

**Proposal for BS in Health Science/Master of Public Health (MPH)
Accelerated Dual Degree Program**

Faculty Senate Reading:

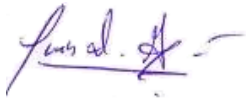
Full Name of Current Program: Bachelor of Science in Health Science; Master of Public Health

Stockton Program Acronym: HLTH; PUBH

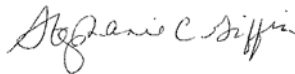
Degree/Level of Current Program: BS, MPH

CIP Codes: 51.0000 (Health Services/Health Science, General)/51.2201 (Public Health, General)

Names and signatures of Faculty Proposing New Program:



Luis I. Garcia, PhD



Stephanie Griffin, PhD

Date of Program Faculty Votes to Approved the Proposed New Program

Text Description of Proposed New Program

This proposal describes a dual degree curriculum that would enable students to earn a Bachelor of Science (B.S.) in Health Science degree and a Master of Public Health (MPH) in an accelerated timeline. Many Health Science students are interested in careers in Health Care but do not wish to pursue clinical careers. The BSHS program has historically focused its limited resources on students pursuing professional degrees in the health professions (e.g., Physical Therapy, Occupational Therapy, Speech-Language Pathology). Given that an MPH is the preferred degree for many Public Health jobs, this program will facilitate a career path for many underserved BSHS students who are not seeking a career in clinical care.

The proposal provides the rationale for the accelerated Program, and it outlines the process by which an undergraduate student, who matriculated into this accelerated dual degree, would complete up to six MPH courses (18 credits) as an undergraduate HLTH student. The six MPH courses would count towards the student's undergraduate degree as Upper-Level Cognate courses. In addition, the six graduate courses (18 credits) would also fulfill some of the requirements of the MPH program. In other words, these six MPH graduate courses will count for both the BS in Health Science and the MPH graduate degree. This is similar to the Stockton [Dual BA/MA Degree Program in Criminal Justice](#) which also takes 18 credits from the graduate degree toward the undergraduate degree. Additional details about the curriculum are included at the end of this document.

Implementation of the proposed accelerated dual degree program requires a Dual-Degree Coordinator, for an internal dual-degree program, as described in the MOA for Interdisciplinary Minor, Dual-Degree Program, and Pre-Professional Coordinators signed December 23, 2020; no additional Stockton University resources (i.e., library, ITS, new faculty lines) are deemed needed at this time. While not foreseen now, future evaluation of this program will indicate if new resources will be needed.

Date of Dean's Council Review:

Date of Faculty Senate Committee on Academic Programs and Planning Review:

Date of Provosts' Council Review:

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. As soon as the student expresses interest in the Dual Degree, they will be transferred to the Dual Degree Coordinator for precepting. Having all students precepted by the coordinator will help ensure successful completion of the courses in the order mapped here, allowing program completion in the accelerated timeframe. The Dual Degree Coordinator or the MPH Program Chair may precept students in year five once students have matriculated into the MPH program. Students already in the B.S. program may enter the accelerated program at any time; however, no student shall be eligible to enroll in graduate courses (5000-level) until they meet these requirements:

- Earn a minimum of 96 credits.
- Complete at least 20 credit hours of BSHS core courses.
- Have a minimum 3.2 GPA in their B.S. Health Science major.
- Complete the following cognates:
 - BIOL 1200/05 Cells & Molecules and Lab
 - CHEM 2110/15 CHEM I and Lab,
 - BIOL 1260 Anatomy & Physiology for Health Sciences I w/ Lab and BIOL 2260 Anatomy & Physiology for Health Sciences II w/ Lab (or equivalent courses listed below)
 - (BIOL 2180 Human Anatomy w/ Lab & BIOL 2150 Principals of Physiology w/ Lab)
- Completion of Introduction to Public Health (PUBH 1200), and PUBH 4113 (Patient Education), each with a grade of B or better.

Transfer students are eligible for the accelerated dual degree Program but those 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 minimum 3.0 GPA in their undergraduate and graduate courses. However, students must also earn a minimum of a "C" for all BSHS core and cognate courses.

