

**New Program Proposal for a Master of Public Health Degree
Offering Two Initial Concentrations in Community Nutrition & Substance Abuse**

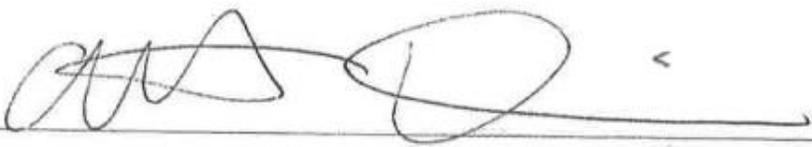
Stockton University
Galloway, New Jersey

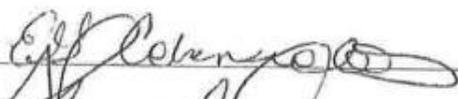
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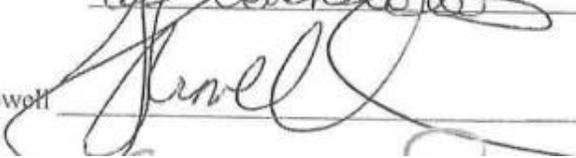
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A. Program Objectives

Introduction

Public health can be best defined as the art and science of preventing disease and promoting quality of life by not only focusing on the habits and practices of the individual, but by working with communities, private and public organizations, and society at large. Unlike a clinical model of health care, which often focuses on disease managing and post-diagnosis intervention by a clinician, public health focuses on identifying root causes of societal influences on health, and engaging stakeholders to take the necessary actions to remedy these issues and promote greater wellbeing and vitality of all who are potentially impacted.

At its core, public health education trains future professionals to analyze the health of entire populations (which can be small or large scale in number) and to identify current or future threats that these populations may face. Health, as described by the World Health Organization, takes not just the biological/physical aspects of health into consideration, but social and environmental factors as well. Furthermore, the field of public health reiterates over and over the important distinction that health is not merely the absence of infirmity or disease, but the integration and advancement of all the various dimensions that make up the wellbeing of people and communities.

The proposed Master of Public Health Degree (CIP code 51.2299; Public Health, Other) is designed to educate and prepare students to be competent, well prepared public health professionals ready to address the needs of communities and populations at risk for health-related issues or barriers. This graduate Master of Public Health (MPH) program, will provide our students with the foundational skills, education, and expertise necessary to be ready to work in a variety of public health employment settings including state and county health departments, non-profit agencies, hospital population health departments/offices, wellness centers, and academic institutions. Graduates will have gained the necessary academic and professional skills necessary to enter the workforce as entry-level public health professionals by mastering the 10 Essential Public Health Services (see Appendix A). A core component of this program will be a 200-hour practicum/internship, which will provide an extended opportunity through which students will gain the kind of practicum experiences and knowledge necessary to succeed in the public health field.

The MPH program will seek accreditation from the Council on Education for Public Health (CEPH), the nationally recognized body for established the rigorous standards and oversight for public health programs and schools at the undergraduate and graduate levels. It should also be noted that it is the intention of this committee that the MPH program will begin to seek accreditation from CEPH in tandem with the already existing BS in Public Health program. In this way, both the current undergraduate program and the new graduate program will undergo the process of accreditation at the same time, which will allow for better coordination with CEPH, as well as better utilization of resources. This accreditation will fall under the category of a Public Health Program which contains both an undergraduate degree and a graduate degree, as defined by CEPH.

Additionally, the academic competencies and curriculum of the MPH will be aligned with the requirements put forward by the National Board of Public Health Examiners (NBPHE) to sit for the examination to become Certified in Public Health (CPH). By seeking CEPH accreditation, the MPH program curriculum will also be eligible for approval by NBPHE for graduates to sit for the CPH exam.

Schools and Universities offering MPH degrees often provide further educational specialization (concentrations) to provide students with not only the foundational graduate education in public health that is needed, but additional coursework in an area of personal or professional interest. These specializations do not limit the scope of work that a graduate would then be able to pursue. Rather, they offer an opportunity for students who wish to further their graduate education in the public health arena within a specific sub-field within public health to explore a specific area of their personal or professional interest. All students entering the MPH program will choose a concentration category that best matches their personal and/or professional interests.

According to a Market Analysis conducted in April 2019 by Hanover, specifically prepared for Stockton University (see more in Section C: Justification of Need & Regional Competition), there are two concentrations that appear to be in high demand, and therefore would be of great benefit to our students. The first would be a concentration in Nutrition, and the second would be in Substance Abuse. According to the report (see Appendix B):

Among potential concentration areas, student completions in these field have grown rapidly in recent years. Only one local competition intuition offers a concentration in nutrition, and no MPH programs in New Jersey or Philadelphia offer a concentration in substance abuse. This presents Stockton with an opportunity to distinguish its program.
Market Analysis, page 3.

The following academic objectives represent the overall academic learning outcomes of the proposed MPH program, and each of the two proposed concentrations.

Academic Objectives

The MPH program's objective is to prepare students academically and professionally to become evidence-based practitioners within the field of public health. The foundation of the curriculum is based on the five core competencies of public health: Biostatistics, Public Health Administration, Epidemiology, Environmental Health, and Social and Behavioral Sciences.

More specifically, the academic objectives of the MPH program are designed to be in line with the Core Competencies for Public Health Professionals as described by the Council on Linkages Between Academia and Public Health Practice (Appendix C). Academic objectives and course curriculum will align with these Core Competencies in order to fully assess student mastery of the 8 Domains for entry-level work within the field of public health. The 8 Domains for entry-level work within the field of public health are: Analytical/Assessment Skills, Public Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills, and Leadership and Systems Thinking Skills.

Professional Objectives

National Certification. Graduates of the program will be qualified to sit for the examination to become Certified in Public Health (CPH), which is administered by the National Board of Public Health Examiners (NBPHE). Additionally, graduate students who elect the Community Nutrition concentration will be qualified to sit for the Certified Health Education Specialist (CHES) examination, administered by the National Commission for Health Education Credentialing (NCHEC).

B. Evaluation and Learning Outcomes Assessment Plan

Program Level Goals

The MPH program is designed in accordance with the [CEPH 2016 Accreditation Criteria](#) standards, and will be assessed via the following methods:

- Graduates will demonstrate competence in the Foundational Public Health Knowledge learning objectives as shown in Appendix D.
- Graduates will demonstrate competence in the MPH Foundational Competencies as shown in Appendix E.
- Graduates who elect the Community Nutrition Concentration will demonstrate competence in the additional 5 Concentration-Specific Competencies:
 - Demonstrate proficiency of science-based knowledge related to basic human nutritional requirements, as well as demonstrate a clear ability to appropriately communicate nutrition-related information to professionals and the public
 - Explain the importance of cultural competency in identifying and addressing nutrition-related health disparities
 - Demonstrate how to research, analyze, and assess public health related data in order to identify nutrition-related needs within a community for the betterment of a community/population's wellness.
 - Demonstrate how to plan, develop, conduct, and evaluate nutrition-related community outreach and education programming for the better of community wellness that is conscious of budgetary and managerial requirements.
 - Engage in activities that show the development of leadership skills and competencies necessary to engage in public health promotion across all health-related systems.
- Graduates who elect the Substance Abuse Concentration will demonstrate competence in the additional 5 Concentration-Specific Competencies:
 - Demonstrate proficiency of science-based knowledge related to the biological and physiological processes in the development of addiction and substance dependency, as well as demonstrate a clear ability to appropriately communicate addiction-related information to professionals and the public
 - Explain the importance of cultural competency in identifying and addressing racially-based societal influences on the development of substance abuse within a community, as well as barriers to prevention, care, and treatment

- Demonstrate how to research, analyze, and assess public health related data in order to identify substance abuse-related needs within a community for the betterment of a community/population's wellness.
- Demonstrate how to plan, develop, conduct, and evaluate community outreach and education programming for the better of community wellness that is conscious of budgetary and managerial requirements.
- Engage in activities that show the development of leadership skills and competencies necessary to engage in public health promotion across all health-related systems.
- Program faculty will evaluate the program objectives by ongoing assessment using a Systematic Evaluation Plan to track outcomes. This plan will include aggregate student assessment data that address student knowledge, skills, and professional readiness, as well as continual follow-up studies of graduates, site supervisor, and employers of MPH program graduates. This assessment data will include the percentage of graduates who choose to take and successfully pass the CHES and CPH credentialing examinations. This Systematic Evaluation Plan will be formulated and put into place as part of the accreditation requirements set forth by CEPH.
- Program faculty will provide evidence of the use and analysis of this evaluation data to provide insight for any necessary program modifications and/or improvements via its annual Program Director Report and the Five-Year Program Review. An annual report will be published on the program website within the School of Health Sciences, and all key stakeholders (currently matriculated students, program faculty, institutional administrators, site supervisors, employers of program graduates, etc.) will be immediately notified that the report is available. The annual report will include:
 - Summary of the Program Evaluation Results
 - Subsequent Program Modifications, as Needed
 - Any other Substantial or Significant Changes to the Program
- Faculty will annually post the number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates (as determined by alumni surveys) on the program's website beginning after the first set of graduating students complete the program.
- All faculty will be evaluated using the IDEA survey system and will be provided with institutional procedures for administering student evaluations of faculty.
- Students will be provided with all institutional opportunities and procedures by which to evaluate program faculty and practicum/site supervisors. For practicum/site supervisors who are not affiliated as faculty within Stockton University, an additional form will be developed for students to utilize in evaluating their site. In addition, all site supervisors will be provided with a form by which to evaluate student professionalism, achievement of practicum goals/objectives, and professional readiness.
- All graduating students, during their final semester, will be given the opportunity to provide feedback on the MPH program (knowledge, skills gained, values, professional readiness, etc.) as a way to collect student perceptions and help to guide program evaluation and improvement.

C. Relationship of the Program to the Institutional Strategic Plan and its Effect on Other Programs at the Same Institution

Alignment with University Strategic Plan

The MPH program and its design, organization, and implementation will be fully aligned with the Strategic Plan of Stockton University. The Mission, Vision, and Values of the University is addressed within the Guiding Statement of the MPH program (see Appendix F). In particular, the MPH program addresses the Mission of the University by preparing future public health professionals to serve the needs of our local and state communities, as well as offer the opportunity for graduates to make an impact at the national level.

What is more, by educating and training a group of public health professionals who are versed and prepared to specifically address the unique needs, challenges, and concerns of the residents of our region, our students (and the University as a whole) will be able to improve the overall health and wellness of our regional, state, and national populations in a uniquely non-clinical manner.

Competition with Existing Programs at Stockton University

It is unlikely that the MPH program will compete with any existing graduate programs within Stockton University. Public health is uniquely designed to address the various health-related needs of a community/region/population that exist outside of the typical clinical professions (i.e. Occupational Therapy, Medicine, Nursing, Physical Therapy, Communication Disorders, Social Work, Counseling, etc.). As such, students who are considering graduate programs at Stockton University should not find themselves in a situation where they would need to choose between the MPH program and another graduate program in order to meet their specific health profession goals.

This committee wishes to present a distinction between the MPH degree and the Master of Social Work (MSW) degree. While social work focuses on individuals, families, groups, and communities to enhance their social functioning and social roles, public health focuses on the health of the general public by studying the interaction between disruption to a community's wellbeing and the political, economic, educational, biological, and other environmental factors at play. While both fields look at the health and wellbeing of communities, social work professionals work to ensure that individual or groups are able to connect to different social services, whereas public health focuses more on driving changes in policy, research, and practice at the larger community-focused level. As such, the MPH degree program would not compete with our MSW program, as the careers and jobs available to students with an MSW degree are uniquely different from those with an MPH degree.

Additionally, this committee asserts that the MPH degree would not compete with the MA in Counseling program. The MPH program does not provide the educational or experiential requirements necessary to become a mental health professional, therapist, or counselor. This is especially important to emphasize regarding the proposed concentration in Substance Abuse. Unlike Substance Abuse Counseling, which would involve working with individuals in a clinical

setting to address issues related to mental health, behavior patterns, and treatment options, a public health professional with education in substance abuse would **not** be qualified to provide this kind of care. Rather, students who elect the Substance Abuse Concentration within the MPH degree would be qualified to address the impact on the health and function of a community that is dealing with substance abuse issues, as well as address the changes to legislation, policy and education required to aid an entire community's ability to prevent and manage substance abuse-related issues. It is not anticipated that faculty from either program will be asked to teach within this program.

The MPH program will be an excellent option for graduate education for those students who are interested in entering a **non-clinical** health profession. For example, this program would be an excellent graduate option for students enrolled within the BS in Public Health Program. These graduates would most likely find the MPH program attractive and desirable in enhancing the public health education they received at the undergraduate level (see Section E for greater information on pathways for BS Public Health students to complete the MPH program). Additionally, students enrolled in the BS in Health Science (BSHS) program who are not interested in pursuing clinical careers in the health field may also find the MPH program to be an exciting and appropriate graduate program. Students from other undergraduate fields of study who may be interested in addressing the health of communities of people from a non-clinical perspective (i.e. Political Science, Communication, Economics, Sociology and Anthropology) may also be guided towards graduate education in public health. Lastly, working healthcare professionals and clinicians who wish to gain graduate education in public health (i.e. Dietitians, Nurses, Occupational Therapists, Physicians, Health Educators, etc.) may find this graduate program attractive, as well as students who wish to enter medical school.

D. Justification of Need & Regional Competition

Justification of Need

The Market Analysis provided by Hanover shows 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. Please refer to the Market Analysis for complete information. This committee wishes to highlight several key points:

- 1) 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 this 10-year projected period. Within the state of New Jersey, this area of employment growth is projected to be high as well, approximately 14.0%.
 - a. National trends also show a projected growth rate of 17.6% for public health occupations.
- 2) 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.
- 3) 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 positive 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 skill-sets 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.

Evaluation of Need and Support

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 (see Appendix G), show that current 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.

To summarize the survey results:

- ❖ 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
- ❖ Approximately 82.35% of surveyed current students have plans on attending graduate school after graduation.
- ❖ Approximately 80.93% of current students surveyed plan to attend graduate school within two years (or much sooner) of graduation.
- ❖ Approximately 59.66% of students surveyed show between a general interest to a strong interest in learning more about the MPH program.
- ❖ Approximately 46.02% of surveyed students showed a general consideration to a strong consideration of applying to the MPH program.

- ❖ Approximately 91.66% of surveyed site supervisors indicated “Moderately Likely” to “Extremely Likely” to have an MPH student intern at their location.
- ❖ 75% of surveyed supervisors indicated “Somewhat Agree” to “Strongly Agree” about the need for individuals with an MPH degree within our region.
- ❖ Approximately 83.33% of surveyed supervisors indicated “Somewhat Agree” to “Strongly Agree” about the need for individuals with an MPH degree within the surrounding area.
- ❖ Approximately 83.33% of surveyed supervisors indicated “Moderately Positive” to “Extremely Positive” about their attitude towards Stockton University creating this MPH program.

Competition with Programs Within the Region

A search of 4-year colleges and universities within the general area provides excellent insight as to how this MPH program would find itself situated within the region. Using an approximate radius of 50-miles, the following educational institutions offer a Master of Public Health degree:

Rutgers University (New Brunswick & Newark, NJ) – Offers a CEPH accredited MPH degree with concentrations available in Epidemiology, Social and Behavioral Health Sciences, Health Systems & Policy, Biostatistics, Urban Public Health, Environmental Health Sciences, Occupational Safety, and Global Public Health. Note that Newark Campus is 103 miles from Stockton University, New Brunswick Campus is approximately 95 miles from Stockton University. Program is approximately 42-48 credits in length.

Montclair State University (Montclair, NJ) – While over 100 miles from Stockton University, Montclair State University is the only other university in the state of New Jersey offering a CEPH accredited MPH degree. There are two concentrations available: Community Health Education and Health Systems Administration and Policy. The program is 42 credits in length.

Arcadia University (Glenside, PA) – Offers a CEPH accredited MPH degree with one concentration available in Community Health. Approximately 68 miles from Stockton University, the only other graduate degrees offered by the College of Health Sciences is Genetic Counseling, Physical Therapy, and Medical Science.

The following Philadelphia schools are approximately 55-60 miles from Stockton University:

Drexel University (Philadelphia, PA) – Offers a CEPH accredited MPH degree with concentrations available in Community Health, Environmental and Occupational Health, Epidemiology, and Health Management.

La Salle University (Philadelphia, PA) – Offers a CEPH accredited MPH degree with a specific emphasis on Health Disparities in Urban Communities. The program is approximately 51 credits in length.

Temple University (Philadelphia, PA) – Offers a CEPH accredited MPH degree with concentrations available in Biostatistics, Environmental Health, Epidemiology, Health Policy/Management, and Social and Behavioral Science.

Thomas Jefferson University (Philadelphia, PA) – Offers a CEPH accredited MPH program. No specific concentrations are offered, program is 45 credits in length.

University of Pennsylvania (Philadelphia, PA) – Offers a CEPH accredited MPH with concentrations available in Global Health, Environmental Health, and a Generalist concentration. Program is approximately 42 credits in length.

Colleges and universities that offer a degree that is potentially similar to the MPH degree are:

Rowan University (Glassboro, NJ) – Offers an MA in Wellness and Lifestyle Management. Program is focused on health and wellness coaching. Offers 1 course in program planning, no courses specifically in public health. Total program is 30-credits, single semester dedicated to Capstone project (note: this program is not CEPH accredited).

Thomas Jefferson University (Philadelphia, PA) – Offers an MS in Population Health program. A total of 39 credits in length, courses are focused in health economics, population health, health policy, and health law.

This comparison of programs within the region shows that there are no MPH programs within a wide radius from Stockton University that offers an MPH degree with any significant focus or emphasis in nutrition or substance abuse. For students who may wish to pursue graduate education that provides a Master of Public Health foundation with an emphasis in community and public health nutrition, or substance abuse, there are essentially no options available within Southern New Jersey, or even in the Western and Central region of the state. Therefore, Stockton University would be a pioneer within the region by offering an MPH degree with concentrations in Community Nutrition and in Substance Abuse. According to the Market Analysis provided by Hanover:

High student demand combined with strong labor projections and low unemployment rates will likely continue to drive future demand for MPH degrees in the region. *Market Analysis, page 8.*

E. Students

Primary Student Target Populations

The primary target population for this MPH program will be individuals who have completed a bachelor's degree from an accredited college or university who are seeking to further develop

and refine their skills to become more marketable professionals within the fields of public health and community health promotion. Specific and targeted marketing would focus on current Stockton University BS in Public Health students as well as program Alumni, as well as those Stockton University BS in Health Science students and program. Additionally, individuals already working within the fields of public health care but are wishing to obtain graduate education in order to enhance their professional qualifications in order to take on greater leadership roles within their field of work, are another potential target population.

