

Academic Programs and Planning (APP) Committee
Feedback and Response Form

Thank you for your submission of the proposal titled Dual-degree BSPH and MPH.

The APP committee reviewed the proposal on Feb 23, 2023 and requests the proposal authors use this form to respond to the following questions and or suggestions. Please submit your responses by March 16th to be considered in the next APP meeting.

Strengths of the Proposal:

This provides a clear financial benefit to students, making it possible for them to earn the Master's degree, which is required for the majority of careers in the area of public health, in a shorter time frame.

Committee Suggestion/Clarification	Author Response
1. While the proposal makes clear that no new faculty lines will be required, the Master Agreement with the union will require that there be a dual-degree coordinator for it. This is a compensated position and should be listed under needed resources.	Thank you for your careful review and for this suggestion. We have added this in the resources paragraph on the first page of our proposal and in the Summary document.
2. While the need for health workers in general is undisputed, the local demand is not clearly communicated within the proposal.	We have added language to our introductory statement on page 1 of our proposal and included recent data from our undergraduate alumni which addresses these comments in Appendix A. Our data show that approximately 35% of the students graduating from our B.S. program go on for an advanced

<p>What is our current number of students? What percentage of students seek a MA MPH elsewhere? For which careers would the 4+1 degree make our students eligible?</p>	<p>degree. There are currently ~60 students in the bachelors program and three students enrolled in the first cohort of the MPH. We expect strong growth in the MPH in coming years, as indicated by a strong applicant pool for Fall 2023 admission.</p> <p>The MPH does not necessarily set up graduates for different career opportunities, per se, but this level of education and training does enable these graduates to move into leadership positions rather than entry-level or technician level positions. We added a statement to this effect in Section III of the proposal.</p>
<p>3. Curriculum map on pages 5-6, year four is not well defined as to where the UG courses are replaced with the grad level courses. It appears that two UG core courses are being replaced with two grad courses (Example –Is 3420 being replaced by a 5000 level course that students be able to complete this?) What else is in year 4? This is unclear in the proposal.</p>	<p>We have added clarifying language to the section of the proposal dedicated to year 4.</p> <p>This is correct: the proposed plan includes substituting two graduate courses for two undergraduate courses; these substitutions address any redundancy in course content and learning objectives, while allowing students who are unable to continue on for the MPH to graduate in the typical 8 semesters.</p> <ul style="list-style-type: none"> • The MPH course, 5xxx Community Health Education and Promotion (3 grad credits is substituted for PUBH 3102, Community Health Education Theory and Practice (4 undergraduate credits). • The MPH course, 5100 Environmental & Occupational Health (3 grad credits) is substituted for PUBH 2530, Basic Environmental Health. <p>Also, in year four of the proposed curriculum map, the MPH class, PUBH 5XXX Community Assessment, Planning & Evaluation (3 grad credits) is substituted in place of one of the PUBH Cognate electives (4 undergrad credits).</p>

<p>4. The proposal should make it obvious that Stockton already offers both of these degrees (bachelor's and master's). This would help readers to understand why the proposal does not require further faculty lines or resources to support this program.</p>	<p>Thank you for this comment. We have clarified in our introductory language.</p>
<p>5. Table says Psyc 1200 for Intro to Psych, but PUBH electives say Psyc 1100. PUBH 2330 has two slightly different names as well. The rationale for why certain undergraduate courses are being substituted for graduate courses should be clarified. In addition, some explanation as to whether the fourth and fifth year are an "average" course load for students would be helpful. Graduate credit expectations vary substantially across disciplines, faculty outside of this discipline may be concerned that 13 graduate credit hours in one semester will be overwhelming.</p>	<p>Thank you. We corrected the inconsistencies with both Psyc 1100 and PUBH 2330.</p> <p>We have clarified the rationale in the document in the section dedicated to Year 4 of the curriculum map.</p> <p>In year four, there are several course substitutions in the proposed curriculum map. These substitutions are made for undergraduate and graduate courses where there is significant overlap in content or learning objectives, eliminating any redundancy in the course content and learning objectives between the undergraduate and graduate degrees and ensuring that students can complete the dual degree on the proposed accelerated schedule. The course substitutions in year four also allow students to meet their undergraduate graduation requirements; if a student chooses not to continue in the dual degree program, they will already have completed their undergraduate degree requirements by the end of the fourth year. Specifically,</p> <ul style="list-style-type: none"> • The MPH course, 5xxx Community Health Education and Promotion (3 graduate credits) is substituted for PUBH 3102,

	<p>Community Health Education Theory and Practice (4 undergraduate credits).</p> <ul style="list-style-type: none"> • The MPH course, 5100 Environmental & Occupational Health (3 graduate credits) is substituted for PUBH 2530, Basic Environmental Health (4 undergraduate credits). <p>Also, the MPH course, PUBH 5XXX Community Assessment, Planning & Evaluation (3 graduate credits) is substituted in place of one of the PUBH Cognate electives (4 undergraduate credits).</p> <p>We appreciate this feedback about credit loads per semester and note that the proposed plan for years 4 and 5 of the accelerated dual degree does not require course or credit loads that are significantly different or higher than our current stand-alone MPH. For example, students enrolled in the MPH program would normally take four, three credit graduate classes per semester to graduate in two years; only fall semester of our proposed year four requires one additional class to keep the students on the accelerated schedule. The other semesters in years 4 and 5 more closely resemble the course/credit load of the stand-alone MPH degree.</p>
<p>6. A comment that is general to both degrees is to wonder if a foreign language component has ever been considered. Many jobs listed in this field require familiarity with another language.</p>	<p>A foreign language component is not required for CEPH program accreditation or for Certified Health Education Specialist (CHES) certification. Our students in the bachelors program and in the dual degree could use their "At Some Distance" or program cognate elective credits to pursue a second language. Faculty would encourage this during precepting.</p>