

EAST STROUDSBURG UNIVERSITY
OF PENNSYLVANIA



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MASTER OF PUBLIC HEALTH

IN

COMMUNITY HEALTH EDUCATION

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SELF-STUDY
MASTER OF PUBLIC HEALTH
IN
COMMUNITY HEALTH EDUCATION

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80 Eye Street, NW Suite 202

Washington, DC 20001-3710

Submitted by:

Steven Godin, Ph.D., MPH, PHI Certificate, Professor & MPH Program Director

&

Alberto J.F. Cardelle, Ph.D., MPH, Chairperson & Professor

With Contributions from the Public Health Faculty-

Adenike Bitto, M.B.B.S., Dr. P.H., MPH, MCHES, Associate Professor

Steven Shive, Ph.D., MPH, MTS, MA, CHES, Associate Professor

and

Selena Hines, Departmental Secretary

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SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION ONE: MISSION

THE PROGRAM SHALL HAVE A CLEARLY FORMULATED AND PUBLICLY STATED MISSION WITH SUPPORTING GOALS AND OBJECTIVES. THE PROGRAM SHALL FOSTER THE DEVELOPMENT OF PROFESSIONAL PUBLIC HEALTH VALUES, CONCEPTS AND ETHICAL PRACTICE.

➤ **1.1a A CLEAR AND CONCISE MISSION STATEMENT FOR THE PROGRAM AS A WHOLE.**

The *mission* of the public health program within the Department of Health Studies at East Stroudsburg University (ESU) is:

“To enhance the quality of human health through the practice of population-based public health that is responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment.”

This mission supports the program’s *vision* of: “A future in which there is a demand for excellence in the practice of public health education and in which the ESU BSPH/MPH Programs are recognized as a center for excellence in the practice of public health education by collaborative partners in local, regional, national and international venues.” The mission and vision emerge in a context in which this was the first public health program in Pennsylvania’s state system of higher education, in a state and a region with limited public health infrastructure, a limited public health workforce, and a growing population with growing diversity.

➤ **1.1b ONE OR MORE GOAL STATEMENTS FOR EACH MAJOR FUNCTION BY WHICH THE PROGRAM INTENDS TO ATTAIN ITS MISSION, INCLUDING INSTRUCTION, RESEARCH AND SERVICE.**

The mission of the program is undertaken by working for the attainment of the following five goals:

- A. To provide leadership and service to enhance public health practice at local, state, national and international levels;
- B. To develop an academic public health program that contributes to and helps train graduates to participate in conducting research and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice;
- C. To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce;
- D. To prepare graduates who can demonstrate attainment of our MPH Program competencies; and

- E. To prepare graduates who are self-motivated, work collaboratively, apply ethical principles to their work, exercise initiative, have critical thinking skills and develop into leaders in public health education.

➤ **1.1c A SET OF MEASURABLE OBJECTIVES RELATING TO EACH MAJOR FUNCTION THROUGH WHICH THE PROGRAM INTENDS TO ACHIEVE ITS GOALS OF INSTRUCTION, RESEARCH AND SERVICE.**

TABLE 1.1.c.1: Program Goals and Objectives

Program Goal	Program Level Objectives
<p>A. To provide leadership and service to enhance public health practice at local, state, national and international levels.</p>	<ol style="list-style-type: none"> 1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems. 2. Promote collaboration with a variety of public and private agencies in the rural areas of the State and the surrounding region to meet current and future public health practice needs. 3. Provide leadership to national, regional and state public health professional organizations.
<p>B. To develop an academic public health program that contributes to and helps train graduates to participate in conducting research and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.</p>	<ol style="list-style-type: none"> 1. Accelerate a global research agenda through enhanced international collaborative research and increased graduate student involvement in this research. 2. Increase the opportunities for students to participate in and learn from faculty-directed, community-based research designed to inform public health decision-making. 3. Facilitate qualitative, quantitative and mixed-method faculty research in the area of their expertise. 4. Stimulate innovative crosscutting, interdisciplinary research (grounded in the ecological model) that will help solve public health problems. 5. Facilitate the publication and dissemination of faculty research in the area of their expertise. 6. Strengthen faculty, student and graduate capacity for conducting ethical research. 7. Assure that all graduates will develop research-related competencies as listed in the MPH Program Competency list.
<p>C. To provide an instructional program that enhances public health practice and strengthens the capacity of the existing public health workforce.</p>	<ol style="list-style-type: none"> 1. Hold regular meetings of the Continuing Education and Advisory Committee to determine needs for and plan activities to strengthen the public health workforce. 2. Conduct needs and/or asset assessments of communities or professionals in Northeast Pennsylvania to determine needs for capacity building, including preparedness needs. 3. Conduct continuing education programs that help meet the needs determined in the assessments and meetings described above. 4. Ensure students collaborate with faculty and other students to participate in community and continuing education activities 5. Graduate 8 students per year from the program.
<p>D. To prepare graduates who can demonstrate attainment of our MPH Program competencies.</p>	<ol style="list-style-type: none"> 1. All graduates will demonstrate attainment in all domains of the program competencies for public health practice. 2. All graduates will demonstrate their capacity to design, develop and conduct applied research that contributes to public health education practice 3. All graduates will demonstrate their capacity to orally present research. 4. All graduates will demonstrate their public health education practice competency through successful completion of their oral examination and internship.

Program Goal	Program Level Objectives
	<ol style="list-style-type: none"> 5. Students and graduates will report a favorable assessment of the value of each course 6. Student and graduates will report favorably on all aspects of the program and the student support services. 7. All graduates who take the CHES exam will pass. 8. Ratio of faculty to students will facilitate success. 9. Faculty will be trained in public health. 10. Faculty diversity will enhance efforts at disparity reduction.
<p>E. To prepare graduates who are self-motivated, work collaboratively, apply ethical principles to their work, exercise initiative, have critical thinking skills and develop into leaders in public health.</p>	<ol style="list-style-type: none"> 1. Maintain a diverse student body that reflects the diversity of the community we serve. 2. Maintain a student body with diverse educational and professional backgrounds. 3. Graduates will be employed at the level appropriate to their education and experience in a position that contributes to population-based public health. 4. Graduates will report agreement of attainment of the outcomes listed in program goal E on our regular surveys. 5. All students will be assessed favorably by their internship preceptor on many of the aspects highlighted in goal E, during their internship experience. 6. During their tenure in our MPH program, all students will successfully participate in multiple (no less than 3) group-level experiential or service learning activities in class or external to class.

➤ **1.1d A DESCRIPTION OF THE MANNER IN WHICH MISSION, GOALS AND OBJECTIVES (MGOs) ARE DEVELOPED, MONITORED AND PERIODICALLY REVISED AND THE MANNER IN WHICH THEY ARE MADE AVAILABLE TO THE PUBLIC.**

The current MGOs maintain their foundation on the missions of both the East Stroudsburg University of Pennsylvania and of the Department of Health Studies.

The university's mission states that East Stroudsburg University of Pennsylvania will provide:

- challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study;
- a learning community that promotes diversity and views teaching as the university's primary focus;
- varied opportunities for student and faculty research, creative endeavors and involvement in public service; and
- leadership and service in the educational, cultural and economic development of the region.

The Department of Health Studies' mission states:

- Through teaching, research, and service the ESU Department of Health Studies will prepare qualified practitioners who will enhance the quality of life through the promotion of health and the elimination of disparities.

The public health program's MGOs were initially developed in 2004. These MGOs are reviewed by faculty annually at the meetings of the Public Health Faculty Council (PHFC) and as part of the process of preparing the program's annual report to CEPH.

The MGOs were thoroughly reviewed as part of the self-study beginning in 2011. As a result of this process, the MGOs were slightly altered to reflect less of an emphasis on rural health. The principal mechanism for dissemination and feedback is the Public Health Program Advisory Committee. The advisory committee has representation of various stakeholder groups including alumni and university administration; therefore, through this process the Dean of the College of Health Science and the Graduate College engaged in the MGOs' development. Upon final revision of updated MGOs, these are then shared with students through the program material.

➤ **1.1e A STATEMENT OF VALUES THAT GUIDE THE PROGRAM, WITH A DESCRIPTION OF HOW THE VALUES ARE DETERMINED AND OPERATIONALIZED.**

ESU's Public Health Program is guided by this core set of **values**. It is important for students, graduates and faculty members to:

- Maintain a commitment to social justice and the elimination of health disparities through research, service and instruction;
 - Demonstrate a commitment to the growth of all members of our academic community;
 - Demonstrate a respect for and awareness of our growing multicultural society;
 - Demonstrate a commitment to preparedness;
 - Be responsive to the changing requirements of global health;
 - Work for the application and translation of research and theory into evidence-based public health education practice; and
 - Exemplify the importance of professional public health education leadership.

These values were developed within the process of developing the MGOs and; therefore, were developed with the input of multiple stakeholders. The values reflect critical factors in the context within which the program finds itself, namely a region with: a shortage of public health services, a population growing in numbers and diversity, and limited formal public health leadership.

These values are operationalized by ensuring they are reflected in the measures developed to gauge the attainment of our program objectives.

➤ **1.1f ASSESSMENT**

This criterion is met for the Public Health program. We have given careful attention to developing a vision, mission, goals and objectives with operationalized measures. We have

synthesized all available materials to illuminate the appropriate competencies to help meet the student-related goals. We have linked the competencies and program objectives to course learning objectives to ensure the development of the competencies. The continuity and harmony of these aspects of our program highlight our efforts to continue to facilitate the development of talented graduates who are prepared for public health practice in the future and to help our mission and vision be realized. Evaluation data have consistently documented many successes.

RECOMMENDATION: Continue to gather data and carefully monitor outcomes for MGO applicability and appropriateness, be open to revalidation and redefinition of MGOs, and strengthen student involvement in the future development of the MGOs.

SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION TWO: EVALUATION AND PLANNING

THE PROGRAM SHALL HAVE AN EXPLICIT PROCESS FOR EVALUATING AND MONITORING ITS OVERALL EFFORTS AGAINST ITS MISSION, GOALS AND OBJECTIVES; FOR ASSESSING THE PROGRAM’S EFFECTIVENESS IN SERVING ITS VARIOUS CONSTITUENCIES; AND FOR PLANNING TO ACHIEVE ITS MISSION IN THE FUTURE.

➤ ***1.2a DESCRIPTION OF THE EVALUATION PROCEDURES AND PLANNING PROCESSES USED BY THE PROGRAM, INCLUDING AN EXPLANATION OF HOW CONSTITUENT GROUPS ARE INVOLVED IN THESE PROCESSES.***

To achieve our mission, goals and objectives, the MPH Program Director, the department chairperson, the Public Health Faculty Council (PHFC, hereafter) and the Department of Health Studies faculty monitor and evaluate the program using multiple sources.

From a macro perspective the program continuously monitors national initiatives with a feedback loop to program design. Sources we monitor to affect program refinement are:

- 1) The varied resources with guidance regarding specific public health (PH) competencies
 - a. Council on Linkages Between Academia and Public Health Practice
 - b. Association of Schools of Public health (ASPH)
 - c. Association of Accredited Public Health Programs (AAPHP);
- 2) National Commission on Health Education Credentialing;
- 3) Institute of Medicine (IOM) and Trust for America’s Health reports on the public health workforce;
- 4) The National Board of Public Health Examiners; and
- 5) The changing public health practice environment

- a. Patient Protection and Affordable Care Act/Prevention Fund 2010
- b. Health Care and Education Reconciliation Act of 2010
- c. Demographics

Coursework and program goals are refined them based on the graduate level health education roles and competencies put forth by Council on Linkages between Academia and Public Health Practice and recommendations regarding graduate education from the Association of Schools of Public Health, the Association of Accredited Public Health Programs, and the evolving process in credentialing (i.e., CHES, MCHES, CPH). The Institute of Medicine and the Trust for America's Health function as key resources that guide curriculum refinement. Publications such as: *A Vision for a Healthier America* (2007); *Making Healthier Americans a Priority* (2008); *Prevention for a Healthier America* (2008); *Top 10 Priorities for Prevention* (2010); *The New Prevention Fund* (2011); and *Investing in America's Health* (2011; 2012) also play a vital role in updating course content and materials.

From a meso perspective the program relies on its *Public Health Community Advisory Committee*. Formal meetings of the Advisory Committee were held 1-2 times per year from 2007-2012. During these meetings, the members were asked to provide feedback regarding new course content, as well as the overall program mission, goals and objectives. Specific questions for the meetings were developed at a PHFC meeting. The minutes of these meetings are located in resource room. The current 2012 Public Health Advisory Group is composed of the following 14 individuals:

1. Vera Walline, MPH; Executive Director, Northeast AHEC
2. Ron Dendas, MA; Program Officer, Dorothy Rider Pool Health Care Trust
3. Bonnie Coyle, MD, MS; Director of Community Health, or Hollie Gibbons, MPH*; Manager of Disease & Prevention Initiatives, St. Luke's Hospital and Health Network
4. Judy Maloney, MPH*; Bureau Director, XZC, or Sherrie PENCHISHEN, MPH*; Director of Chronic Disease, Bethlehem Health Bureau
5. Peter Costa, MPH*; Director of Global Communications, Global Alliance for Rabies Control
6. Michael Tukeva, MA; Executive Director, Pocono Alliance
7. Paul Brunswick; President, Two Rivers Health & Wellness Foundation
8. Cathy Coyne, Ph.D.; Director, Department of Community Health, Lehigh Valley Hospital & Health Network
9. Mark White; MD, MPH, Assistant Professor, The Commonwealth Medical College
10. Shelba Scheffner, MPH*; Director, South Central AHEC
11. Christa Bruce, MPH*; Research and Development Manager, Geisinger Health System Center for Health Research
12. Melissa Rehrig, MPH*; Communication Director, NCECH
13. John Beckley, MPH; RWJ Health Initiatives Co-Coordinator, Hunterdon Healthcare Systems
14. Samuel Lesko, MD, MPH; Director of Research & Medical Director, Northeast Regional Cancer Institute

* program alumni

This Group represents important stakeholders throughout the northeast and south central region of Pennsylvania and includes New Jersey. The members of this group provide regional and functional expertise and can provide programmatic input given their experience as internship preceptors and/or alumni. Members provide input regarding how to improve our program's performance within: a) research and services in addressing the needs of the different constituencies; and b) training needs within the regional public health system, including specific needs of the public health workforce.

From a micro perspective the program relies heavily on input of students and graduates. This input is received from multiple stakeholders using multiple mechanisms. These include:

Student Assessment Data

All students are required to sit for their MPH oral examination during the semester of their graduation and within two weeks from when they present their publishable paper to the PHFC and fellow MPH students. The policies that define this process are available in the MPH Program Manual (resource room). In brief, students are evaluated on their oral exam and may either 'pass', 'pass with remediation', or 'fail'. The purpose of the oral examination is to provide an opportunity for faculty to question students and assess their ability to integrate the knowledge and skills developed in their coursework. Approximately 90% of students fully pass their oral examination in the initial attempt. A small group of students (5%) pass with a required written remediation of content areas they were weak on within the oral exam. Another small group of 5% fail in the initial attempt. Students who fail are provided feedback for areas of improvement and are rescheduled for a second attempt at the MPH oral exam. Repeat exams have had a 100% successful passing rate.

Exit Interview Summary

At the successful conclusion of the oral examination and publishable paper presentation, an exit interview/survey is conducted. At this time, the student is asked to provide feedback at the programmatic or course level. The probing questions assess the strengths and weaknesses of the program. The exit interview is a rich source of information about the perceived values and weaknesses of the program. This summary helped support our decision to have a more formalized publishable paper proposal process and to have a second faculty reader for the paper to shore up research quality. Other useful feedback was for students to begin the publishable paper requirement 6-12 months prior to the targeted graduation date in order to allow enough time for paper completion should delays occur with IRB approvals, data collection, and/or analysis.

MPH Student Nominal Group Process

Nominal group processes (focus groups) were conducted each Fall semester from 2007 through 2011. In these focus groups, graduate students were asked three questions: 1) "*What are the strengths of the MPH Program at ESU?*"; 2) "*What are the weaknesses of the MPH Program at ESU?*"; and 3) "*What recommendations would you make to improve the quality of the MPH Program at ESU?*". Data were gathered and compiled and feedback has been routinely provided to the PHFC. Based on these assessments, attention was given to providing incoming students a 'second year student mentor' to provide them with a variety of information

(e.g., local community resources information, problem solving registration issues). In addition, the MPH Program Director started a Facebook social media group called 'The New ESU Public Health Students and Alumni Group' to provide current events information and regional job postings in public health. As of May 2012, the current group membership is at 162 members.

Student/Graduate Information and Databases

The long-standing 'MPH student database' was developed during the first MPH Program accreditation cycle in the early 1990's. Over the years, as new information was requested or needed, new variables were added to the database. A printout of reports from this database will be available on site. In addition to the MPH student database, the *Office of Academic & Institutional Effectiveness* and the *Office of Enrollment Services* maintain course enrollments numbers, student demographics, and various other program-level information. Reports from these offices are requested each semester, and compared to departmental enrollment figures. These reports enable us to maintain an understanding of course activity and basic student head count numbers by class.

In addition, student input is collected through: a) annual course evaluations; b) bi-annual student surveys; and c) course level student assessments. Alumni input is received through: a) Bi-annual alumni (employment) surveys and b) semi-annual Public Health Advisory Group meetings described above (the advisory group has significant representation from alumni). The broader community's input is received through: a) semi-annual internship (preceptors) evaluations; b) and semi-annual Public Health Advisory Group meetings described above; and c) the document reviews described above at the macro level.

The data generated by this input is used for planning purposes by the MPH Program Director and the PHFC conduct quarterly meetings along with an annual planning meeting at the beginning of each academic year, where curricular and program plans are discussed and prepared for inclusion into the curricular and program approval process (described in Section 1.3). The Department Chairperson also includes appropriate MPH program goals into the departmental strategic plan, which is reviewed by the Dean of the College of Health Science at the beginning of the academic year.

➤ **1.2b DESCRIPTION OF HOW THE RESULTS OF EVALUATION AND PLANNING ARE REGULARLY USED TO ENHANCE THE QUALITY OF PROGRAMS AND ACTIVITIES.**

The current overall structure of the MPH Program was based on a major redesign that occurred in 2004. In addition to a new mission, goals and objectives for the program and the competencies that guide the curriculum, we created a new evaluation model. This evaluation model links the curriculum course learning objectives to the program-level mission, goals and objectives, and helps us to continuously revise our evaluation procedures and assess the best outcome measures for determining whether we are meeting the objectives (Table 1.2.b.1)

Representing our program activities in this manner helps us embrace the idea that success in all areas is necessary for success in one. For example, faculty research and service: 1) enhance our program because they increase the effectiveness of faculty teaching and increase

their ability to link practice, teaching and research; and 2) increase the capacity of our program to enhance regional public health infrastructure. These faculty activities also help ensure that our training program and curriculum will be an exemplary model for producing graduates who possess the important competencies necessary for the future public health workforce.

Table 1.2.b.1 provides a brief overview (our outcome measures are fully explained in Section 1.2.c) of how the program-level and student-level evaluation processes are linked to the program’s mission, goals and objectives. The program has not undergone major curricular changes since 2004, but it has instituted various program changes as a result of the feedback loop in the evaluation model. Table 1.2.b.1 illustrates specific examples of how the evaluation process has been used to implement program and curricular changes. The changes are listed where the source of the evaluation data that led to the changes emerged, this is why the changes may be listed more than twice.