II. Accelerated Dual Degree Curriculum

A. BS in Health Science Required Courses (41 credits)

- HLTH 1101: Introduction to Health Sciences
- HLTH 1241: Medical Terminology
- HLTH 2305: Statistics for Health Professionals
- HLTH 2411: Informatics for the Health Sciences
- HLTH 2501: Ethics and Teamwork in Health Care
- HLTH 3411: Writing and Editing for the Health Sciences
- HLTH 4200: Research for the Health Sciences
- CHEM 2110/15: Chemistry I/Chemistry Lab I
- BIOL 1260: Anatomy & Physiology I w/Lab & BIOL 2260: Anatomy & Physiology II w/Lab
 - or BIOL 2180: Human Anatomy w/ Lab & BIOL 2150: Principles of Physiology w/ Lab

B. Required Electives (Cognates)

Students in the BSHS/MPH Accelerated Dual Degree Program must complete the requirements for the minor in Public Health, including (16 credits):

- PUBH 1200: Introduction to Public Health
- PUBH 2330: Research Methods & Statistics (met with HLTH 2305)
- PUBH 2530: Basic Environmental Health OR PUBH 2605: Environmental Justice
- PUBH 3420: Epidemiology
- PUBH 4113: Patient Education

Students in the BSHS/MPH Accelerated Dual Degree Program must take the following admission requirement cognate (5 credits):

- BIOL 1200/05 Cells & Molecules and Lab

Students in the BSHS/MPH Accelerated Dual Degree Program must take six courses from the following MPH-eligible courses to count as Upper-Level Cognates in the BSHS program (18 credits):

- PUBH 5005 Global Health
- PUBH 5006 Biostatistics
- PUBH 5007 Community Health Education & Promotion
- PUBH 5100 Environmental and Occupational Health
- PUBH 5102 Epidemiology
- PUBH 5202 Research Evaluation and Application
- PUBH 5203 Public Health Economics & American Health Policy
- PUBH 5800 Public Health Methodology and Practice

C. General Studies and At Some Distance (ASD) Courses (48 credits)

Students in the BSHS/MPH Accelerated Dual Degree Program must complete the 48 credits in General Studies (32 credits) and At Some Distance (16 credits) required for all undergraduate programs at Stockton.

D. Master's in Public Health (42 credits)

The MPH curriculum is 42 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-credit threshold and the other eligibility requirements outlined previously.

Up to eight MPH courses may be taken during year four (“senior year”), including the summer session, although only five courses are required for the BS in Health Science (23 credits)

- PUBH 5000 Introduction to Public Health (3) (Fall)
- PUBH 5006 Biostatistics (3) (Fall)
- PUBH 5007 Community Health Education and Promotion (3) (Fall)
- PUBH 5001 Environmental and Occupational Health (3) (Fall)
- PUBH 5102 Epidemiology (3) (Spring)
- PUBH 5103 Community Assessment, Planning and Evaluation (3) (Spring)
- PUBH 5900 Applied Practice Experience (“MPH Internship”) (2) (Summer)
- PUBH 5104 Public Health Practice: Leadership Personal Mastery (3) (Summer)

Up to nine MPH courses must be taken during year five (22 credits)

- PUBH 5203 Health Care Economics & American Health Policy (3) (Spring)
- PUBH 5201 Public Health Practice: Current Issues & Methodologies (3) (Fall)
- PUBH 5202 Public Health Practice: Research Evaluation and Application (3) (Fall)
- PUBH 5005 Global Health (3) (Spring)
- PUBH 5004 Health Disparities & Health Equity (3) (Spring)
- PUBH 5204 Public Health Practice: Grant Writing and Management (3) (Spring)
- PUBH 5901 Integrative Learning Experience (1) (Spring)

Table 1. Curricular Map for BS/MPH Accelerated Program

| FIRST YEAR - FALL | 16 crds | FIRST YEAR - SPRING | 17 crds |
|--|---------|---|---------|
| Subject: FRST, GAH, GEN, GNM, or GSS Optional Attribute: Freshman Seminar | 4 | Subject: FRST, GAH, GEN, GNM, GSS, or ASD Attribute: A, H, I, and/or R | 4 |
| Subject: GEN 2240 or GSS 2121 Attribute: W1 | 4 | Subject: FRST, GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 |
| HLTH 1101: Introduction to Health Sciences | 4 | HLTH 2305: Statistics for Health Professionals (Q1) | 4 |
| HLTH 1241: Medical Terminology for Health | 4 | CHEM 2110/15: Chemistry I/Chem I Lab (Q2) | 5 |

| SECOND YEAR - FALL | 16 crds | SECOND YEAR - SPRING | 17 crds |
|---|---------|---|---------|
| Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 | Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 |
| Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 | Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 |
| HLTH 2411: Informatics for the Health Sciences | 4 | BIOL 1200/05: Cells & Molecules and Lab | 5 |
| BIOL 1260: Anatomy & Physiology I | 4 | BIOL 2260: Anatomy & Physiology II | 4 |