Additionally, working professionals in other fields of health care and medicine (i.e. health educators, physicians, nurses, psychologists, dietitians, etc.), as well as working professionals in fields such as public policy and health policy, and those seeking to strengthen their applications for medical school admission would be target populations.

Offering an MPH program, housed within the School of Health Sciences at Stockton University, will allow our institution to provide a quality, graduate-level educational experience in the health field that is a non-clinical option. Unlike our current graduate-level programs in clinical fields (i.e. Physical Therapy, Occupational Therapy, Communication Disorders, and Nursing), a graduate option within the field of public health allows those who are not seeking a clinical career to gain the education and knowledge necessary to work within the broader field of public health. For those working professionals who in clinical fields (i.e. Physicians, Nurses, Dietitians, etc.) who wish to advance their education in the area of community and public health, this degree can provide them with the educational credentials and experience to expand their present career.

In order to be as attractive and accessible to as many students as possible, the program and its curriculum will not be cohort based. This program is designed to allow individuals who are part-time and full-time workers to be able to complete the program curriculum and requirements in a way that is compatible with their work and family responsibilities. Additionally, this allows students to apply for their enrollment in either the Fall or Spring semester. It is estimated that initial student enrollment will be 10-15 students in the first academic year for each concentration, with 10-15 additional students enrolling each additional year in each concentration.

Given the interdisciplinary nature of the field of public health, a variety of different eligibility criteria will be considered when reviewing applicants. Incoming students must meet one or more of the following two sets of criteria in order to be considered eligible for consideration for program admittance.

Criteria 1 – Completed Bachelor’s degree with a cumulative GPA of 3.0 or higher, at least one undergraduate course in Biology **AND** one undergraduate course in Statistics;

OR

Criteria 2 – Completed Bachelor’s degree with a cumulative GPA of 3.0 or higher **AND** at least 2 years of professional experience in public health related work.

For the initial semester of the program, the enrollment goal is 10-15 students for the first academic year for each concentration. As the program continues to build and interview a greater

number of students, a larger number of newly enrolled students will be expected to begin each semester.

F. Program Resources

Faculty Needs

To meet the standards set out by CEPH, faculty must spend a majority of their time/effort (i.e. 0.50 FTE or greater) on activities associated with the program, including instruction. Research and service efforts must also be included in faculty responsibilities. Faculty must have, at a minimum, a master's degree in a public health-related field, with appropriate experience in the concentration to which they will be designated. One Primary faculty member will be designated the MPH Program Coordinator for the MPH degree and will require release time for directing and coordinating the MPH program, including accreditation management, in accordance with the MOA in effect and CEPH requirements.

As needed, non-Primary faculty members must have, at a minimum, a graduate degree in a field related to community and public health, and relevant experience in the field of public health, with additional specialization in concentration-related courses as needed. Program faculty members who provide supervision for practicums will have relevant experiences related to the unique skillset and responsibilities associated with practicum supervision, planning, and assessment. All faculty within the program will have workloads consistent with Stockton University graduate faculty, three courses per semester.

According to page 12 of the [2016 CEPH Accreditation Criteria](#) in regards to the specific requirements surrounding the required faculty members:

Two primary instructional faculty members are required for each concentration and must be allocated to the program at 1.0 FTE and not be shared with other educational programs. For the remaining (non-primary) faculty members, they may be of any type (i.e. faculty from another university unit, adjunct faculty, part-time faculty or primary instructional faculty associated with another concentration area) provided that they meet the requirements as specified above.

This would mean that for the initial offering of this MPH program, there must be two full-time primary faculty members associated with each concentration within the graduate degree, or four full-time faculty members in total. The proposed breakdown of these four faculty members is as follows:

Faculty Member 1 – designated to the Community Nutrition Concentration
 Faculty Member 2 – designated to the Community Nutrition Concentration
 Faculty Member 3 – designated to the Substance Abuse Concentration
 Faculty Member 4 – designated to the Substance Abuse Concentration

This would necessitate four full-time faculty lines in total for the two concentrations within the MPH program, as put forth by CEPH accreditation standards. As needed, adjunct (non-Primary) faculty members will be hired, based on student needs and demand.

For the two Primary faculty lines needed for the Community Nutrition Concentration, Professor Anthony Dissen is expected to apply and transition from his role as a Tenure Track Instructor within the BSHS program to fill one of the faculty lines within the MPH degree. Professor Dissen is qualified for this position based on his education and credentials (please see CV in Appendix H). If approved, this would require an approved Search for 1 additional faculty member within the Community Nutrition concentration.

For the two Primary faculty lines needed for the Substance Abuse concentration, Searches for 2 faculty members would be required.

A Primary program faculty member from either concentration will be selected to serve as graduate Program Coordinator. This would require 4 tenure track searches to take place to deliver both concentrations.

Program Location & Delivery

The MPH program will be housed within the School of Health Sciences. The delivery of course instruction will take place in a hybrid format, with 3 of the required core MPH courses being offered in-person in a 1-week intensive format each summer. This would equate to 20% of the courses being offered in this 1-week intensive, in-person format, and the remaining 80% being offered online. To ensure high quality design and delivery of online courses, faculty will work in concert with the Center for Learning Design to ensure best-practices in providing online delivery of courses. The summer intensive course will be offered prior to June 30th each summer to ensure that this course will fall within the 10-month full-time faculty teaching contract timeframe.

This method of program delivery is supported by the Market Analysis prepared by Hanover, which states:

Consider an online or hybrid delivery format. From 2013 to 2017, the number of public health master's programs offering a distance learning format grew faster than the number of programs offered only on-campus. These trends may suggest emerging student demand for a distance format. Offering an online or hybrid option would also allow Stockton to effectively market the program to working professionals. *Market Analysis, page 3.*

The 3 on-campus courses (Cultural Competency & Health Disparities, Health Care in the United States, and Current Issues in Public Health) will be taught at the Atlantic City (AC) Campus location. This will allow those courses to invite in community partners, working professionals, legislatures, and other key individuals from the Atlantic City community to enhance the quality and the richness of the educational material being shared in these courses. Additionally, this will allow for this graduate program to develop connections and relationships within the AC

community and serve Stockton University's goal to serve the AC region. As needed, optional lodging for students during the summer intensive will be made available.

All other courses will be delivered in an online format. The reason for this is to remain competitive with the ever-increasing number of Master of Public Health programs that are being offered fully online. By offering our remaining course curriculum via an online delivery format, it allows us to 1) increase our outreach to potential students throughout the region that may otherwise be limited geographically to attend courses on campus in a regular way, and 2) be more accommodating to those students who work full-time or even part-time jobs that would otherwise prevent their ability to physically attend courses at our physical campus location each semester. Course curriculum can be offered and delivered via either synchronous or asynchronous components per the course instructor's preference. Offering the MPH coursework with a blend of in-person and online delivery formats is fully supported within the guidelines of CEPH accreditation standards and requirements.

Necessary Materials & Resources

The only materials and resources necessary for the MPH program are faculty access to dedicated office spaces in order to carry out their course offerings and work that are comparable any full-time faculty members within the University. Online course delivery will be offered via the Blackboard platform software, which can also be utilized for offering synchronous curriculum delivery (i.e. Blackboard Collaborate), which is already included within basic IT offerings at the University.

All other necessary materials and resources (i.e. Stockton University Library Databases, Computer and Telecommunication Services, Internet Access, etc.) are already available and can be accessed by faculty and students alike. All faculty members will have access to computers and printers.

For those required courses that will be offered on the AC campus during the summer semester, lecture room space on the AC campus will be required. However, no other equipment or materials (i.e. lab space, physical technology, simulation suites, etc.) are necessary.

To seek CEPH accreditation for both undergraduate and graduate together, the fee schedule (as of 2019) is as follows:

Accreditation Step	Associated Fee
Initial Application Submission Fee	\$1,000
Applicant Fee for a Public Health Program	\$2,500
Accreditation Review Fee (Preliminary Self-Study & Site-Visit)	\$3,000
Total Accreditation Costs	\$6,500

Additionally, a \$4,472 Annual Support Fee will be due each calendar year as part of CEPH's requirements for a Public Health Program offering two-degree levels (Master's Degree & Baccalaureate Degree). This annual fee will go into effect after accreditation has been granted.

The application process for accreditation can begin once faculty can project the graduation date for at least one student in each concentration. This process allows us to receive retroactive accreditation to the date of the original application.

G. Degree Requirements

Program Overview

Students must complete a total of 45 credit hours to satisfy the curriculum criteria outlined below. All courses must be completed with a final grade of “B” or higher. Additionally, all students must complete a 200-hour practicum that is related to their concentration or area of interest within public health. To reiterate, there will be 3 courses offered each summer that will be delivered in an in-person format. Those courses marked with an asterisk (*) are those that will be offered in a 1-week intensive, on-campus format in the summer semesters that will be delivered prior to June 30th. All other courses will be offered in an online format.

Below is the list of required core courses for the MPH program, followed by the required courses for each of the two proposed concentrations. All courses will be 3-credits. Students enrolled will have the opportunity to complete the program in a part-time or full-time status, based on their need for financial aid (requisite number of credits per semester would be 9-credits, or 3 courses), work availability, and overall availability of time to dedicate to the program coursework. See Appendix I for sample course descriptions and course mapping and see Appendix J for curriculum mapping to CEPH accreditation standards and Council on Linkages standards.

MPH Required Core Courses

Public Health Core Courses
Cultural Competency & Health Disparities*
Environmental Public Health
Biostatistics
Epidemiology
Grant Writing
Health Care in the United States*
Current Issues in Public Health*

Total Credits: 21

Community Nutrition Concentration Courses
Foundations of Human Nutrition
Community & Public Health Nutrition
Food Safety
Community Health Education: Theory & Practice
Community Health Program Planning, Assessment, and Evaluation

Concentration Total Credits: 15

Substance Abuse Concentration Courses
The Biology of Addiction & Substance Abuse
Health Policy & Advocacy
Public Health Approaches to Understanding Substance Abuse
Legal & Ethical Issues in Substance Abuse
Substance Abuse & Addiction Across the Lifespan

Concentration Total Credits: 15

Concentration Practicum
200-hour Field Practicum
Capstone Experience
Capstone I – Planning & Proposal
Capstone II – Project Implementation & Evaluation

Total Credits: 9

Total Program Credits: 45 credits

Course descriptions and course map can be found in Appendix I and Appendix J, which demonstrates alignment between course curriculum and the Core Competencies for Public Health Professionals and CEPH Accreditation Requirements.

200-Hour Practicum

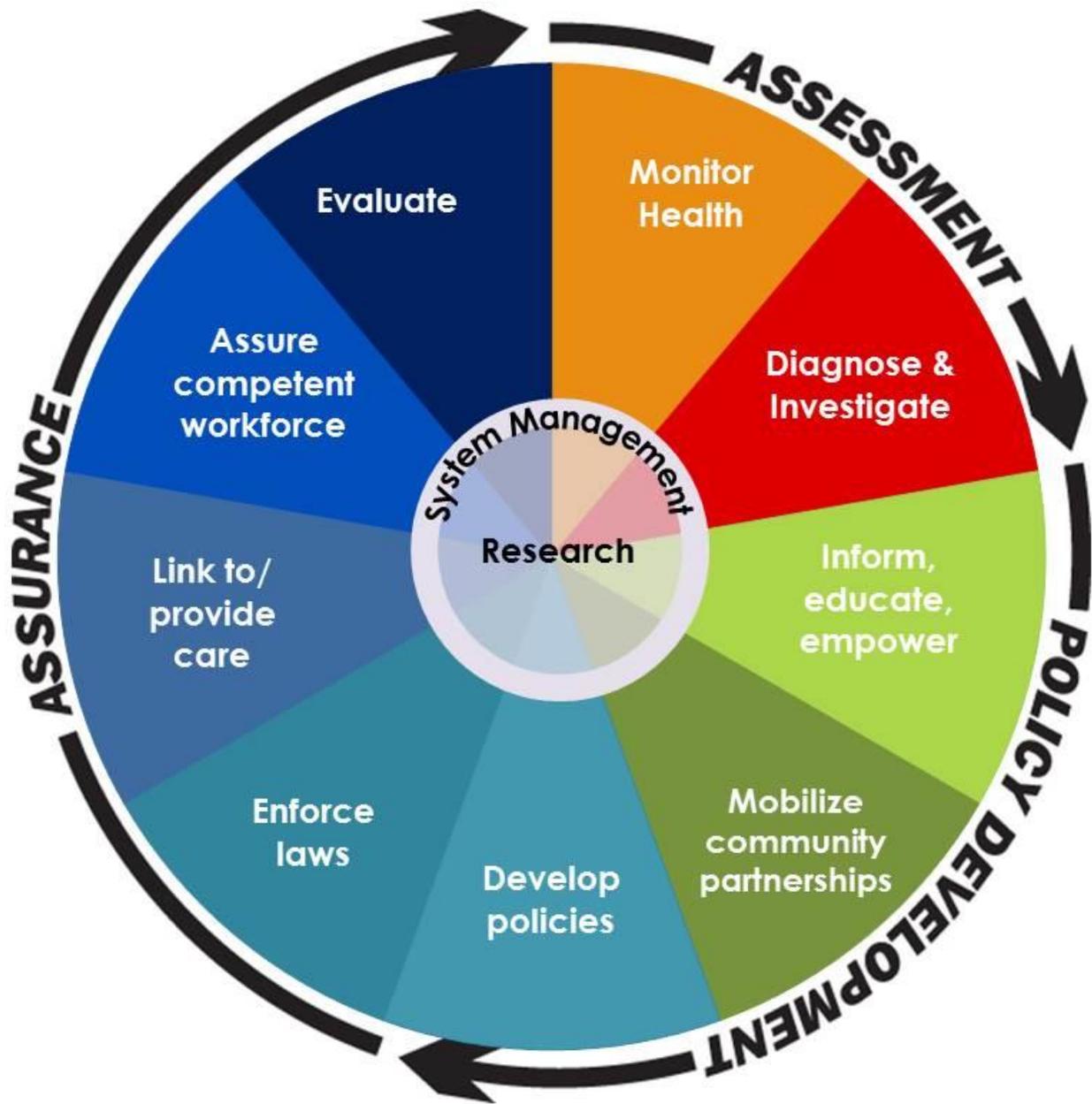
Students will be eligible to enroll in the Concentration Practicum after they have completed at least 21 credits within the MPH program. Practicum experience can take place in a number of different settings including Food Banks, Health Agencies (local, state, and federal), Hospitals, Academic Settings, Non-Profit Organizations, Governmental Offices, and Wellness Centers, providing that the nature of the practicum experience is fully in line with meeting all necessary objectives. Practicum can be completed at the same location at which a student may already be employed if the practicum experience falls outside of their already assigned work responsibilities. Practicum experiences can be paid or unpaid. Students will confirm their practicum site and project with their practicum faculty member. For students who are local to the region, local practicums that focus on public health needs of the Atlantic City and Galloway areas will be encouraged.

Accreditation

Accreditation will be sought from the Council on Education for Public Health (CEPH). To begin the process of applying for accreditation, the program will need to have been in operation for approximately 3-5 years in order to gather the necessary data and information required of new programs seeking accreditation. Once the application is submitted, it will take approximately 1 additional year to include time for site visits, institutional responses, and ultimate approval by CEPH. The self-evaluation and program evaluation/data collection will begin in the month the program begins to enroll students. Full details on accreditation procedures can be found in the [CEPH 2017 Procedures Document](#). The application process for accreditation can begin once faculty can project the graduation date for at least one student in each concentration. This process

allows us to receive retroactive accreditation to the date of the original application for the graduate program. The accreditation process for both the undergraduate and the graduate program will take at the same time. A more formalized timeline cannot be predicted until the MPH program is approved and ready to begin admitting students, for only then can a consultant from CEPH be brought on to begin the process of seeking accreditation. Once this process begins, it will be possible to more specifically estimate a timeline as to when the MPH program will become fully accredited.

Appendix A. 10 Essential Public Health Services



Appendix B. Hanover Report

Market Analysis: Master's in Public Health

Prepared for Stockton University

April 2019

In the following report, Hanover assesses demand for master's degree programs in public health, specifically highlighting demand trends within the Mideast region. This report includes an examination of student and labor market demand and an analysis of potential competitor programs.



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Degree Completions Analysis: Public Health Master's Degrees	Page 4
Degree Completions Analysis: Concentration Fields	Page 5
Labor Market Analysis	Page 6
Real-Time Job Postings Intelligence	Page 7
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Competitor Overview: Program Fast Facts and Tuition	Page 9
Competitor Overview: Curriculum Trends	Page 10
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Executive Summary

Master's in Public Health

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Stockton University (Stockton):

① **Develop a master's program in public health.** Student demand for master's degrees in public health has experienced above-average growth in the Mideast region. Employment projections indicate strong labor demand for public health professionals, which will likely support future student demand.

② **Offer concentrations in nutrition and substance abuse.** Among potential concentration areas, student completions in these fields have grown rapidly in recent years. Only one local competitor institution offers a concentration in nutrition, and no MPH programs in New Jersey or Philadelphia offer a concentration in substance abuse. This presents Stockton with an opportunity to distinguish its program. Other promising concentrations are biostatistics, health services administration, and healthcare management.

③ **Consider an online or hybrid delivery format.** From 2013 to 2017, the number of public health master's programs offering a distance learning format grew faster than the number of programs offered only on-campus. These trends

may suggest emerging student demand for a distance format. Offering an online or hybrid option would also allow Stockton to effectively market the program to working professionals.

Fast Facts



4.1%

Annualized growth in public health master's conferrals in the Mideast region from 2013 to 2017.



17.6%

Projected regional employment growth in public health-related occupations from 2016 to 2026.



18.9%

Annualized growth in regional substance abuse/addiction counseling master's conferrals from 2013 to 2017.

