt charts to assist you. • PLEASE look in your Ward text book as samples of the Project Description. <p>For this Draft: Place your One Drive LINK in the submission box in Canvas. This should take me right to your draft.</p> <ul style="list-style-type: none"> • 2-3 pages MAX; • 1.5 spaced. • This should be the next section after the Statement of Need of your full document. Use the SubHeading: Project Description. • I should be able to see this in your Proposal Folder in the SAME paper as the Statement of Need. <u>Do not start a separate paper/document.</u> • This is a DRAFT....Drafty - drafty, but thought out draft :) <p><u>Part III: Budgets and Budget Justifications/Narratives</u></p> <p>Steps for Developing your Budget and Budget Justification</p> <ul style="list-style-type: none"> • Each team will identify with your CBO the maximum budget needs. You will determine and explain the budget categories, which could include: personnel, salaries, fringe benefits, equipment >\$500; supplies <\$500, travel and any other categories given by the funder. • You will conduct a full research for the vendors, budget items, and finding a minimum of 2-3 bids or quotes on prices for the budgetary items. You will copy, print or make a listing of the sites, vendor, companies where you found all the 'stuff' for the budget or things they asked for and this can look like a reference section or added to an appendix or folder. • Additionally, each team will develop a full budget justification. • Use the templates in the Ward book OR the Budget FORM(S) your Funder Requests. • If your Funder has unique categories/names -- use the name of the category they provide. • Justifications can be added to a column to the right of the budget or underneath the item OR as a full narrative if requested. • TEMPLATES are your friend. Use one in the book, online, or from the CBO if they have good templates from past funded grants.
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Part IV: Evaluation

Steps for developing your evaluation plan:

- Write out your Evaluation Plan for your Grant Proposal. For class this should be 1-1.5 pages. For a proposal, this length will vary based on the RFP from the Funder.

Before writing this section please read

this: <https://www.thebalancesmb.com/grant-proposal-evaluation-section-2501961>

Also, re-read Lesson 11 & 13 in your Textbook.

Each team will develop the evaluation portion of the proposal. This will identify for the funder and your CBO the outcomes and results you expect with the use of this funding. To help identify these you will answer these types of questions:

- Describes your results thinking about the following:
 - Did you meet your purpose/goals
 - Did your agency do what you said you were going to do
- Describe what kinds of tools, instruments, how will you collect data, think about how you will need to report the data to the funder and/or stakeholders in the community
- What type of evaluation is the funder requesting: Process, Impact, Outcome Evaluation
- Can you answer where you used the funding appropriately
- Were the outcomes/benefits worth the cost
- Describe the other organizations and collaborative efforts that occurred in the project
- Your overall evaluation must be connected to your goals, objectives, and project description and timeline; defined in measurable objectives are needed to address the condition, criterion, outcome, target audience

Part V Support Materials

- **Support Materials**
 - Letters, Resumes, Letters of Inquiry that you sent
 - Could be SAMPLES of items off the internet, books, or articles
- **Class materials....**
 - PPTS, articles, links, website, BOOKS, etc...
 - GROUP resources....TRADE materials with at LEAST one other group to have in your binder. Pick a group with a project that had a topic or CBO that really interested you.....ASK for their Funding sources or sample proposal

		<p><u>Step F: Finale Presentation and Material Sharing with CBO</u></p> <p>Classroom: With your group and CBO lead. Dress: Dress up, think nice interview-like clothing. Bring: Your 3-4 Minute Presentation. 3-4 Minute Presentation Includes: (slides are not mandatory):</p> <ul style="list-style-type: none"> • WHO you are & Briefing on your CBO • Project Overview --brief us on WHAT your proposal would fund/do for a priority population • Budgetary Ask and Funder Applied To • Outcomes You Intend after you received Funding (What do you expect to Happen?)
Demonstrate cultural competence while engaging in community health education practice	CHE 360: Methods and Strategies for Health Education	<p><i>Health Literate Pamphlet Assignment (150 pt.)</i> Health literacy is a crucial concept to understand and apply as a health educator. Each student will learn to create a health literate pamphlet that encompasses proper reading levels, culturally appropriate graphics, and overall understandability for a specific priority population.</p>
Communicate and advocate for best practices in community health education and public health	CHE 400: Health Policy, Advocacy, and Community Organizations	<p>Policy and Advocacy Project: Parts I-V</p> <p>POLICY PROJECT</p> <p>PART I:</p> <p>Review the Grading Criterion for the Paper (read clearly the Rubric's left column)</p> <p><u>Most of you have done the research using these steps; if not, you need to go back here first!!</u></p> <ol style="list-style-type: none"> 1. think about the problem (you have chosen the topic) 2. delineate the boundaries of the problem (who, where, what does it affect) 3. develop a fact base (dig into the Literature, what is working in other states, is there policy already, etc.) 4. list goals and objectives for policy solutions (WHAT would this policy look like? spell out the details of how it would work) 5. identify the policy envelope (key players) (WHO are the policy people needed: school board, legislator, student senate, city council) 6. develop preliminary costs and benefits (add to this based on what the research is saying) 7. what is your ask <p>For the Writing of Part I: It really will include Steps 1, 2, 3. The rest of the steps will be used in the upcoming Parts of the Project.</p>

		<p>This Part One will include the Title Page (APA) format; 4-5 pages of steps 1, 2, 3.</p> <p>It should be 1.5 space, normal margins, simple font of solid writing and describing the problem to include using the steps above as the guide for the nature and flow of the paper.</p> <p>A clean draft, good <i>in-text citations, and references</i> (10-15 total to include research articles, web materials, personal communications, government policy and bills).</p> <p>PART II:</p> <p>What is the ASK for your policy?</p> <p>This is the WHY of the policy you are trying to create. As health educators we need to be prepared to say it out loud in an elevator, at a short meeting, on the telephone with a key stakeholder --> as this the advocacy part of the work we do.</p> <p>Definition: <i>verb</i></p> <ul style="list-style-type: none"> • verb: ask; 3rd person present: asks; past tense: asked; past participle: asked; gerund or present participle: asking say something in order to obtain an answer or some information. • "he asked if she wanted coffee" to do something. • "she asked if she could move in" request to speak to. • "when I arrived, I asked for Catherine" request (a specified amount) as a price for selling something. • "he was asking \$250 for the guitar" expect or demand (something) of someone. <p>CREATING the ASK for YOUR POLICY Paper: For class read through this quick article: http://www.gcn.org/tools/Two-Minute-Advocacy-Ask (Links to an external site.)Links to an external site.</p> <p>Be prepared and with ONE piece of paper, sketch out the ASK, draw it, map it using the</p> <ol style="list-style-type: none"> 1. The ASK 2. The WHY 3. The Message
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		<p>Then on XXXX you will PITCH your ASK to our class, using ONE note card. (5pts)</p> <p>Then by XXXX, add this very clean, specific ASK or REQUEST at the very end of your Part I.</p> <ul style="list-style-type: none"> • It should be no more than TWO paragraphs. • It should be repetitive of parts you already wrote in Part I. However, think of it as your elevator pitch in the narrative version. • When you attach the paper here in Canvas. It should be ADDED on to your Part I. Not a separate word document. (as in this will be a growing document each time you submit). (5pts) <p>PART III:</p> <p>To get ready to write this section of your Policy Project</p> <ul style="list-style-type: none"> • Read and review the Evans and Degutis article: What it Takes for Congress to Act... • Reflect on how you, as an advocate, can use your knowledge of the government's basic structure and processes to make your advocacy efforts more effective. • Research your local entity/government. Think about processes, procedures, and functions of your local government—how your municipal government works. • Identify whether your local entity/government is run by a city council, how many people are on the council, and whether a mayor presides over the council. <i>If your local government is not run by a city council, determine which legislative body runs your local government.</i> • Think about whether you would present your selected public health issue to your city council, county board, and/or any other special boards or committees. Consider how you would present the issue to this group. • Identify local representatives, and explain how local officials and members of committees are elected or selected. If elected, consider whether they are elected via ward, precinct, or by top vote. <p>The Project Part III (1-1.5 pages max)</p> <p>To complete this section of your Policy Project, address the following in written format:</p> <ul style="list-style-type: none"> • Describe processes, procedures, and functions of your local government. • Determine whether you would present your selected public health issue to your city council, county board, and/or any other boards or committees, schools, university, faculty, advisory, board of directors, etc.
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		<ul style="list-style-type: none"> • Explain explicitly how you would present the issue to this group. <p>PART IV: To get ready for writing this section of the Policy Project:</p> <ul style="list-style-type: none"> • Read and re-read the Dorfman et al., and Galer-Unti et al. articles listed above. Reflect on the process of creating a public health advocacy plan. • Explore the CDC's TOOLKIT for Communication & Social Marketing • View the media Advocating for Public Health with Social Media (Links to an external site) • Think about the details of your advocacy plan • Consider the policy change you are requesting and reflect on how the policy can bring change to your priority population or community, why it is appropriate for your particular community, and why your community might adopt the change. • Think about the use of media advocacy within the plan. • Decide whether you will voice your cause in a letter to the editor of a publication or an elected official in your community. Think about a persuasive argument for the passage of your public health policy supported with statistics and information that is unique to your community. • GREAT tools and ideas in Chapter 33 of TOOL BOX: https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action <p>Project Part IV (1.5 pages max) To complete this section of your Policy Project, address the following:</p> <ul style="list-style-type: none"> • Describe your public health advocacy plan. (2 paragraphs max) • Explain how you might implement key media advocacy strategies within your plan. This can look like bullets or an outline, etc. • Write a letter to the editor, board member, president, advisory, or an elected official in your community advocating your cause. Be sure to write a persuasive argument for the <u>passage of your public health policy supported with statistics and information that are unique to your community.</u> <p>PART V: Barriers and Ethical and Legal Considerations To prepare for this section Policy Project:</p> <ul style="list-style-type: none"> • Review Chapter 1 again from your book/notes and Read the NACCHO article. Reflect on the legalities of advocacy work.
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		<ul style="list-style-type: none"> • Consider any legal or ethical barriers that your employment setting (ie, county health department, university, nonprofit, business, etc) may have on your ability to implement your advocacy plan. • Reflect on how you might use special interest groups in the community in your efforts to create public health policy change. • Read the Fact Sheet Development - 10- http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/fact-sheets/main (Links to an external site.) • Review the CDC page (Links to an external site.), great Fact Sheet templates. <p>The Project V Components (2 pages max) To complete this section of your Policy Project, develop the following:(1 page max)</p> <ul style="list-style-type: none"> • Explain any legal or ethical barriers that your setting may have on your ability to implement your advocacy plan. • Explain how you might utilize community organizations, leaders, or advocacy channels to create policy changes. <p>Develop a ONE page Fact Sheet/Leave Behind (1 page max) it should include the following:</p> <ul style="list-style-type: none"> • Explain your REQUEST/ASK, • Provide KEY facts from Parts I-IV of this project plan; • The use of a table, graphics, photos, infographics, etc. • References, easy to read font, saved as a PDF • Visually clean, concise, and appeal to your KEY audience (politicians, boards, chief executive officers, or the public) about your topic/policy • Citations should be at the very bottom (I recommend in the footer; you can use MLA for a factsheet) • This would be something sent along with an email, visit, or a leave behind folder for the committee, board, legislator, uploaded on a website, etc. <p>Part VI: Ignite Session There are many ways to record yourself. Please use what works best for you. This is a professional recording. Much like what our alumni are doing in their respective organizations for COVID-19 response, media, and virtual meetings. Use Kaltura (it is in your My Media link off to the left under your Account link) it lets you upload right to the dropbox.</p>
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		<p>Ignite Presentation Content: <u>A 5 min or less presentation that "ignites" your peers about your policy project.</u> How to Make the Ignite: Please use PowerPoint. You may insert media in your PPT (movie clips, ads, etc) or use strictly images, words, and graphs, tables to get your message across. When you present these are key items to keep in mind: As Presenter:</p> <ul style="list-style-type: none"> • Always look at your audience -- in this case, talk clearly into the microphone. • Engage the listener in the presentation when appropriate • Use tone, inflection, pitch and pace to change up your presentation. • Create a title page that includes a photo of you and your title, major, university, etc.
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4. Include the most recent syllabus from each course listed in Template B2-1, or written guidelines such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus.