| THIRD YEAR - FALL | 16 crds | THIRD YEAR - SPRING | 16 crds |
|---|---------|---|---------|
| Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 | Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 |
| HLTH 2501: Ethics & Teamwork in Healthcare (V) | 4 | HLTH 3411: Writing and Editing for the HS (W1) | 4 |
| PUBH 1200: Introduction to Public Health | 4 | PUBH 4113: Patient education | 4 |
| PUBH 2530: Basic Env. Health/PUBH 2605 Env. Justice | 4 | 3000-Level Cognate | 4 |

| FOURTH YEAR - FALL | 17 crds | FOURTH YEAR - SPRING | 13 crds |
|---|---------|--|---------|
| Subject: GAH, GEN, GNM, GSS, or ASD Attribute: W2, A, H, I, and/or R | 4 | Subject: GIS Attribute: W2, A, H, I, and/or R | 4 |
| PUBH 5000: Introduction to Public Health | 3 | PUBH 5102: Epidemiology | 3 |
| PUBH 5006: Biostatistics | 3 | PUBH 5103: Community Assessment Planning & Eval. | 3 |
| PUBH 5007: Community Health Education & Promotion | 3 | PUBH 5004: Health Disparities & Health Equity | 3 |
| HLTH 4200: Research for the Health Sciences (W2/Q2) | 4 | | |

| FOURTH YEAR - SUMMER | | | 5 crds |
|--|---|--|--------|
| PUBH 5900: Applied Practice Experience | 2 | PUBH 5203: PHP*: Leadership and Personal Mastery | 3 |

| FIFTH YEAR - FALL | 9 crds | FIFTH YEAR - SPRING | 10 crds |
|--|--------|---|---------|
| PUBH 5100: Environmental and Occupational Health | 3 | PUBH 5203: Health Care Econ. & American Health Policy | 3 |
| PUBH 5201: PHP*: Current Issues & Methodologies | 3 | PUBH 5005: Global Health | 3 |
| PUBH 5202: PHP*: Research Evaluation & Application | 3 | PUBH 5204: PHP*: Grant Writing and Management | 3 |
| | | PUBH 5901: Integrated Learning Experience | 1 |

* PHP is Public Health Practice

III. BSHS/MPH Program Vision, Mission, Philosophy, Goals, SLO, and ELO Alignment

The Bachelor of Science in Health Science Degree (BSHS) is philosophically aligned with the missions and strategic plans of the University and the School of Health Sciences. Students in the BSHS Program develop the skills needed for the continuous learning and critical thinking that are required throughout the rapidly changing healthcare industry.

Bachelor of Science in Health Science (BSHS)

- A. Vision:** To become the regional academic model for pre-health professional education and to inspire the practice of interprofessional collaboration and clinical excellence across the learning continuum.
- B. Mission:** The mission of the BSHS Program is to provide a quality, contemporary, pre-health professional education for students who desire careers in the healthcare system. The curricular underpinning provided by the Core Competencies for Interprofessional Collaborative Practice¹ provides the foundational learning continuum for interprofessional competency development across the healthcare professions and the lifelong learning trajectory.
- C. Philosophy:** The BSHS Program supports the development of critical thinking, communication, and interpersonal skills; the development and integration of personal, and professional, values and ethics; and the development of a deep understanding of healthcare provider roles and responsibilities. Each student is a unique person with differing value systems, motivations, life experiences, and knowledge. Students are supported in the development of individualized educational goals and are held accountable for meeting them. The faculty of the BSHS Program aspires to operationalize the Program philosophy through the creation of learning environments where the principles of Interprofessional Education (IPE) are fostered. The faculty believes that successful learning is a shared experience and that students must be committed, active participants in the educational process.

- D. Program Goals:** The primary goal of the BSHS Program is to prepare graduates for a range of career options, from entry-level positions in the healthcare field to entry into graduate or professional programs leading to identified careers. Graduates will contribute to optimal healthcare outcomes as they participate in meeting society's 21st-century healthcare needs.