Regional Benchmark Analysis

Comparison of public health master's completions and relevant labor market to all completions and all occupations in the Mideast region



Annualized Degree Completions Growth Rate, 2013-2017

Key Findings and Program Demand Forecast

For master's in public health programs in the Mideast region

Demand trends suggest favorable conditions for a new master's in public health degree in New Jersey and the Mideast Region. From 2013 to 2017, master's conferrals have experienced above-average growth regionally and nationally. Labor demand for public health professionals is projected to grow far above the average at all geographic levels, with a 17.6% expected increase in employment in the Mideast. **Nine out of 10 local MPH programs maintain accreditation from the Council on Education for Public Health (CEPH).** CEPH accredits over 200 public health schools and programs, and the organization is currently reviewing applications from 54 other

institutions. This suggests that CEPH accreditation is standard among master's in public health programs. Stockton should factor this in its decision to develop the proposed program. **Only three competitors in the region target working professionals.** Over half of all local competitors allow students to enroll part-time, yet none explicitly target working professionals on their program's landing page. Temple University, Montclair State University, and Thomas Jefferson University are the only competitors that market directly to working professionals elsewhere on their program website. This provides

Executive Summary

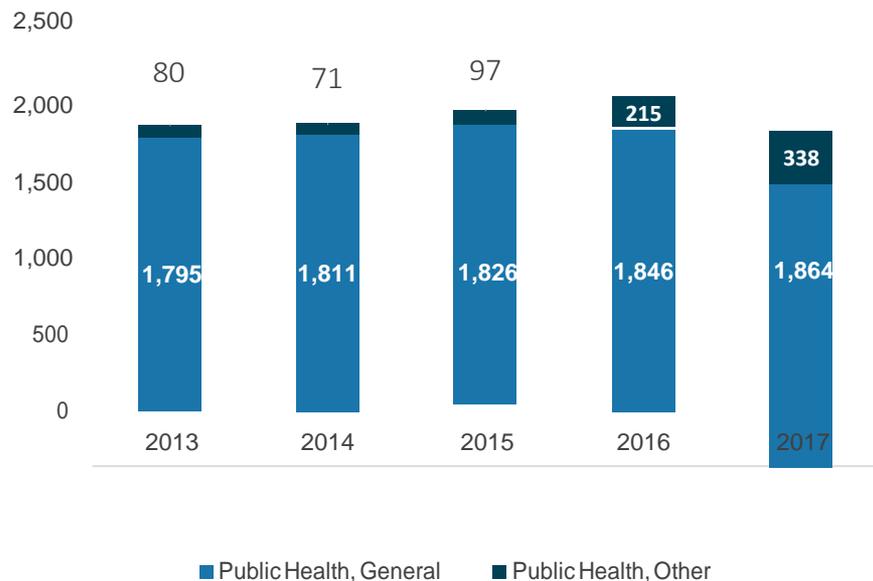
Master's in Public Health



an opportunity to differentiate its marketing messaging.

Regional Degree Completions Volume

Regional distribution of master's degree completions from 2013 to 2017



Total Degree Completions

Aggregate master's degree completions by geographic level (2017)

	State	Region	National
Public Health, General	111	1,864	9,442
Public Health, Other	0	338	857
Total	111	2,202	10,299
Growth Rate	-8.7%	4.1%	5.4%

Analysis of Findings

Student demand for master's degrees in public health has experienced above-average growth in the Mideast region.

From 2013 to 2017, regional master's completions in public health fields increased at an annualized rate of 4.1 percent. This is faster than the 1.4 percent average growth rate observed across all master's programs in the Mideast. While master in public health (MPH) conferrals experienced an annualized decline of 8.7 percent in New Jersey, this decrease is driven by the closure of the University of Medicine and Dentistry of New Jersey (UMDNJ) in 2013. After accounting for UMDNJ's departure from the state market, the annual growth

rate for MPH completions rises to 5.4 percent for New Jersey. National trends are similarly favorable. Public health master's completions experienced an annualized increase of 5.4 percent, faster than the 1.6 average growth observed across all master's programs in the nation.

The proportion of MPH programs reporting a distance learning option is growing.

In the Mideast, the number of programs reporting master's completions under public health degree fields grew at an annualized rate of 1.0 percent. Over the same period, the number of programs indicating that they offer a distance learning option increased by 30.3 percent. In 2013, there were only four programs reporting a distance learning option, representing less than nine percent of all MPH programs in the region. By 2017, the number of distance learning programs rose to 12, corresponding to nearly a quarter of all MPH programs. These trends suggest strong demand for online and hybrid delivery formats. Nonetheless, Montclair State University offers the only MPH in New Jersey with online and hybrid courses. This indicates that Stockton could be a first-mover in New Jersey's distance learning market for public health.

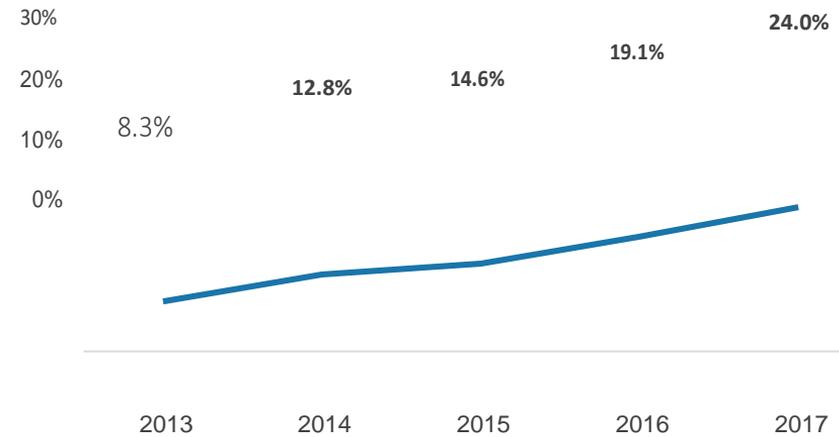
Source: [IPEDS](#)

Methodology Note

States included in the Mideast region are Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

Proportion of Distance Learning Programs

Proportion of public health master's programs reporting a distance learning option from 2013 to 2017

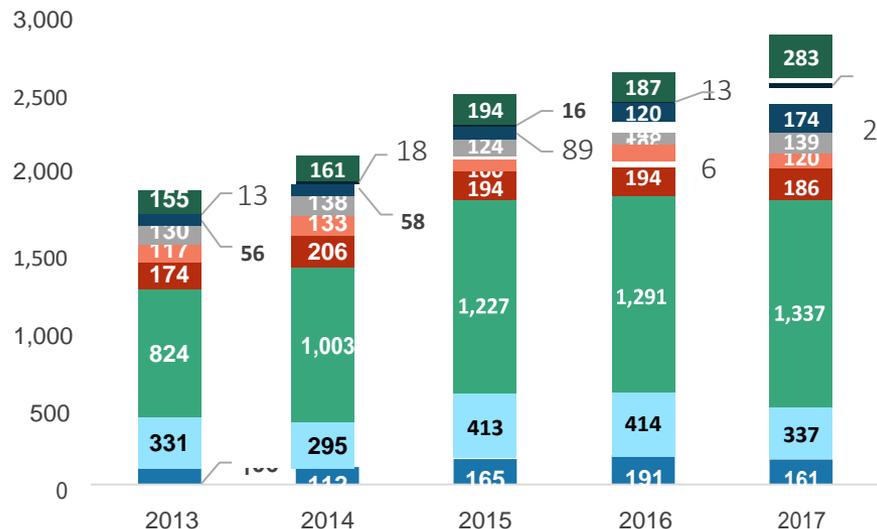


Degree Completions Analysis: Concentration Areas

Master's in Public Health

Regional Degree Completions Volume

Regional distribution of master's degree completions from 2013 to 2017



- Nutrition Sciences
- Substance Abuse/Addiction Counseling
- Health Services Administration
- International Public Health/International Health
- Public Health Education and Promotion
- Environmental Health
- Health/Health Care Administration/Management
- Epidemiology
- Biostatistics

Methodology Note

To measure student demand for Stockton's concentration areas of interest, Hanover selected the most relevant and most established degree fields by conferral volume and growth for each concentration. The closest available CIP code for substance abuse is Substance Abuse/Addiction Counseling (51.1501). Hanover also added CIP codes for other common concentrations among MPH programs. A complete list of CIP codes and their descriptions is published by the [National Center for Education Statistics](#).

Analysis of Findings

Concentration areas associated with public health have experienced strong growth in recent years, especially health administration, substance abuse counseling, nutrition, and biostatistics.

The graph to the left and the table below show student conferral data for the fields closest to Stockton's proposed concentrations, as well as common concentrations among MPH programs. While the data represent all master's conferrals in each degree field, these trends can be used as a proxy for student demand for MPH concentrations.

From 2013 to 2017, master's completions in all related degree fields experienced above-average growth at all geographic levels, with particularly strong growth in the Mideast (9.7 percent). At the regional level, the fastest growth is observed in health services administration (32.8 percent), substance abuse/addiction counseling (18.9), nutrition sciences (16.2), healthcare management (12.9), and biostatistics (11.0). With the exception of healthcare management, the total volume of conferrals in these fields remains relatively low. Completions in public health education experienced muted growth over the same period (0.6 percent), indicating relatively weak student demand for this concentration area.

Source: [IPEDS](#)

Degree Completions Analysis: Concentration Areas

Master's in Public Health

Total Degree Completions

Aggregate master's degree completions by geographic level (2017)

	State	Region	National
Biostatistics	7	161	681
Epidemiology	0	337	1,312
Health/Health Care Administration/Management	103	1,337	9,619
Environmental Health	0	186	641
Public Health Education and Promotion	3	120	877
International Public Health/International Health	0	139	540
Health Services Administration	0	174	891
Substance Abuse/Addiction Counseling	0	26	390
Nutrition Sciences	3	283	1,016
Total	116	2,763	15,967
Growth Rate	6.8%	9.7%	6.4%

Regional Current and Projected Job Availability

Regional public health-related positions as of 2016 and 2026 (projected)



Total Labor Market

Aggregate public health-related job availability by geographic level

	State	Region	National
Estimated Employment (2016)	19,580	135,010	752,400
Projected Employment (2026)	22,320	158,820	884,700
10-Year Growth Rate	14.0%	17.6%	17.6%
Total Annual Openings	1,950	14,980	83,100

Source: [Projections Central](#)

Analysis of Findings

Employment in public health-related occupations is projected to experience

above-average growth at all geographic levels.

From 2016 to 2026, employment opportunities for MPH graduates are projected to increase by 17.6 percent in the Mideast, higher than the 9.0 percent average growth expected for all occupations. This corresponds to 14,980 public health-related job openings each year. Employment growth is also strong in New Jersey, with a projected increase of 14.0 percent. National trends are similarly favorable, with a projected growth rate of 17.6 percent for public health occupations, well above the national average for all occupations.

Regionally, Substance Abuse and Behavioral Disorder Counselors will experience the fastest employment growth among public health professionals.

At all geographic levels, Medical and Health Services Managers will continue to account for the majority of the public health workforce. Nonetheless, Substance Abuse and Behavioral Disorder Counselors are projected to experience the fastest employment growth regionally (21.6 percent) and nationally (23.2 percent).

According to the Bureau of Labor Statistics ([BLS](#)), this growth is driven by state criminal justice systems, which now commonly require that drug offenders attend treatment and

counseling programs as part of their sentence. Additionally, there will be a continued need for counselors to work with military veterans. The [National Institute on Drug Abuse](#) estimates that 7.1 million individuals in the US are dependent on or abuse illicit drugs, yet only 15 percent receive treatment. The organization highlights that new healthcare technologies and legislation, such as the Excellence in Mental Health Act, have produced “unprecedented opportunities” for substance use disorder research and treatment. To work in private practice, counselors must obtain state licensure. Requirements vary by state, but all [states require](#) that counselors hold a master’s degree, complete 2,000 to 4,000 hours of supervised clinical work, and pass a state-issued exam.

New Jersey Job Postings Analysis

State public health-related positions by occupational group during the past 180 days as of April 2018



New Jersey Employment Facts

State public health-related positions by occupational group

Analysis of Findings

Nearly all recent public health job openings in New Jersey are for Medical and

Health Services Managers.

Over the past 180 days, JobsEQ identified 7,303 public health job openings in the state. Of these, nearly 84 percent are for Medical and Health Services Managers. According to the [BLS](#), demand for health services managers is expected to increase as the baby-boomer population ages and people remain active later in life. While a bachelor's degree is usually the minimum education required for this position, master's degrees are common. Professionals with master's degrees in health administration or a related field and knowledge of healthcare information technology systems are expected to have the most promising job prospects.

MPH graduates will likely find the most opportunities in Princeton and Newark.

Among job postings that specify a location, Princeton and Newark are the most commonly listed areas in New Jersey. Within the local South Jersey area, Camden offers the most job opportunities for MPH graduates. The top employers in South Jersey are Cooper University, Centers Health Care, Trinity Health, Genesis Healthcare, and BAYADA Home Health Care. The most in-demand hard skills for job postings in New Jersey include computer programming, business development, teaching, and Spanish language ability.

Occupation	Average Salary		Unemployment Rate	
	New Jersey	U.S.	New Jersey	U.S.
Medical and Health Services Managers	\$118,300	\$111,700	1.2%	1.3%
Epidemiologists	\$103,500	\$76,200	0.7%	0.8%
Environmental Scientists and Specialists, Including Health	\$86,700	\$76,200	1.9%	2.1%
Occupational Health and Safety Specialists	\$80,200	\$73,600	2.8%	13.0%
Health Educators	\$60,800	\$59,000	1.7%	1.9%
Substance Abuse and Behavioral Disorder Counselors	\$57,200	\$46,600	1.7%	1.9%
Community Health Workers	\$51,500	\$42,300	3.4%	3.8%

Source: [JobsEQ](#) and [BLS](#)



Top Employers in New Jersey

1. Hackensack Meridian Health
2. Barnabas Health
3. Bristol-Myers Squibb
4. Johnson & Johnson
5. Novartis



Top Hard Skills in New Jersey

1. Computer Programming/Coding
2. Business Development
3. Teaching/Training, Job
4. Spanish
5. Change Management

Competitor Analysis

Based on an analysis of regional peers, Hanover concludes the following:

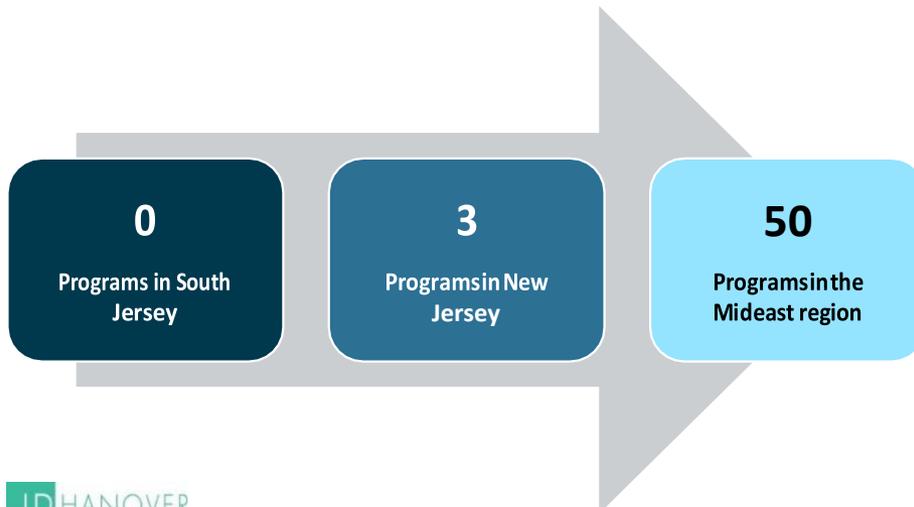
Regional market conditions indicate a viable market for Stockton's proposed MPH program.

From 2013 to 2017, public health master's completions increased at an annualized rate of 4.1 percent in the Mideast region, faster than the average for all regional master's programs (1.4 percent). This indicates strong student demand in favor of an additional program. The number of relevant programs in the region grew at a slower rate of 1.0 percent. High student demand combined with strong labor projections and low unemployment rates will likely continue to drive future demand for MPH degrees in the region. Additionally, less than a quarter of programs in the region offer a distance learning option. If Stockton pursues a hybrid or online delivery format, this would distinguish its program from others in the market.

To provide Stockton with a better understanding of the competitor landscape, Hanover benchmarked 10 regional institutions offering master's degrees in public health. Programs were selected based on conferral volume (2017), conferral growth (2013-2017), and proximity to Stockton University. More details on each program can be found in the tables on pages 12 to 14.

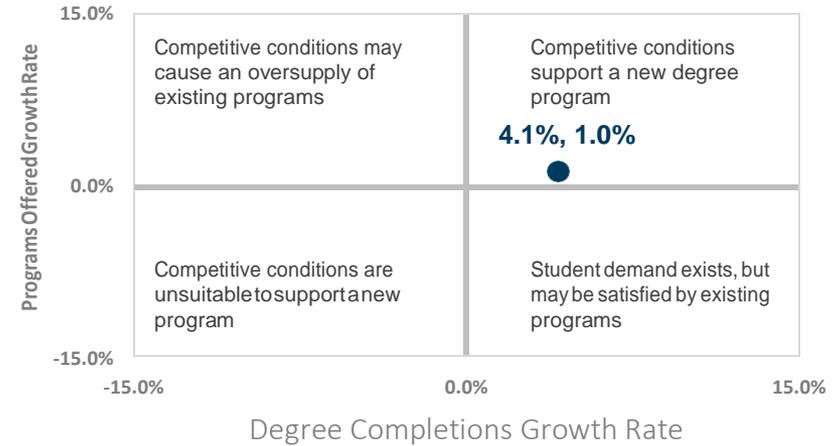
Number of Programs by Geographic Level

The number of public health master's programs in the local area, state, and region (2017)



Regional Market Saturation (2013-2017)

Within the Mideast, do competitive conditions support an additional MPH program?



Map of Competitors

The location of benchmarked programs (blue markers) relative to Stockton (red marker)



Source: Google Maps

Program Fast Facts



Distance learning formats are uncommon among benchmarked programs. West Chester University (West Chester) and Montclair State University (Montclair) are the only benchmarked competitors that have hybrid delivery options. While Montclair does not explicitly market its MPH as a distance learning program, its [website](#) notes that “courses within the program may be offered fully or partly online.” Temple University (Temple) is the only competitor that offers a fully online MPH. This suggests that there is likely an opening in the regional market for an additional online or hybrid MPH.



Three competitors target working professionals. Though over half of benchmarked programs allow students to study part-time, no competitors explicitly market their MPH degrees to working professionals. Temple’s College of Public Health advertises convenient class times for working professionals on its “[About Us](#)” webpage, and Montclair states that its MPH was designed with working professionals in mind on its program [FAQ](#) page. Thomas Jefferson University (Thomas Jefferson) does not explicitly mention working professionals, but notes that students can take [one course at a time](#) for continued work. This presents Stockton with an opportunity to differentiate its marketing messaging from regional competitors.



Nine out of 10 benchmarked programs maintain accreditation from the Council on Education for Public Health (CEPH). The College of New Jersey is the only benchmarked competitor that does not hold CEPH accreditation. Among competitors that maintain accreditation, the majority advertise this status on their program landing page. CEPH currently [accredits](#) over 200 public health schools and programs (bachelor’s and master’s) and is [reviewing applications](#) from 54 educational institution. Twenty of these applications were [submitted in 2017](#). These trends indicate that obtaining CEPH accreditation may be an important consideration in developing a MPH program.