Syllabus for HED 320, CHE 360, CHE 380, CHE 400, CHE 430, CHE 450 are located in the Electronic Resource File in folder 'B – Curriculum/Criterion B2 – Competencies'

B3. Cross-Cutting Concepts and Experiences

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

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

TEMPLATE B3-1	
<i>A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3.</i>	
Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
1. Advocacy for protection and promotion of the public's health at all levels of society	CHE 400 Health Policy, Advocacy and Community Organization: Students learn effective advocacy strategies which they can apply in the protection and promotion of the public's health.
2. Community dynamics	CHE 400 Health Policy, Advocacy and Community Organization: Students learn about different community dynamics for the purpose of community organization. CHE 430 Grant Writing and Resources Management: Students engage and interact with a variety of local community organizations to write grant proposals.
3. Critical thinking and creativity	CHE 380 Assessment and Program Planning in Health Education: Students conduct needs assessment and are required to think critically about the data to develop creative, interactive health education programs. CHE 450 Implementation, Administration, and Evaluation of Health Education Programs: Students use critical thinking skills to implement and evaluate health education programs. Skills also need to be used in developing recommendations for program improvements after pilot testing.
4. Cultural contexts in which public health professionals work	PH 204 Introduction to Global Health: Students are exposed to the role of culture and health. HED 210 Foundations of Health Education: Students identify how cultural factors influence a community. CHE 480 Senior Capstone: A didactic course in which students are exposed to the many professional and career options in the public health field.
5. Ethical decision making as related to self and society	PH 204 Introduction to Global Health: Students are exposed to ethical and human rights concerns in global health. HED 210 Foundations of Health Education: Students are introduced to ethical issues associated with the profession and the Code of Ethics. PH 335 Environmental Health: Students are provided with the health education code of ethics; ethics are covered in a couple of sessions and students complete a reflection paper. CHE 480 Senior Capstone: Students are exposed to the public health code of ethics during senior capstone.

6. Independent work and a personal work ethic	CHE 380 Assessment & Program Planning in Health Education: Students are required to work independently on individual literature reviews.
7. Networking	CHE 430 Grant Writing and Resources Management: Through writing a grant and working with local organizations, students are able to network with many public health professionals. CHE 480 Senior Capstone: Networking, Professional Memberships and Connections
8. Organizational dynamics	CHE 400 Health Policy, Advocacy and Community Organization: Organizational dynamics are explored as part of community organization techniques. CHE 430 Grant Writing and Resources Management: It is necessary that students understand organizational dynamics when working with an organization, finding and developing a grant proposal.
9. Professionalism	CHE 430 Grant Writing and Resources Management: It is necessary that students practice professionalism while working with local community members and leaders. CHE 480 Senior Capstone: Professionalism is a topic explored in senior capstone.
10. Research methods	CHE 380 Assessment and Program Planning in Health Education: Research methods are introduced and covered when students are learning how to conduct a needs assessment and search of the literature.
11. Systems thinking	PH 200 Public Health for the Educated Citizen: Students are introduced to leadership and systems thinking skills. HED 320 The U.S. Healthcare System: A number of components focus on systems thinking to include a module on systems thinking about what counts with the following learning outcomes: 1. Describe the basic nature of systems thinking as an approach to understanding population health, public health and health care systems. 2. Describe historical developments, resistance and support for reform, and forces that are likely to shape health services and population health in the future.
12. Teamwork and leadership	PH 200 Public Health for the Educated Citizen: Students are introduced to leadership and systems thinking skills. CHE 380 Assessment and Program Planning in Health Education: Teamwork is needed to conduct a needs assessment and plan a health education program. CHE 430 Grant Writing and Resources Management: Students work as a team with classmates and a Community Based Organization [CBO] to write a grant proposal. CHE 450 Implementation, Administration, and Evaluation of Health Education Programs: Students work as a team to implement and evaluate a health education program. CHE 480 Senior Capstone: Students explore various topics around effective teamwork and leadership skills needed in the public health profession.

B4. Cumulative and Experiential Activities

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

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

TEMPLATE B4-1	
<i>A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize, and apply knowledge as indicated in Criterion B4</i>	
Cumulative and Experiential Activity	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
PH 498: Preceptorship in Public Health Setting	The preceptorship is designed to be a practical culminating experience in which students use the skills they have developed throughout the program by applying them at a community agency. With this type of practical experience, the student is able to further develop, synthesize and integrate their knowledge base, skill sets and competencies in preparing them for future health education careers.

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

The PH 498 Preceptorship is designed to be a practical culminating experience in which the student maintains a full-time agency workload in public health and community health education. It is meant to be a time of service and innovation to the agency, as well as a significant learning opportunity. Only through a practical experience such as this, can the efficient application of knowledge, ideas, and skills in realistic problem settings occur. With this, both the student and the agency should benefit immeasurably.

The major objectives of PH 498 are to enable the student

- to apply realistically the knowledge and skills attained in the campus setting to specific practical community health education issues in the agency setting
- to engage in practical service to the agency
- to better student preparation for future employment and/or advanced education

The PH 498 experience will take place in an agency which employs professionals in community health education as a major part of the agency mission. Agencies include government health departments, voluntary health organizations, hospitals, clinics, worksite health organizations, and others. The most valuable field training will offer students the opportunity to become involved in a variety of health education responsibilities. The National Commission for Health Education Credentialing identifies eight areas of responsibility in health education:

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area V: Advocacy

- Area VI: Communication
- Area VII: Leadership and Management
- Area VIII: Ethics and Professionalism

A mix of projects, or a major project, that is initiated and completed during the preceptorship, makes it possible for students to experience all areas of responsibility throughout the semester, and enables them to integrate and synthesize the knowledge they have learned in the classroom.

For example, on their preceptorship, some students have:

- Utilized the knowledge and skills gained in CHE 370, Motivational Interviewing for Health Educators, while conducting health coaching sessions with young people of various ages, and while helping pregnant women quit smoking.
- Practiced all steps of program planning from CHE 380 and CHE 450 to develop, implement and evaluate week or month-long employee wellness challenges.
- Engaged in assessment skills from CHE 380 Assessment & Program Planning, while contributing to the Community Health Assessments in local health departments.
- Developed, submitted and have been awarded grants for their preceptorship agency, utilizing the knowledge gained in CHE 430 Grant Writing & Resource Management.
- Created brochures, infographics, videos, newsletters, online content, and other forms of communication for their preceptorship agency that is health literate, and culturally competent which connects to CHE 360: Methods and Strategies for Health Educators.
- Applied knowledge gained in content classes; for example HED 425: Violence and Injury Prevention, some students have become certified car seat safety technicians through their preceptorship, educating parents on child passenger safety.

The required duration of the PH 498 Preceptorship is 560 hours, which is approximately 37.5 hours for 15 weeks.

[PH 498 Course Description in UWL Undergraduate Academic Catalogue:](#)

PH 498 Cr.15 Community Health Education Preceptorship Professional experience in a community health education setting for a full semester. The student works under faculty supervision with a professional in health education/health promotion who serves as a mentor. Repeatable for credit – maximum 15. Prerequisite: successful completion of all program course requirements; recommendation of the department; major GPA of 2.75. Consent of department. Offered Fall, Spring, Summer.

3. Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are available online.
 - a. PH 498 documents and forms are located in the Electronic Resource File in folder 'B – Curriculum/Criterion B4 – Cumulative and Experiential Activities/Preceptorship Forms'
 - b. Preceptorship information, documents and forms are located on the UWL - HEHP department website:
 - <https://www.uwlax.edu/health-education-and-health-promotion/preceptorship/>
 - <https://www.uwlax.edu/health-education-and-health-promotion/preceptorship/#tab-forms>

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

PH-CHE student work samples are located in the Electronic Resource File in folders 'B – Curriculum/Criterion B4 – Cumulative and Experiential Activities/Preceptorship Student Work Examples' and 'B – Curriculum/Criterion B4 – Cumulative and Experiential Activities/CEPH Student Work Samples'

C. Evaluation of Program Effectiveness

C1. Summary Data on Student Competency Attainment

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

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

The department/program implemented the 2018 curricular requirements beginning in the fall of 2019. We have collected data from alumni and individuals who have supervised our preceptees and employed our graduates. Overall, both alumni and other stake-holders (employers and preceptorship supervisors) agree the students graduating from the BS in Public Health and Community Health Education at UWL are well prepared in the competencies identified in Criterion B2. In addition, commentary provided by Preceptorship site supervisors indicates a high level of competency development. The program uses CHES passing percentage and scores on the individual components of the exam to assess learning. (Students are not required to take the CHES exam; 50-60% of our students do take the CHES exam each year.) The table below identifies the UWL pass percentage compared to the National pass percentage for the years 2018, 2019 and 2020 (April exam only). When comparing the seven areas of responsibility component of the exam with the National average, UWL students outperform the Cohort National average across all areas. We have initiated discussions regarding the alumni and stake-holder surveys that were conducted for the first time during the fall 2020 semester. This information will provide us with a baseline and will assist in the enhancement of both the survey and the methods used to collect the information. As we collect more information (both quantitative and qualitative) and trends appear, we will discuss how best to report the site supervisor's evaluation to make modifications to course work when needed. This might include the addition of soft skills or more work aligned with excel spreadsheets.

