

B.S. Public Health and MPH Accelerated Dual Degree Option Proposal

Rev. 12/05/2022

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.

Date of Dean's Council Review: January 20, 2023

Date of Faculty Senate Committee on Academic Programs and Planning Review: March 23, 2023

Date of Provosts' Council Review: TBD

Date of Faculty Senate Review: First reading, April 21, 2023, and second reading, May 19, 2023

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- C. Students will be able to demonstrate appropriate, ethical and professional behavior when in a role as a Public Health Professional.

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, 80 credits 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 (40)

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MPH courses taken during year four (“senior year”) *including summer session*: 8 courses, 22 credits

PUBH 5000 Introduction to Public Health (3) (Fall)

PUBH 5006 Biostatistics (3) (Fall)

PUBH 5007

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Table 1. Curriculum Map - B.S. in Public Health: Community Health Education / MPH

Fall: Year 1	(16)	Spring: Year 1	(16)
PUBH 1200 Introduction to Public Health (I)	(4)	PUBH 2432 Contemporary Health Issues (V)	(4)
PSYC 1100 Introduction to Psychology	(4)	PUBH 2450 Public Health and Marketing (W2)	(4)
ASD	(4)	ASD	(4)
"G"	(4)	"G"	(4)
Fall: Year 2	(17)	Spring: Year 2	(17)
PSYC 2212 Health Psychology	(4)	PUBH 2330 Research Methods and Statistics (Q2)	(4)
BIOL 1200/1205 Cells & Molecules & Lab	(5)	HLTH 2221 Functional Human Anatomy	(4)
"G"	(4)	CHEM 2110/2115 Chem 1 & Lab (Q2) *	(5)
"G"	(4)	"G"	(4)
Fall: Year 3	(16)	Spring: Year 3	(16)
PUBH 3415 Writing for Health Prof. (W1)	(4)	PUBH 3510 School Health Education	(4)

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Fall: Year 5	(11)	Spring: Year 5	(13)
PUBH 5XXX Public Health Systems & Policy	(3)	PUBH 5XXX Economics of Healthcare Delivery	(3)

(3)

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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 become enlightened, contributing members of the global community. The faculty are all dedicated to excellence in teaching and learning and remain

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4. Afford students and faculty opportunities for professional and community engagement.
5. Continue active faculty involvement in professional development and service to the community and university.
6. Develop a curriculum that addresses diversity, inclusion and antiracism.

B.S. Program Core Competencies:

A. Communication

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1. Assessment of Needs and Capacity
 - Plan assessment
 - Obtain primary data, secondary data, and other evidence - informed sources.
 - 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 or emerging health issue requiring policy, systems, or environmental change
 - Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts
 - Engage in advocacy
 - Evaluate advocacy
6. Communication
 - Determine factors that affect communication with the identified audience(s)
 - Determine communication objective(s) for audience(s)
 - Develop message(s) using communication theories and/or models
 - Select methods and technologies used to deliver message(s)
 - Deliver the message(s) effectively using the identified media and strategies
 - Evaluate communication
7. Leadership and Management
 - Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees)
 - Prepare others to provide health education and promotion
 - Manage human resources
 - Manage fiduciary and material resources
 - 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

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MPH Mission, Program Goals, Learning Outcomes and Competencies

Public health can be defined as the art and science of preventing disease and promoting quality of life by working with communities, private and public organizations, and society at large. Unlike a clinical model of health care, public health focuses on protecting the health of populations, identifying root causes and societal influences on health, and engaging stakeholders to promote greater wellbeing and vitality of all who are potentially impacted.

The MPH program prepares students to serve as evidence-based practitioners and leaders in the dynamic and collaborative field of public health. The curriculum is based on the core competencies of public health: Biostatistics

MPH Foundational Public Health Knowledge
Profession & Science of Public Health

1.