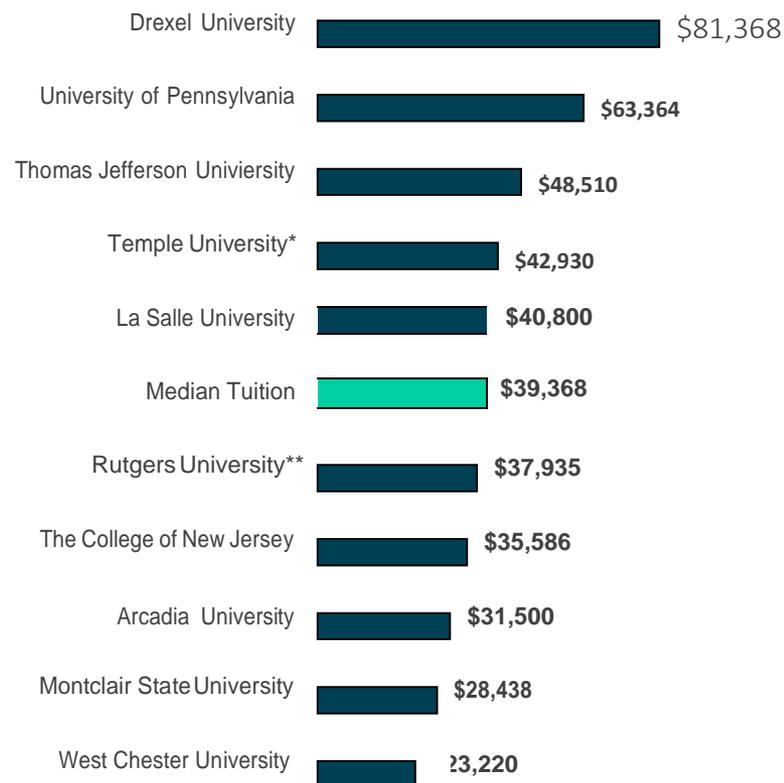


Few programs advertise a curricular focus. Only three benchmarked different focus. Montclair markets an emphasis on population health, Arcadia University’s (Arcadia) MPH focuses on community health, and La Salle University (La Salle) indicates an emphasis on health disparities in urban

Total Program Tuition

Stockton faces a favorable tuition landscape.

The median tuition among benchmarked competitors is \$39,368. This number is based on the in-state, on-campus tuition rate at competitor institutions and excludes fees. Based on Stockton’s on-campus, graduate per-credit rate ([\\$623.69](#)), a 45-credit MPH program would have a total cost of roughly \$28,066. The only competitor with a lower tuition cost is West Chester (\$23,220).



Competitor Overview: Program Fast Facts and Tuition

Master's in Public Health

Source: Institutional Websites. Note: *Tuition estimate is based on part-time, per-credit rate. **Tuition estimate assumes 45 credits for completion.

Concentrations

Seven programs provide students with the opportunity to pursue a concentration, and one program offers an embedded specialization in community health.

Arcadia's curriculum includes a required three-course specialization in community health. The program offers no additional concentrations, but allows students to complete six elective credits. Among competitors that provide students with the opportunity to choose a concentration, the number of concentration options ranges from a low of two at Montclair to a high of eight at Rutgers University (Rutgers). Half of benchmarked competitors offer three or four concentrations. Rutgers offers the only MPH program that allows students to pursue two concentrations.

Half of benchmarked competitors offer a concentration in health management and policy, while none offer concentrations in substance abuse.

The two most common concentrations are health systems, management, and policy (offered by five programs) and environmental health sciences (offered by four programs). Other common specialization options (offered by three programs each) are shown in the figure to the right. Less common concentrations include nutrition, precision health, health communication, and health education. No competitors offer a substance abuse concentration, providing Stockton with an opportunity to distinguish its MPH program.

Program Structure

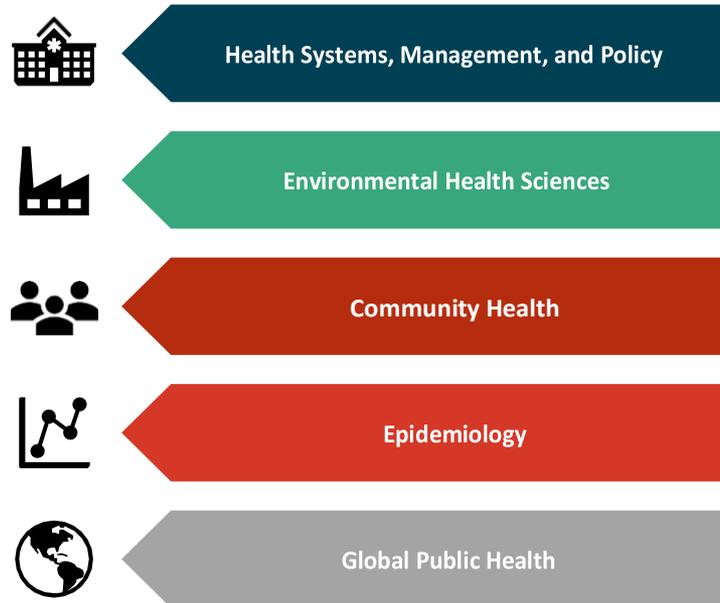
The median minimum credits required for completion among benchmarked programs is 45.

Half of competitors require 45 credits, and almost all credit requirements fall within the range of 42 to 48. The University of Pennsylvania (UPenn) is an outlier among benchmarked programs, with only 14 required credits. However, this is due to the fact that each course within its MPH curriculum counts for one "credit." Drexel University has the highest requirement among competitors at 56 credits.

Though all programs require fieldwork experience in accordance with CEPH accreditation standards, the number of required hours varies across competitors.

Among the seven programs that publish details on their fieldwork component, the median number of required hours is 125. While four competitors require that students complete 120 to 125 hours, three competitors require more than 200 hours. Rutgers has the most extensive fieldwork experience, requiring students to complete 400 hours.

Common Concentrations



Source: Institutional Websites.

2

Programs offer an accelerated 5-year bachelor's to MPH program: *The College of New Jersey and West Chester University*



3

Competitors offer MPH dual degree programs: *Arcadia University, Drexel University, and Temple University*



Sample Curriculum: Online MPH in Health Policy and Management

Year 1 – 18 credits, 3 credits per course
Leadership and Management in Non-Profit Organizations (Fall) Fundamentals of Public Health (Fall) Fundamental of Epidemiology (Spring) Political and Economic Aspects of Health (Spring) Biostatistics (Summer) Theoretical Foundations of Health Behavior (Summer)
Year 2 – 18 credits, 3 credits per course
Environmental Health (Fall) Technology for Population Health* (Fall) Public Health Program Evaluation* (Spring) Public Health Program Planning* (Spring) Health Economics (Summer) Public Health Policy and Legal Issues (Summer)
Year 3 – 9 credit hours, 3 credits per course
MPH Fieldwork I (Fall) Elective (Fall) MPH Fieldwork II (Spring)
Total Credits: 45

Source: [Temple University](#). Note: *Course is not part of on-campus MPH in Health Policy and Management program.

“Temple’s online MPH is built for working professionals who want the same high-quality education that Temple offers in its in-person program... Perfect for students returning to the classroom while balancing work and family.”

Program Overview



3

Years required for program completion. Students enroll on a part-time basis.



45

Credits required, the same number as the on-campus program.



\$975

Per-credit tuition for online MPH. This is slightly higher than the \$954 per-credit rate for the on-campus MPH.

Temple University Program Characteristics

Online courses are accelerated and taught by the same faculty as on-campus courses.

In marketing its [online MPH](#), Temple emphasizes program quality and the convenience of online learning. Courses are taught by the same public health faculty, and a low student-to-faculty ratio provides “personalized instruction and advising” opportunities. Students move through the program asynchronously, allowing for flexible scheduling. Courses are delivered in an accelerated, six-week format, and are available via live streaming to provide students with the opportunity to connect with their professors.

The curriculum and available concentrations differ for online and on-campus students.

While Temple’s on-campus MPH offers four potential concentrations to students, the online MPH has only two: Health Policy and Management and Social and Behavioral Science. Online students are required to complete a “local fieldwork experience” similar to on-campus students; however, online students do not have to take the College of Public Health’s [core course](#) in Current and Emerging Issues in Public Health and Health Professions. Additionally, as noted in the table to the left, concentration requirements differ across delivery method.



Available On-campus Resources

- University libraries
- Writing center
- Career center

Master's in Public Health Competitor Benchmarking

Benchmarked programs are institutions located in New Jersey, offering a master's in public health.

Institution	Location	Program	Conferrals (2017)	Growth Rate (2013-2017)	Concentrations	Credits	Delivery Mode	Tuition	Accreditation	Notable Features
Rutgers University	New Brunswick, NJ	Master's in Public Health (MPH)	93*	23.5%*	<ul style="list-style-type: none"> • Biostatistics • Environmental Health Sciences • Epidemiology • Global Public Health • Health Systems & Policy • Public Health Nutrition • Occupational Safety & Health • Social & Behavioral Sciences 	45-48	On-campus	\$37,935**	CEPH	<ul style="list-style-type: none"> • Students can count up to 6 credits towards a certificate, including options in population health, maternal and child health, and urban public health • Students can pursue two concentrations • Preventative medicine residency program for physicians • 400-hour fieldwork requirement • Practicum capstone project
Montclair State University	Montclair, NJ	MPH	18	4.7%	<ul style="list-style-type: none"> • Community Health Education • Health Systems Administration & Policy 	42	Hybrid	\$28,438	CEPH	<ul style="list-style-type: none"> • Population health focus • Part-time or full-time study • Designed for the working adult: most courses offered in the evening and some on Saturdays • 360-hour fieldwork requirement
The College of New Jersey	Ewing, NJ	MPH	--	--	<ul style="list-style-type: none"> • Precision Health • Health Communication • Global Health 	45	On-campus	\$35,586	--	<ul style="list-style-type: none"> • Bachelor's/MPH 4+1 accelerated programs • Part-time (4 to 5 years) or full-time study (2 years) • 40+ partners that "provide rich professional opportunities" • 120-hour fieldwork requirement • Capstone project

Source: Institutional Websites. Note: *Rutgers also reported MPH completions at its Camden and Newark locations through 2015. The program's current website indicates that the program is still in operation at the Newark campus, but not in Camden. **Assuming 45 credits for completion.

Master's in Public Health Competitor Benchmarking

Benchmarked programs are institutions located in Philadelphia, offering a master's in public health. Programs were selected based on conferral volume (2017), conferral growth (2013-2017), and proximity to Philadelphia and Stockton.

Institution	Location	Program	Conferrals (2017)	Growth Rate (2013-2017)	Concentrations or Tracks	Credits	Delivery Mode	Tuition	Accreditation	Notable Features
Arcadia University	Glenside, PA	MPH	29	3.8%	<ul style="list-style-type: none"> Community Health (required) 	42	On-campus	\$31,500	CEPH	<ul style="list-style-type: none"> Four dual degree programs such as MPH/Physician Assistant Focus on community health Students are eligible to sit for the national Certified in Public Health (CPH) and the national Certified Health Education Specialist exam Opportunity to pursue international service projects and internships Required fieldwork experience Capstone project
Drexel University*	Philadelphia, PA	MPH	53	-19.0%	<ul style="list-style-type: none"> Community Health and Prevention Environmental and Occupational Health Epidemiology Health Management and Policy 	56	On-campus	\$81,368	CEPH	<ul style="list-style-type: none"> 21-month Executive MPH program Three dual degree programs, including MPH/Master of Business Administration Part-time or full-time (5 quarters) study 120 to 240-hour fieldwork requirement Additional field-based experienced required once a month, such as short-term volunteer opportunities Capstone project
La Salle University	Philadelphia, PA	MPH	17	20.7%	--	48	On-campus	\$40,800	CEPH	<ul style="list-style-type: none"> Focus on health disparities in urban communities 2- and 3- year tracks 200-hour fieldwork requirement Capstone project

Source: Institutional Websites. Note: *Drexel University redesigned its MPH curriculum in 2017.

Master's in Public Health Competitor Benchmarking

Benchmarked programs are institutions located in Philadelphia, offering a master's in public health. Programs were selected based on conferral volume (2017), conferral growth (2013-2017), and proximity to Philadelphia and Stockton.

Institution	Location	Program	Conferrals (2017)	Growth Rate (2013-2017)	Concentrations or Tracks	Credits	Delivery Mode	Tuition	Accreditation	Notable Features
Temple University	Philadelphia, PA	MPH	24	-4.6%	<ul style="list-style-type: none"> Applied Biostatistics* Epidemiology* Health Policy and Management Social and Behavioral Science 	45	On-campus, Online	\$42,930**	CEPH	<ul style="list-style-type: none"> MPH/Master of Social Work and MPH/Master of Science in Health Informatics dual degree programs Courses "offered at convenient times" for working professionals Required fieldwork experience with one of 175+ partners Final paper
Thomas Jefferson University	Philadelphia, PA	MPH	60	23.3%	--	45	On-campus	\$48,510	CEPH	<ul style="list-style-type: none"> Part-time (up to 5 years or full-time study (as little as 1 year) Students can take one course at a time to allow for continued work 120-hour fieldwork requirement, but most placements last longer
University of Pennsylvania	Philadelphia, PA	MPH	74	32.5%	<ul style="list-style-type: none"> Generalist Global Health Environmental Health 	14***	On-campus	\$63,364	CEPH	<ul style="list-style-type: none"> Part-time (3 years) or full-time study (2 years) 125-hour fieldwork requirement Capstone project
West Chester University	West Chester, PA	MPH	80	-2.6%	<ul style="list-style-type: none"> Community Health⁺ Health Care Administration Environmental Health 	45	On-campus, Hybrid	\$23,220	CEPH	<ul style="list-style-type: none"> Bachelor's/MPH 4+1 accelerated degree program Part-time or full-time study Required fieldwork experience

Source: Institutional Websites. Note: *Available only on-campus. **Calculated using part-time per-credit rate. ***All courses are equivalent to one credit or "course unit." ⁺Concentration available in accelerated format

Appendix C. Core Competencies for Public Health Professionals – Council on Linkages Between Academia and Public Health Practice

8 Domains – Tier 1: Front Line Staff/Entry Level. Tier 1 competencies apply to public health professionals who carry out the day-to-date tasks of public health organizations and are not in management positions. Responsibilities of these professionals may include data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support.

1. Analytical/Assessment Skills

- a. 1A1. Describes factors affecting the health of a community (i.e. equity, income, education, environment)
- b. 1A2. Identifies quantitative and qualitative data and information (i.e. vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community
- c. 1A3. Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
- d. 1A4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information
- e. 1A5. Selects valid and reliable data
- f. 1A6. Selects comparable data (i.e. data being age-adjusted to the same year, data variables across datasets having similar definitions)
- g. 1A7. Identifies gaps in data
- h. 1A8. Collects valid and reliable qualitative and quantitative data
- i. 1A9. Describes public health applications of quantitative and qualitative data
- j. 1A10. Uses quantitative and qualitative data
- k. 1A11. Describes assets and resources that can be used for improving the health of a community (i.e. Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)
- l. 1A12. Contributes to assessments of community health status and factors influencing health in a community (i.e. quality, availability, accessibility, use of health services, access to affordable housing)
- m. 1A13. Explains how community health assessments use information about health status, factors influencing health, and assets and resources
- n. 1A14. Describes how evidence (i.e. data, findings reported in peer-reviewed literature) is used in decision making

2. Policy Development/Program Planning Skills

- a. 2A1. Contributes to state/Tribal/community health improvement planning (i.e. providing data to supplement community health assessments, communicating observations from work in the field)
- b. 2A2. Contributes to development of program goals and objectives
- c. 2A3. Describes organizational strategic plan (i.e. includes measurable objectives and targets, relationship to community health improvement plan, workforce development plan, quality improvement plan, and other plans)
- d. 2A4. Contributes to implementation of organizational strategic plan

- e. 2A5. Identifies current trends (i.e. health, fiscal, social, political, environmental) affecting the health of a community
- f. 2A6. Gathers information that can inform options for policies, programs, and services (i.e. secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)
- g. 2A7. Describes implications of policies, programs, and services
- h. 2A8. Implements policies, programs, and services
- i. 2A9. Explains the importance of evaluations for improving policies, programs, and services
- j. 2A10. Gathers information for evaluating policies, programs, and services (i.e. outputs, outcomes, processes, procedures, return on investment)
- k. 2A11. Applies strategies for continuous quality improvement
- l. 2A12. Describes how public health informatics is used in developing, implementing, evaluating, and improving policies, programs, and services (i.e. integrated data systems, electronic reporting, knowledge management systems, geographic management systems)

3. *Communication Skills*

- a. 3A1. Identifies the literacy of populations served (i.e. ability to obtain, interpret and use health and other information; social media literacy)
- b. 3A2. Communicates in writing and orally with linguistic and cultural proficiency (i.e. using age-appropriate materials, incorporating images)
- c. 3A3. Solicits inputs from individuals and organizations (i.e. chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community
- d. 3A4. Suggests approaches for disseminating public health data and information (i.e. social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)
- e. 3A5. Conveys data and information to professionals and the public using a variety of approaches (i.e. reports, presentations, email, letters)
- f. 3A6. Communicates information to influence behavior and improve health (i.e. uses social marketing methods, considers behavioral theories such as the Health Belief Model or Stages of Change Model)
- g. 3A7. Facilitates communication among individuals, groups, and organizations
- h. 3A8. Describe the roles of governmental public health, health care, and other partners in improving the health of a community)

4. *Cultural Competency Skills*

- a. 4A1. Describes the concept of diversity as it applies to individuals and populations (i.e. language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)
- b. 4A2. Describes the diversity of individuals and populations in a community
- c. 4A3. Describes the ways diversity may influence policies, programs, services, and the health of a community

- d. 4A4. Recognizes the contribution of diverse perspectives in developing, implementing, and evaluating, policies, programs, and services that affect the health of a community
- e. 4A5. Addresses the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community
- f. 4A6. Describes the effects of policies, programs, and services on different populations in a community
- g. 4A7. Describes the value of a diverse public health workforce

5. *Community Dimensions of Practice Skills*

- a. 5A1. Describes the programs and services provided by governmental and non-governmental organizations to improve the health of a community
- b. 5A2. Recognizes relationships that are affecting health in a community (i.e. relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)
- c. 5A3. Suggests relationships that may be needed to improve health in a community
- d. 5A4. Supports relationships that improve health in a community
- e. 5A5. Collaborates with community partners to improve health in a community (i.e. participates in committees, shares data and information, connects people to resources)
- f. 5A6. Engages community members (i.e. focus groups, talking circles, formal meetings, key informant interviews) to improve health in a community
- g. 5A7. Provides input for developing, implementing, evaluating, and improving policies, programs, and services
- h. 5A8. Uses assets and resources (i.e. Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) to improve health in a community
- i. 5A9. Informs the public about policies, programs, and resources that improve health in a community
- j. 5A10. Describes the importance of community-based participatory research