TABLE 1.2.b.1: Program and Curricular Changes

Overarching Program Goals and Objectives			
Goals	Objectives/Measures	Competencies/Course#	Resulting Changes
A) Faculty Leadership and Service	1. Expertise/Consulting 2. Collaboration/Projects 3. Leadership/Held Positions	1. Analytic/Epi/ 570, 557, 555, 561, 563, 571, 581 2. Basic PH Services/ 560, 555, 561, 563, 562, 571, 581	“Service” program objectives changes (proposed). Certificate Program
B) Research	1. Global research/Documentation* 2. CBPR/Documentation* 3. Projects/External Funds 4. Projects/Dissemination	3. Policy and Planning/ 538, 553, 555, 560 4. Communication/ 560, 509, 557	“Research” program objectives changes (proposed).
C) Public Health Practice	1. PH Advisory Activities/Meetings 2. Assessments for CE/Meetings 3. Conduct Programs/Documentation 4. Student Involvement/Documentation & Survey	5. Cultural Competency/ 509, 538 6. Community Practice/ 537, 509, 570, 571 7. Financial and Management/ 538	Certificate Program TCMC Program Health Policy Class
D) Instruction	1. All Competency Domains/3.0 in Coursework* 2. Research Competencies/Publishable Paper* 3. Oral Presentation/Present Paper & Oral* 4. Practice Competency/Internship &	8. Health Services Organization/538, 553 9. Leadership and Professionalism/538, 553 10. Preparedness/ 509, 571, 562	Research Requirement Health Policy Class PH Seminar Change

	Oral* 5. Support Services/Student & Graduate Survey(s)	
E) Leadership	1. Diverse Student Body/Database 2. Diverse Student Backgrounds/Database 3. Grad Employment/Database 4. Graduate Outcomes/Survey 5. Service Learning/Documentation	CIGNA Fellowship Health Policy Class PH Seminar Change

To illustrate further, the evaluation and planning has been used to:

- i. Propose changes to the program objectives regarding research and service. These objectives will be modified to reflect a more holistic program representation. In other words the program will propose at the next PHFC planning meeting that the objectives wording allow for it to capture the efforts of all the faculty as a whole instead of specific measurements for the each specific faculty.
- ii. Develop and implement a post-bachelor Certificate Program in Public Health. This change was a result of significant feedback received from the Public Health Advisory Group and requests from the Pennsylvania Department of Health expressing a need for a flexible training program to provide core public health skills to the existing public health workforce (e.g., PA-DOH employees, staff from a variety of social service/public health organizations). As a result, the PHFC developed an 18 credit Certificate Program that went through the curricular approval process (described in Section 1.3) before receiving final approval by the Pennsylvania State System of Higher Education.
- iii. Develop an affiliation and receive HRSA funding in collaboration with The Commonwealth Medical College (TCMC) to provide a public health training program for medical students attending TCMC. This collaborative effort has been ongoing since 2010 and recently resulted in a training grant through HRSA Title III funding. This collaboration developed through program faculty leadership positions throughout the state and public health consulting services provided by the faculty to other medical schools in Pennsylvania. The resulting faculty and MPH student involvement (through internships) at TCMC provided the leadership with feedback and data on the growing expectations of medical students.
- iv. As a result of the evaluations conducted on the students' experience and completed products of the student publishable-quality paper requirement, changes were made to improve quality of the finished paper. Students are now required to submit a formal publishable paper proposal that is approved by the 'Paper Chairperson', and a 'Second

Reader' within the Department of Health Studies. This proposal serves as a formal contract between the faculty and the student regarding the scope and focus of the research. As the student completes the publishable paper, the Paper Chairperson provides the primary supervision with technical support by the Second Reader. While students always presented their publishable-quality paper at the end of the semester, public health faculty are now required to formally evaluate the paper through a vote- "pass", "pass with revisions", or "fail". In addition, students are recommended to begin the publishable paper requirement 6-12 months prior to the targeted graduation date. Thus, most students register for Publishable Paper class (Hlth 571) over the course of two semesters. These changes have allowed the faculty to provide more long-term and thorough supervision and feedback on the papers, which became a clear need that emerged from earlier student presentations of their research projects. Since 2009, it has become more normative for the students' publishable paper to be eventually presented at a professional conference, and/or published in a professional venue.

- v. A minor curricular change included the change in title and objective for the Public Health Administration (Hlth 538) class. The course content was altered to include a broader review and analysis of policy and administration in health care and is now titled "Health Policy and Administration." The faculty received departmental approvals and obtained formal approvals through the university's internal curricular change process. This curricular change was a result of the information from student assessments, alumni surveys, Advisory Committee discussions, and document review of national level initiatives.
- vi. As a result of the MPH Oral Exam assessments, the PHFC restructured the Public Health Seminar class (Hlth 581). The course was originally designed to be a capstone course allowing students to synthesize their coursework through discussion of current public health issues, right before students completed their internships and prepared for their oral exam. However, the course being taught by one faculty member limited the breadth of content and comprehensive understanding of public health practice. Therefore, the PHFC modified the seminar so that it could be team taught with each public health faculty member teaching a given week during the five-week class to provide students a current public health issue that relates theory to practice for discussion.
- vii. The data regarding diversity of the student body enrolled in the MPH Program has always demonstrated a diverse student body. However, given our geographic location, we found there was limited representation of students from underrepresented groups from urban areas. The program faculty requested and received ongoing funding from the CIGNA Foundation to provide one graduate fellowship per year to be allocated to one under-represented student from the Philadelphia region to complete the MPH program. Beyond the tuition scholarship, a stipend is also provided to this student through a 20 hour per week graduate assistantship. Since inception in 2009, the MPH Program has had two CIGNA Fellows.

- **1.2c IDENTIFICATION OF OUTCOME MEASURES THAT THE PROGRAM USES TO MONITOR ITS EFFECTIVENESS IN MEETING ITS MISSION, GOALS AND OBJECTIVES. TARGET LEVELS SHOULD BE DEFINED AND DATA REGARDING THE PROGRAM'S PERFORMANCE MUST BE PROVIDED FOR EACH OF THE LAST THREE YEARS.**

The outcome measures used by the program to monitor the attainment of our program mission, goals and objectives and the data used to measure their attainment are listed in Tables 1.2.c.1, 1.2.c.2, 1.2.c.3, 1.2.c.4, and 1.2.c.5. These measures are monitored annually in response to the annual CEPH report. The program director receives input from all members of the PHFC. The data for these assessments are extracted from faculty curriculum vitae, relevant survey data results, MPH student database, student grades and university institutional information. The sources are either found in the appendices or in the resource room.

TABLE 1.2.c.1: The Outcome Measures for Leadership

Program Goal	Program Level Objectives	Measure	2009	2010	2011
A. Leadership	1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.	All PHFC members will participate in 1-2 consulting services (either paid or unpaid) every <u>3 years</u> that are in their area of expertise and that support national or international public health agencies or organizations as they work to solve existing public health problems.	100%		
	2. Promote collaboration with a variety of public and private agencies in the rural areas of the Commonwealth and the surrounding region to meet current and future public health practice needs.	All PHFC members will participate in 1-2 collaborative public health problem-solving projects (such as coalitions or steering committees) every <u>3 years</u> that serve the rural areas of Pennsylvania.	80%		
	3. Provide leadership to national, regional and state public health professional organizations.	All PHFC members will hold at least 1 national or international, elected or appointed position every year (Chairperson of a national committee or higher) in public health professional organizations in the area of their expertise.	60%	60%	40%
			3 of 5 held position	3 of 5 held position	2 of 5 held position

TABLE 1.2.c.2: The Outcome Measures for Research

Program Goal	Program Level Objectives	Measure	2009	2010	2011
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Program Goal	Program Level Objectives	Measure	2009	2010	2011
B. Research	1. Accelerate a global research agenda through enhanced international collaborative research and increased graduate student involvement in this research.	At least 1 PHFC member will participate in an international collaborative research project or research translation project per year. This project will involve at least 2 students over a 2-year period.	100% A PHFC member was PI on an unfunded research project "Health as an Issue of International Relations", involving students.	100% A PHFC member was PI on a research project on immigration policies and health, comparing Spain and the U.S, involving students.	
	2. Increase the opportunities for students to participate in and learn from faculty-directed, ecologically grounded community-based or community-based participatory research designed to inform public health decision-making.	At least 2 PHFC members will facilitate a community-based research project involving at least 2 students per year.	100%	100%	100%
		Students/graduates will report favorably (2.85 out of 4.0 scale on student/alumni survey) on their opportunities to participate in research activities (see Appendix 2 for survey results).	3.4	N/A	3.1
	3. Facilitate qualitative, quantitative and mixed-method faculty research in the area of their expertise.	All PHFC members will maintain an externally funded research track. At least 4 students will have an opportunity to participate in this research each academic year. These projects will be used as examples for teaching in coursework.	100% 5 of 5 maintained externally funded grants	60% 3 of 5 maintained externally funded grants	60% 3 of 5 maintained externally funded grants
4. Stimulate innovative crosscutting,	All PHFC will publish at least 2 research-based articles every <u>3 years</u> in	40% 2 PHFC members had			

Program Goal	Program Level Objectives	Measure	2009	2010	2011
	interdisciplinary research (grounded in the ecological model) that will help solve public health problems.	refereed public health journals in the area of their expertise.	publications in refereed public health journal from 2009-2012. <ul style="list-style-type: none"> 1 PHFC member had 1 publication and the other PHFC member had 1 article published and another article approved for publication (in press). 		
	5. Facilitate the publication and dissemination of faculty research in the area of their expertise.	All PHFC members will present research in their area of expertise on the national or international level at least 1 time per year at APHA or other professional meetings appropriate for their area of expertise.	100%	100%	100%
			See section 3.1 for examples		
	6. Strengthen faculty, student and graduate capacity for conducting ethical research.	All PHFC members and students will complete the training for and receive the NIH ethical research certificate. All faculty and students will submit all research projects for IRB approval.	100%	100%	100%
			All faculty and students conducting research are required to have the NIH ethical research training. All of the student papers requiring IRB approval received IRB approvals.		
	7. All graduates will develop research-related competencies as listed in the MPH Program Competency list.	Graduates will receive a minimum of a 3.0 in all research-related coursework.	100%	100%	95%
		All graduates will successfully complete and present a publishable-quality research paper.	100%	100%	100%

