

Proposal for Public Health B.S./Masters of Public Health
Accelerated Dual Degree Options

Faculty Senate Reading:

Full Name(s) of Current Program Bachelor of Science Public Health; Master of Public Health

Stockton Program Acronym PUBH

Degree/Level of Current Program B.S., MPH

CIP Code 51.2201 (Public Health, General)

Names and signatures of Faculty Proposing New Option



Elizabeth G Calamidas

Tara Crowell, PhD

Elizabeth Calamidas, PhD

Stephanie Griffin, PhD

Date of Program Faculty Votes to Approved the Proposed New Option

December 8, 2022 (program approval in Public Health)

December 8, 2022 (program approval in MPH)

Text Description of Proposed New Option:

This proposal describes a dual degree curriculum that would enable students to earn a Bachelor of Science (B.S.) in Public Health degree and a Master of Public Health (MPH) in an accelerated timeline. Current undergraduate alumni data indicates that over 70% of our graduates are working in a health-related field, while over 85% indicate using their degree in their current careers. Also, 35% have gone onto obtain graduate degrees. Additional data about local demand, market trends and evaluation and justification of needs is provided in Appendix A.

The proposal provides the rationale and outlines how an undergraduate student, matriculated into this accelerated dual degree, would complete up to six MPH courses (18 credits) as Undergraduate PUBH students. These courses would count towards the students' undergraduate degree as Cognate courses. In addition, the six graduate courses (18 credits) would also fulfill requirements in the MPH program. In other words, these six MPH graduate courses will double count for the B.S. in Public Health and the MPH graduate degree. This is similar to the Stockton [Dual BA/MA Degree Program in Criminal Justice](#) which also applies 18 credits from the graduate degree toward the undergraduate degree. Additional details about the curriculum are included at the end of this document.

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Given there are already free-standing undergraduate and a graduate degrees in Public Health, implementation of the proposed accelerated dual degree program

Implementation of the proposed accelerated dual degree program requires no other additional Stockton University resources (i.e., library, ITS, new faculty lines, etc.). Future resource needs for each degree program will continue to be evaluated as part of the self-assessment and accreditation processes.

)) # k January 20, 2023

Date of Faculty Senate Committee on Academic Programs and Planning Review

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Date of Faculty Senate Review:

I. Admission and eligibility requirements

Students may apply to the B.S./MPH accelerated dual degree program upon or after admission to the university as first-year or transfer students. Students already in the B.S. program may enter the accelerated program any time; however, no student be eligible to enroll in graduate courses (5000-level) until they meet these requirements:

- Minimum of 96 credits
- Minimum of 20 credit hours in B.S. major courses
- 3.2 GPA in the B.S. major
- Successful completion of Introduction to Public Health (PUBH 1200), and either School Health Education (PUBH 3510) or PUBH 4113 (Patient Education), each with a grade of B or better.

Transfer students with over 96 transfer credits should use the "[direct entry](#)" application for the MPH.

Once enrolled, to maintain accepted status in the dual degree program, all students must maintain a 3.2 GPA and earn a grade of B or better in all graduate courses.

II. Accelerated Dual Degree Curriculum

A. B.S. Public Health Common Core: 7 courses, 28 credits total

PUBH 3415 Writing for Health Professionals
PUBH 3420 Epidemiology
PUBH 4950 Public Health Internship

B. Required Electives:

Undergraduate Public Health majors may choose either the Community Health Education concentration or the Health Administration concentration; required electives vary by concentration. This dual degree proposal focuses on the PUBH Community Health Education students. Students in the PUBH Health Administration track are trained and prepared for the [M.B.A. in Healthcare Administration & Leadership](#); however, they may certainly apply for and complete the MPH dual degree if they meet the eligibility requirements outlined in section I of this document.

“Focus” Concentrations:

1. Community Health Education (42 credits): For cognates, students, in consultation with a PUBH preceptor, are advised to select a cluster of courses from GERO, WGSS, HHM, Childhood Studies, Cannabis studies, or any other health/population health related course of study.
2. Health Administration (40 credits): For cognates, students, in consultation with a PUBH preceptor, are advised to select a cluster of courses from GERO, WGSS, HHM, Childhood Studies, Cannabis Studies, Business, or other health-related courses as electives.

At least 2 of these courses are offered each semester.