6. *Public Health Sciences Skills*

- a. 6A1. Describes the scientific foundation of the field of public health
- b. 6A2. Identifies prominent events in the history of public health (i.e. smallpox eradication, development of vaccinations, infectious disease control, safe drinking water, emphasis on hygiene/hand washing, access to health care for people with disabilities)
- c. 6A3. Describes how public health sciences (i.e. biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) are used in the delivery of the 10 Essential Public Health Services
- d. 6A4. Retrieves evidence (i.e. research findings, case reports, community surveys) from print and electric resources (i.e. PubMed, *Journal of Public Health Management and Practice*, *Morbidity and Mortality Weekly Report*, *The World Health Report*) to support decision making
- e. 6A5. Recognizes limitations of evidence (i.e. validity, reliability, sample size, bias, generalizability)

- f. 6A6. Describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services
- g. 6A7. Describes the laws, regulations, policies, and procedures for the ethical conduct of research (i.e. patient confidentiality, protection of human subjects, Americans with Disabilities Act)
- h. 6A8. Contributes to the public health evidence base (i.e. participating in Public Health Practice-based Research Networks, community-based participatory research, and academic health departments; authorizing articles; making data available to researchers)
- i. 6A9. Suggests partnerships that may increase use of evidence in public health practice (i.e. between practice and academic organizations, with health sciences libraries)

7. *Financial Planning and Management Skills*

- a. 7A1. Describes the structures, functions, and authorizations of governmental public health programs and organizations
- b. 7A2. Describes government agencies with authority to impact the health of a community
- c. 7A3. Adheres to organizational policies and procedures
- d. 7A4. Describes public health funding mechanisms (i.e. categorical grants, fees, third-party reimbursement, tobacco taxes)
- e. 7A5. Contributes to the development of program budgets
- f. 7A6. Provides information for proposals for funding (i.e. foundations, government agencies, corporations)
- g. 7A7. Provides information for development of contracts with other agreements for programs and services
- h. 7A8. Describes financial analysis methods used in making decisions about policies, programs, and services (i.e. cost-effectiveness, cost-benefit, cost-utility analysis, return on investment)
- i. 7A9. Operates programs within budget
- j. 7A10. Describes how teams help achieve programs and organizational goals (i.e. the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)
- k. 7A11. Motivates colleagues for the purpose of achieving program and organizational goals (i.e. participating in teams, encouraging sharing of ideas, respecting different points of view)
- l. 7A12. Uses evaluation results to improve program and organizational performance
- m. 7A13. Describes program performance standards and measures
- n. 7A14. Uses performance management systems for program and organizational improvement (i.e. achieving performance objectives and targets, increasing efficiency, refining processes, meeting *Healthy People* objectives, sustaining accreditation)

8. *Leadership and Systems Thinking Skills*

- a. 8A1. Incorporates ethical standards of practice (i.e. Public Health Code of Ethics) into all interactions with individuals, organizations, and communities

- b. 8A2. Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
- c. 8A3. Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community
- d. 8A4. Contributes to development of a vision for a healthy community (i.e. emphasis on prevention, health equity for all, excellence and innovation)
- e. 8A5. Identifies internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services (i.e. using root cause analysis and other quality improvement methods and tools, problem solving)
- f. 8A6. Describes the need for professional development (i.e. training, mentoring, peer advising, coaching)
- g. 8A7. Participates in professional development opportunities
- h. 8A8. Describes the impact of changes (i.e. social, political, economic, scientific) on organizational practices
- i. 8A9. Describes ways to improve individual and program performance

Appendix D. CEPH Foundational Public Health Knowledge Learning Objectives

Profession & Science of Public Health

- A. Explain public health history, philosophy, and values
- B. Identify the core functions of public health and the 10 Essential Services
- C. Role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- D. List major causes and trends of morbidity and mortality in the US or other community relevant to the program
- E. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- F. Explain the Critical importance of evidence in advancing public health knowledge

Factors Related to Human health

- Explain...
- G. Effects of environmental factors on a population's health
 - H. Biological and genetic factors that affect a population's health
 - I. Behavioral and psychological factors that affect a population's health
 - J. The social, political and economic determinants of health and how they contribute to population health and health inequities
 - K. How globalization affects global burdens of disease
 - L. An ecological perspective on the connections among human health, animal health and ecosystem health

Appendix E. CEPH MPH Foundational Competencies

Evidence-Based Approaches to Public Health

- A. Apply epidemiological methods to the breadth of settings and situation in public health practice
- B. Select quantitative and qualitative data collection methods appropriate for a given public health context
- C. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- D. Interpret results of data analysis for public health research, policy, or practice

Public Health & Health Care Systems

- E. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- F. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal level

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

- P. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Q. Apply negotiation and mediation skills to address organizational or community challenges

Communication

- R. Select communication strategies for different audiences and sectors
- S. Communicate audience-appropriate public health content, both in writing and through oral presentation
- T. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

U. Perform effectively on interprofessional teams

Systems Thinking

V. Apply systems thinking tools to a public health issue

Appendix F. Guiding Statement of the MPH Program

Vision: Our vision is to provide a comprehensive, evidence-based, student-centered program that will be a source of community health enhancement and promotion that will impact the state of New Jersey and beyond. The Master of Public Health program will lead the region and state towards optimal health and wellbeing by empowering and educating the communities we serve through scholarship, engaged service, and community-based learning and practice.

Mission Statement: The mission of the Master of Public Health Program at Stockton University is to ready our students to enter the field of public health as evidence-based professionals who are prepared to address the complex health needs of the population. The program is committed to helping all our students to develop the skills and knowledge base necessary to be lifelong learners, as well as leaders within the interdisciplinary field of public health. Students learn in a variety environments and methods that allow for the development of critical thinking, problem-solving, and leadership skills that are both didactic and practical in nature. As such, the Program also integrates scholarship and research activities throughout the curriculum to better educate our students in the importance of evidence-based practice, as well as contributing to the evidence and peer-reviewed literature within the field. By doing so, the Master of Public Health Program will prepare its graduates to enter into their communities and areas of work with the knowledge, competencies, values, and skills necessary to advance the field of public health, and to enhance the health, safety, and wellbeing of the communities they serve.

Goals: The goals of the Master of Public Health program are:

1. To create an educational environment that provides students with the latest in best-practices and evidence-based education in order to be able to know and practice the most modern and quality information available.
2. To provide the highest quality educational experience possible by offering curricular and co-curricular learning experiences designed and offered by well-qualified faculty and working public health professionals, as well by continuously incorporating faculty, student, and community feedback for ongoing evaluation and improvement.
3. To foster an appreciation and desire for lifelong learning in order for students to recognize the need and value for ongoing education, training, and development to be high quality nutrition and public health professionals.
4. To empower all students to become leaders within their field and their communities by supporting student learning, scholarship, and community engagement.
5. To enhance public health knowledge at the local, national, and global scale by engaging students in scholarship and research opportunities and experiences, both inside and outside of the program curriculum.
6. To instill a deep sense of the need, value, and purpose of service and engagement with the local community among faculty and students.

Values: Our program is guided by the values of:

Teaching Excellence – Commitment to providing a high quality, modern education that prepares our students for the complex world of public health work. Faculty and staff recognize their

shared responsibility to engage our students in the development of skills, knowledge, and professional ideals, both inside and outside of the classroom, necessary to be not only successful public health professionals, but leaders within their communities as well. The program strives to enhance the totality of the student learning experience by integrating evidence-based research, proven pedagogical methods, student engagement, and technological advancements to support the process of life-long learning.

Experiential Learning – The Master of Public Health program believes that students learn best by doing. As such, a core value to our program is Experiential Learning, in which students learn not only through didactic study, but by critically reflecting on the experience of putting academic knowledge into practice. Program faculty and staff work to support all of our students to learn actively and in an engaged fashion, not only reflecting on the course topic or content, but on the process by which information is actually learned and understood.

Community Engagement – The Master of Public Health program is committed to the positive development of health status of the communities in which our students live and work. Accomplished through research/scholarship, teaching, and the development of community partnerships and collaborations, the Program actively seeks to address those social, economic, and political issues that are most impactful on the health and wellbeing of our communities and find ways to address them in a way that brings the voice and presence of the community and its stakeholders into the process.

Interprofessional Collaboration – The field of healthcare is complex and multi-dimensional, and representatives from a variety of fields, environments, and skillsets must be present to begin to address the significant nutrition and health concerns of our communities. Our Program supports and encourages the tenants of interprofessional collaboration and teambuilding in order to stress the importance of networking, consensus building, and professional collaboration in order to create meaningful and sustainable solutions to these problems.

Scholarship & Lifelong Learning – The Program values and emphasizes the key roles that scholarship and lifelong learning play in achieving the improvement of a community's wellbeing. Students are expected and encouraged to advance the field of public health by sharing their experiences in the form of poster and abstract presentations at professional conferences, peer-reviewed journal articles, town hall presentations, professional and community presentations, and other methods of sharing scholarship-based findings and information within their communities and regions. In this way, students will begin the process of becoming lifelong learners by valuing the need for continuous professional and academic development, and the improvement of their knowledge and skills necessary for personal and professional development.

Social Justice and Emphasizing Diversity – Our Program advocates for the betterment of all members of our local and regional communities. As such, students, faculty, and staff all will be committed to the building and support of a community that values differences of race, religion, gender and gender identity/expression, ethnicity, national origin, socio-economic status, affectional or sexual orientation, marital status, age, and ability. Our Program sees it as a responsibility to create an environment that strives for social justice and inclusivity, and one that

sees and emphasizes the inherent dignity for all human life.

Appendix G. Alumni, Current Student, and Site Supervisor Survey Data

ALUMNI DATA

N=66

PUBH Majors = 58

BIO Majors = 1

Pre-PT Majors = 1

Business Finance = 1

BSHS = 5

Fields of Graduate Programs (Current or Already Obtained)

MBA = 4

MSEHS = 1

OT = 4

MPH = 6

PT = 6

MSW = 1

Nursing = 3

Regulatory Affairs: 1

Clinical Trials Science: 1

Fields of Graduate Schools that are being considered

MBA = 10

Unsure = 5

MPH = 15

Health & Wellness = 2

Nutrition = 3

OT = 1

Nursing = 1

Healthcare = 1

Organizational Leadership = 1

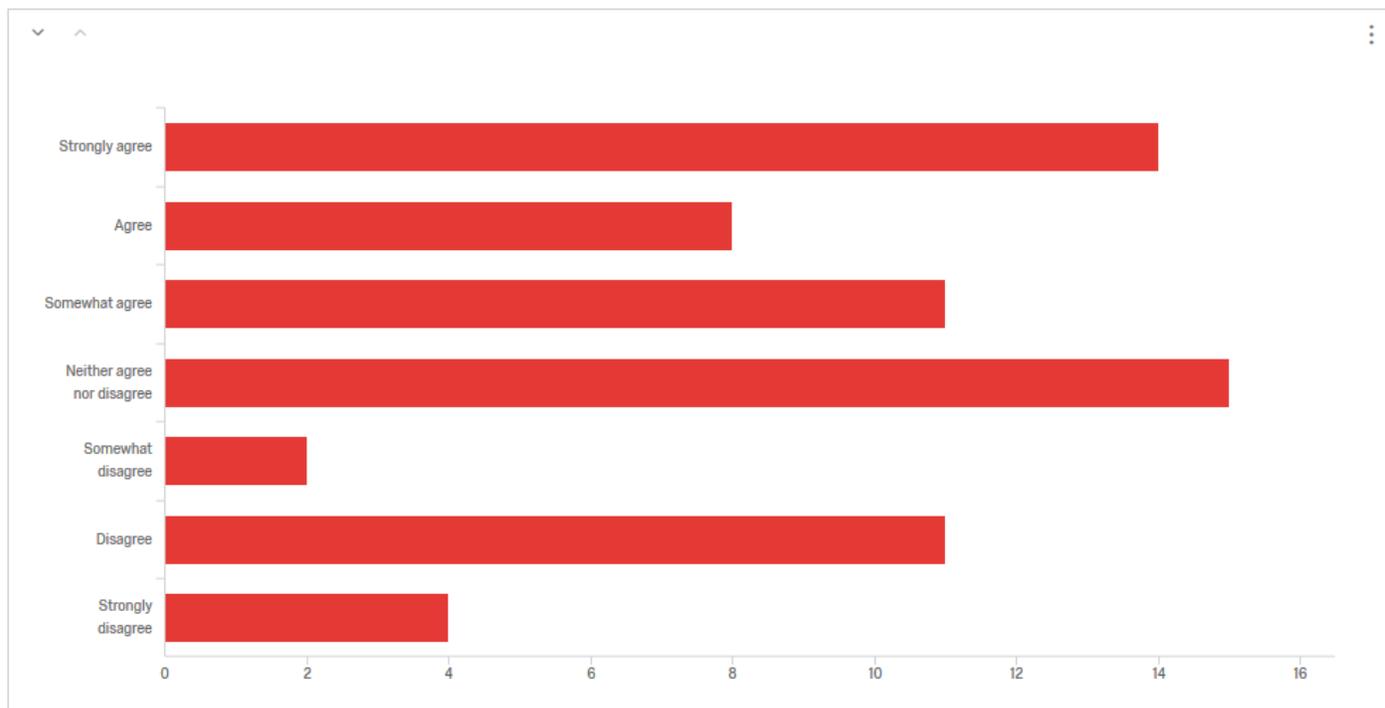
Radiology = 1

Behavioral Psychology with Public Health = 1

Approximately 48.8% of alumni indicated interest in graduate school in fields related to MPH

Q11 - You are interested in learning more about a Master in Public Health Degree (MPH) in Communi...

Page Options ▾



Alumni results show 50.77% of surveyed alumni “Somewhat Agree” to Strongly Agree in an interest in learning more about the MPH program

CURRENT STUDENT DATA

N = 170

PUBH Majors = 25

BSHS Majors = 113

Nursing Majors = 1

Health Science & Psychology Majors = 3

Sports Medicine Majors = 1

Pre-PT Majors = 4

Comm Disorders Majors = 2

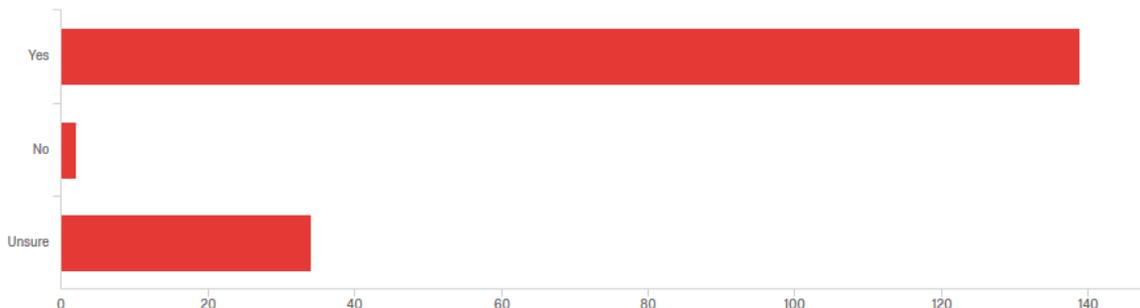
Pre-Veterinary Majors = 1

Pre-PA Majors = 3

Pre-OT Majors = 7

Q6 - Do you have plans to go to graduate school?

Page Opti



Approximately 82.35% of surveyed current students have plans on attending graduate school after graduation.

Fields of Interest for Graduate School

Public Health = 36

Unsure = 4

PT = 32

Nursing = 17

OT = 20

Comm Disorders = 17

Medical School = 10

PA = 10

Chiropractic - 1

Health Science - 5

Biology - 1

Sport Exercise - 1

Veterinary - 2

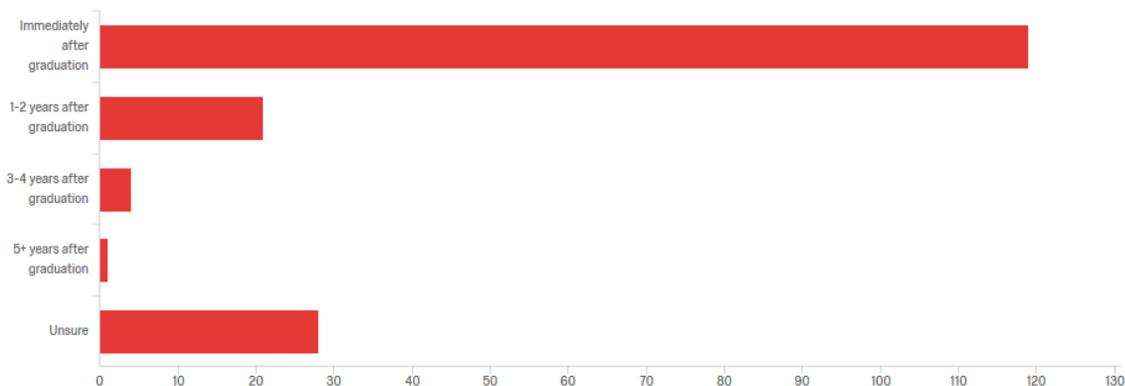
Business - 1

Counseling - 1

Student Affairs - 1

!7 - If yes, how long do you plan on waiting until after completion of undergraduate degree:

Page Options ▾

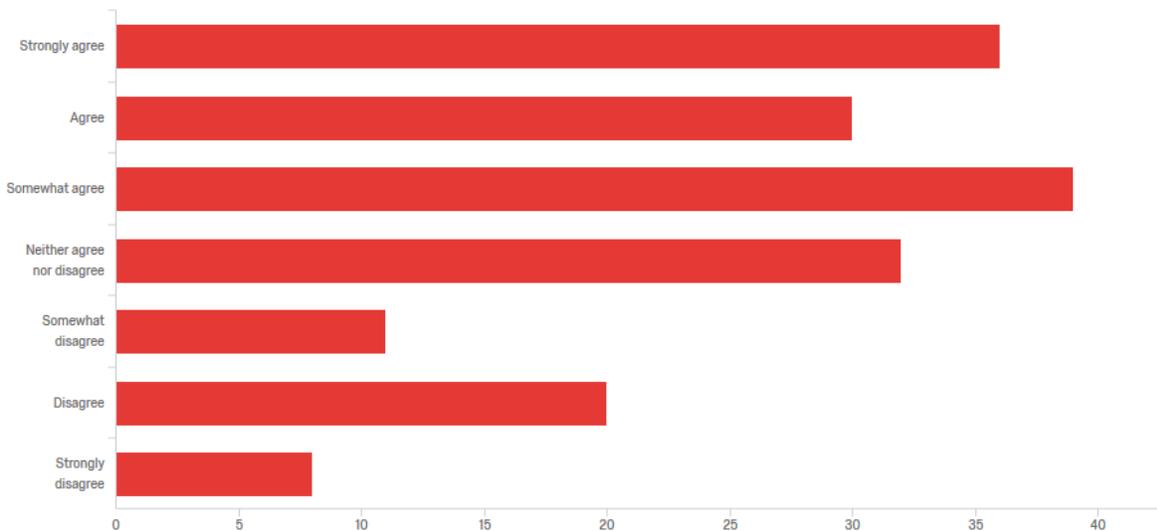


Approximately 80.93% of students surveyed plan to attend graduate school within two years (or much sooner) of graduation.