The program utilizes course-based assignments to assess the level of competency of each student. For each Public Health Domain, Foundational Competency, and Cross-Cutting Concepts and Experiences, a course(s) has an assessment assignment/activity associated with it.

CHES pass percentage

Year	UWL Number Taking CHES Exam	UWL Pass Percentage	National Pass Percentage
2020	6 (April only)	100%	72%
2019	41	95%	67%
2018	37	85%	65%

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

HEHP Department meeting minutes/agendas are located in the Electronic Resource File in folder 'C. Evaluation of Program Effectiveness/Criterion C1 – Summary Data on Student Competency Attainment/Department Meetings'

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

The department utilizes information gathered from students, preceptors, alumni, interactions with public health practitioners/professionals, attendance at professional meetings and conferences, to inform curricular needs and changes.

- The program is discussing how to best collect student work in order for the department to discuss how to best utilize this work to improve program student learning outcomes. Storage and tracking how issues identified through student work are being examined.
- Use of mass media in course work has been very limited. The department/program is working to increase the opportunities for students to better understand and use mass media throughout their coursework. Students do have other opportunities to engage in the use of mass media during activities outside the curriculum, however, not all students take part in these extra-curricular activities.
- The department/program is developing ways through which students will make stronger connections between the coursework they complete and other experiences that they have. Building a better understanding of systems thinking and the application of systems thinking, not only to the issue at hand, but to the possible solutions.

C2. Graduation Rates

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

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

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

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

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

TEMPLATE C2-1						
Students in PH-CHE Degree, by Cohorts Entering Between 2016-17 and 2020-21						
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21
2016-17	# Students entered	61				
	# Students withdrew, dropped, etc.	2				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	59	66			
	# Students withdrew, dropped, etc.	0	0			
	# Students graduated	22	0			
	Cumulative graduation rate	36%	0%			
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	37	66	55		
	# Students withdrew, dropped, etc.		3			
	# Students graduated	32	33	0		
	Cumulative graduation rate	88%	50%	0%		
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)		33	55	77	
	# Students withdrew, dropped, etc.		0		0	
	# Students graduated		27	37	63	
	Cumulative graduation rate		91%	67%	82%	

2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)			16	75	63
	# Students withdrew, dropped, etc.			0	2	1
	# Students graduated			16	73	74
	Cumulative graduation rate			96%	95%	

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

The BS in Public Health and Community Health Education program's curriculum is 'Blocked', meaning all students must proceed from Block 1 [the interdisciplinary core courses] to Block 2, then Block 3 to Block 4 with Block 5 [PH 498 the preceptorship] as the final block. Entrance into Block 5 requires completion of Blocks 1-4 and SAH Dean's permission. Successful completion of Block 5 results in graduation. When a student completes Block 1, they are given the program admission milestone and move into Block 2. Data is collected each semester on the milestone admissions and the number of student enrollments in each block. Students are tracked from entry into the program to completion. Few students drop out of the block they are enrolled in (some students who drop out do re-enter later, but the numbers are very small). Once admitted to Block 2, students typically complete Block 5 within two years and, therefore, are eligible to graduate. Students with a double major or a minor may choose to delay their "official" graduation from UWL until completion of their second major or minor.

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

The system currently in use functions well, and provides data useful for understanding the number of students admitted to the major, the number of students graduating, the length of time to graduation, how many non-majors are taking public health courses, and trends in enrollment.

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

No plans at this time.

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

Not Applicable

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

Not Applicable

C3. Post-Graduation Outcomes

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

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

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

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

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

1. Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. Present information in the format of Template C3-1.

TEMPLATE C3-1			
Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)
Employed	40	42	43
Continuing education/training (not employed)	6	8	8
Actively seeking employment	5	8	12
Not seeking employment (not employed and not continuing education/training, by choice)	2	2	0
Unknown	3	0	0
Total	56	60	63

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

Based on our data collected at the time of graduation, through LinkedIn, our closed Facebook page (open only to our students and alumni), our preceptors, employers and other means of connecting with our graduates, employers of our students fall into the following areas:

- Health departments (local, state and federal levels)
- Hospitals and clinics
- Voluntary health organizations (American Cancer Society, American Diabetes Association, etc.)
- Community organizations/agencies (YMCA, Coulee Council on Addictions, Planned Parenthood, Habitat for Humanity)

- Business and industry

A few of our students have entered the Peace Corps or AmeriCorps.

Those alumni continuing their education enter:

- Epidemiology
- Health Policy
- Healthcare Administration
- Nursing or physician assistant programs

Institutions in which recent students continue their graduate education include:

- University of Minnesota
- St. Louis University
- University of Alabama
- University of Wisconsin, Madison
- University of Wisconsin, Milwaukee
- Boston University
- Hazeldon Betty Ford Graduate School of Addiction Studies
- University of North Carolina, Charlotte

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

The department uses the closed Facebook page and LinkedIn to keep in contact with alumni. We ask students regularly through Facebook to tell us what they have been doing. During the Preceptorship Expo (final requirement during their preceptorship, Block 5, prior to graduation) students must indicate what their plans are, i.e., if they are employed and by whom, if they are continuing their education. Many of our students are employed with organizations and agencies that have employed our graduates in the past and we are in regular contact with many of them. We also use a Qualtrics survey which asks alumni if they are employed or continuing their education. The Qualtrics survey is recent and will be further developed over the next couple of semesters.

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

At this time no limitations to the data are identified, however, we are looking at ways to follow-up with those in the 'actively seeking employment' category.

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

The department has continuing discussions regarding the data we have collected, what might be its limitations and how can we improve our data collection, at a minimum, one year following graduation.

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

Not Applicable

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

Not Applicable

C4. Stakeholder Feedback

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

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

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

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

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

1. A list of tools used to collect data from each of the following groups:
 - alumni
 - relevant community stakeholders

Group	Tool used to collect data
Alumni	Alumni survey Preceptorship Expo Preceptorship Final Report Formal and informal meetings with students and alumni
Relevant community stakeholders	Preceptor Evaluation Stakeholder Survey Wisconsin Public Health Education and Training Program (WiCPHET) Academic Programs Council

- PH-CHE Alumni complete a survey regarding their preparedness for the workforce upon graduation from the PH-CHE program.
- Employers of PH-CHE graduates and/or supervisors of PH-CHE preceptees are asked to complete a survey assessing the graduates'/preceptees' preparedness in the public health competencies.

- Faculty and staff from the following institutions have joined together to form the Wisconsin Public Health Education and Training Program (WiCPHET) Academic Programs Council to assess the workforce development needs of Wisconsin's public health practice community and to develop training opportunities for the public health workforce.
 - UW-Milwaukee's Zilber School of Public Health
 - The Medical College of Wisconsin, Master of Public Health Program
 - UWL Department of Health Education and Health Promotion
 - Carroll University, Undergraduate Public Health Program
 - The Wisconsin Public Health Association (WPHA)
 - Wisconsin Association of Local Health Departments and Boards (WALHDAB)
 - The University of Wisconsin-Madison, Master of Public Health Program
- The WiCPHET Academic Programs Council assess the Wisconsin public health practice community's workforce development needs through a series of conversations while in attendance at meetings of target organizations.

2. For each tool identified in documentation request 1, include a copy of the instrument and the most recent year of data.

The file containing the summary results of the 'PH-CHE Alumni Survey' is located in the Electronic Resource File in folder 'C – Evaluation of Program Effectiveness/Criterion C4 – Stakeholder Feedback'.

The file containing the summary results of the 'PH-CHE Preceptor-Employer Survey' is located in the Electronic Resource File in folder 'C – Evaluation of Program Effectiveness/Criterion C4 – Stakeholder Feedback'.

The file containing the sample questions used by WiCPHET council members is located in the Electronic Resource File in folder 'C – Evaluation of Program Effectiveness/Criterion C4 – WiCPHET Sample Discussion Questions'.

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.
 - The HEHP Department collected data from PH-CHE alumni (n = 62) who had graduated from the program within the past seven years. The Department also collected data from employers of PH-CHE graduates and/or supervisors of PH-CHE preceptees (n = 9). Selected responses to the surveys and examples of changes to the program are described below. In addition, the department chair meets informally and formally with current students and recent graduates regarding numerous topics and issues periodically throughout the year. It should be noted that the new curriculum was not fully implemented until fall 2019. It also should be noted that the Department has not been collecting data long and, therefore, have established a working group to collect quantitative and qualitative data more regularly.
 1. Alumni and community stakeholders (i.e., employers and preceptors) reported a need for “addressing the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.” To that end, the faculty developed the course CHE 400 Health Policy, Advocacy, and Community Organizations to be included in the core curriculum (block three).
 2. In addition to developing a course on health policy, advocacy, and community organizations, selected faculty from the HEHP Department repeatedly have organized an advocacy summit with the Wisconsin state legislature to introduce students to the dynamics of the public health policymaking process.
 3. Stakeholders (i.e., employers and preceptors) reported a need for greater emphasis on global affairs (e.g., “understanding the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries”). In addition to the required course on the U.S. Health Care System (HED 320), the faculty developed the course PH 204 Introduction to Global Health to expose students to global health issues.
 - Evaluation data regarding the performance of PH-CHE students during their preceptorships was collected from fall semester 2019 through fall semester 2020. During this timeframe, 67 students completed their preceptorships. Of those students who finished their preceptorships, 56 preceptors (site mentors) completed and submitted the online evaluation for an 84% response rate. The survey is comprised of 18 questions that aim to assess each student’s preparedness and performance at their site. It is important to note the survey questions are framed around the Areas of Responsibility for health education specialists. The survey questions along with the results from the last year can be seen in the Electronic Resource File ‘PH-CHE Preceptor-Employer Survey’ in folder ‘C – Evaluation of Program Effectiveness/Criterion C4 – Stakeholder Feedback’. Selected responses to the surveys and examples of changes to the program are described below.
 1. Preceptors noted while students had strong writing skills, moving between professional writing and conversational writing for such items as newsletters and/or other social media posts is an area that could be strengthened. To that end, faculty are working in their courses to incorporate more opportunities to practice different types of writing to strengthen that skill.
 2. Delegating tasks, time management, and providing feedback in a team dynamic was an area mentioned by preceptors in which they felt students may need more practice. As preceptees, the students understand working with team dynamics is new and providing constructive feedback to other team members can be daunting. This is an area that we, as faculty, try to discuss and have students practice within group projects. Moving forward, finding a way to incorporate a solidified approach to team dynamics into our classes will be needed.