TABLE 1.2.c.3: The Outcome Measures for Public Health Practice

Program Goal	Program Level Objectives	Measure	2009	2010	2011	
C. Public Health Practice	1. Hold regular meetings of the Continuing Education and Advisory Committee to determine needs for and plan activities to strengthen the public health workforce.	The faculty and students will conduct a minimum of 2 meetings per academic year of the Public Health Advisory Committee	100%	100%	100%	
				Meeting Minutes will be available on site.		
	2. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for capacity building, including preparedness needs.	The faculty and students will conduct a minimum of 2 assessments per academic year.	100%	100%	100%	
				At each Advisory Committee meeting, the committee is canvassed about current needs for continuing education		
	3. Conduct continuing education programs that help meet the needs determined in the assessments and meetings described above.	The faculty and students will conduct a minimum of 2 programs each academic year.	100%	100%	100%	
				Since 2009, the program has offered at least two courses open to non-MPH students as part of its Certificate Program.		
4. Ensure students collaborate with faculty and other students to participate in community and continuing education activities	Students/graduates will report favorably (3.0 out of 4.0 scale on survey) on their opportunities to participate in continuing education activities.	3.1	N/A	2.7		
5. Graduate 8 students per year from the program.	The program will graduate 8 students per year.	100%	100%	100%		
			See section 4 on students			

TABLE 1.2.c.4: The Outcome Measures for Instruction

Program Goal	Program Level Objectives	Measure	2009	2010	2011
D. Instruction	1. All graduates will demonstrate attainment in all domains of the program competencies for public health practice.	Demonstrated by all potential graduates receiving a 3.0 or better in all coursework.	100%	100%	100%
		Demonstrated through successful completion of oral examination by all potential graduates.	100%	100%	100%
	2. All graduates will demonstrate their capacity to design, develop and conduct applied research that contributes to public health education practice	Demonstrated through successful completion of a supervised internship by all potential graduates (as per supervisor and preceptor evaluations).	100%	100%	100%
		Demonstrated by successful completion of the research-based publishable paper by all potential graduates.	100%	100%	100%
	3. All graduates will demonstrate their capacity to orally present research	Demonstrated by successful presentation of the publishable-quality paper by all potential graduates.	100%	100%	100%
	4. All graduates will demonstrate their public health education practice competency.	Demonstrated by successful completion of oral exam and internship by all potential graduates.	100%	100%	100%
	5. Students and graduates will report a favorable assessment of the	Students and graduates will rank all required courses at 2.85 or better out of 4.	3.24	NA	3.17

Program Goal	Program Level Objectives	Measure	2009	2010	2011
	value of each course				
	6. Student and graduates will report favorably on all aspects of the program and the student support services.	Students and graduates will rank all relevant “support specific” student/alumni survey questions as 3.0 or better (out of 4.0) and in other evaluation-focused activities.	3.1	NA	2.85
	7. All graduates who take the CHES exam will pass.	100% pass rate	100%	100%	100%
	8. Ratio of faculty to students will facilitate success.	Maintain faculty to student ratio under 9.6:1 (2004 level)	9.78 to 1	7.91 to 1	7.45 to 1
	9. Faculty will be trained in public health.	All faculty will have at least one graduate degree in public health	100%	100%	100%
	10. Faculty diversity will enhance efforts at disparity reduction.	Core faculty will be composed of at least 24% of underrepresented groups in public health.	60%	60%	60%
			See section 4.3 on diversity		

TABLE 1.2.c.5: The Outcome Measures for Student Leadership

Program Goal	Program Level Objectives	Measure	2009	2010	2011
E. Student Leadership	1. Maintain a diverse student body that reflects the diversity of the community we serve.	Program graduates’ diversity will reflect and exceed the diversity of the region as compared with regional statistics (regionally the minority population is 18%).	10%of graduate from underepresented groups.	45% of graduate from underepresented groups	29% of graduate from underepresented groups

Program Goal	Program Level Objectives	Measure	2009	2010	2011
	2. Maintain a student body with diverse educational and professional backgrounds.	Assessments of records kept of the educational and professional backgrounds of the students to ensure our student body is diverse in these areas.	33% hlth sci; 33% soc sci; 33% other	26% hlth sci; 57% soc sci; 17% other	40% hlth sci; 50% soc sci; 10% other
	3. Graduates will be employed at the level appropriate to their education and experience in a position that contributes to population-based public health.	Graduates' employment history will be documented on regular surveys. Rates of employment in areas that contribute to population-based public health will be recorded.	100%	NA	89%
	4. Graduates will report agreement of attainment of these outcomes (listed in the goal) on our regular surveys.	Majority of graduates will respond positively on their rankings of the outcomes related to Goal E on the evaluation survey.	68%	NA	66%
	5. All students will be assessed favorably by their internship preceptor on many of these aspects during their internship experience.	Preceptor evaluations	Throughout these three years only one (1) student has had negative evaluations.		
	6. During their tenure in our MPH program, all students will successfully participate in multiple (no less than 3) group-level experiential or service learning activities in class or	Documentation from faculty of the number of and types of collaborative, team-building activities in which students participate in the required MPH courses.	According to course records throughout these 3 academic years 100% of students participated in group-level experiential or service learning activities in Hlth 509, 537, 538, 581		

Program Goal	Program Level Objectives	Measure	2009	2010	2011
	external to class.				

- **1.2d AN ANALYTICAL SELF-STUDY DOCUMENT THAT PROVIDES A QUALITATIVE AND QUANTITATIVE ASSESSMENT OF HOW THE PROGRAM ACHIEVES ITS MISSION, GOALS AND OBJECTIVES AND MEETS ALL ACCREDITATION CRITERIA, INCLUDING A CANDID ASSESSMENT OF STRENGTHS AND WEAKNESSES IN TERMS OF THE PROGRAM’S PERFORMANCE AGAINST THE ACCREDITATION CRITERIA.**

This self-study serves to meet the documentation requested by this criterion. The self-study included multiple stakeholders and provides both qualitative and quantitative data. The study also provides candid assessment of the program’s strengths and weaknesses.

- **1.2e AN ANALYSIS OF THE PROGRAM’S RESPONSES TO RECOMMENDATIONS IN THE LAST ACCREDITATION REPORT.**

Prior to our last CEPH accreditation site visit in 2004, there were significant concerns regarding decision-making autonomy for MPH Program faculty. The site team suggested the development of a ‘group of MPH faculty’, Chaired by the MPH Coordinator, who could make decisions about program changes and policies. This group was immediately developed and called the ‘Public Health Faculty Council’ (PHFC). The PHFC (N=5) emerged as an effective governing body with bylaws (Appendix 3) and vision to move the MPH program forward within the context of the Department and the College of Health Sciences policies. Since then, the faculty that comprises the Public Health Faculty Council has continued to meet, although the formal group name (PHFC) is no longer used. For some faculty in Department of Health Studies, the term ‘Council’ was perceived as elitism and exclusionary. Since 2007, the Council has been referred to as the core Public Health Faculty (N=5), where other faculty members within our Department were welcome to participate. Beyond the core PHF, two faculty members with public health training have participated in chairing MPH publishable-quality papers.

Our most recent CEPH accreditation site visit in 2004 went well. Despite positive reviews on all criteria, the PHF had significant concerns regarding the sustainability of providing continuing education workshops to meet our public health workforce development objectives. In response to these concerns, the core PHF held strategic planning sessions in October-November 2008 that led to the development of the 18-credit Public Health Certificate that was approved our Department in 2009, and then approved by the ESU Curriculum Committee and ESU Administration in 2010. This Certificate Program was seen as an alternative approach to the numerous continuing education workshops the Department of Health Studies had conducted in previous years to achieve our workforce development objectives. Given the national economic

downturn, and subsequent reduced funding of the regional public health infrastructure, we viewed the Certificate as a more viable strategy to achieve our objectives as opposed to offering workforce development workshops that public health workers may not be able to attend.

During our last site visit, the CEPH reviewers provided commentary on the disproportionate distribution of scholarly activity within the core PHF. To a certain degree, this problem continued during the 2005-2012 accreditation cycle. When examining our faculty strengths and weaknesses, two faculty members generated the majority of intramural and extramural grant and contract funding with \$1,966,268 (96%) of the overall \$2,043,718 amount. Yet, two other faculty members have generated 42 (84%) of the overall 50 journal and book chapter publications within our department. The one remaining faculty member was productive in chairing numerous publishable-quality papers of our MPH students. Thus, we view the core faculty strengths as complementary of one another while we all grapple with heavy teaching loads.

➤ **1.2f A DESCRIPTION OF THE MANNER IN WHICH THE SELF-STUDY DOCUMENT WAS DEVELOPED, INCLUDING EFFECTIVE OPPORTUNITIES FOR INPUT BY IMPORTANT PROGRAM CONSTITUENTS, INCLUDING INSTITUTIONAL OFFICERS, ADMINISTRATIVE STAFF, TEACHING FACULTY, STUDENTS, ALUMNI AND REPRESENTATIVES OF THE PUBLIC HEALTH COMMUNITY.**

In Fall 2007, Dr. Steven Godin returned from a year-long sabbatical and replaced Dr. Lynn Woodhouse as MPH Program Director, after Dr. Woodhouse left for a leadership position at Georgia Southern University. In this year of transition, Dr. Godin became acclimated to the duties as Interim Program Director while concurrently coordinating the Undergraduate Program in Community Health Education. Thereafter, the ESU MPH Program PHF and MPH Advisory Committee had an initial strategic planning session in October 2009 to begin preparation for the self-study due in 2012. During Spring 2010, we began the process of revisiting our mission, goals and objectives. This process, described earlier in this chapter, involved reviewing relevant public health workforce needs and various evaluation materials for our program while integrating feedback from students, graduates and community stakeholders. The PHF met at least once each semester over the last two years to guide the self-study. In contrast to previous Departmental efforts when numerous faculty were involved with writing the self-study, it was decided that two public health faculty would take the primary lead in writing the self-study. One faculty member (Dr. Alberto Cardelle) would take the lead for writing the institutional and resource-based sections, and the second faculty member (Dr. Steven Godin) for preparing the remaining self-study sections for the MPH program. Numerous meetings occurred, often weekly during the last year, between these two faculty members to coordinate the writing of the self-study.