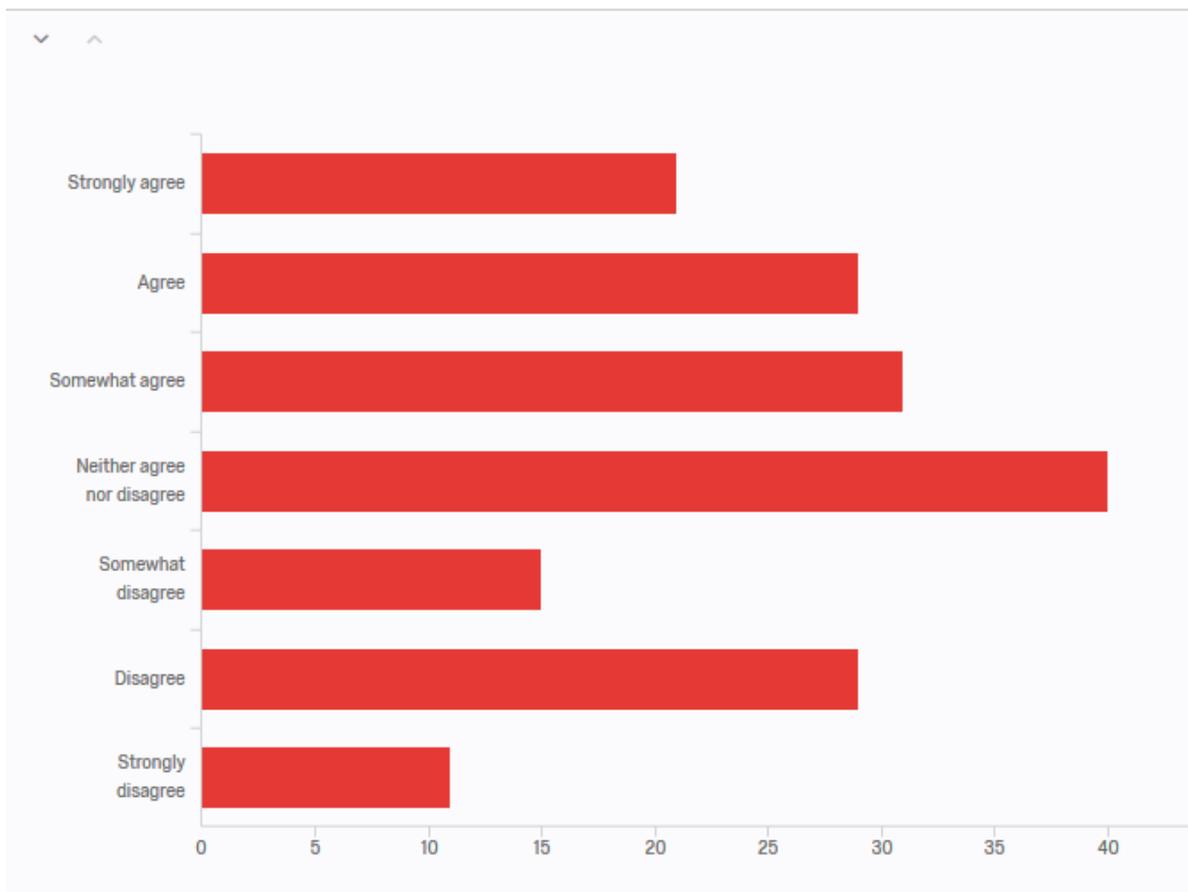
!10 - I am interested in learning more about a Master in Public Health Degree (MPH) in Communit...

Page Options ▾

▾ ^



Approximately 59.66% of students surveyed show between a general interest to a strong interest in learning more about the MPH program.



Approximately 46.02% of surveyed students showed a general consideration to a strong consideration of applying to the MPH program.

INTERNSHIP SITE SUPERVISORS DATA

N = 10

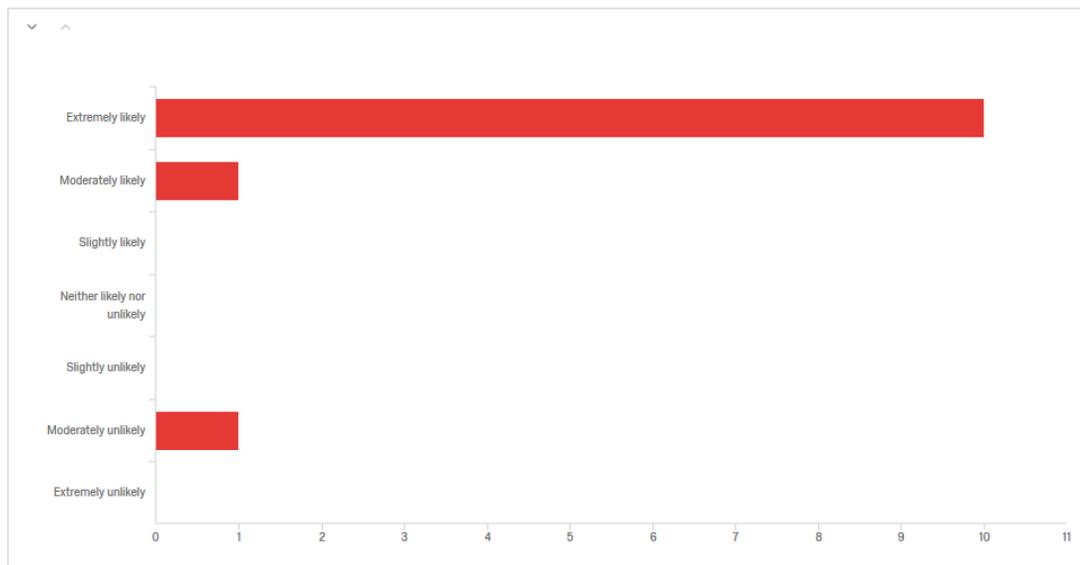
AtlantiCare = 5

Department of Health = 1

BAYADA = 3

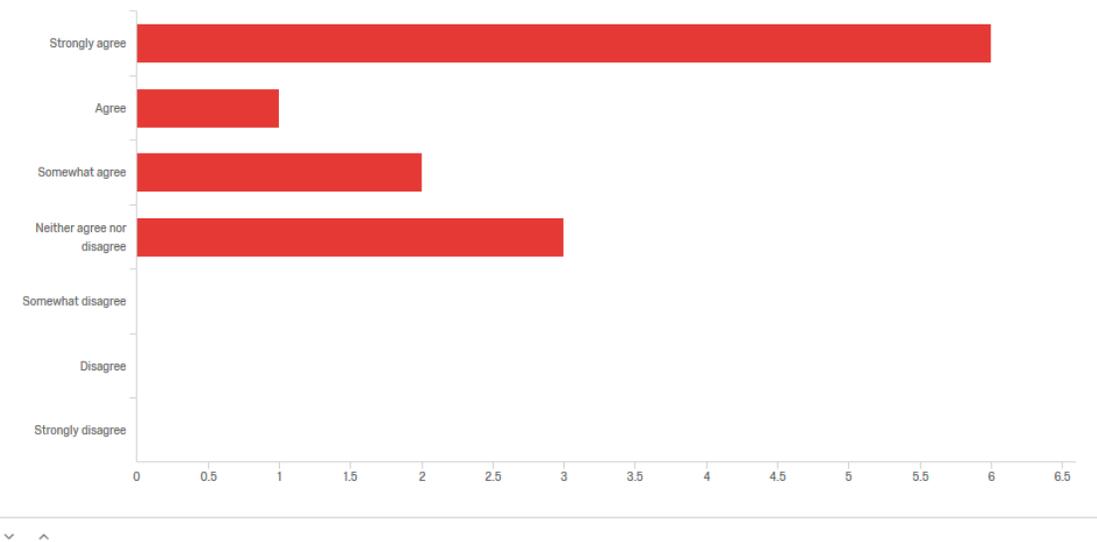
Cape Regional = 1

Q4 - Availability / Likelihood to be able to have Stockton's Master of Public Health (MPH) graduate s... Page Options ▾



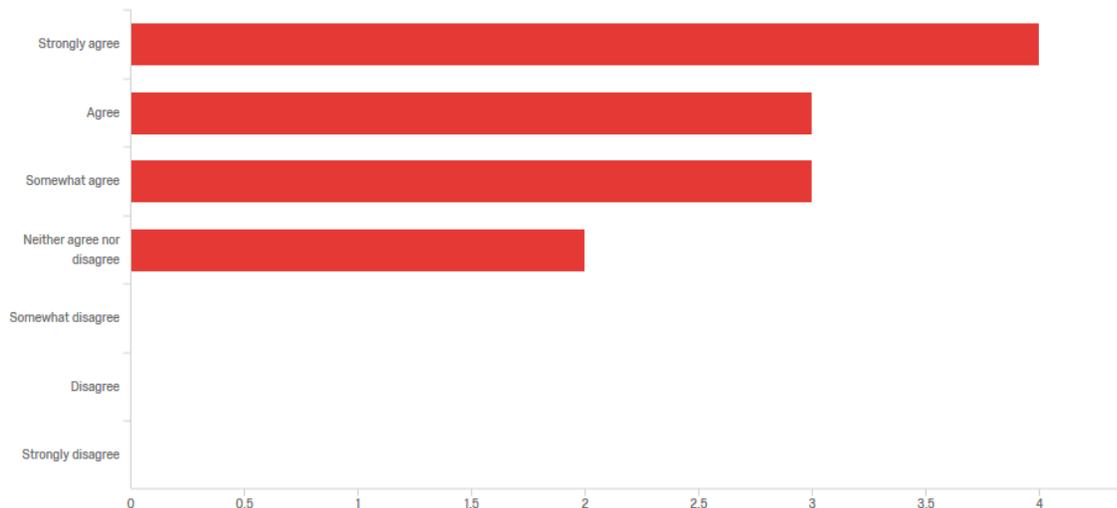
Approximately 91.66% of surveyed site supervisors indicated “Moderately Likely” to “Extremely Likely” to have an MPH student intern at their location.

75% of surveyed supervisors indicated

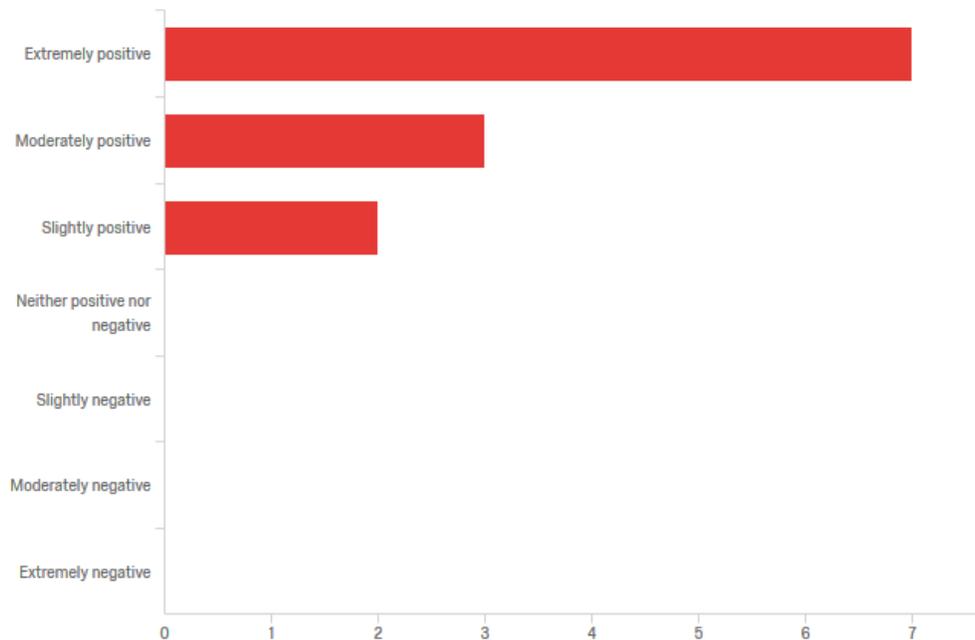


“Somewhat Agree” to “Strongly Agree” about the need for individuals with an MPH degree within our region. Approximately 83.33% of surveyed supervisors indicated “Somewhat Agree” to “Strongly Agree” about the need for individuals with an MPH degree within the surrounding area.

5 - Based on your experience in the health field, you feel there is a need for individuals with an MP... Page Options ▾



7 - Based on your experience in the health field, your attitude to... Page Options ▾



Approximately 83.33% of surveyed supervisors indicated “Moderately Positive” to “Extremely Positive” about their attitude towards Stockton University creating this MPH-CN program.

Appendix H. Anthony Dissen's CV

139 Brick Blvd. Apt 233, Brick, NJ 08723 (856) 371-8916
AnthonyDissenRD@gmail.com

EDUCATION

- 2019-Present **Doctor of Education**, Organizational Leadership
 Stockton University, Galloway, NJ
Expected Graduation: December 2022
- 2016-2018 **Master of Public Health**, Public Health Nutrition Concentration
 University of Massachusetts-Amherst, Amherst, MA
Capstone Title: Public Health Consequences of Conflicts of Interest within the
 Academy of Nutrition and Dietetics
- 2012-2014 **Master of Arts**, Holistic Health Studies
 Georgian Court University, Lakewood, NJ
Thesis: Effectiveness of Qigong as a Means of Increasing Feelings of Self-
 Empowerment: A Qualitative Study
- 2008-2009 **Post-Baccalaureate Certificate**, Dietetic Internship
 University of Medicine and Dentistry of New Jersey, Scotch Plains, NJ
- 2004-2008 **Bachelor of Science (Cum Laude)**, Nutritional Sciences – Dietetics Option
 Rutgers, The State University of New Jersey, New Brunswick, NJ

TEACHING AND RESEARCH INTERESTS

- Health Information Literacy
- Interprofessional Education & Collaboration in Healthcare
- Implementation of Plant-Based Nutrition and Lifestyle Medicine on Disease Prevention and Management
- Understanding Motivation for Behavior Changes in Lifestyle Habits
- Community & Public Health Nutrition
- Holistic and Integrative Health

CURRENT ACADEMIC APPOINTMENT

- 2014 - Present
 NJ **Instructor of Health Science** (2017-Present), Stockton University – Galloway, NJ
- Visiting Instructor* (2016-2017)
Adjunct Instructor (2014-2016)
- Courses Taught to Date:
- The Politics of Food (GIS 3406) – Undergraduate Level
 - The Medical Humanities (GIS 4626) – Undergraduate Level
 - Introduction to Health Sciences (HLTH 1101) – Undergraduate Level
 - Teamwork & Collaboration in Healthcare (HLTH 2501) – Undergraduate Level
 - Eastern Approach to Nutrition & Movement (HLTH 3412) – Undergraduate Level
 - Basic & Therapeutic Nutrition (HLTH 3413) – Undergraduate Level

- 2014 - Present **Adjunct Faculty Member**, Georgian Court University – Lakewood, NJ
 Courses Taught to Date:
- Research Methods (HH 530) – Graduate Level
 - Eastern Approach to Nutrition & Movement (HE 220) – Undergraduate Level
 - Qigong – The Art of Self-Healing (HH 570) – Graduate Level

PREVIOUS ACADEMIC APPOINTMENTS

- 2014 **Part-Time Lecturer**, Rutgers University – New Brunswick Campus
 Courses Taught to Date:
- Nutrition Communications (11:709:442) – Undergraduate Level
 - Nutrition Counseling (11:709:499) – Undergraduate Level
- 2012-13** **Community Nutrition Instructor**, Stockton University – Galloway, NJ
 Adult Continuing Education
 Class Topics Presented:
- Sustainable Agriculture and “Green” Eating
 - Science and Superfoods
 - Breads and Culture
 - Herbs, Spices, and Health
- 2010-2011** **Community Nutrition Instructor**, Middlesex County College – Edison, NJ
 Adult Continuing Education
 Class Topics Presented:
- Food as Medicine
 - Sustainable Weight Loss
 - Eating Green, Eating for Type 2 Diabetes
 - Vegetarian Nutrition

PUBLICATIONS

- 2017 Dissen, A. (2017). VN Students – Success as a Vegan RDN. *Vegetarian Nutrition Update*. Volume XXIV, Number 4.
- 2017 Dissen, A., & Saliski, T. (2017). Healthy eating & weight management intervention: A case study with centrastate healthcare system. *Wellness Council of America*.
- 2011 Dissen, A, Policastro, P, Quick, V., & Byrd-Bredbenner, C. (2011). Interrelationships among nutrition knowledge, attitudes, behaviors, and body satisfaction. *Health Education, 111:4, 283-295*.
- 2008 Mackesy, C., Bennett, L., Dissen, A., Kim, M., & Kardan, N. (2008). Male and female college students’ perspective on nutrition fact labels. *JADA, 108(9), A100*
- 2007 Miller, C., Bethmann, K., Dissen, A., & Kardan, N. (2007). College wellness program effective in increasing students’ physical activity, wellness awareness, and nutrition knowledge. *JADA, 107(8), A96*

SCHOLARSHIP ACTIVITIES

- 2019 Data Collection on Graduate Students and their abilities to evaluate the accuracy of web-based sources of health information
- 2018-2019 Clinical Dietitian Researcher for study on plant-based diets and type 2 diabetes through Ohio University
- 2018-2019 Data Collection for research study: Assessing Undergraduate College Students' Ability to Evaluate the Quality of Web-Based Sources of Health Information
- 2018 Data Collection for research study: "Impact of the Film 'Forks Over Knives' on student food behaviors, stage of change, & locus of control"
- 2017-2019 Nutrition Core Curriculum Design, Survey Development, & Pilot Group Data \ Collection for Cardiac Prevention Program Study

MENTORSHIP

- 2019 Advisor to Heather Watskins-Jones for Independent Study on Eastern Nutrition Therapies
- 2019 Mentor to BSHS Alumni Marion Pasiglao in preparation for entry into the Physical Therapy Profession
- 2018 Internship Supervisor for Heather Watskins-Jones for PUBH 4950: Public Health Internship & Fieldwork
- 2018 Advisor to Samantha Fallick for Independent Study on Nutrition Research
- 2018 Advisor to Laura Bylone on LIBA Capstone Experience in Holistic Health
- 2017-2018 Advisor to Bonner Leader Flor Cruz-Morillo, recipient of BOT Fellowship for Distinguished Student Award
Research Project Title – New Jersey Education Opportunity Fund (EOF) and College Pursuit
- 2017-2018 Advisor to Bonner Leader Jodie Davis, recipient of BOT Fellowship for Distinguished Student Award
Research Project Title – Low Graduation Rate and Food Insecurity in New Jersey
- 2017-2019 Future Career in Dietetics Mentor to BSHS Alumni Ryan Galan