3. Preceptors also noted it would be good for students to have more experience in using programs like Excel for collection and evaluation of data. Faculty are currently considering the ways in which students can gain more of this experience in the classroom.
 4. As a faculty group, we have also noted that while our survey gives us a general understanding of how well prepared the preceptors feel the students are for their preceptorships, we are considering how we might be able to improve the survey questions.
- The WALHDAB and WPHA organizations were targeted by the WiCPHET Academic Programs Council because of their broad representation of public health practitioners in Wisconsin, including governmental and non-governmental public health workers, as well as practitioners in the early part of their careers to those in state-wide leadership positions. The membership of these organizations has broad representation from across the state. Data based upon the information gathered by the WiCPHET Academic Programs Council has been utilized and incorporated by the faculty in their classroom lectures and assignments.

D. Faculty Resources

D1. Designated Leader

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

- is a full-time faculty member at the home institution
- dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a public health discipline. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
 - if the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications, and professional experience in its primary faculty members
- is fully engaged with decision making about the following:
 - curricular requirements
 - competency development
 - teaching assignments
 - resource needs
 - program evaluation
 - student assessment

1. The name of and relevant information about the designated leader, in the format of Template D1-1. Template D1-1 also requires a concise statement of the institution or unit's formula for calculating FTE.

TEMPLATE D1-1					
<i>Provide information on the designated leader for the program, including graduate degrees earned, institution where degrees were earned, relevant professional experience, and FTE</i>					
Name of Designated Leader	FTE effort to the program	Graduate degrees earned	Institution where degrees were earned	Relevant professional experience	FTE definition
R. Daniel Duquette	1	MS Environmental Health Sciences; EdD Health Behavior	University of Rhode Island; University of Buffalo	CHES Certified 1989; actively involved in public teaching, scholarship, and service for 36 years. Numerous presentations and publications; Active in the APHA (currently Chair of the Caucus Collaborative), and SOPHE; former Chair of numerous Boards to include the Midwest Division of the American Cancer Society, and the Coulee Council on Addictions; member of the National Board of Directors for both the American Cancer Society and the American Cancer Society's Cancer Action Network.	Faculty Senate Articles, Bylaws and Policies: defines the FTE faculty workload policy and remuneration of department chairs. https://www.uwlax.edu/globalassets/committees/faculty-senate/faculty-senate-manual-021417.pdf

2. A concise statement of the designated leader’s public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications.
 - MS in Environmental Health Sciences
 - EdD in Health Behavior
 - CHES since 1989
 - Actively involved in teaching, scholarship and service in public health for 35+ years

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

The HEHP Department Chair is a full-time tenured faculty member. This individual is responsible for six [6] credit hours of instruction per semester, reassigned time for departmental administrative work; conducting research, to include publishing manuscripts, presentations, participating in professional development and service-related activities (department, college, university, community and professional).

In addition to these required responsibilities as a full-time faculty member, the following responsibilities are identified by the University of Wisconsin-La Crosse Faculty Senate:

The Chairperson is generally responsible for ensuring that the policies and procedures of the department are carried out in accordance with the departmental bylaws and that the department and its members are fulfilling the responsibilities described in A through G. above. The Chairperson shall assume a prominent role in creating a professional environment conducive to high morale and productivity in the department.

Specific department functions supervised or performed by the chairperson include:

- (1) Registration and scheduling
 - (a) Developing semester and summer session class schedules in consultation with the faculty.
 - (b) Monitoring registration and assessing the need to add or cancel classes.
- (2) Curriculum
 - (a) Implementing the authorized curriculum; initiating discussion of curricular issues; developing proposals for new or revised courses, special projects, grant proposals, curriculum changes; arranging for textbook selection; and participating in the presentation of departmental proposals before the appropriate committees.
 - (b) Receiving and responding to concerns about curriculum and acting on substitution and waiver requests brought by students and others.
- (3) Budget, Textbooks, Equipment and Facilities
 - (a) Preparing the annual departmental budget for travel, services, supplies and equipment; ordering all budgeted items; and managing expenditures in accordance with the budget plan.
 - (b) Making recommendations for textbook and library budgets and other budgets as requested.
 - (c) Reporting textbook choices to the Textbook Rental Service in timely fashion.
 - (d) Making assignments of offices, classrooms, and other work areas; obtaining other facilities when needed; and requesting maintenance for repairs for equipment, offices, classrooms, and other work areas.
- (4) Meetings and Committees
 - (a) Establishing a schedule of department meetings and presiding at same.
 - (b) Ensuring that departmental committees are meeting to fulfill their responsibilities.
 - (c) Attending meetings of appropriate departmental, college, and university committees.
 - (d) Designating or recommending department members to serve on committees as requested.
 - (e) Arranging for representation and participation of the department at professional meetings and placement centers as appropriate.
 - (f) Serving on committees as required.
- (5) Personnel
 - (a) Conveying to the appropriate administrative officer the personnel needs of the department for faculty and academic staff, graduate assistants, classified staff and student help.
 - (b) Monitoring all departmental search and screen activities for compliance with UWL Affirmative Action hiring procedures.
 - (c) Describing and publicizing faculty and academic staff vacancies and corresponding with applicants and placement agencies; scheduling and participating in interviews; making recommendations to the appropriate administrative officer regarding hiring; and providing orientation for new members regarding departmental policies and procedures, departmental expectations for faculty and academic staff, and faculty and academic staff responsibilities.
 - (d) Arranging for the required evaluations of faculty and academic staff; scheduling student evaluation of department members; monitoring department personnel committees with regard to conformance with UW System, UWL and department procedures; and informing individual members of any recommendations regarding them.

- (e) Describing and publicizing graduate assistantship positions; making recommendations to the appropriate administrative officer regarding hiring of graduate assistants; providing orientation and assignment for graduate assistants; and participating in the evaluation of graduate assistants.
- (f) Arranging for the selection, hiring, training, overseeing, and evaluation of classified staff and student help.
- (g) Recommending summer school appointments to the appropriate administrative officer within university, college and departmental guidelines.
- (h) Ensuring the continuation of classes during prolonged faculty absences.
- (6) Students
 - (a) Receiving and responding to student questions, concerns, and complaints regarding courses, curriculum requirements, faculty and grades.
 - (b) Coordinating advising activities for the department.
- (7) Teaching
 - (a) Teaching a reduced load in the department in accordance with bylaw VIII.B.
- (8) Other Responsibilities
 - (a) Responding to inquiries from the university, the UW System, and external accrediting agencies regarding department programs.
 - (b) Conferring, as needed, with other chairpersons in the university and with other departments of the same discipline in the system and area.
 - (c) Corresponding with prospective students, teachers, and the general public on their inquiries.

Faculty Senate Policies, May 14, 2020: <https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf>

D2. Faculty Resources

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

- a. In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.
- b. The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.
- c. The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

1. A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

TEMPLATE D2-1			
<i>Provide a list of all faculty providing program instruction or educational supervision for the last two years</i>			
Name	Title Academic rank	Full-time or part-time	FTE allocation
Anders Cedergren	Assistant Professor	Full-time	1.0
Dan Duquette	Professor	Full-time	1.0
Gary Gilmore	Professor	Full-time	0.75
Robert Jecklin	Assistant Professor	Full-time	1.0
Sarah Pember	Assistant Professor	Full-time	1.0
Michele Pettit	Associate Professor	Full-time	1.0
Keely Rees	Professor	Full-time	1.0
Karen Skemp	Associate Professor	Part-time	.75
Katie Wagoner	Lecturer	Full-time	1.0
Emily Whitney	Associate Professor	Full-time	1.0

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

HEHP department faculty CVs are located in the Electronic Resource File in folder 'D – Faculty Resources/Criterion D2 – Faculty Resources/CEPH CV 2021'

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

Faculty teaching in the BS Public Health and Community Health Education Program are classified as tenure-track, tenured or IAS. The tenure-track and tenured faculty have a 12 credit load each semester; IAS have a 15 credit load each semester. Tenure-track and tenured faculty are required to teach nine [9] credits face to face, the other three [3] credits align with advising, preceptorship advising and other assigned responsibilities (preceptorship coordinator, ESG advisor(s), etc.). IAS have a minimum of 12 credits aligned with teaching and three [3] credits for other assigned responsibilities determined by their contract. In addition, tenure-track and tenured faculty are required to be engaged in both scholarship and service. The department considers tenure-track and tenured faculty workload to be 60% teaching, 25% scholarship, and 15% service. IAS workload is determined by contract. HEHP program IAS typically teach 85% and service 15%.

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

TEMPLATE D2-2				
<i>A table showing the SFR and average class size for program-specific classes for the last two years. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Template D2-2 also requires information on the SFR and average class size of a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. Identification of at least one other degree program within the institution with similar degree objectives and methods of instruction is required as well as a rationale for the choice. (Criterion D2)</i>				
Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Semester 1: Fall 2018	18:1	All full time students plus 1/3 headcount of part time students as student count. All full time instructors plus 1/3 headcount of part time instructors as faculty count.	29	Average class size excludes online courses, noncredit courses, independent study, internships, co-operative programs, individual instruction, and one on one instruction. There were only lecture classes included here. Some of the class sections were combined with graduate level courses, however, there were so few students at the graduate level that the average class size was not affected for any semester.
Semester 2: Spring 2019	20:1		28	
Semester 3: Fall 2019	26:1		31	
Semester 4: Spring 2020	27:1		28	
Comparable Program				

Identification and Explanation				
Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.			
Political Science and Public Administration	Political Science and Public Administration has approximately the same number of students (majors and minors combined) as in the BS PH-CHE program (majors only).			Data used for the comparable program information was gathered and provided to the HEHP department Chair by the UWL Institutional Research Office. UWL's Institutional Research Office collects and compiles this information for all programs in a consistent and comparable process.
Comparable Program				
Semester	Comparable Program SFR	Comparable Program Avg. Class Size		
Semester 1: Fall 2018	18:1	25		
Semester 2: Spring 2019	19:1	26		
Semester 3: Fall 2019	18:1	28		
Semester 4: Spring 2020	19:1	25		

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

TEMPLATE D2-3*Provide information on the average advising load for the last two years*

Semester	SBP Average Advising Load	Explanation of the data and method used	Comparable Program in the institution	Comparable Baccalaureate Program Average Advising Load	Narrative explanation of the choice of the comparable program
Fall 2020	29.20	University data regarding number of advisors and number of advisee. Data is generated and reports run by department administrative assistants each semester	Political Science/ Public Administration	18.68	Used the number of advisors: BS PH-CHE 8; Political Science/Public Administration 9. The Political Science/Public Administration Department has very similar instruction styles as the BS Public Health and Community Health Education program. Both programs have 3 credit courses which are comprised of lecture, discussion, active engagement of students in and outside the classroom, volunteer experiences and a culminating experience.
Fall 2019	28.88	University data regarding number of advisors and number of advisee. Data is generated and reports run by department administrative assistants each semester	Political Science/ Public Administration	18.89	Used the number of advisors: BSPH-CHE 9; Political Science/Public Administration 10.
Fall 2018	30.67	University data regarding number of advisors and number of advisee. Data is generated and reports run by department administrative assistants each semester	Political Science/ Public Administration	21.3	Used the number of advisors: BSPH-CHE 10; Political Science/Public Administration 9.