The MPH Advisory Committee met each semester during the 2011-2012 academic year. As representatives of multiple stakeholders (alumni, preceptors, community members, and regional public health professionals), volunteers from the MPH Advisory Committee reviewed and commented on various chapters in the self-study application during 2011-2012. Input from the meetings during 2007-2011 academic years were analyzed and final tables and charts were

compiled in Spring 2012. Final chapter drafts were also completed during Spring 2012. Key data and narrative from the research, service, and PHF faculty sections were shared with the PHF and the MPH Advisory Committee for comment and recommendations. Students were included through their various assessments described above and the Facebook page. In addition, the student President of the *Community Health Organization* is the student liaison for the PHFC, and is in continuous contact with the MPH coordinator.

➤ **1.2g ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET.**

This criterion is met.

RECOMMENDATION: Continue to strengthen the formal process by which students have a mechanism for input in the planning and evaluation process of our MPH Program. Significant gains have been made since the last accreditation to provide ongoing opportunities for student input. However, due to the number of part-time graduate students who are employed and spend limited time at the institution, it is a challenge to engage them in the process. In response, a formal set of student meetings titled as orientations are held at the beginning of every academic year, in addition the director has used social media sites to increase student and alumni input.

SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION THREE: INSTITUTIONAL ENVIRONMENT

THE PROGRAM SHALL BE AN INTEGRAL PART OF AN ACCREDITED INSTITUTION OF HIGHER EDUCATION.

➤ **1.3a A BRIEF DESCRIPTION OF THE INSTITUTION IN WHICH THE PROGRAM IS LOCATED, ALONG WITH THE NAMES OF ACCREDITING BODIES (OTHER THAN CEPH) TO WHICH THE INSTITUTION RESPONDS.**

The MPH Program is the degree-granting public health graduate program at East Stroudsburg University (ESU). Founded in 1893, ESU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Education. In addition, all of the education programs offered by East Stroudsburg University are accredited by the National Council for Accreditation of Teacher Education and the Pennsylvania Department of Education. Accreditations awarded to other university programs include: The American Chemical Society, the Commission on Accreditation of Allied Health Education Programs, the National League for Nursing Accrediting Commission, the Pennsylvania State Board of Nursing, and the National Recreation and Park Association/American Association for Leisure and Recreation (NRPA/AALR).

ESU is one of 14 universities that form Pennsylvania's State System of Higher Education (PASSHE). PASSHE was established by Act 1982-1988 of the Laws of Pennsylvania in 1982. PASSHE is governed by a 20-member Board of Governors, with the Chancellor serving as the System's chief executive officer. The Board consists of the governor or his/her designee, the Secretary of Education or his/ her designee and 18 other members selected by the Governor and the Commonwealth Legislature. On this Board, three must be students. The Chancellor has the right to speak on all matters before the Board but is not a voting member. The Board of Governors has the overall responsibility for planning and coordinating the development and operation of PASSHE. Each university with PASSHE has a Council of Trustees and a President who serves as the chief executive officer (Figure 1.3.a.1).

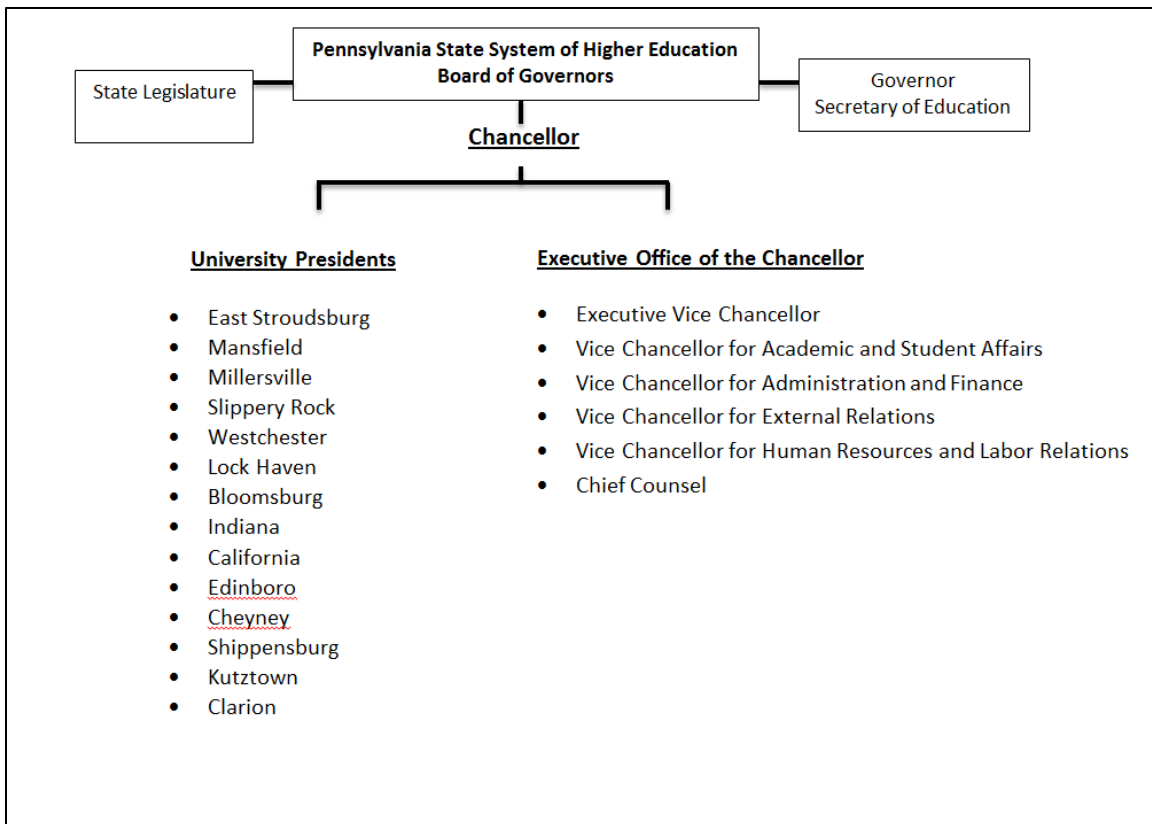


Figure 1.3.a.1: Pennsylvania System of Higher Education

➤ **1.3b ONE OR MORE ORGANIZATIONAL CHARTS OF THE UNIVERSITY INDICATING THE PROGRAM'S RELATIONSHIP TO THE OTHER COMPONENTS OF THE INSTITUTION, INCLUDING REPORTING LINES.**

East Stroudsburg University of Pennsylvania is organized into five major divisions (Figure 1.3.b.1).

1. Academic Administration is conducted through the office of Provost and Vice President for Academic Affairs.
2. Finance administration is conducted through the Office of the Vice President for Finance and Administration who is responsible for administering the budget and maintaining the campus facilities.
3. Non-academic aspects of student life are administered through the office of the Vice President for Student Affairs.
4. The Vice President for Enrollment Services is responsible for the registration process run by the Registrar and financial aid processes run by the Director of Financial Aid.
5. The Vice-President for Economic Development and Research Support supports the academic mission of ESU by providing supports to the faculty through access to grants, sponsored research, workforce development and entrepreneurial initiatives.

The ESU Foundation and is responsible for all fund raising, institutional grants, alumni relations and special events, however it is an independent 501(c) 4 institution.