The BSHS Program courses are built upon four major IPE programmatic themes, namely: Values/Ethics, Roles/Responsibilities, Communication, and Teams/Teamwork¹. In addition, the concepts of integrative health and wellness are utilized throughout the program to link and operationalize the IPE themes. These themes conceptually synthesize the progression of program outcomes throughout the BSHS curriculum. Program outcomes are congruent with the themes presented in the *Core Competencies of Interprofessional Collaborative Practice*¹. From these core themes/competencies the following desired principles are integrated throughout the program, they include:

1. Patient/family centered.
2. Community/population oriented.
3. Relationship focused.
4. Process-oriented.
5. Able to integrate across the learning continuum.
6. Sensitive to systems context/applicable across practice settings.
7. Applicable across professions.
8. Stated in a language common and meaningful across professions.
9. Outcome driven.
10. Linked to learning activities and educational strategies appropriate to the learner.

E. Program Student's Learning Outcomes:

At the completion of the BSHS Program, students will be able to:

1. Analyze the impact the Core Competencies for Interprofessional Collaborative Practice (ICPC) have on health care.
2. Describe integrative health and wellness practices.
3. Analyze the U.S. Healthcare System and its impact on healthcare access, quality, and outcomes.
4. Evaluate the influence of values and ethics on healthcare practice and research.
5. Demonstrate the ability to locate, critically evaluate, analyze, and use information to solve problems or to produce an argument.
6. Demonstrate effective oral and written communication skills.
7. Demonstrate skills in teamwork and collaboration.
8. Utilize statistical analyses and health data management technologies.
9. Examine the influence of health determinants and other factors on health equity.
10. Demonstrate sound foundational knowledge of human body systems.

¹ Interprofessional Education Collaborative Expert Panel. (2016). *Core competencies for interprofessional collaborative practice: 2016 Update*. Washington, D.C.: Interprofessional Education Collaborative.

F. BSHS Program's Student Learning Outcomes and University ELO's

Table 2 shows the mapping and alignment of the BSHS program's Student Learning Outcomes (SLO) and the university's Essential Learning Outcomes (ELOs). The alignment of these two demonstrates the BSHS program's support for the institutional priorities. While no one course meets all the SLOs or ELOs, in the aggregate, the program exposes students to all of them at least once, but most of them, several

times. Further, BSHS students are further exposed to most ELOs through General Studies and at some distance (ASD) courses, complementing the education they get from the program; therefore, helping them move from “aware” to “competent” and from “competent” to “skilled” by graduation.

Table 2. Alignment of Program’s Student Learning Outcomes and University ELO’s

| | BSHS Program Core Courses | | | | | | | |
|--|---|----------------------------------|---------------------------------|-------------------------|--------------------------|---------------------------------------|--------------------------------|-----------------------|
| PO:P = Program Outcome Partial Completion PO: X = Program Outcome Completion Adapting to Change (AC) Communication Skills (CS) Creativity & Innovation (CI) Critical Thinking (CT) Ethical Reasoning (ER) Global Awareness (GA) Information Literacy & Research Skills (IL) Program Competence (PC) Quantitative Reasoning (QR) Teamwork & Collaboration (TC) Levels: 1 = Aware 2 = Competent 3 = Skilled | HLTH 1101 Introduction to Health Science | HLTH 1242 Medical Terminology | HLTH 2221 Functional Anatomy | HLTH 2305 Statistics | HLTH 2411 Informatics | HLTH 2501 Teamwork & Collaboration | HLTH 3411 Writing & Editing | HLTH 4200 Research |
| <i>Program Outcome 1:</i> Analyze the impact the Core Competencies for Interprofessional Collaborative Practice (IPCP) have on health care. | PO:P PC: 1 | PC: 1 | | | PO:P PC: 1 | PO: X PC: 3 | | PO:P PC: 3 |
| <i>Program Outcome 2:</i> Describe integrative health and wellness practices. | PO:X PC: 1 | CS: 1 PC: 1 | PO:P CT: 1 IL: 1 | | | PC: 3 | | |
| <i>Program Outcome 3:</i> Analyze the U.S. Healthcare System and its impact on healthcare access, quality, and outcomes. | PO:X PC: 1 | | | PO:P PC:1 CT: 1 | PO:P CT: 1 PC: 1 | CT: 2 GA: 1 PC: 3 | | CT: 2 IL: 2 |
| <i>Program Outcome 4:</i> Evaluate the influence of values and ethics on healthcare practice and research. | PO: P ER: 1 | | | PO:P ER: 1 PC: 1 | | PO:X CT: 2 ER: 2 PC: 3 | ER: 2 | PO: P CT 3 ER 3 |