PROFESSIONAL CONFERENCE POSTER PRESENTATIONS

- 2018 New Jersey Society for Public Health Education 2018 Annual Meeting, *Health Communication: Strategies for Maximum Impact, Connections & Self Awareness*
Poster Title: Assessing Undergraduate College Students' Ability to Evaluate the Quality of Web-Based Sources of Health Information
Authors: Anthony Dissen, Qudratullah Qadiri, CJ Middleton

- 2018 Association of Schools of Allied Health Professionals 2018 Annual Conference, St. Petersburg, FL
Poster Title: Service Learning for Pre-Professional Undergraduates: Cultivating a Deeper Understanding of the Social Determinants of Health
Authors: Michele Previti, Margaret Slusser, Luis Garcia, Anthony Dissen
- 2017 New Jersey Society for Public Health Education 2017 Annual Meeting, *Credentialing in Health Education: Professional Development Throughout Your Career.*
Poster Title: Mapping the Relationship Between Low Graduation Rates and Food Insecurity
Authors: Anthony Dissen, Jodie Davis
- 2016 American College of Sports Medicine – Greater New York Area Annual Conference
Poster Title: Effectiveness of Qigong as a Means of Increasing Feelings of Self-Empowerment: A Qualitative Study
Authors: Anthony Dissen
- 2010 Food and Nutrition Conference & Exposition, Boston, MA
Poster Title: Young Adults' Nutrition Knowledge, Healthy Eating Attitudes, Dietary Intake and Body Image Satisfaction
Authors: Dissen, Anthony; Byrd-Bredbenner, Carole; Quick, Virginia

INVITED PROFESSIONAL PRESENTATIONS

- 2019 Bonner Summer Leadership Institute
Presentation Title: Faculty-Led Mentorship With Bonner Leaders: Lessons Learned & Best Practices
- 2018 CentraState Medical Center Multiple Sclerosis Clinic
Presentation Title: Nutrition and Lifestyle Medicine Best Practices in Multiple Sclerosis
- 2018 Stockton Center on Successful Aging
Presentation Title: Lessons in Longevity: Research from the World's Longest Lived Populations
- 2018 Moderated Professional Panel Discussion at the 2018 Food & Nutrition Conference & Exposition
Panel Topic: Plant Politics – How Policies Impact Plant-Based Food & Nutrition
- 2018 Stockton Center on Successful Aging
Presentation Title: Anti-Inflammatory Foods and Long-term Health
- 2018 Civic Learning and Democratic Engagement Annual Meeting
Presentation Title: Utilizing Alumni Affairs to Support Service-Learning Courses

- 2018 Hackensack Meridian Health Southern Ocean Medical Center
Presentation Title: The Impact and Role of Nutrition in the Management of Multiple Myeloma
- 2018 New Jersey Department of Human Services Nutrition Conference
Presentation Title: Diet and Autoimmune Disease: Prevention & Management
- 2018 Stockton University Manahawkin Instructional Site
Presentation Title: Conflicts of Interest Within Nutrition: The Impact on Public Health
- 2017 New Jersey Department of Human Services Nutrition Conference
Presentation Title: Integrative Medicine and Dietetics: Holistic Methods for Patient & Client Empowerment
- 2017 Ocean Monmouth Health Alliance – Surviving the Cancer Challenge Body, Mind, and Spirit
Presentation Title: Nutritional Medicine: The Power in Our Plates
- 2017 Holistic/Integrative Care for People Experiencing Cancer: Speaker/Panel Member – Georgian Court University
- 2017 New Jersey Academy of Nutrition and Dietetics 85th Annual Meeting
Presentation Title: Integrative Medicine & Dietetics: Holistic Methods for Patient & Client Empowerment
- 2017 Biology Seminar Invited Lecturer – Stockton University
Presentation Title: Diet and Divinity: The Role of Nutrition and Spirituality in Medicine and Healthcare
- 2016 Stockton University Manahawkin Instructional Site
Presentation Title: Diet, Lifestyle, and Prostate Health
- 2016 Kushi Institute Macrobiotic Summer Conference
Presentation Title: Humans as Microcosms of the Environment: Saving Ourselves to Save the Planet
Presentation Title: Plant-Based Nutrition Cooking Demonstrations
- 2016 Robert Wood Johnson 2nd Annual Nutrition Symposium
Presentation Title: The Role of Holistic Health in Nutrition & Dietetics: Traditional Practices with Modern Applications
- 2015 Kushi Institute Macrobiotic Summer Conference
Presentation Title: Yoga – Healing Theory & Spiritual Practice
Presentation Title: Plant-Based Nutrition Cooking Demonstration
- 2015 New Jersey Association for Food Protection
Presentation Title: GMO's – What's In Our Food?

2014 Kushi Institute Macrobiotic Summer Conference
Presentation Title: Plant-Based Nutrition Cooking Demonstration
Presentation Title: Healing with the 5 Elements of Classical Chinese
 Medicine
Presentation Title: Igniting Your Immune System

PROFESSIONAL CONFERENCES ATTENDED

2019 Food and Nutrition Conference & Exposition, Philadelphia, PA
 2019 International Conference on Nutrition in Medicine, Washington, DC
 2019 Bonner Summer Leadership Institute, Waynesburg, PA
 2019 Plant-Based Prevention of Disease (PPOD) Conference, Raleigh, NC
 2018 New Jersey Society for Public Health Education Annual Meeting, New
 Brunswick, NJ
 2018 Food and Nutrition Conference & Exposition, Washington, DC
 2018 New Jersey Public Health Association Annual Conference, Newark, NJ
 2018 International Conference on Nutrition in Medicine, Washington, DC
 2018 Civic Learning and Democratic Engagement Meeting, Anaheim, CA
 2017 Food and Nutrition Conference & Exposition, Chicago, IL
 2017 New Jersey Dietetic Association Annual Meeting, Morristown, NJ
 2016 Food and Nutrition Conference & Exposition, Boston, MA
 2016 New Jersey Dietetic Association Annual Meeting, Long Branch, NJ
 2014 New Jersey Dietetic Association Annual Meeting, Somerset, NJ
 2009 New Jersey Dietetic Association Annual Meeting, New Brunswick, NJ
 2007 Food and Nutrition Conference & Exposition, Philadelphia, PA

PROFESSIONAL MEMBERSHIPS

2018-Present New Jersey Society for Public Health Education
 2018-Present New Jersey Public Health Association
 2016-Present Professional Team Member, American College of Lifestyle Medicine
 2010-2011, 2016-2018 Dietitians in Integrative and Functional Medicine Dietetics Practice
 Group
 2008-2011, 2013-Present Vegetarian Nutrition Dietetics Practice Group
 2005-2011, 2013-Present Academy of Nutrition and Dietetics

PROFESSIONAL FIELD EXPERIENCE

2018-Present Vice President of Nutrition, WellStart Health, Santa Monica, CA
 2013-2019 Integrative Dietitian & Community Health Educator, CentraState Medical
 Center: Health Awareness Center & Employee Wellness, Freehold, NJ
 2011-2013 Lead Health Educator & Plant-Based Chef, Whole Foods Market Wellness Club,
 Princeton, NJ
 2010-Present Health Educator, Breast Cancer Resource Center of New Jersey, Princeton, NJ
 2009-2011 Outpatient & Community Education Dietitian, University Medical Center of
 Princeton at Plainsboro, Plainsboro, NJ

PROFESSIONAL TRAINING

2018-2019 **Professional Training Modules**, Quality Matters Professional Development
2018 Training – Applying the QM Rubric

2019 Training – Teaching Online: An Introduction to Online Delivery;
Evaluating Your Course Design

- 2018 **Certificate of Training**, Developing Your Role as a Leader, Academy of Nutrition and Dietetics, Chicago, IL
- 2015 **Training & Professional Development Certificate**, Plant-Based Nutrition Cornell University, Ithaca, NY

SERVICE TO PROFESSION

- 2019-Present Advisory Council Member, Universal Meals Program, Physicians Committee for Responsible Medicine
- 2019-2020 Past-Chair, Vegetarian Nutrition Dietetics Practice Group
- 2018-2019 Chair, Vegetarian Nutrition Dietetics Practice Group
- 2017-2019 Core Team Member, Cardiac Prevention Program, AtlantiCare
- 2017-2018 Chair Elect, Vegetarian Nutrition Dietetics Practice Group
- 2016-2019 Research Committee Member, American College of Sports Medicine – Greater New York Region Chapter
- 2015-2017 Appointed Officer, Student Member Coordinator, Vegetarian Nutrition Dietetics Practice Group
- 2014-Present Georgian Court University Holistic Health Planning Committee
- 2010-2018 Rutgers University-SHP Dietetic Internship Admissions Committee

SERVICE TO STOCKTON UNIVERSITY

Faculty Advisor to Student Clubs

- | | |
|-------------------------|--|
| Fall 2018-Present | Lifestyle Medicine Student Group at Stockton University |
| Fall 2017-Present | Collaborative Learning Advocates of Wellness at Stockton |
| Spring 2017-Spring 2018 | Arts and Crafts for Children |
| Spring 2017-Fall 2018 | Stockton University College Diabetes Network Club |
| Fall 2016-Present | Stockton Vegan and Vegetarian Student Group |

Committee Membership

- | | |
|---------------------|---|
| Fall 2017-Fall 2018 | ADP/IDHE Campus Climate Assessment Coalition Member |
| Fall 2017-Present | Academy Honesty Appeals Board – School of Health Sciences Representative |
| Fall 2017-Present | Curriculum Committee Member for BSHS Program |
| Fall 2017-Present | Advising Council Member |
| Spring 2017-Present | Health Advisory Board (Wellness Committee) |
| Fall 2016-Present | Stockton University Interprofessional Education Committee, Holistic Health Representative |
| Fall 2016-Present | Holistic Health Minor Committee |

Other Service

- | | |
|-------------|---|
| Summer 2018 | Organizer for Bone Marrow Donor Drive at National Night Out |
| Spring 2018 | School of Health Science Banner Carrier – Spring 2018 Undergraduate Commencement Ceremony |
| Spring 2018 | Day in the Life – BS in Health Science Faculty Representative |
| Spring 2017 | Day in the Life – BS in Health Science Faculty Representative |
| Spring 2017 | Team Leader – MLK Day of Service |
| Fall 2016 | Team Leader – New Student Day of Service |
| Spring 2016 | Team Leader – MLK Day of Service |

FELLOWSHIPS

2019-Present Bonner Faculty Fellow at Stockton University
 2018-2019 Interprofessional Education Committee Faculty Fellow at Stockton University

HONORS & AWARDS

2016 CBIZ Employee Services Organization Great Beginnings Self-Leadership Award
 2016 American Heart Association Fit-Friendly Worksite Innovation Award
 2014 NJ Dietetic Association Recognized Young Dietitian of the Year Award
 2014 Laurie Nichols Memorial Award for Student of Excellent Character
 2008 George H. Cook Honors Scholar
 2006-2008 Kappa Omicron Nu Honors Society

PROFESSIONAL INTERVIEWS

2019 Podcast: Medical Myths: Further Investigation of the Link Between Soy and Thyroid Disease, Part 3 with Anthony Dissen
 2019 Podcast: Mentorships in Education, Episode 6, Released May 7th
 2018 Podcast: Never Binge Again: Plant Based Nutritionist Interview, Released November 7th
 2015 Podcast: Modernity and Absurdity – Episode 5: Food with Anthony Dissen, MA, RDN, Released December 19th
 2015 Podcast: Plant Yourself Podcast – Episode 131: Anthony Dissen, RD, on Empowering vs Preaching, Released December 1st

ADDITIONAL TRAININGS AND CERTIFICATIONS

2019 Certificate in Chinese Dietary Therapy – Pacific Rim College
 2014 Certified Hatha Yoga Teacher – Inner Light Yoga Teacher Training Program
 2013 Qi Healer Clinical Qigong Intensive – Fran Maher & Brain Coffey
 2010 Five Animal Frolics Qigong Level I Training – Eastern School of Acupuncture
 and
 Traditional Medicine
 2007 Master/Teacher Reiki Attunement in Usui Reiki – C. Lynn Carr
 2005 Usui Reiki Level I, Level II, and Level III – Adela Rubio

Ongoing Continuing Education in Plant-Based Nutrition, Medical Qigong, Mindfulness, Lifestyle Medicine, and Integrative Healthcare

Appendix I. Course Descriptions & Faculty Mapping

Master of Public Health Core Course Descriptions

PUBH 5100 Cultural Competency & Health Disparities

This course focuses on the multi-factorial ways in which health disparities impact the health of communities and populations, and work to increase the costs associated with healthcare delivery in the United States. Coursework aims to build cultural competency among learners by examining theoretical, analytical, and practical applications of cultural competence in the public health arena, as well as examines the historic and present-day roots of health disparities and cultural incompetency.

PUBH 5200 Environmental Public Health

This course provides an in-depth exploration in the field of environmental health, and the ways in which a community's health can be positively or negatively impacted by the environment in which it is located. Specific topics will include environmental toxicology, non-point source pollution, exposure assessment, risk assessment, and environmental health policy and legislation. Focus will also be paid to assessing healthcare disparities that exist regarding which communities are most impacted by poor environmental health in the United States.

PUBH 5300 Biostatistics

Biostatistics is the domain within statistics that focuses on the processes and methods involved with collecting, analyzing, and interpreting data from biological and living organisms, and how this data can be utilized in the fields of medicine and healthcare. This course will cover the basic tools and skillsets necessary to perform statistical analysis of biological data, as well as how this data can be translated into forming and shaping public health policies and practices.

PUBH 5400 Epidemiology

The field of epidemiology works with studying and analyzing data in order to determine the causes of diseases and health outcomes in populations, as well as understanding how the distribution and determinants of states of health and health-related events can be used to manage the health of populations and communities in the present, as well as in the future. Students will learn basic skills and concepts of epidemiology, and practice conducting epidemiologic assessment and evaluation of specific case studies.

PUBH 5500 Grant Writing

In this course, students will learn how the process of conceiving of and writing a grant proposal operates within the public health field. Students will obtain the skills necessary to write successful grants including planning, budget development, evaluation tools, research, and clarity in communication.

PUBH 5600 Health Care in the United States

This course will provide an in-depth introduction to the history, design, philosophy, and nature of the US Healthcare System. Particular focus will be directed towards an understanding as to the way in which healthcare delivery is organized and governed, how healthcare delivery is financed, and how legislative and political decisions at the local, state, and national levels impact healthcare.

PUBH 5700 Current Issues in Public Health

This course is designed to provide students with a contemporary understanding of public health needs, issues, concerns, and debates that are happening in real time. Current research findings will be shared along with best practices for public health professionals, and how interdisciplinary teams work to solve these issues.

PUBH 5800 200-Hour Field Practicum

This in-the-field practicum will require students to obtain hands-on experience in the field of public health by applying their academic knowledge and skills obtained in an area of public health practice. Students will work with guidance from practicum faculty, as well as their site supervisor, to propose, design, and implement a practicum experience that works to address a public health need.

PUBH 5950 Capstone I – Planning & Proposal

The first part of the culminating experience of the MPH program will focus on identifying a problem of practice within the field of public health and developing a proposal to address this problem in the next semester. Capstone I will require students to conduct an extensive literature review as part of their proposal development.

PUBH 6000 Capstone II – Project Implementation & Evaluation

This second part of the culminating experience of the MPH program will consist of students implementing the proposal they developed in the first semester and evaluating the outcomes of the initial proposal to address their problem of practice. Students will be required to give a final presentation and answer questions from faculty and fellow students, as well as submit a final document consisting of all work done in developing their capstone project.

Community Nutrition Concentration Course Descriptions

PUBH 6010 Foundations of Human Nutrition

This course will provide students with an understanding of basic human dietary needs and requirements, as well as the ways in which dietary habits and intake influence health and disease

risk. Course content will include digestion and absorption, macronutrient and micronutrient requirements, and dietary therapy for common chronic diseases.

PUBH 6020 Community & Public Health Nutrition

This course will focus on the role of nutrition in promoting health and wellbeing in the community and public health arenas. Students will learn the kinds of public health efforts that are implemented in a number of different settings (i.e. non-profit agencies, senior centers, hospitals, schools, health centers, worksites, grocery stores) that can provide nutrition-focused support, as well as the kinds of policy and legislative programs that are in existence (i.e. SNAP, WIC).

PUBH 6030 Food Safety

This course will focus on issues related to food safety, food security, and common foodborne illnesses. Additional attention will be paid to the basics of food safety preparation and sanitation, as well as emerging topics related to food safety such as genetically modified foods, lab-grown foods, and food allergens.

PUBH 6040 Community Health Education: Theory & Practice

This course will focus on basic theories related to health education and behavior change, as well as different models of behavior change. Additional attention will be paid to examining the steps required to develop an educational agenda, objectives, and educational experiences, as well as different sites and settings in which community health education can take place.

PUBH 6050 Community Health Program Planning, Assessment, and Evaluation

This course will focus on the practical steps in designing and implementing a health education experience. Students will design, implement, and evaluate an actual health education lesson, and report back overall findings and outcomes of the experience.

Substance Abuse Concentration Course Descriptions

PUBH 6060 The Biology of Addiction & Substance Abuse

This course will educate students as to the basic biology surrounding substance abuse and addictions. Topics of specific emphasis will include how addictive substances influence brain chemistry, neurochemistry, major classes of addictive drugs (i.e. stimulants, opioids, hallucinogens), and genetic influences.

PUBH 6070 Health Policy & Advocacy

This course explores the role of research and analysis used in developing healthcare policy. Course curriculum will focus on the processes involved in the development and implementation of policy agendas, and how key stakeholders and professionals are involved in the process of developing, advocating for, and implementing health policy. Students will be guided in how to

identify how gaps in knowledge and policy, and how to become an active advocate for policy change in one's community.

PUBH 6080 Public Health Approaches to Understanding Substance Abuse

An epidemiologic approach to understanding how substance abuse and addiction tracking has taken place within the United States, and how this data is used in current efforts to better understand and combat addiction trends. Additional attention will be paid to how social inequities and healthcare disparities impact addiction rates and risk for substance abuse, and how other cultural and socio-political issues are at play in addiction rates.

PUBH 6090 Legal & Ethical Issues in Substance Abuse

This course will introduce students to the legal issues that impact those who are suffering from addiction and substance abuse. These topics include state and federal classifications of controlled substances, incarceration rates in the United States for substance use, racial and social justice disparities, and barriers that exist to obtaining counseling and recovery therapy for addiction and dependency. This course will also explore the changing societal perceptions and opinions surrounding controlled substances, and how this is impacting the future of policies and laws pertaining to addictive substances.

PUBH 6100 Substance Abuse & Addiction Across the Lifespan

This course will explore the impact on health and wellbeing across the lifespan related to the use of addictive substances. Topics include rates and types of addictions found across the lifespan, impact on fetal and child development, community impacts and the influence of poverty and socioeconomic status, and increasing rates of substance abuse among older adults. Additional course emphasis will be paid to the kinds of prevention, recovery, and support systems that exist for individuals at different points along the lifespan.