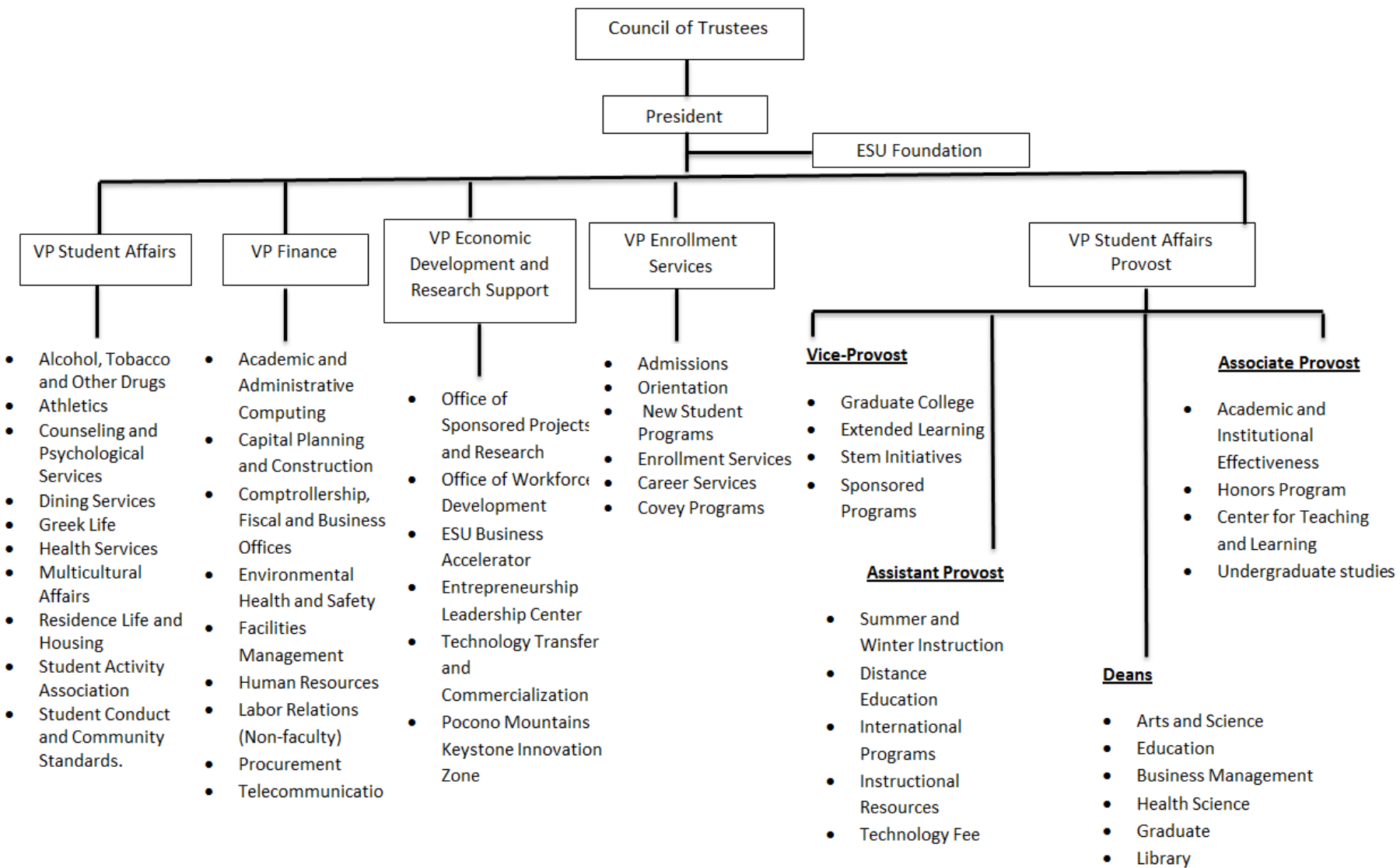
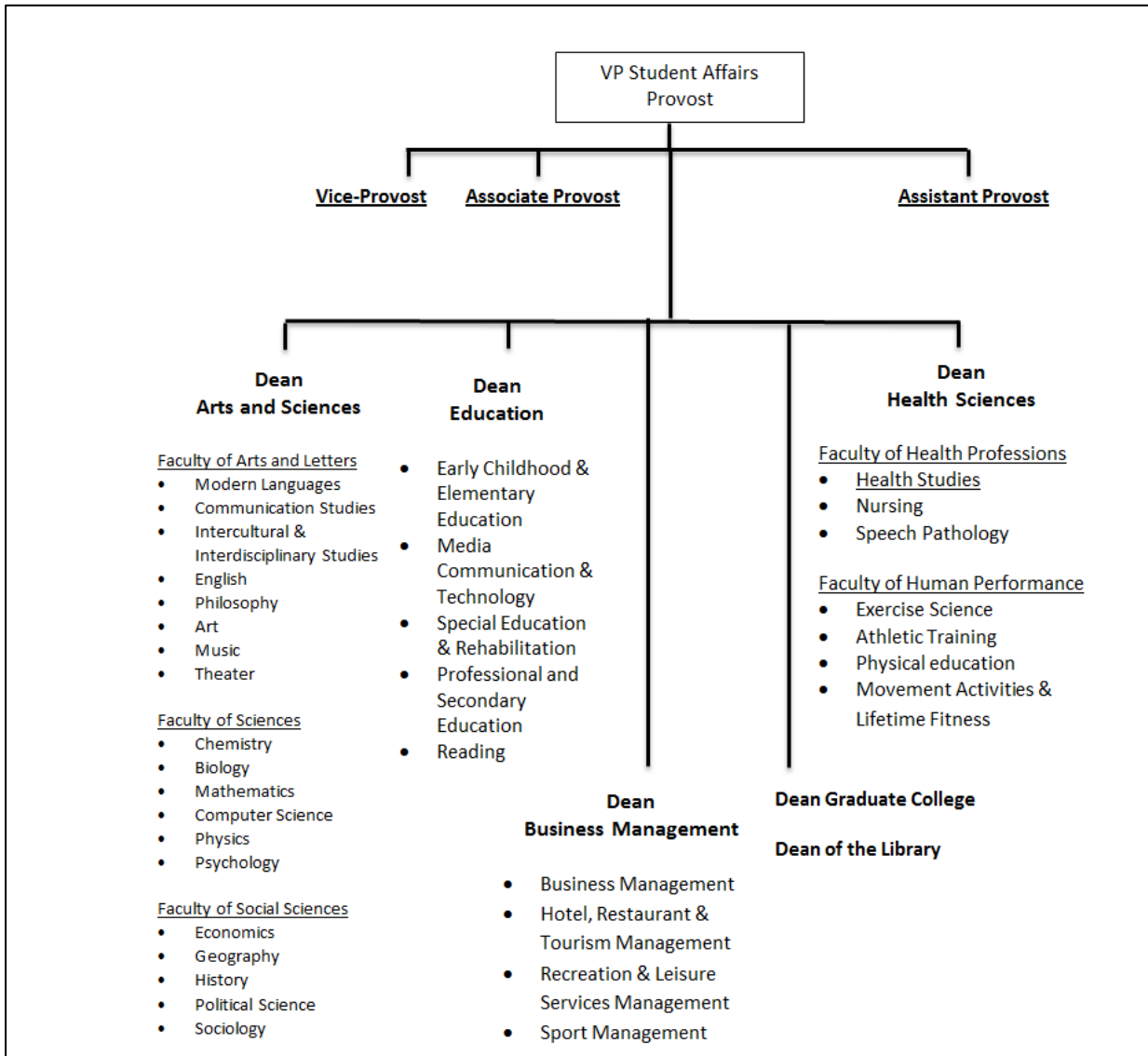


Figure 1.3.b.1: Organizational Chart for East Stroudsburg University

The Provost and Vice President of Academic Affairs coordinates and administers the academic programs of the College of Education, the College of Health Sciences, the College of Arts and Sciences, the College of Business Management, the Graduate College, and Extended Learning (Figure 1.3.b.2).

Figure 1.3.b.2: Administration Responsibilities of the Provost and Vice President of Academic Affairs



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Officials

The Department of Health Studies direct reporting relationship is to the Dean of the College of Health Sciences. The MPH Program Director reports to the Department Chair, which in turn reports to the Dean of the College of Health Science with regard to academics (curriculum), budgets and personnel. The Dean of the College of Health Science holds monthly faculty meetings at which any faculty may bring programmatic and curricular issues. The MPH Program Director sits on the Graduate College Advisory Council (which also has monthly

meetings) and advises the Dean of the Graduate College (who is also the Vice-Provost). The Dean of the Graduate College has the responsibility of coordinating the University's Graduate programs, including registrar-type functions and the Graduate Assistantship Program. In addition, the Provost and Vice-President for Academic Affairs hold monthly meetings with Department Chairs and meets with each chairperson once a year. However, department chairs may request direct meetings at any time with the Provost to discuss specific issues and concerns.

Prerogatives Extended to Academic Units Regarding Names, Titles and Internal Organization

At ESU, these prerogatives are guided by the same process as academic policies (see below).

Budgeting and Resource Allocation (including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising)

Each of the University's six administrative units is allocated funds for personnel, operations, and capital expenditures. The President conducts university-wide budget hearings at which time each of the major units present their budget requests for the following fiscal year. Large capital items and personnel budget items are essentially controlled by the Pennsylvania State Legislature, PASSHE, and ESU's central administration.

The primary sources of income for ESU are tuition; fees; federal, state and local grants; continuing education revenues; gifts and contributions; summer conferences; special programs; and state appropriations. State appropriations represent less than 25% of the University budget.

Input for the budgeting process begins in the academic department and then proceeds to the given academic dean, who submits the College/Schools' budget to the Provost and Vice President for Academic Affairs. The Provost organizes the budget-request materials for presentation at the University-wide budget hearings. These hearings are held in the spring semester and are conducted before the President's Council, at which time the Deans are invited to explain their School's budget initiatives. Guided by feedback from various campus groups and by funding constraints, the Council then makes recommendations to the President about the budget allocations. Similar processes are utilized for the other major administrative units. This process is subject to faculty review through a series of open forums.

Major budget lines such as personnel and infrastructure are managed at the University level. The Department of Health Studies is allocated funds for operating expenses from the Office of the Dean. These operating funds include travel, office supplies, educational supplies, guest speakers, and other miscellaneous items. The Department of Health Studies has unlimited discretionary use of postal, duplication, computer and other services provided through central administration. Support for accreditation activities comes from the budget of the Provost.

Since 2001, the MPH Program has had a line item within the Department of Health Studies. The MPH budget line item is administered by the MPH Program Director with advice

from the core PHF. There has been no increase to the Department budget since 2001; consequently, there has been no increase in the MPH Program line item.

In addition, the Department of Health Studies is granted a budget collected from student's instructional fees. This is granted to the College on a per capita basis and the Dean distributes it the Department based on proposed expenditures from the Department. The Department Chairperson and the Dean negotiate the level of funding for this budget on an annual basis. The Department of Health Studies does not get budget allocation based on a credit-based formula.

Indirect costs recovery for the Department of Health Studies and others is set at the university level, which is 30%. The Department of Health Studies receives that funding, of which 10% is reserved for student travel and the remainder is spent at the principal investigators' discretion.

There is no formal mechanism for support for fund-raising; this is negotiated with the ESU Foundation on case- by-case basis. In the last 10 years, ESU has recently initiated fundraising campaigns. One of the current efforts is the creation of an annual fund for student scholarships and department operating funds. The Department of Health Studies does distribute approximately \$3,000 of scholarships to students based on endowed funds.

Personnel Recruitment, Selection and Advancement, Including Faculty and Staff

The ESU administration has been supportive of the Department of Health Studies and the BSPH/MPH Program during the last 22 years. The University's Presidents over this period of time have given strong verbal support and have increased the number of full-time Department of Health Studies faculty from four to ten between 1985 and 2007. Of these six new positions, three are public health faculty lines. In the last few decades, the ESU administration has allowed all new positions open (due to retirements) to be filled with new tenured track faculty.

Personnel recruitment is initiated at the Departmental level. Job descriptions are developed by program faculty; input is solicited from Department faculty with additional input from the Dean, and the Provost. In coordination with the Diversity & Equal Opportunity/Ombudsperson, who monitors all search and screening processes at ESU, a three-member Departmental Search Committee coordinates the national searches. Recruitment is conducted through advertisements in "The Chronicle of Higher Education," "The Black Issues of Higher Education," and "Nation's Health" along with other online venues when appropriate. Position announcements are also sent to all CEPH-accredited schools and universities and to other universities depending on the nature of the position. The American Public Health Association 'CareerMart' (i.e., job bank) and various professional societies' web sites are also accessed to advertise positions. Extensive searching and recruiting has also been conducted by current faculty, who are active at state, regional, and national organization levels. Recruiting is commonly done while faculty members attend professional conferences, workshops, etc.