| | | | | | | | | |
|--|-------------------------------|--------------------------|----------------------|---|--|-------------------------------|---|---|
| <i>Program Outcome 5:</i> Demonstrate the ability to locate, critically evaluate, analyze, and use information to solve problems or to produce an argument. | PO:P IL: 1 | | | PO:P CT: 2 PC: 2 QR: 2 | PO:P CT: 2 IL: 2 PC: 2 QR: 1 | PO:P CT: 2 | PO: P CT: 2 IL: 2 PC: 2 | PO:X CT: 3 IL: 3 PC: 3 QR: 2 |
| <i>Program Outcome 6:</i> Demonstrate effective oral and written communication skills. | PO: P CS: 1 | PO:P CS: 1 & 2 | | PO:P CS: 2 CT: 2 QR: 2 | | PO:P CS: 2 TC: 2 | PO:X CS: 3 CT: 3 IL: 2 | PO:P CS: 3 CT: 3 |
| <i>Program Outcome 7:</i> Demonstrate skills in teamwork and collaboration. | PO:P TC: 1 PC: 1 | | | | | PO:X CS: 2 TC: 3 | PO: P CS: 2 TC: 2 | PO:P TC: 3 |
| <i>Program Outcome 8:</i> Utilize statistical analyses and health data management technologies. | | | | PO:X-S PC: 3 IL: 2 QR:3 | PO:X-HDMT CT: 2 ER: 1 IL: 2 PC: 2 | | | PO: P CT: 3 IL: 3 |
| <i>Program Outcome 9:</i> Examine the influence of health determinants and other factors on health equity. | PO:P ER: 1 PC: 1 | | | PO:P PC:1 | | PO:X ER: 2 PC: 2 | | |
| <i>Program Outcome 10:</i> Demonstrate sound foundational knowledge of human body systems. | | PO: P PC:1 | PO:X PC: 3 | | | | | |

The BSHS program treats students as future healthcare professionals. As such, the program utilizes the ELO's most closely related to the skills healthcare professionals need to be effective clinicians. For example, clinical judgment relies heavily on Critical Thinking (CT), so this ELO is used heavily in the program. Similarly, Communication Skills (CS) are imperative for healthcare professionals to avoid human error and practice effectively. Finally, all healthcare professionals are required to use evidence-based practice; therefore, the BSHS program also relies on the Information Literacy & Research Skills (IL) ELO, so students learn how to access valid and reliable sources of information.

Master of Public Health (MPH)

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 well-being 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 and Epidemiology; Environmental Health Sciences; Health Policy and Management; Social and Behavioral Sciences; Communication and Leadership; Program Planning; Diversity, Equity, and Inclusion.

- A. Mission:** The mission of the MPH at Stockton University is to promote the health of individuals and communities at the local, regional, national, and global levels with an emphasis on health equity and social justice. We develop public health practitioners and leaders who collaborate with, advocate for, and empower the communities they serve. Our vision is healthy people, thriving where they live, work, learn, play, and worship. Graduates of our comprehensive, evidence-based program will serve people and communities and improve lives at the local, regional, national, and global levels.

- B. MPH Program Goals and Student Learning Outcomes (SLOs):** The Stockton Master of Public Health (MPH) program will provide students with the foundational skills, education, research experience, and service in public health settings including state and county health departments, non-profit agencies, hospital population health departments/offices, wellness centers, and academic institutions. The MPH program will seek accreditation from the Council on Education for Public Health (CEPH), the nationally recognized body that establishes rigorous standards and oversight for public health programs and schools at the undergraduate and graduate levels.

MPH Program Goals

1. Offer graduate public health courses, internships, and research experiences to facilitate students' learning and ensure students graduate in a timely manner.
2. Promote the program in order to increase both visibility and admissions.
3. Achieve accreditation through CEPH and utilize the data gleaned from the accreditation process to maintain a strong curriculum, relevant to current public health issues.
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.

The MPH program prepares students to serve as evidence-based practitioners and leaders in the dynamic and collaborative field of public health. Graduates are competitive for leadership positions in a wide variety of professional settings. The curriculum is based on the core competencies of public health: Biostatistics and Epidemiology; Environmental Health Sciences; Health Policy and Management; Social and Behavioral Sciences; Communication and Leadership; Program Planning; Diversity, Equity, and Inclusion.

MPH Program Core Competencies

The MPH Core Competencies align with the [CEPH accreditation standards](#), and include the following:

MPH Foundational Public Health Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the U.S. or other communities relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain the effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects the global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels.

Planning & Management to Promote Health

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 a standard narrative.