4. The timeline for review.

We will gather and maintain evidence of implementation of the plan, including reports or data summaries prepared for review, notes from meetings at which results were discussed, etc. We will also gather and maintain examples of improvements undertaken in the previous three years based on the evaluation plan. We will assess program strengths and weaknesses related to this criterion and plans for improvement in this area. The program will collect and analyze graduation rate data with the goal of achieving a rate of at least 70% for MPH students. We will gather and analyze post-graduation outcomes including employment or enrollment in further education post-graduation, with the goal of achieving a rate of 80% or greater employment or enrollment in further education within two years post-graduation. We will gather and analyze data on alumni perceptions of curricular effectiveness including perceptions of their preparation for the workforce (or for further education, if applicable). Specifically, we will determine what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

Accelerated Dual Degree Program Assessment

The assessment of student learning in the PUBH/MPH Accelerated Dual Degree program will be conducted through the periodic assessment measures detailed above for the B.S. and MPH degrees. The Dual Degree program will use data provided by the Office of Institutional Research, the School of Health Sciences, the Career Center, and survey instruments to assess how well the Accelerated program meets students' needs by tracking time to degree completion, course grades and student grade point averages, post-graduation outcomes, and student feedback.

V. Conclusion

Public Health education at Stockton has a long history of student success and contribution to our communities - locally, regionally, nationally, and globally. We seek to build on our successes in the [undergraduate](#) program by helping our students advance to graduate training seamlessly and efficiently, saving time and resources. Our dual degree students will achieve all the benefits of a solid undergraduate liberal arts education, where they develop critical thinking skills and gain an appreciation for and understanding of the core public health topics including biostatistics, epidemiology, environmentdip5 (d)-0.6 (e)-5.7 (mi)-1.0.-6.1 (d)-0.8 (n)-66 (i)-1.5h.72 295.(s)-3.4 (ea)-2.2.8 ()gl.6 (

Appendix A

Justification of Need & Regional Competition

A recent Market Analysis provided by Hanover provides compelling information and data that indicates not only the need for public health professionals within our community, but the growth and demand of the public health job market. Recent trends show a projected growth rate of 17.6% for public health occupations. Between 2013 and 2017, regional master's completions in public health increased at an annualized rate of 4.1%, which is faster than the 1.4% average growth rate across all master's programs in the Mideast.

From 2016-2026, employment opportunities for MPH graduates are projected to increase by 17.6% in the Mideast, higher than 9.0% average growth expected for all occupations. This would equate to about 14,980 public health-related job openings each year during and 10-year projected period. Within the state of New Jersey, this area of employment growth is projected to be high as well.

National trends also show a projected growth rate of 17.6% for public health occupations. Between 2013 and 2017, regional master's completions in public health increased at an annualized rate of 4.1%, which is faster than the 1.4% average growth rate across all master's programs in the Mideast. Demand trends suggest favorable conditions for a new master's in public health degree in New Jersey and the Mideast Region.

In addition to the report prepared by Hanover, the US Department of Labor Bureau of Labor Statistics estimates a 16% increase in job prospects between the years of 2016 and 2026 for Health Educators and Community and Public Health Workers, further confirming the growth expected for public health professionals.

A number of employers and employment settings are looking to specifically hire Certified Health Education Specialists as opposed to clinically trained nutrition and health professionals. According to the Health Education Specialist Practice Analysis (2015), the skillsets of CHES are valuable assets in a variety of career settings including: Community/Non-Profit Organizations, Government Offices and Programs, School Health, Academia/University, Business, and Outpatient Hospital/Health Care Environments. NCHEC will only evaluate academic preparation for eligibility to sit for the CHES examination, so offering an MPH program whose curriculum is aligned with the NCHEC educational requirements will be a highly valuable attribute.

To evaluate whether current Stockton University students, as well as community sites and professionals, would support an MPH program at Stockton University, a survey was distributed to current students enrolled at Stockton University, alumni of Stockton University, as well as professionals within the community. The purpose of this survey was to better determine the potential level of interest and support in a Master of Public Health program. The results of these surveys, show that students, alumni, and community professionals see value in this program, with many current students and alumni showing interest in matriculating into the MPH program once it is operational. The survey revealed:

- Approximately 82.35% of surveyed current students have plans on attending graduate school after graduation.
- Approximately 48.8% of alumni indicated interest in graduate school in fields related to MPH
- Alumni results show 50.77% of surveyed alumni "Somewhat Agree" to "Strongly Agree" in an interest in learning more about the MPH program