The Collective Bargaining Agreement (CBA) delineates the specific processes with regard to appointment of faculty, performance review and evaluation, and tenure and promotion

in Articles XI, XII, XIV, XV, and XVI (CBA) will be in resource room and can also be accessed at <http://www.apscuf.com/PDFs/Contracts/members.faculty.contract.0711.pdf>).

Academic Standards and Policies, Including Establishment and Oversight of Curricula

One of the unique academic features of ESU is its long-established process for academic review and curriculum change. The procedure for adding or changing courses and programs has been in place since 1972, as established by the initial Collective Bargaining Agreement (CBA). These procedures have remained relatively unchanged, even though the University has been a member of the Pennsylvania State System of Higher Education (PASSHE) since 1982.

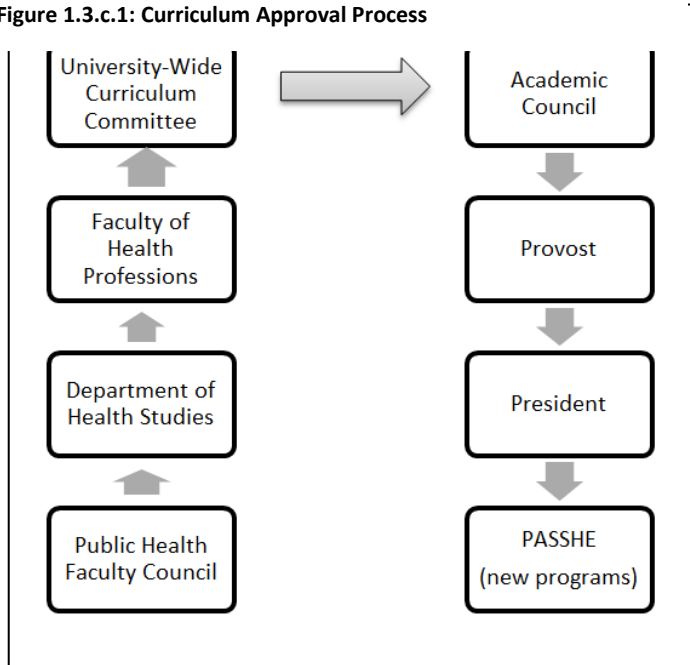
For the MPH Program, course and/or program actions begin with the PHFC (see Figure 1.3.c.1). The PHFC generates proposals for group discussion and approval. Approved proposals are submitted to the entire faculty at the Department level (Department of Health Studies) before being sent to the Dean for approval. In turn, the Dean presents the proposal to the College Faculty for approval. For the MPH Program, the College Faculty consists of those under the Faculty of Health Professions. If the course and/or program proposal are approved, The Academic Dean sends it to the University Curriculum Committee for final faculty level approval.

A key element in the process of course and/or program changes is this University-Wide Curriculum Committee (UWCC). Members of this Committee are elected by the faculty, and the Chairperson of the UWCC is elected by the members of the Committee representing the various Schools/Colleges of the University. In addition, four members are appointed: one library faculty member (nonvoting), one administrator, one faculty representative from the APSCUF Article IX committee, and one student. This student is appointed by the Student Senate. Elected committee members serve three-year staggered terms, while the UWCC Chairperson serves an annual appointment through elections by the voting committee members. The primary function of the UWCC is to review all proposals for degree programs, course additions, course changes and deletions, and to make recommendations. The UWCC meets bi-monthly, typically reviewing more than 100 proposals each academic year.

At the UWCC, each proposal is also reviewed within the context of mediating any interdisciplinary issues and to ensure that the proposal is consistent with the academic mission of the University. Once approved by the UWCC, the proposal is reviewed by the administration starting with the Academic Council of Deans and Directors, which, in turn submits it to the Provost and ESU President for final approvals. Approvals are necessary at each step of the process before a course or program is finally implemented. In the case of new degree program approvals, the final authority resides with the Chancellor's Office and the Board of Governors of the PASSHE.

The aforementioned procedures clearly establish that the primary responsibility for curriculum development rests with the academic faculty within the MPH program. The public health faculty proposes program and policy changes and then shepherd the proposals through the entire review and approval process.

Figure 1.3.c.1: Curriculum Approval Process



- **1.3d** IF A COLLABORATIVE PROGRAM, DESCRIPTIONS OF ALL PARTICIPATING INSTITUTIONS AND DELINEATION OF THEIR RELATIONSHIPS TO THE PROGRAM.

The MPH program at ESU is not collaborative and therefore components 1.3d is not applicable.

- **1.3e** IF A COLLABORATIVE PROGRAM, A COPY OF THE FORMAL WRITTEN AGREEMENT THAT ESTABLISHES THE RIGHTS AND OBLIGATIONS OF THE PARTICIPATING UNIVERSITIES IN REGARD TO THE PROGRAM'S OPERATION.

The MPH program at ESU is not collaborative and therefore components 1.3e is not applicable.

- **1.3f** ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET

This criterion has been met, as the Master of Public Health Program is an integral part of East Stroudsburg University, an accredited institution of higher learning with clearly defined academic policies and procedures.

RECOMMENDATION: The MPH Program will continue to work within the organizational structures and support all the institutional accreditation efforts.

SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION FOUR: ORGANIZATION AND ADMINISTRATION

THE PROGRAM SHALL PROVIDE AN ORGANIZATIONAL SETTING CONDUCTIVE TO TEACHING AND LEARNING, RESEARCH AND SERVICE. THE ORGANIZATIONAL SETTING SHALL FACILITATE INTERDISCIPLINARY COMMUNICATION, COOPERATION AND COLLABORATION. THE ORGANIZATIONAL STRUCTURE SHALL EFFECTIVELY SUPPORT THE WORK OF THE PROGRAM'S CONSTITUENTS.

- **1.4a** *ONE OR MORE ORGANIZATIONAL CHARTS SHOWING THE ADMINISTRATIVE ORGANIZATION OF THE PROGRAM, INDICATING RELATIONSHIPS AMONG ITS COMPONENT OFFICES OR OTHER ADMINISTRATIVE UNITS AND ITS RELATIONSHIP TO HIGHER-LEVEL DEPARTMENTS, SCHOOLS AND DIVISIONS.*

- **1.4b** *DESCRIPTION OF THE ROLES AND RESPONSIBILITIES OF MAJOR UNITS IN THE ORGANIZATIONAL CHART.*

The MPH Program is part of the Department of Health Studies, which is administered by the Department Chairperson. The Chairperson reports to the Dean of the College of Health Sciences (Figure 1.4.b.1). As part of the administrative responsibilities, this Dean oversees: a) departmental budgeting processes; b) approvals of course offerings and faculty workload assignments; c) all disciplines' internal and external reviews; d) fundraising; e) faculty extramural grants; and f) various other administrative duties (e.g. student conduct issues, faculty evaluations). The Dean works closely with the Department Chairpersons from the three departments within the College of Health Sciences. These departments include the Department of Health Studies, the Nursing Department, and the Speech Pathology Department. Faculty members within these three departments comprise the Faculty of Health Professions, which has curriculum review and approval authority within the Academic Program and Course Approval Process. The Faculty of Health Professions does not review the Human Performance programs and courses and vice versa.

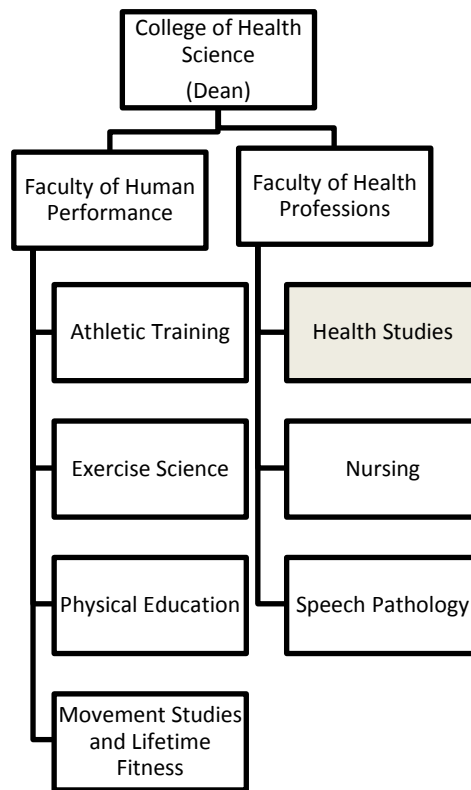


Figure 1.4.b.1: Reporting Structure

The MPH
Master of Public Health

Program is administered by the Program Director. The MPH Program Director serves as Chair of the Public Health Faculty Council (PHFC), which develops policies for the program. In addition, the MPH Program Director serves as liaison with the MPH Program Advisory Committee. The PHFC is made up of all the faculty teaching core public health coursework (Appendix 3). The Public Health Advisory Committee is made up of representatives of a variety of groups, including state and local governments, local community-based organizations, local health departments, public health consulting firms and academia. The advisory committee provides the MPH Program Director and the PHFC with feedback on the MPH program's role and function in the broader community. Finally, the MPH Program Director works closely with the Department Chairperson and sits on the Graduate Advisory Council. The Graduate Advisory Council recommends policies and initiatives to the Dean of the Graduate College, who has various responsibilities for coordinating the University's Graduate programs, including registrar-type functions, the Graduate Assistantship Program, and the Graduate work-study program. The Dean of the Graduate College serves as the spokesperson for the University's graduate programs in general, but most resources and the curricular processes for the graduate program are channeled through the Deans of the Colleges that house the Academic Departments, in the case of the MPH program, the Dean of the College of Health Science.