6. Three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.)

The faculty decided to offer second sections of some courses as a result of the increase in the number of enrolled students. These courses require pedagogy that large enrollments make difficult. In addition, PH 340 [Epidemiology] has seen a growth over the past two years which may necessitate an additional section in order to maintain course quality and student competency development.

The department moved to holding a mass advisement session, as a result of continued growth. The number of advisees each faculty member advises has grown to the point individual academic advising sessions prior to university registration is very time consuming for each individual advisor.

The department is working with the SAH Dean in order to secure further faculty lines to meet the rapidly growing number of majors. Without additional faculty, the department may need to consider capping enrollment and developing appropriate program admission criteria.

D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

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

TEMPLATE D3-1			
<i>A table showing student headcount and student FTE for the last four semesters (Criterion D3)</i>			
Semester	Student headcount	Student FTE	Narrative explanation of the specific method and source of student enrollment data
Semester 1: Fall 2019	209	209	Student headcount is the number of majors enrolled in the program as of the 10th day of the semester. Student FTE is presented on the 10th day reports provided by the University. The 10th day reports are generated and run by the department administrative assistants every semester. All students in the BS in PH-CHE Program are identified as full-time students.
Semester 2: Spring 2020	222	222	Same as above
Semester 3: Fall 2020	209	209	Same as above
Semester 4: Spring 2021	209	209	Same as above

E. Faculty Qualifications

E1. Doctoral Training

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

Faculty are trained at the doctoral-level in most cases. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

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

Katie Wagoner: MPH; MCHES

- BS University of Wisconsin Green Bay
- MPH University of Wisconsin-La Crosse Community Health Education
- Five [5] years of experience with Mayo Clinic Health Systems in La Crosse Wisconsin as a Health Promotion Consultant [2008-2013]
- Vice-President GROW La Crosse Board of Directors; SOPHE Annual Meeting Planning Committee; Abstract Reviewer, Nutrition Community of Practice Chair
- Courses currently teaching: PH 200 Public Health for the Educated Citizen; HED 210 Foundations of Health Education; PH 498 Community Health Education Preceptorship in a Public Health Setting

E2. Faculty Experience in Areas of Teaching

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

Required documentation:

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

TEMPLATE E2-1									
Name	Title Academic rank	Full-time or part-time	FTE allocation	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Anders Cedergren	Assistant Professor	Full-time	1.0	MS; PhD	BS University of Cincinnati MEd University of Cincinnati PhD University of Cincinnati	Community Health	2004 - health educator for Hamilton County; 2006-2013 - health and wellness positions for TriHealth; 2018-current La Crosse County Health Department ethics committee; 2020 - CDC expert review group establishing public health competencies for attorneys	CHES	PH 204 Introduction to Global Health; CHE 380 Assessment and Program Planning; CHE 450 Implementation, Administration, and Evaluation of Health Education Programs; PH 498 Community Health Education Preceptorship in a Public Health Setting
Dan Duquette	Professor	Full-time	1.00	MS; EdD	BS State University of New York College at Brockport MS University of Rhode Island Kingston EdD State University of New York at Buffalo	Environmental Health; Health Behavior	Research/Statistical consultant - Allergy Associates/Allergy Choices; Advocacy Committee Habitat for Humanity; La Crosse Health Science Consortium Population Health Committee; APHA Caucus Collaborative Chair	CHES	PH 335 Environmental Health; PH 498 Community Health Education Preceptorship in a Public Health Setting

TEMPLATE E2-1									
Name	Title Academic rank	Full-time or part-time	FTE allocation	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Gary Gilmore	Professor	Full-time	0.75	MPH; PhD	BA Hope College, MI MPH University of Minnesota PhD University of Tennessee	Public Health	Member and former Chairperson of the Wisconsin Public Health Council; Member National Council on Linkages between Academia and Public Health Practice; Member Wisconsin Leadership Board of the American Cancer Society	MCHES	PH 340 Epidemiology and Human Disease Prevention; CHE 380 Assessment and Program Planning; CHE 450 Implementation, Administration, and Evaluation of Health Education Programs;
Robert Jecklin	Assistant Professor	Full-time	1.0	MPH, PhD	BS University of Wisconsin-La Crosse MPH University of Minnesota PhD University of Wisconsin	Adult Education	Participates in the APHA annual meetings		PH 200 Public Health for the Educated Citizen; HED 320 The U.S. Health Care System; HED 473 Health Aspects of Aging
Sarah Pember	Assistant Professor	Full-time	1.0	MT; PhD	BA University of Virginia MT Curry School of Education, University of Virginia PhD University of Alabama	Health Education	SOPHE Annual Meeting Planning Committee; GROW La Crosse Board of Directors	CHES	HED 207 Youth Health Issues; CHE 380 Assessment and Program Planning; CHE 450 Implementation, Administration, and Evaluation of Health Education Programs;

TEMPLATE E2-1									
Name	Title Academic rank	Full-time or part-time	FTE allocation	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Michele Pettit	Associate Professor	Full-time	1.00	MPH; PhD	BS Truman State University, MO MPH University of Illinois PhD Southern Illinois University Carbondale	Health Education	Manuscript reviewer for the <i>California Journal of Health Promotion</i> , the <i>Journal of American College Health</i> , and the <i>American Journal of Health Behavior</i> ; Member of the UWL Mental Health Task Force	MCHES	HED 207 Youth Health Issues; HED 345 Issues in Emotional & Mental Health; HED 425 Violence & Injury Prevention; PH 498 Community Health Education Preceptorship in a Public Health Setting
Keely Rees	Professor	Full-time	1.00	MS; PhD	BA University of Minnesota-Morris MS South Dakota State University PhD University of New Mexico	Health Education	Participates in the annual meetings for APHA and SOPHE; Dr. Rees is currently president of ESG and is the ESG Student Org Advisor 2003 – Present; She is involved in many community organizations aligned with her areas of teaching and scholarship	MCHES	CHE 370 MI for Health Educators; CHE 400 Health Policy, Advocacy & Community Organizations; CHE 430 Grant Writing & Resource Management; CHE 480 Senior Capstone; PH 498 Community Health Education Preceptorship in a Public Health Setting

TEMPLATE E2-1									
Name	Title Academic rank	Full-time or part-time	FTE allocation	Graduate degree(s) earned	Institution(s) from which degree(s) were earned	Disciplines in which degrees were earned	Relevant professional experience outside of academia	Credentials from certification, registration, and/or licensure, if applicable	Courses taught
Karen Skemp	Associate Professor	Part-time	.75	PhD	University of Minnesota	Kinesiology	Certified Nutrition Specialist, American Academy of Sports Dieticians and Nutritionist		HED 474; Nutrition Education
Katie Wagoner	Lecturer	Full-time	1.0	MPH	BS University of Wisconsin Green Bay MPH University of Wisconsin-La Crosse	Community Health Education	Vice-President GROW La Crosse Board of Directors; SOPHE Annual Meeting Planning Committee; Abstract Reviewer, Nutrition Community of Practice Chair	MCHES	PH 200 Public Health for the Educated Citizen; HED 210 Foundations of Health Education; PH 498 Community Health Education Preceptorship in a Public Health Setting
Emily Whitney	Associate Professor	Full-time	1.0	MS; PhD	BS Utah State University MS Utah State University PhD Southern Illinois University Carbondale	Community Health Education	Participates in the annual meetings for APHA and SOPHE; attends webinars aligned with teaching and scholarship interests; presents to community groups on drug-related topics and works with community organizations to develop motivational interviewing skills; serves on community substance abuse taskforce		CHE 360 Methods and Strategies for Health Education; CHE 370 MI for Health Educators; CHE 480 Senior Capstone; HED 469 Drugs, Society and Human Behavior; PH 498 Community Health Education Preceptorship in a Public Health Setting

E3. Informed and Current Faculty

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

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

TEMPLATE E3-1		
<i>A list of the activities and methods through which faculty members are informed and current in their discipline or area of public health teaching. E3-1 requires each faculty member's name, field of instruction, and activities through which the faculty member stays informed or current in his or her area of instructional responsibility. (Criterion E3)</i>		
Faculty name	Area of instruction	Explanation of currency
R. Daniel Duquette	Environmental Health	Dr. Duquette participates annually in a number of professional meetings and conferences to include APHA and SOPHE. Dr. Duquette participates in the SOPHE Advocacy Summit in Washington D.C., and the WI Advocacy Summit. He is a member of the Population Health Committee of the La Crosse Medical Health Science Consortium and the advocacy committee for Habitat for Humanity. Dr. Duquette presents at professional and community meetings and publishes scholarly work. Dr. Duquette serves as a member of Wisconsin Center for Public Health Education and Training (WiCPHET)
Anders Cedergren	Global Health, Needs Assessment, Planning and Evaluation	Dr. Cedergren attends professional conferences and workshops; he presents his work. He is an active participant in APHA and SOPHE. Dr. Cedergren participates in the SOPHE Advocacy Summit in Washington D.C., and the WI Advocacy Summit.
Gary Gilmore	Epidemiology, Program Planning and Evaluation	Dr. Gilmore attends the APHA annual conference. He serves as a member of La Crosse Community Data Team, and is a member of WiCPHET. Dr. Gilmore serves on the National Council on Linkages Between Academia and Public Health Practice.
Robert Jecklin	Introduction to Public Health, U.S. Healthcare System	Dr. Jecklin attends the APHA annual conference, the Wisconsin Public Health Association and the Gerontological Society of America. He continues to be active in a number of webinars aligned with his areas of teaching, scholarship and service.
Keely Rees	Motivational Interviewing; Health Policy Advocacy and Community Organization; Grant Writing and Resource Management	Dr. Rees participates in the SOPHE Advocacy Summit in Washington D.C., and the WI Advocacy Summit. She is currently President of ESG. Dr. Rees is engaged with numerous CBOs. She participates in a number of workshops and webinars aligned with her teaching scholarship and service.