IV. Program Assessment

BSHS Program Assessment

The BSHS program has several levels of assessment to maintain the high quality of the program, and to update the content of the program on an ongoing basis. The main assessment of the program happens through the Program's *Systematic Evaluation*; this evaluation assesses the Program's Student Learning Outcomes. Because the program utilizes so many adjuncts, each core course is monitored by a *course facilitator*. These course facilitators function as a point of contact for everyone teaching the course to maintain the flow of communication about updates and problems in the course. Finally, the program also has an Exit Survey to track the impact the program is having on the students after they graduate. All these assessments are used to update the curriculum and delivery of the program.

- 1. BSHS Program Systematic Evaluation:** The BSHS program adopted 10 Student Learning Outcomes (SLO). Two of those SLOs are assessed every semester in the core course in which the students are expected to master the outcome. This means the systematic evaluation has a five-and-a-half-year cycle to evaluate the 10 Student Learning Outcomes. The faculty teaching the course in which the outcome will be assessed, in collaboration with the BSHS Assessment Committee and designated Course Facilitator, decide on the method to assess the outcome. For example, the evaluation will be performed by extracting data from a project or by adding an item to the final examination.
- 2. Course Facilitators:** As part of their agreed duties, each *course facilitator* conducts an informal assessment among all the instructors teaching their designated course through regular discussions about the course to highlight successes and to propose any recommended changes. The Course Facilitator reports any recommendations to the Curriculum Committee.
- 3. BSHS Exit Survey:** The BSHS program conducts an *exit survey* at the end of the Fall and Spring semesters. The purpose of this survey is two-fold: 1) to retain permanent contact information so the graduating students can be contacted in the future, and 2) to assess how well the program was able to help them meet their goals. For example, we ask them if they applied to a graduate program and if they were accepted, among other questions about their career plans. This data is supplemented with data from the National Clearinghouse, so we have a long-term picture of how many of our students are going to professional/graduate programs, and their success in graduating from those programs.

MPH Program Assessment

The assessment of student learning in the MPH program is closely tied to program accreditation. The MPH Program evaluates the effectiveness of our courses in meeting the Student Learning Outcomes outlined by the [CEPH](#), including the students' individual Applied Practice Experience ("internship"). CEPH specifies the MPH program implement an evaluation plan with the following elements/functions:

- Includes measures such as enrollment, graduation rate, student perceptions of faculty availability and class size, and learning as outlined in [Appendix 1 of the CEPH Accreditation Criteria](#).
- Allows the school or program to determine its effectiveness in advancing its [mission](#) and goals.

The MPH Program engages in regular, substantive review of evaluation findings, and acts strategically on their implications for our students, our academic program, mission, and goals. This allows the MPH program to make data-driven quality improvements in key areas including our curriculum, student services, advising, faculty (personnel and function), research and extramural service, and operations.

Annually, The MPH Program will present an evaluation in the CEPH-recommended format that provides the following for each required element:

1. The specific data source(s) for each listed element (e.g., alumni survey, student database).
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.

The MPH Program 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. The MPH Program will also gather and maintain examples of improvements undertaken in the previous three years based on the evaluation plan. The MPH Program 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. The MPH Program 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. The MPH Program 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, The MPH Program 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 BSHS/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

The mission of the BSHS Program is to provide a quality, contemporary, pre-health professional education for students who desire careers in the healthcare system. Graduate programs in the health professions are competitive; they require significant effort to apply to them and they are expensive. The proposed accelerated dual degree program will provide students with a simpler, streamlined, and less expensive pathway to a graduate degree in Public Health. This *Accelerated Dual Degree Program* will combine the skillset provided by the undergraduate program in health sciences, including critical thinking, understanding of the health care system, teamwork and collaboration, and a solid ethical base. Then, through the training provided in the MPH courses, students will deepen their understanding of the health care and public health systems, and gain additional professional skills, with the goal of developing graduates into leaders in health care and public health. Our students gain real-world experiences through the Applied Practice Experience at the graduate level. The students who graduate from this accelerated dual degree program will be well-prepared to make significant contributions to their communities, and the healthcare system, and represent Stockton with pride. The proposed accelerated dual degree program offers a clear benefit to students and offers an opportunity for Stockton University to grow while contributing to and improving public health.

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. NCHCEC will only evaluate academic preparation for eligibility to sit for the CHES examination, so offering an MPH program whose curriculum is aligned with the NCHCEC 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 an 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.

- 14% of current students, alumni, and community professionals see value in the MPH program, with many current students and alumni showing interest in matriculating into the MPH program once it is operational.
- Approximately 60% of students surveyed show between a general interest to a strong interest in learning more about the MPH program.