Faculty Member 1 – Community Nutrition Concentration

Faculty Member 2 – Community Nutrition Concentration

Faculty Member 3 – Substance Abuse Concentration

Faculty Member 4 – Substance Abuse Concentration

Fall Semester	Spring Semester	Summer Semester
Community Health Education: Theory & Practice	Environmental Public Health	Cultural Competency & Health Disparities
Foundations of Human Nutrition	Capstone II	Health Care in the US
Capstone I	Grant Writing	Current Issues in Public Health
Community & Public Health Nutrition	Practicum	
Community Health Program Planning, Assessment, and Evaluation	Capstone II	
Food Safety	Biostatistics	
The Biology of Addiction & Substance Abuse	Public Health Approaches to Understanding Substance Abuse	
Health Policy & Advocacy	Practicum	
Capstone I	Epidemiology	
Legal & Ethical Issues in Substance Abuse		
Substance Abuse Across the Lifespan		
Grant Writing		

Appendix J. Master of Public Health Curriculum Mapped to CEPH Accreditation Standards & Council on Linkages Between Academia and Public Health Practice Core Competencies

	Performance Domains	CEPH Foundational Public Health Knowledge Learning Objectives (See Appendix C)	CEPH Foundational Competencies (See Appendix D)	Courses in the Curriculum Where Outcomes are Assessed <i>Black = Core MPH Course</i> <i>Blue = Community Nutrition Course</i> <i>Purple = Substance Abuse Course</i>
	Domain 1. Analytical/Assessment Skills			
1.1	Describes factors affecting the health of a community (i.e. equity, income, education, environment)	D, E, F, G, H, I, J, K, L	A, B, C, D, F, G, H, N, O	Current Issues in Public Health Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health Capstone II <i>Foundations of Human Nutrition</i> <i>Community & Public Health Nutrition</i> <i>Food Safety</i> <i>Community Health Education: Theory & Practice</i> <i>Community Health Program Planning, Assessment, and Evaluation</i> <i>The Biology of Addiction & Substance Abuse</i> <i>Public Health Approaches to Understanding Substance Abuse</i>

				Substance Abuse & Addiction Across the Lifespan
1.2	Identifies quantitative and qualitative data and information that can be used for assessing the health of a community	C, E, F, H, I, J, K, L	A, B, C, D, G, K	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
1.3	Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	C, F, J, K	A, B, C, D, G	Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation The Biology of Addiction & Substance Abuse Public Health Approaches to

				<p>Understanding Substance Abuse & Addiction Across the Lifespan</p>
1.4	Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	C, F, J, K	A, B, C, D, G, R, S	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Grant Writing</p> <p>Capstone I</p> <p>Community & Public Health Nutrition</p> <p>Food Safety</p> <p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>The Biology of Addiction & Substance Abuse</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
1.5	Selects valid and reliable data	C, F	A, B, C, D, G	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Grant Writing</p> <p>Capstone I</p> <p>Foundations of Human Nutrition</p> <p>Community & Public Health Nutrition</p> <p>Food Safety</p> <p>The Biology of Addiction & Substance Abuse</p> <p>Public Health Approaches to</p>

				<p>Understanding Substance Abuse & Addiction Across the Lifespan</p>
1.6	Selects comparable data	C, E, F	A, B, C, D, G	<p>Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition Food Safety The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
1.7	Identifies gaps in data	C, F	A, B, C, D, G	<p>Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
1.8	Collects valid and reliable qualitative and quantitative data	C, F	A, B, C, D, G	<p>Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I</p>

				Community & Public Health Nutrition Food Safety The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
1.9	Describes public health applications of quantitative and qualitative data	C, E	A, B, C, D, G	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
1.10	Uses quantitative and qualitative data	C, F	A, B, C, D, G	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Community & Public Health Nutrition Food Safety

				The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
1.11	Describes assets and resources that can be used for improving the health of a community	D, E, F, G, H, I, J, K, L	A, B, C, D, G, J	Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health Capstone II Foundations of Human Nutrition Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
1.12	Contributes to assessments of community health status and factors influencing health in a community	C, E, F, J, K, L	A, B, C, D, G, I, K, U	Environmental Public Health Biostatistics Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health

				<p>Capstone II</p> <p>Foundations of Human Nutrition</p> <p>Community & Public Health Nutrition</p> <p>Food Safety</p> <p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
1.13	Explains how community health assessments use information about health status, factors influencing health, and assets and resources	C, D, E, F, J, K, L	A, B, C, D, G, I, J, K, Q	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Grant Writing</p> <p>Health Care in the United States</p> <p>Current Issues in Public Health</p> <p>Capstone II</p> <p>Community & Public Health Nutrition</p> <p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>

1.14	Describes how evidence (i.e. data, findings reported in peer-reviewed literature) is used in decision making	C, D, E, F, G, H, I, J, K, L	A, B, C, D, G, I, L, Q	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Capstone II Foundations of Human Nutrition Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
Domain 2. Policy Development/Program Planning Skills				
2.1	Contributes to state/Tribal/community health improvement planning	C, D, E, F, J	E, F, G, H, I, L, N, O, P, U	Cultural Competency & Health Disparities Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II

				<p>Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
2.2	Contributes to development of program goals and objectives	E, F, J	G, I, L, P, U	<p>Epidemiology Grant Writing 200-hour Field Practicum Capstone I Capstone II Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
2.3	Describes organizational strategic plan	J	E, I, L, P, U	<p>Grant Writing 200-hour Field Practicum Capstone II</p>

				Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.4	Contributes to implementation of organizational strategic plan	J	E, I, L, P, U	Grant Writing 200-hour Field Practicum Capstone II Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.5	Identifies current trends affecting the health of a community	D, E, G, H, I, J, K, L	F, H, I, L, N, O	Cultural Competency & Health Disparities Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone I Foundations of Human Nutrition

				Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.6	Gathers information that can inform options for policies, programs, and services	D, E, F, G, H, I, J, K, L	A, B, C, D, G, I, L	Environmental Public Health Biostatistics Epidemiology Grant Writing 200-hour Field Practicum Capstone I Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse

				Substance Abuse & Addiction Across the Lifespan
2.7	Describes implications of policies, programs, and services	E, J, K	E, G, I, L, N, O	Environmental Public Health Biostatistics Grant Writing 200-hour Field Practicum Capstone I Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.8	Implements policies, programs, and services	E, J, K, L	E, G, I, L	Environmental Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation

				Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.9	Explains the importance of evaluations for improving policies, programs, and services	E, F, I, J, K, L	B, C, D, G, I, K, L	Environmental Public Health Grant Writing 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
2.10	Gathers information for evaluating policies, programs, and services	C, E, F, G, H, I, J, K, L	B, C, D, G, I, K, L	Environmental Public Health Grant Writing 200-hour Field Practicum Capstone I Community & Public Health Nutrition

				<p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Health Policy & Advocacy</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Legal & Ethical Issues in Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
2.11	Applies strategies for continuous quality improvement	E, F, J	E, I, L	<p>Health Care in the United States</p> <p>Current Issues in Public Health</p> <p>200-hour Field Practicum</p> <p>Capstone II</p> <p>Community & Public Health Nutrition</p> <p>Food Safety</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Health Policy & Advocacy</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
2.12	Describes how public health informatics is used in developing, implementing, evaluating, and	E, F, G, H, I, J, K, L	B, C, D, G, I, K, L	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p>

	improving policies, programs, and services			Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone I Community & Public Health Nutrition Food Safety Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
	Domain 3. Communication Skills			
3.1	Identifies the literacy of populations served	E, J, K	F, G, I, N, O, R, S, T	Cultural Competency & Health Disparities Grant Writing Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan

3.2	Communicates in writing and orally with linguistic and cultural proficiency	J, K	F, H, I, N, O, R, S, T	Cultural Competency & Health Disparities Grant Writing Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
3.3	Solicits inputs from individuals and organizations for improving the health of a community	E, F, I, J, K	E, G, I, N, O, Q, R, S, T, U	Cultural Competency & Health Disparities Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to

				<p>Understanding Substance Abuse & Addiction Across the Lifespan</p>
3.4	Suggests approaches for disseminating public health data and information	E, F, J, K	A, D, I, R, S, T	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Grant Writing</p> <p>Health Care in the United States</p> <p>Current Issues in Public Health</p> <p>200-hour Field Practicum</p> <p>Capstone I</p> <p>Capstone II</p> <p>Foundations of Human Nutrition</p> <p>Community & Public Health Nutrition</p> <p>Food Safety</p> <p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Health Policy & Advocacy</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Legal & Ethical Issues in Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
3.5	Conveys data and information to professionals and the public using a variety of approaches	E, F, G, H, I, J, K, L	A, D, G, I, Q, R, S, T	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Grant Writing</p>

				200-hour Field Practicum Capstone II Foundations of Human Nutrition Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
3.6	Communicates information to influence behavior and improve health	D, E, F, H, I	D, G, I, R, S, T	Environmental Public Health Biostatistics Epidemiology Grant Writing 200-hour Field Practicum Capstone II Foundations of Human Nutrition Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation

				Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
3.7	Facilitates communication among individuals, groups, and organizations	F, I, J, K, L	G, I, Q, R, S, T, U	Cultural Competency & Health Disparities Grant Writing 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
3.8	Describe the roles of governmental public health, health care, and other partners in improving the health of a community	J, K, L	E, I, Q, R, S, T, V	Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Foundations of Human Nutrition Community & Public Health Nutrition

				Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
	Domain 4. Cultural Competency Skills			
4.1	Describes the concept of diversity as it applies to individuals and populations	A, D, E, I, J, K	F, H, N, O, P, T, U, V	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
4.2	Describes the diversity of individuals and	E, I, J, K	F, H, N, O, P, T, U, V	Cultural Competency & Health Disparities

	populations in a community			Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
4.3	Describes the ways diversity may influence policies, programs, services, and the health of a community	D, E, G, I, J, K	F, H, N, O, P, T, U	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
4.4	Recognizes the contribution of diverse perspectives in developing, implementing, and evaluating, policies,	E, G, I, J, K	F, G, H, K, N, O, P, Q, T, U	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health

	programs, and services that affect the health of a community			Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
4.5	Addresses the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community	E, G, I, J, K	F, H, N, O, P, T, U	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan

4.6	Describes the effects of policies, programs, and services on different populations in a community	D, E, F, I, J, K, L	E, F, G, H, N, O, P, T, U, V	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
4.7	Describes the value of a diverse public health workforce	A, E, I, J, K	E, F, H, N, O, P, Q, T, U	Cultural Competency & Health Disparities Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan

	Domain 5. Community Dimensions of Practice Skills			
5.1	Describes the programs and services provided by governmental and non-governmental organizations to improve the health of a community	E, J, K, L	E, I, P, U, V	Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone I Capstone II Foundations of Human Nutrition Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
5.2	Recognizes relationships that are affecting health in a community	D, E, I, J, K, L	F, G, H, I, M, N, O, P, Q, U	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States

				200-hour Field Practicum Current Issues in Public Health Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
5.3	Suggests relationships that may be needed to improve health in a community	D, E, I, J, K, L	F, G, H, I, M, N, O, P, Q, U	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning,

				Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
5.4	Supports relationships that improve health in a community	E, I, J, K, L	F, G, H, I, M, N, O, P, Q, U	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan
5.5	Collaborates with community partners to improve health in a community	D, E, J, K, L	F, G, H, I, N, O, P, Q, U	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States

				<p>Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
5.6	Engages community members to improve health in a community	E, G, J, K, L	F, G, H, I, N, O, P, U	<p>Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to</p>

				<p>Understanding Substance Abuse & Addiction Across the Lifespan</p>
5.7	Provides input for developing, implementing, evaluating, and improving policies, programs, and services	E, F, J, K	G, I, K, P, Q	<p>Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II</p> <p>Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse & Addiction Across the Lifespan</p>
5.8	Uses assets and resources to improve health in a community	D, E, J, K, L	F, G, H, I, J, N, O, P, V	<p>Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II</p>

				<p>Community & Public Health Nutrition Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
5.9	Informs the public about policies, programs, and resources that improve health in a community	D, E, G, J, K, L	E, G, I, J, P, Q, U	<p>Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse</p>

				<p>Substance Abuse & Addiction Across the Lifespan</p>
5.10	Describes the importance of community-based participatory research	E, F, I, J, K, L	A, D, E, G, I, U	<p>Grant Writing</p> <p>Health Care in the United States</p> <p>Current Issues in Public Health</p> <p>200-hour Field Practicum</p> <p>Capstone II</p> <p>Community & Public Health Nutrition</p> <p>Community Health Education: Theory & Practice</p> <p>Community Health Program Planning, Assessment, and Evaluation</p> <p>Health Policy & Advocacy</p> <p>Public Health Approaches to Understanding Substance Abuse</p> <p>Substance Abuse & Addiction Across the Lifespan</p>
	Domain 6. Public Health Sciences Skills			
6.1	Describes the scientific foundation of the field of public health	A, E, F, G, H, I, J, K, L	A, B, C, D	<p>Environmental Public Health</p> <p>Biostatistics</p> <p>Epidemiology</p> <p>Health Care in the United States</p> <p>Current Issues in Public Health</p> <p>Foundations of Human Nutrition</p> <p>The Biology of Addiction & Substance Abuse</p> <p>Public Health Approaches to</p>

				Understanding Substance Abuse
6.2	Identifies prominent events in the history of public health	A, E, G, H, I, J	F, H, L, N, O, T	Cultural Competency & Health Disparities Environmental Public Health Epidemiology Health Care in the United States Current Issues in Public Health Foundations of Human Nutrition Community & Public Health Nutrition The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse
6.3	Describes how public health sciences are used in the delivery of the 10 Essential Public Health Services	B, E, F, G, H, I, J, K, L	G, I, P	Environmental Public Health Biostatistics Epidemiology Health Care in the United States Current Issues in Public Health Capstone I Foundations of Human Nutrition The Biology of Addiction & Substance Abuse
6.4	Retrieves evidence from print and electric resources	F	A, B, C, D, G	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Foundations of Human Nutrition Community & Public Health Nutrition The Biology of Addiction & Substance Abuse

				Public Health Approaches to Understanding Substance Abuse
6.5	Recognizes limitations of evidence	F	A, B, C, D	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Foundations of Human Nutrition Community & Public Health Nutrition The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse
6.6	Describes evidence used in developing, implementing, evaluating, and improving policies, programs, and services	E, F, J, K, L	A, B, C, D, G, K, L, P	Environmental Public Health Biostatistics Epidemiology Grant Writing Capstone I Foundations of Human Nutrition Community & Public Health Nutrition Food Safety The Biology of Addiction & Substance Abuse Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse
6.7	Describes the laws, regulations, policies, and procedures for the ethical conduct of research	F	B, C, D, E, F, G, H, I, N, O, P, V	Cultural Competency & Health Disparities Environmental Public Health Grant Writing

				Foundations of Human Nutrition Community & Public Health Nutrition Food Safety The Biology of Addiction & Substance Abuse Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse
6.8	Contributes to the public health evidence base	C, E, F, G, H, I, J, K, L	A, B, C, D, G, I, L	Environmental Public Health Biostatistics Epidemiology Grant Writing Foundations of Human Nutrition Community & Public Health Nutrition The Biology of Addiction & Substance Abuse Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse
6.9	Suggests partnerships that may increase use of evidence in public health practice	E, F, J, K, L	A, D, E, F, G, H, I, L, M, N, O, P, Q, U, V	Cultural Competency & Health Disparities Environmental Public Health Epidemiology Grant Writing Health Care in the United States Current Issues in Public Health Foundations of Human Nutrition Community & Public Health Nutrition

				The Biology of Addiction & Substance Abuse Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
	Domain 7. Financial Planning and Management Skills			
7.1	Describes the structures, functions, and authorizations of governmental public health programs and organizations	B, J, K, L	E, I, P, U, V	Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health Capstone I Capstone II Food Safety Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.2	Describes government agencies with authority to impact the health of a community	D, E, G, H, I, J, K, L	E, I, P, U, V	Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health Capstone I Capstone II Food Safety

				Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.3	Adheres to organizational policies and procedures	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Public Health Approaches to Understanding Substance Abuse
7.4	Describes public health funding mechanisms	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to

				Understanding Substance Abuse
7.5	Contributes to the development of program budgets	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.6	Provides information for proposals for funding	G, H, I, J, K, L	D, E, I, J, P	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.7	Provides information for development of contracts with other agreements for programs and services	G, H, I, J, K, L	D, E, I, J, P, U	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice

				Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.8	Describes financial analysis methods used in making decisions about policies, programs, and services	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone I Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.9	Operates programs within budget	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse

7.10	Describes how teams help achieve programs and organizational goals	G, H, I, J, K, L	E, I, P, U	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.11	Motivates colleagues for the purpose of achieving program and organizational goals	G, H, I, J, K, L	E, I, P, U	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.12	Uses evaluation results to improve program and organizational performance	F, G, H, I, J, K, L	E, I, K, P, U	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation

				Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.13	Describes program performance standards and measures	G, H, I, J, K, L	E, I, P, U	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
7.14	Uses performance management systems for program and organizational improvement	G, H, I, J, K, L	E, I, J, P	Grant Writing 200-hour Field Practicum Capstone II Community Health Education: Theory & Practice Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse
	Domain 8. Leadership and Systems Thinking Skills			
8.1	Incorporates ethical standards of practice	E, G, H, I, J, K, L	E, F, H, I, L, M, N, O, P	Cultural Competency & Health Disparities

	(i.e. Public Health Code of Ethics) into all interactions with individuals, organizations, and communities			Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone I Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.2	Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels	E, G, H, I, J, K, L	E, F, G, H, I, N, O, P, U, V	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy

				Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.3	Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community	D, E, G, H, I, J, K, L	E, F, H, I, N, O, P, Q, U, V	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.4	Contributes to development of a vision for a healthy community (i.e. emphasis on prevention, health equity for all,	D, E, G, H, I, J, K, L	E, F, G, H, I, N, O, P, V	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States

	excellence and innovation)			Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.5	Identifies internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services	B, D, E, G, H, I, J, K, L	E, F, G, H, I, N, O, P, V	Cultural Competency & Health Disparities Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Capstone II Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse

				<p>Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
8.6	Describes the need for professional development	G, H, I, J, K, L	E, P, U	<p>Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan</p>
8.7	Participates in professional development opportunities	G, H, I, J, K, L	E, P, U	<p>Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse</p>

				Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.8	Describes the impact of changes (i.e. social, political, economic, scientific) on organizational practices	G, H, I, J, K, L	E, I, P, V	Environmental Public Health Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
8.9	Describes ways to improve individual and program performance	G, H, I, J, K, L	E, I, P, U	Grant Writing Health Care in the United States Current Issues in Public Health 200-hour Field Practicum Community & Public Health Nutrition Community Health Program Planning, Assessment, and Evaluation Health Policy & Advocacy

				Public Health Approaches to Understanding Substance Abuse Legal & Ethical Issues in Substance Abuse Substance Abuse & Addiction Across the Lifespan
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