Emily Whitney	Motivational Interviewing; Methods and Strategies for Health Education	Dr. Whitney is engaged with a number of community organizations and coalitions. She participates in the SOPHE Advocacy Summit, the WI Advocacy Summit and is an active participant in numerous workshops and webinars.
Katie Wagoner	Public Health for the Educated Citizen; Foundations of Health Education; Preceptorship Coordinator	Professor Wagoner participates in APHA, and the Wisconsin Public Health Association. She participates in the SOPHE Advocacy Summit, the WI Advocacy Summit and is involved with a number of community organizations.
Sarah Pember	Assessment and Program Planning, Implementation, Administration and Evaluation	Dr. Pember participates in the SOPHE Advocacy Summit and the WI Advocacy Summit. She engages actively in numerous workshops and webinars.

E4. Practitioner Involvement

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

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

TEMPLATE E4-1				
<i>A list of the activities and methods through which practitioners are involved in instruction. Template E4-1 requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided. (Criterion E4)</i>				
Practitioner name	Credentials	Title	Employer	Course(s) taught/ Instructional activities provided
Elizabeth Arnold	MPH	Interim Director, Patient Experience	Gundersen Health System, Population Health Department	CHE 370 Motivational Interviewing, guest lecturer, Volunteer Education for Community Resource Connectors PH 498 Preceptorship site supervisor
Deb Ward	MA, CFRE	Director of Development	WisCorps, Inc.	CHE 430 guest lecturer in the Grantseeking course, serves on a panel as a CBO partnering with a team, presents on funding process and reviewer process for proposals
Katie Berkedale	BA	Program Director	La Crosse Community Foundation	Reviewer Process, CHE 430 Grant Management, Resource Development, Budgets
Kerri Sanchez	MS	Director of Urban Initiatives	The Sherwood Foundation, Omaha, NE	CHE 430 Grant writing process, Foundation work, Reviewer Process, Collaboration
Jim Steinhoff	MS	Director Environmental Health Division (retired)	La Crosse County Health Department	PH 335 Environmental Health – Lecture Food Safety and Water Pollution Issues – Guest Lecture
Carleigh Olson	MPH	Policy Coordinator of Population Health Institute	University of Wisconsin	PH 498 Preceptorship site supervisor
Mary Gilligan O'Rourke	MS	Public Health Workforce Coordinator	Hennepin County Public Health Department	PH 498 Preceptorship Site Supervisor
Lindsey Page	MPH	Infectious Disease Program Manager	City of Milwaukee Public Health Department	PH 498 Preceptorship site supervisor

E5. Graduate Students

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

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

1. A list of graduate teaching assistants, if applicable, in the format of Template E5-1.

Not Applicable

F. Fiscal and Other Resources

F1. Financial Resources

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

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

Signed support letter located in Electronic Resource File in folder ‘F – Fiscal and Other Resources/Criterion F1 – Financial Resources/Letter of support signed by SAH Dean’

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

TEMPLATE F1-1						
A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1. Note that Template F1-1 requires the program to define the categories of funding. (Criterion F1)						
Sources of Funds by Major Category: 2015 to 2021 – Fiscal Year						
Source of Funds	Year 1- 2015-2016	Year 2 – 2016-2017	Year 3 – 2017-2018	Year 4 – 2018-2019	Year 5 – 2019-2020	Current Year 2020-2021
State Appropriation	\$364,456.45	\$393,587.36	\$359,450.81	\$361,569.77	\$349,815.19	
University Funds	\$238,479.36	\$246,778.24	\$249,025.04	\$252,364.11	\$240,798.33	
Grants/ Contracts	\$5,953.10	\$0.00	\$15,631.00	\$2,415.00	\$3,799.80	
Endowment/ Foundation	\$0.00	\$0.00	\$320.00	\$67.74	\$0.00	
Other	\$1,007.38	\$0.00	\$1,196.00	\$460.40	\$0.00	
Total	\$609,896.29	\$640,365.60	\$625,622.85	\$616,877.02	\$594,413.32	
Data should be presented by calendar year, academic year, or fiscal year as appropriate--define in header row and in accompanying narrative. Additionally, all data presented should be retrospective, with the current year as Year 5.						

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

The HEHP department has a standalone budget, with only the BS-HWM and MS-HCA funded by other sources, the BS-PH-CHE program is the benefactor of that standalone budget. The HEHP Department Chair has the autonomy to make the appropriate purchases as needed. These funds cover all expenses associated with the operation of the program; full-time faculty, instructional academic staff, academic department associate, contractual staff, overloads, faculty travel and regular operational costs.

Most of the resources allocated to the department are aligned with salaries and fringe benefits; the remaining portion (supplies & equipment – including travel) is used by the program to support all related activities and is managed by the department chair directly. The department chair is designated as the first in line of approvals for all program/department purchases.

The budget office provides the department chair with the total supply and equipment budget in April. Those resources must then be aligned with the appropriate line item for the upcoming fiscal year. This alignment is based on previous history and anticipated costs for the upcoming fiscal year.

F2. Physical Resources

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

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

All full-time faculty have an assigned office space in Carl Wimberly Hall. The Department occupies an office suite on the fourth floor, with 17 offices and storage space. One of the 17 offices is dedicated to the Beta Phi chapter of ESG (the Honorary). All faculty have access to the storage space which houses the department copier/scanner/printer/fax and a variety of supplies. Each faculty member has a mailbox in the department's main office. Using the online reservation system, most spaces on campus can be reserved for meetings or student study groups. In addition, there are a number of rooms around campus that can be reserved by students for study and meeting purposes. For most non-laboratory courses, UWL uses a centralized room scheduling. The Records and Registration Office holds the primary responsibility for scheduling rooms for academic classes. Each department provides the Records and Registration Office with its' preferred classroom parameters and the software assigns the appropriate room.

F3. Academic and Career Support Resources

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

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

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

TEMPLATE F3-1		
<i>A description of the program's academic support resources, indicating who is responsible for each service (i.e. the institution, the college, the program, etc.). (Criterion F3)</i>		
Academic Support Resource	Responsible Party	Description
a) computing and technology services	Information Technology Service [ITS];	<p>"Client Services, which houses the Eagle Help Desk, provides a wide variety of technology support services for faculty, staff, and student end user". https://www.uwlax.edu/its/client-services-and-support/</p> <p>"There are currently over 200 rooms on the UWL campus that contain technology used for teaching or giving presentations. The classroom and conference room technology is maintained and updated by ITS. We also provide support and training. Our focus is to enhance instruction and convenience by adhering to a classroom technology standard while providing classroom designs that accommodate a variety of learning and teaching styles." https://www.uwlax.edu/its/computer-classrooms-labs-and-technology/</p>
b) library services	Murphy Library	"Murphy Library is integral to student success at the University of Wisconsin-La Crosse. The library provides a dynamic and diverse learning environment centered on the core principles of service, stewardship, information literacy and equity of access. Exemplifying these principles, this teaching library carefully manages information resources that support and promote excellence in academic study and research, success in teaching and learning, and intellectual and cultural exploration. Murphy Library additionally serves the

		greater community as a regional information center,” https://www.uwlax.edu/murphylibrary/
c) distance education support, if applicable	N/A	N/A
d) career services	Academic Advising Center & Career Services [ACCESS]	“The Academic Advising Center and Career Services is a team of educators who advise, encourage, challenge, and support students in their academic planning and career development. We are committed to continuous improvement and innovation in services and programming. We seek to empower students to pursue the knowledge and experience necessary to make informed academic and career decisions congruent with their values and identity, leading to success at UWL and beyond.” https://www.uwlax.edu/aaccs/
e) other student support services (e.g. writing center, disability support services), if they are particularly relevant to the public health program	ACCESS Center Pride Center Student Support Services [SSS] Writing Center	“The ACCESS Center promotes equal access and educational opportunity for students with disabilities and provides services to students attending UW-La Crosse who have a documented disability. ACCESS Center staff will meet with students and – based on documentation – determine appropriate academic accommodations to help you accomplish your academic goals and give you the support you need through graduation.” https://www.uwlax.edu/access-center/ “The Pride Center seeks to provide ample educational opportunities and resources for UWL’s students, faculty & staff including ally workshops, trainings, clubs, panels, books, documentaries, speakers, & student-led programs on current issues in our community.” https://www.uwlax.edu/pride-center/ “The mission of student support services is to serve eligible college students and foster an institutional climate supportive of their success. Our services are designed to enhance academic skills, increase retention, increase graduation rates, and facilitate entrance into graduate and professional programs. In addition, students who qualify for SSS and have a disability will be referred to UWL’s ACCESS Center for direct coordination of disability accommodations. A federally funded TRIO program, SSS provides assistance to 350 eligible students each year.” https://www.uwlax.edu/student-support-services/ TRIO The Federal TRIO Programs [TRIO] are Federal outreach and student services programs

		<p>designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO refers to the three original programs that were funded under Title IV of the Higher Education Act, Upward Bound, Educational Talent Search, and Special Services (later named Student Support Services).</p> <p>“As a unit within the Murphy Learning Center, the UWL Writing Center supports students from all disciplines in becoming more effective and confident writers in both academic and professional situations. We provide space for students to generate ideas, collaborate, draft, write, revise, and edit in a supported environment. Trained undergraduate peer consultants work one-on-one to engage students in dialogues that meet their immediate needs in relation to specific writing projects and also support their development as writers. We believe that writing is a powerful tool not only for communicating existing ideas but for discovering new ones; that learning to write is a life-long process; and that all writers benefit from sharing work in progress with knowledgeable, attentive readers.</p> <p>We offer feedback and support for writers who are</p> <ul style="list-style-type: none"> • Learning new genres and styles for academic disciplines. • Developing, revising, or polishing reports, and essays. • Gathering, analyzing, and synthesizing research materials. • Seeking to elevate their writing styles. • Developing application materials for scholarships, graduate programs, and jobs.” <p>https://www.uwlax.edu/murphy-learning-center/subject/writing-center/</p>
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G. Advising

G1. Academic Advising

Students are advised by program faculty (as defined in Criterion D) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

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

Academic Advising Center & Career Services

The [Academic Advising Center & Career Services](#) provides academic advisors, career advising specialist, and [pre-health advising specialists](#).

The ACCESS center assists students with academic advising, exploring majors, transferring to UWL, researching graduate schools and careers.