MPH courses offered by Public Health faculty that are eligible for graduate and/or dual credit in the proposed accelerated dual degree program include:

PUBH 5XXX Community Health Education & Promotion
PUBH 5100 Environmental and Occupational Health
PUBH 5XXX Epidemiology
PUBH 5XXX Biostatistics
PUBH 5XXX Global Health
PUBH 5XXX Research & Public Health Practice
PUBH 5XXX Public Health Systems & Policy
PUBH 5XXX Economics of Healthcare Delivery
PUBH 5XXX Methodology in Practice and Current Topics

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The following are competencies for Community Health Education:

1. Assess individual and community needs for health education.
2. Plan health education strategies, interventions, and programs.
3. Implement health education strategies, interventions, and programs.
4. Conduct evaluation and research related to health education.
5. Administer health education strategies, interventions, and programs.
6. Serve as a health education resource person.
7. Communicate and advocate for health and health education.

B.S. Public Health Program Cognates, credit total

Cognates in the Community Health Education concentration are BIOL, CHEM, PSYC, HLTH, GERO, WGSS, IHM, and others approved by the preceptor and include the following core courses and electives:

PUBH Core Courses

- PUBH 1200 Introduction to Public Health (4)
- PUBH 2330 Research Methods and Statistics (4)
- PUBH 2530 Basic Environmental Health (4)
- PUBH 2432 Contemporary Health Issues (4)
- PUBH 2450 Public Health Marketing (4)
- PUBH 3102 Community Health Education Theory and Practice (4)
- PUBH 3420 Epidemiology (4)
- PUBH 3510 School Health Education (4)
- PUBH 4113 Patient Education (4)
- PUBH 3415 Writing for Health Professionals (4)
- PUBH 4950 Public Health Internship (4)

PUBH Electives

- BIOL 1200 Cells and Molecules (4)
- BIOL 1205 Cells and Molecules Lab (1)
- CHEM 2110 Chemistry 1 (4)
- CHEM 2115 Chemistry 1 LAB (1)
- HLTH 2221 Functional Human Anatomy (4)
- PSYC 1100 Introduction to Psychology (4)
- PSYC 2212 Health Psychology (4)

Masters in Public Health: 46 credits total

The MPH curriculum is 46 total credits of required courses. Accelerated Dual Degree students may begin taking MPH courses in year four of their undergraduate education, once they meet the 96-Tc(96)JTJETQq0.00000912 0 612 792 reWB

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<p>Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment, or to continue with graduate academic or professional study.</p> <p>At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum.</p>	<p>To provide program graduates both eligible for and motivated to continue in graduate level of study.</p>
<p>Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the University is located.</p>	<p>To provide high quality and appropriate continuing education opportunities to those professionals presently employed in the field.</p>
<p>We value diversity and the differing perspectives it brings.</p>	<p>To develop a well- educated citizen with an expanded social consciousness and sensitivity to social needs.</p>

The B.S. Public Health program is committed to creating an educational experience that will enable students to

Community Health Education Track Competencies:

The following eight areas of responsibility are outlined by the [National Commission for Health Education Credentialing](#) for entry level Health Educators. These are also the criteria utilized to certify health education specialists (CHES).

1. Assessment of Needs and Capacity

Plan assessment

Obtain primary data, secondary data, and other evidence -informed sources

D. Civic Mindedness

Synthesize assessment findings to inform the planning process

2. Planning

Engage priority populations, partners, and stakeholders for participation in the planning process.

Define desired outcomes

Determine health education and promotion interventions

Develop plans and materials for implementation and evaluations

3. Implementation

Coordinate the delivery of intervention(s) consistent with the implementation plan.

Deliver health education and promotion interventions.

Monitor implementation

4. Evaluation and Research

Design process, impact, and outcome evaluation of the intervention

Design research studies

Manage the collection and analysis of evaluation and/or research data using appropriate technology

Interpret data

Use findings

5. **Advocacy**

Identify a current health issue and develop a plan to address it

Conduct strategic planning with appropriate stakeholders

8. Ethics and Professionalism

Practice in accordance with established ethical principles.

Serve as an authoritative resource on health education and promotion

Engage in professional development to maintain and/or enhance proficiency.

Promote the health education profession to stakeholders, the public, and others

8. Essential Learning Outcomes

The University's Essential Learning Outcomes are provided in Table 3, which demonstrates alignment to the mission and vision statements for the [Stockton ELO initiative](#)

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7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Health

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

IV. Program Assessment

B.S. Public Health Assessment

The PUBH program has been actively involved in assessing program effectiveness using a systematic evaluation of the internship experience. The development of an initial assessment protocol for the PUBH program was completed during the 2008-2009 academic year. To begin, each faculty member submitted outcome expectations for specific PUBH competencies for each of their classes. Using these outcome expectations, Dr. Calamidas and Dr. Crowell developed a Likert scale to assess internship portfolios. The internship portfolios,

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2. A brief summary of the method of compiling or extracting information from the data source
3. The entity (i.e., committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
4. The timeline for review.