Each college office provides extensive academic services:

- Process change of major requests
- Perform credit checks and degree verifications
- Ensure accuracy of the Advising Report
- Interpret academic policies and procedures
- Advise incoming transfer students and assist with transfer credits
- Approve off-campus courses for transfer credit
- Notify and advise students who are ineligible or on probation

When a student declares their major, the SAH college office assigns an advisor within the appropriate department/program. Advising in the HEHP department takes place in multiple ways. The department conducts a 'mass advising' in which all faculty advisors and their advisees meet together during a set time frame (three hours). At mass advising, each student is advised by their individual advisor regarding their academic schedule for the upcoming semester. In addition, students are able to have their questions addressed and do peer advising (informal). Data on students entering block two (admission to the major), and those students in each block and each course is gathered. This information is used for planning purposes. During mass advising, students also ask about career options and graduate school. With all the PH-CHE faculty present, the students are able to get multiple viewpoints. In addition to mass advising, students engage with their advisors during normal office hours for academic, career and graduate school advising. The department/program holds a PH-CHE majors meeting each semester where a number of topics are presented, to include course work, career options, networking, professional memberships, and other current issues.

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

- a. assignment of advisors

The college office assigns advisees to the faculty/IAS staff identified by the department/program to serve as an advisor on a rotational basis designed to keep a balance regarding the number of advisees that an advisor has.

- b. training and responsibilities of advisors

The academic advisors in the college office hold periodic advisor training sessions for new advisors, with additional training opportunities prior to the start of registration each semester. In addition, UWL's Provost Office provides targeted emails to new faculty with detailed academic advising instruction/information, helpful career specific advising links and dates for various informational workshops.

Advisors in the PH-CHE program are responsible for the following:

- Assist students with understanding the requirements and processes associated with the program.
- Assist with course selections and schedule planning for one or more semesters.
- Assist students with the processes associated with the preceptorship.
- Assist students with identifying an appropriate preceptorship site.
- Advise on progression toward graduation (Gen Ed requirements, major, minor, college requirements).
- Discuss opportunities such as undergraduate research and creativity, job shadowing, internships, and study abroad programs.
- Assist students with understanding the potential career options in public health and community health education.

c. policies and procedures related to advising

Serving in the roll of advisor is required for all full-time individuals (tenure-track, tenured, and IAS). All advisors are required to be available for their advisees, participate in the mass advising session prior to registration each semester, and attend the major's meeting each semester. At this time, advisors are not evaluated on their advising effectiveness for their annual review, retention, tenure or promotion.

d. process for changing advisors

A student can request a change of advisor through the SAH College Dean's office. The administrative assistant will formally change the advisor of record for that student. This is a very rare event and has not resulted in an unbalanced distribution of advisees across the academic advisors in the department/program.

e. rules for frequency of contact with advisors

Formal advising is required twice an academic year, every October for winter and spring advising, and every March for summer and fall advising. All students in the HEHP department have a registration block which can only be removed by the student's academic advisor prior to registration. As students enter Block 3 (two semesters prior to Block 5, their preceptorship) the student is required to meet with their academic advisor to begin the process for their preceptorship, (discussing possible sites, completing the appropriate paperwork, etc.). The frequency of meetings increases and varies from student to student.

G2. Faculty Involvement in Public Health Career Advising

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

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

a. assignment of advisors

The SAH college office assigns advisees to the HEHP faculty/IAS, identified by the department/program to serve as an advisor on a rotational basis, designed to keep balance regarding the number of advisees that an advisor has.

b. training and responsibilities of advisors

Faculty advisors are responsible for assisting students with understanding degree requirements, planning coursework, developing their understanding of academia at the university level, answer questions on a variety of topics including career options and graduate education. Students may be referred by their academic advisor to the SAH dean's office for help with specific issues (such as credit overload, transfer credit, withdraw appeals past the deadline, etc.)

Faculty must be a full-time member of the HEHP department and have two semesters in the department before they begin advising students. During the first two semesters, faculty learn the PH-CHE program and university requirements, participate in mass advising as an observer, interact and engage with other members of the department regarding career and graduate education opportunities.

Faculty discuss numerous issues regarding academic and career advising during faculty meetings, and all department advisors receive current employment position descriptions for distribution. Faculty advisors in the department interact, discuss and communicate regarding issues related to both academic and career advising regularly. Most students find the public health program as sophomores, meeting with a faculty member to discuss the program, opportunities available while in the program, and career options.

c. policies and procedures related to advising

Serving in the roll of advisor is required for all full-time individuals (tenure-track, tenured and IAS). All advisors are required to be available for their advisees, participate in the mass advising session prior to registration each semester, and attend the major's meeting each semester. At this time, advisors are not evaluated on their advising effectiveness for their annual review, retention, tenure or promotion.

d. process for changing advisors

A student can request a change of advisor through the SAH College Dean's office. The dean's administrative assistant will formally change the advisor of record for that student. This is a very rare event and has not resulted in an unbalanced distribution of advisees across the academic advisors in the department/program.

e. rules for frequency of contact with advisors

Formal advising is required twice an academic year, every October for winter and spring advising, and every March for summer and fall advising. All students in the HEHP department have a registration block which can only be removed by the student's academic advisor prior to registration. As students enter Block 3 (two semesters prior to their Block 5 preceptorship) the student is required to meet with their academic advisor to begin the process for their preceptorship, (discussing possible sites, completing the appropriate paperwork, etc.). The frequency of meetings increases and varies from student to student.

G3. Student Satisfaction with Advising

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

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

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

The program has collected data on student satisfaction with advising, starting with the summer 2020 graduates. The summer and fall survey asked a single question regarding academic advising and one regarding public health career advising. For the fall 2020 semester, 63 individuals responded to the alumni survey. These individuals represent graduates from August 2013 through August 2020 (Table 1 identifies the most frequently listed semester of graduation).

Table 1

Semester/Year	Number of Graduates
Spring 2020	10
Summer 2020	10
Spring 2019	9
Summer/Fall 2019	3
Summer 2018	7

When asked the following “While in the PH-CHE program, how satisfied were you with your academic advising:”

63.9% stated extremely satisfied; 31.2% somewhat satisfied; 1.6% neither satisfied nor dissatisfied; 3.3% somewhat dissatisfied and 0.0% extremely dissatisfied.

When the same group was asked “While in the PH-CHE program, how satisfied were you with your career advising:”

39.3% stated extremely satisfied; 42.6% somewhat satisfied; 11.5% neither satisfied nor dissatisfied; 4.9% somewhat dissatisfied; and 1.6% extremely dissatisfied.

At the end of the fall 2020 semester graduating students were asked the same two questions:

- 1) “While in the PH-CHE program, how satisfied were you with your academic advising?”
- 2) “While in the PH-CHE program, how satisfied were you with your career advising?”

Eight responses provided the following results for the first question: 50% extremely satisfied; 37.5% somewhat satisfied; 12.5% neither satisfied nor dissatisfied; 0% somewhat dissatisfied; and 0% extremely dissatisfied.

Eight responses to the career advising question provided the following results: 12.5% extremely satisfied; 50% somewhat satisfied; 0% neither satisfied nor dissatisfied; 37.5% somewhat dissatisfied; and 0% extremely dissatisfied.

During the spring 2021 semester, the department discussed what we could do in order to improve both academic and career advising. The department has developed a detailed Qualtrics survey to provide information on student satisfaction with the PH-CHE program on both academic and career advising. This new survey will be implemented starting in the fall of 2021. In December of 2021 all PH-CHE students will receive the survey as a Qualtrics survey.

A copy of the new survey is located in the Electronic Resource File in folder 'G – Advising/Criterion G3 - Student Satisfaction with Advising/PH-CHE Student Evaluation of the PH-CHE Program's Academic and Career Advising'.

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

The department has used mostly informal methods to collect information regarding student satisfaction with advising. When meeting with students for other purposes (i.e., preceptorship, individual meetings with a student or small groups of students) questions are asked about advising. As part of the alumni survey, we have asked one question regarding satisfaction with academic advising and one regarding career advising.

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

The data gathered is limited in depth, and not easily quantified. Because of one question, we have little to determine what, or if, there might be any specific problems or issues. Some issues are identified using the informal means.

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

The department has created a CEPH data team that is developing further methods to collect data, including advising, which will give us more detail across the different Blocks (cohorts).

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

Based on the information we have collected, the following are being considered:

- More discussion/advising around graduate education, funding graduate education, and applying to graduate school.
- Career opportunities, using recent graduates to present their path, using the PH-CHE majors meeting, PH 200, HED 210 and ESG meetings/gatherings.
- Course sequencing, some students have indicated that sequencing the courses in a slightly different way would be useful for competency development. The department is gathering more information on what is meant by this.

H. Diversity, Inclusion, and Cultural Competence

H1. Diversity and Inclusion

The program demonstrates a commitment to diversity and inclusion.

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

- a. assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities

Faculty and staff of the HEHP Department vary by ethnicity, gender, religious affiliation, age, urban vs. rural upbringing, and country of origin. (PH-CHE students' preceptors reflect the same characteristics of diversity.) HEHP faculty are involved in various service activities involving diversity and inclusion. One HEHP faculty member served on the Joint Multicultural Affairs Committee for UWL, another HEHP faculty member serves as an [Equity Liaison to the UWL Equity Liaison Initiative](#).

All HEHP faculty participated in UWL's new Diversity and Inclusion Training Module during the 2019-2020 academic year, which was followed up with a departmental reflection on how the topics and themes were present in their own experiences and those of the PH-CHE students.

Several current and previous [PH-CHE students serve on the Leadership Team of various Multicultural Student Organizations](#). PH-CHE students are also encouraged to attend diversity related events on campus during Social Justice Week.

While many PH-CHE students have preceptorship placements in Wisconsin, a number of students have completed their preceptorship, Block 5, in other states (e.g. Colorado, Iowa, Minnesota, Illinois, Arizona, California, Louisiana, Montana, North Carolina, Oregon, South Dakota, Washington, Washington, DC, the Centers for Disease Control and Prevention (CDC in Atlanta Georgia) and foreign countries (e.g. Uganda, Nicaragua, Togo West Africa, Costa Rica) In their final preceptorship report, students are required to address in a paragraph "how they worked with diverse populations". Some examples of their experiences:

- working with students of diverse backgrounds and languages as part of the SNAP-Ed on the farm program outside of Milwaukee, providing meals to underserved school-aged students during the summer around the city
- working with community members of diverse perspectives and experiences in drug education, and directly interacting with intravenous drug users through work with the AIDS Resource Center of Wisconsin and the Coulee Council on Addictions
- a previous PH-CHE student did her preceptorship at the International Institute of MN, a non-profit social service organization which helps new Americans to the country, working in the refugee resettlement department [final preceptorship materials are located in the ERF and in the link to the HEHP website listed below]

HEHP faculty regularly invite guest speakers from campus organizations and community agencies to their classes with the intent of exposing students to diverse groups.

- students in HED 472 Sexual Health Promotion learn about issues relevant to LGBTQ persons through panel discussions hosted by the [UWL Pride Center](#)
- regional speakers from [Fierce Freedom](#) have exposed the human trafficking of vulnerable population in our state to the students in HED207 Youth Health Issues
- students in HED 345 Issues in Mental and Emotional Health attend [Awareness through Performance](#) events on campus sponsored by the [Campus Climate Office](#)
- students in HED 473 Health Aspects of Aging engage with a group in the United Kingdom made up of immigrant students from Africa, the Middle East and South Asia

b. research and/or community engagement

- PH-CHE students have regularly participated in the coordination of a local summer camp for American Indian youth from the Pine Ridge Reservation in South Dakota in partnership with the [Global Partners program through the Gundersen Health System](#).
- In partnership with Global Partners and the Lily Project, former PH-CHE student Mikka Nyarko and her undergraduate research partner [designed teaching aids](#) to assist them in providing health education and information on breast cancer and self-examination during the Women's Reproductive Health Initiative in Matagalpa, Nicaragua. Ms. Nyarko was invited to present her research at a roundtable presentation during the 69th Annual 2018 SOPHE National Conference in Columbus, OH.
- In partnership with Carlos Galvez, Club Rotario Guatemala del Este member, and founder of La Chapina Bonita Stove Project, a 15 person team from UWL built smoke-free stoves in homes and schools as an alternative to open-fire cooking. The smoke-free stoves reduce dangerous smoke which can lead to health issues while also creating a more efficient burn that uses less wood. The initial service trip has now expanded into [an annual service trip for PH-CHE students and faculty](#). During their last trip, the group of UWL students and HEHP faculty installed more than 20 stoves in Antigua, El Paredón, Panajachel (Masagua), and Guatemala City. They also fundraised \$8,200 for Guatemalan families and schools to receive stoves. In addition to building the smoke-free stoves, during their service trip, the PH-CHE students provide public health education information to residents, and learn about the cultural, environment and public health infrastructure.

c. any other relevant elements of the program

In spring 2019, the HEHP faculty developed a department statement on diversity:

Diversity is the broad range of human differences, visible and invisible. Diversity includes both ways of being and also ways of knowing. Therefore, through academic work, students will explore the dimensions of diversity including, but not limited to, gender identity or expression, socioeconomic status, culture, language, sexual orientations, ability, size and race, to continue to evolve ones understanding of the world and its people.

Diversity is a set of conscious practices based in the acknowledgement and/or tolerations of differences. In academic work, students will have the opportunity to practice mutual respect for qualities different from their own; give voice and representation to all; build alliances across differences to encourage cooperation and eliminate discrimination; and recognize that personal, cultural, and institutional discrimination creates and sustains privileges for some and disadvantages for others.

In the spring of 2020, the HEHP department faculty completed an internal audit of course objectives and aim to increase the specificity of their equity, diversity and inclusion aims for the PH-CHE students.

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

- [Cara Murasaki PH-CHE student preceptorship at International Institute of MM](#)
- [PH-CHE student Guatemala service project building smoke free stoves](#)
- [PH-CHE student Mikka Nyarko - Women's Reproductive Health Initiative in Matagalpa, Nicaragua - in partnership with Global Partners and the Lily Project](#)
- [PH-CHE students serve on the Leadership Team of various Multicultural Student Organizations](#)
- HEHP faculty member serves as an [Equity Liaison to the UWL Equity Liaison Initiative](#)
- [UWL Pride Center](#)
- [Social Justice Week](#)
- [Campus Climate Office](#)
- [Awareness through Performance](#)
- [Fierce Freedom](#)
- [Global Partners program through the Gundersen Health System](#)

Photos of HEHP students and faculty in Guatemala building smokeless stoves are located in the Electronic Resource File in folder 'H – Diversity Inclusion and Cultural Competence/Criterion H1 – Diversity and Inclusion/Guatemala Stove Project'

Photos of HEHP students are located in the Electronic Resource File in folder 'H – Diversity Inclusion and Cultural Competence/Criterion H1 – Diversity and Inclusion/International Preceptorship Pix'

Photos of HEHP student Cara Murasaki along with her preceptorship documents and reports are located in the Electronic Resource File in folder 'H – Diversity Inclusion and Cultural Competence/Criterion H1 – Diversity and Inclusion/Cara Murasaki'

H2. Cultural Competence

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

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

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

Students in the PH-CHE program are provided various opportunities to develop skills for recognizing and adapting to cultural differences in the public health context. The PH-CHE course curriculum exposes students to cultural differences as evidenced in the examples listed below:

- In PH 200 Public Health for the Educated Citizen, students complete a 'Pursuit of Health' project which introduces them to health disparities, the role of social determinants in defining advantage, and a conceptual understanding of health and healthcare equity.
- PH 335 Environmental Health students complete a unit on environmental justice in which they are introduced to the concepts of racism, justice and ethics. PH 335 students watch a video on environmental justice and submit a reflection paper based on the video. A copy of the rubric and a sample reflection paper for this assignment are included in the ERF.

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

PH 200 Pursuit of Health assignment information/guidance, rubric and student work samples are located in the Electronic Resource File in folder 'H – Diversity Inclusion and Cultural Competence/H2 - Cultural Competence'

PH 335 Environmental Justice PowerPoint presentation, reflection paper assignment information/guidance, rubric, class schedule and student reflection paper samples are located in the Electronic Resource File in folder 'H – Diversity Inclusion and Cultural Competence/H2 - Cultural Competence'

I. Distance Education

I1. Program Offering

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

The distance-based program offering a) is consistent with the mission of the program and within the program's established areas of expertise; b) is guided by clearly articulated competencies that are rigorously evaluated; c) is subject to the same quality control processes as other degree programs in the university; and d) provides planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.

1. Identification of all degree programs and/or majors that offer a curriculum or course of study that uses an internet-based course management system and may be combined with other modes of distance delivery including audio or web-based conferencing, video, chat, etc., whether synchronous and/or asynchronous in nature.

Not Applicable

I2. Student Interaction

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

The program assures regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously.

1. Description of how regular and substantive interaction between and among students and faculty is achieved.

Not Applicable

I3. Program Support

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

The university provides needed support for the program, including administrative, communication, IT, and student services.

1. Description of support services specific to the distance learning program including the following:
 - a. administration
Not Applicable
 - b. communication
Not Applicable
 - c. information technology
Not Applicable
 - d. student services
Not Applicable

I4. Program Effectiveness

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods, and to systematically use this information to stimulate program improvements. Evaluation of competencies and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

1. Description of the distance education programs, including
 - a. an explanation of the model or methods used
Not Applicable
 - b. the program's rationale for offering these programs
Not Applicable
 - c. the manner in which it provides necessary administrative, IT, and student support services
Not Applicable
 - d. the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university
Not Applicable
 - e. the manner in which it evaluates the educational outcomes, as well as the format and methods
Not Applicable

15. Student Identity

If this criterion is not applicable, simply write "Not applicable" and delete the text below.

The program has processes in place through which it establishes that the student who registers in a distance-based program or a course within a distance-based program is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. These processes may be administered through the university. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

1. Description of the processes that the university uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

Not Applicable

J. Transparency and Accuracy

J1. Information Accuracy

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

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

The information regarding the HEHP Department and program (BS-Public Health and Community Health Education) contained in the University of Wisconsin-La Crosse undergraduate catalog accurately reflects the educational offerings, program description, admission policies, degree completion requirements, and faculty. The University catalog includes information on the following – admission, majors, minors, academic policies, degree requirements, and general education requirements. Each April departments are asked to review and submit any changes associated with the programs within the department and the updated/modified catalog is published in June of each year. The department/program website is monitored by the faculty for needed changes and updates. When changes are needed, the HEHP academic department associate has the ability to make a number of them, other changes require the UWL iComm web services office to make the edits/updates. Changes to the curriculum, program requirements, and course descriptions must be approved by the UWL UCC. Program faculty have the autonomy to change their course grading policies as needed. This usually happens after a discussion with members of the program. All degree requirements and policies related to appropriate coursework originate from the program faculty.

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

- [UWL Undergraduate Catalog](#)
- [UWL Academic Calendar](#)
- [2020-2021 UWL Academic Calendar](#)
- [UWL Admission Home Page](#)
- [UWL Grading System, Grading and Credit Policies](#)
- [UWL Academic Policies - Undergraduate](#)
- [Health Education and Health Promotion Home Page](#)
- [HEHP Public Health and Community Health Education Major Home Page](#)

J2. Student Complaint Processes

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

1. A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

Informal Process

Students are strongly encouraged to resolve the grievance between themselves and others informally. Students are strongly encouraged to have a conversation with the individual(s) involved, in which all perspectives can be heard and a resolution that satisfies all parties is reached. If the grievance is not resolved through this discourse, students are referred to the department chair, if the grievance is within the department, the student would then be referred to the Dean. If the grievances cannot be resolved using the informal process, the grievant may then choose to file a formal grievance.

Formal Process:

“Only formal, written complaints, signed by a student or sent through the student's official UW-L email, and addressed to the Vice Chancellor for Student Affairs/Dean of Students will be accepted as Official Complaints. In the complaint, it will be necessary for the student to demonstrate that they have already attempted and not achieved resolution through other University procedures as documented in the [Student Handbook](#)”.

Within the Department of Health Education and Health Promotion, a student must submit in writing to the department chair, the formal complaint/grievance and must include, in detail, what the complaint/grievance entails. The department chair will gather a grievance committee, comprised of three [3] faculty members who are not named in, nor are a part of, the complaint/grievance filed by the student. The grievance committee will review the written materials provided by the student. Only formal, written complaints signed by the student, or sent through the student's official UWL email, and addressed to the Department Chair will be accepted as Official Complaints. It will be necessary for the student to demonstrate in their complaint that they have already attempted, and not achieved, a resolution through other University procedures.

2. Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.
 - [UWL Student Handbook Policies and Procedures – Faculty or Course Grievances](#)
 - [UWL Student Handbook](#)
 - Copy of UWL Student Handbook is located in Electronic Resource File under folder “J - Transparency and Accuracy/Criterion J2 - Student Complaint Processes/UWL Student Handbook
 - [Student Affairs - Student concerns & complaints - Institutional Records for Student Complaints](#)