Within this structure, the MPH Program Director and PHFC are able to initiate the development of academic and curricular policies, develop relationships with other departments

and nurture strong relationships with local and regional agencies (e.g., supported by the MPH Advisory Council). This structure has provided the MPH program a level of shared governance that has allowed it to strengthen the program internally through its strategic plan (the program’s mission, goals and objectives, and value statement), curriculum development (the competency-based curriculum review), and research priorities and expectations for the faculty and graduate students.

➤ **1.4c DESCRIPTION OF THE MANNER IN WHICH INTERDISCIPLINARY COORDINATION, COOPERATION AND COLLABORATION ARE SUPPORTED.**

There are multiple structures and venues that support interdisciplinary coordination, cooperation and collaboration. Table 1.4.c.1 provides a description of these venues, plus some examples of coordination that have occurred through the venues.

TABLE 1.4.c.1: Interdisciplinary Coordination

Name	Description	Example
Public Health Advisory Committee	Made up of representatives of state and local governments, local community-based organizations, local health departments, public health consulting firms and academia.	<p>Lehigh Valley Hospital (LVH): PHFC and the LVH’s Graduate Medical Education Department have collaboratively trained resident physicians at LVH to obtain their PH Certificates and MPH degrees.</p> <p>The Commonwealth Medical College (TCMC): PHFC has worked with TCMC in the development of regional health needs assessment and the development of their inter-professional training program and their community-based research program.</p>
Faculty Development Resource Fund	A grant making fund that allows faculty to develop research and educational programs with faculty across departments.	Universidad de Santiago Compostela: Program faculty and students collaborated with the university in Spain on an immigration and health status research program.
Instructional Fee Fund	A grant making fund that allows faculty to obtain resources for the different educational programs.	Universidad Central del Este (UCE): Program faculty and students have participated in an eight year exchange program with the UCE’s public health program, with faculty & students traveling to the Dominican Republic at least

		once a year.
Service Learning Committee	University committee that serves as a resource for faculty interested in developing service-learning opportunities.	MPH students have served as VISTA volunteers for the committee with local nonprofit agencies .
Sponsored Research	Sponsored research encourages cross-departmental research.	Grants have allowed the ESU MPH program faculty to collaborate with the Center for Rural Health of the Pennsylvania State University and the Center for Rural Public Health Practice at the University of Pittsburgh School of Public Health .
Presidential Research Fund	A fund established by the president to fund 3-4 faculty driven research programs.	Grants have allowed faculty and students to collaborate with ESU's Art Department on a Social Marketing Initiative and a research project on the state of nonprofits working with ESU's Social Work Program .
Graduate Advisory Council	The advisory council faculty discusses and develops policies and procedures for the graduate school.	Working with other professional programs within the graduate school, the MPH Program Director advocated for policies that will allow the program to develop joint BS/MPH programs in the future.
MPH Internship Course		Pocono Alliance: Department faculty work with the alliance, which is a multidisciplinary coalition of agencies that develops funding opportunities and implements projects aimed at improving community health from an social-ecological perspective.
EMT Course Work	The Department of Health Studies maintains four progressive courses that allow students to get advanced training in emergency management services.	The Nursing Department and the Department of Health Studies collaborate to offer students from multiple programs the opportunity to certify or re-certify in CPR on a yearly basis.

➤ **1.4d IDENTIFICATION OF WRITTEN POLICIES THAT ARE ILLUSTRATIVE OF THE PROGRAM'S COMMITMENT TO FAIR AND ETHICAL DEALINGS.**

The MPH Program is composed of a core public health faculty (PHF) who are educated and experienced in the field of public health, including health education and health services administration. This faculty composition provides the degree program an academic foundation, which reflects the underlying values of public health.

Discussions of ethical behavior and values of a public health practitioner are central to various courses offered in the program. An emphasis on ethics is incorporated into course syllabi, the MPH Program Manual (in resource room) and MPH Internship Manuals (in resource room), and classroom, research and service activities. The MPH curriculum has a course entitled *Health Ethics, Policy and Law* (Hlth 553), which provides students with ethical theories and their application through case-study discussions. In addition, the required *Introduction to Research* (Hlth 570) course introduces all graduate students to ethical practices in research and the profession. As part of the MPH publishable-quality paper requirement, students must obtain the NIH Research Ethics Certification as well as complete a successful IRB application as a requirement for the course entitled *Research Problem* (Hlth 571).

The MPH Graduate Manual and the MPH Graduate Internship Manual all identify written policies on fair and ethical dealings. The SOPHE Code of Ethics, available in the MPH Program Manual, has formally been endorsed by program faculty. Violation of this code could result in student disciplinary action. The student appeal process identified in the ESU Student Handbook also provides guidance related to unprofessional and unethical conduct (available in the resource room).

The MPH Program abides by the “ESU Promise”, found in the student handbook, in the resource room and at

http://www4.esu.edu/students/enrollment_services/documents/pdf/student_handbook.pdf

EAST STROUDSBURG UNIVERSITY is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect and civility, self-restraint, concern for others, and academic integrity. By choosing to join this community, I accept the obligation to live by these common values and commit myself to the following principles:

As an ESU student . . .

- I will embrace the concept of a civil community which abhors violence, theft, and exploitation of others;*
- I will commit myself to the pursuit of knowledge with personal integrity and academic honesty;*
- I will respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the campus community;*
- I will support a culture of diversity by respecting the rights of those who differ from myself;*
- I will contribute to the development of a caring community where compassion for others and freedom of thought and expression are valued;*

- *I will honor, challenge and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow; and*
- *By endorsing these common principles, I accept a moral obligation to behave in ways that contribute to a civil campus environment and resolve to support this behavior in others. This commitment to civility is my promise to East Stroudsburg University and its community of scholars.*

Program faculty adhere to Article III “Academic Freedom”, Article IV “Fair Practices” &, Article V “Duties and Responsibilities of Faculty” found in the CBA (<http://www.apscuf.org/PDFs/Contracts/members.faculty.contract.0711.pdf>). In addition, the faculty and staff must abide by the following Human Resource Policies (http://www4.esu.edu/about/offices/human_resources/policy_procedures.cfm):

- HR-03 Confidentiality and Privacy
- HR-04 Drug and Alcohol Free Workplace
- HR-07 Workplace Anti-Violence

ESU faculty and staff undergo training on ESU’s Discrimination and Harassment & Sexual Harassment and abide by University Policies -- ESU-PO-2011-002 and ESU-PO-2011-004 (http://www4.esu.edu/about/offices/diversity_equal_opportunity/procedures/index.cfm).

Faculty research is guided by the policies and procedures established by the ESU IRB (www4.esu.edu/faculty.../institutional_review_board.../irb_manual1213.docx).

➤ **1.4e DESCRIPTION OF THE MANNER IN WHICH STUDENT GRIEVANCES AND COMPLAINTS ARE ADDRESSED, INCLUDING THE NUMBER OF GRIEVANCES AND COMPLAINTS FILED FOR EACH OF THE LAST THREE YEARS.**

The grievances and complaints of students in the MPH program at ESU are guided by Article III of “*Student Conduct Process and Regulations*” titled “*Rights and Responsibilities in the Classroom.*” According to the article, *Students are free to express their views in class. They are responsible for learning course material, but are protected from any prejudicial academic evaluation.* The article stipulates:

Students are protected against prejudice, arbitrary or capricious academic evaluation of their courses through faculty contracted responsibilities and standards of ethical and professional conduct. Students are responsible for maintaining standards of academic performances established for courses in which they are enrolled. Students alleging a prejudice, arbitrary or capricious academic evaluation may appeal directly to the faculty member involved.

Should a mutual understanding not be reached at this level, students may then appeal to the department chairperson, the academic dean of their school, and the Provost/Vice President for Academic Affairs, in that order. Students of a protected

class alleging discrimination or sexual harassment after exhausting the remedies noted above should express their concerns to the Director of Diversity & Equal Opportunity. Students with disabilities should bring their concerns to the ADA Coordinator/Learning Disabilities Specialist.

Therefore, MPH Program maintains record of grievances that have not been resolved within the Department and have progressed and have been addressed by the Dean or the Provost.

TABLE 1.4.e.1: Student Grievances

Degree program	Number of Complaints Addressed by Dean or Provost During each Academic Year		
	2009-2010	2010-2011	2011-2012
MPH	0	1	2

➤ **1.4f ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion has been met by the MPH Program and the University, as the program resides in a setting with policies and procedures that are conducive to teaching, learning, research, and service.

RECOMMENDATION: Continue efforts to emphasize ethics within the curriculum and continue to monitor the assessment of ethical knowledge and skills development of students and graduates. Staff and faculty of the University, the College of Health Sciences, the Department of Health Studies and MPH Program should continue to support and enhance a setting conducive to teaching and learning, research, and service.

SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION FIVE: GOVERNANCE

THE PROGRAM ADMINISTRATION AND FACULTY SHALL HAVE CLEARLY DEFINED RIGHTS AND RESPONSIBILITIES CONCERNING PROGRAM GOVERNANCE AND ACADEMIC POLICIES. STUDENTS SHALL, WHERE APPROPRIATE, HAVE PARTICIPATORY ROLES IN CONDUCT OF PROGRAM EVALUATION PROCEDURES, POLICY-SETTING AND DECISION-MAKING.

➤ ***1.5a DESCRIPTION OF THE PROGRAM'S GOVERNANCE AND COMMITTEE STRUCTURE AND PROCESSES, PARTICULARLY AS THEY AFFECT: GENERAL PROGRAM POLICY DEVELOPMENT PLANNING, BUDGET AND RESOURCE ALLOCATION, STUDENT RECRUITMENT, ADMISSION AND AWARD OF DEGREES, FACULTY RECRUITMENT, RETENTION, PROMOTION AND TENURE, ACADEMIC STANDARDS AND POLICIES, RESEARCH AND SERVICE EXPECTATIONS AND POLICIES***

Similar to all academic programs within the Pennsylvania System of Higher Education, ESU's MPH program is governed by the Collective Bargaining Agreement (CBA)¹ (<http://www.apscuf.com/PDFs/Contracts/members.faculty.contract.0711.pdf>) between the Pennsylvania State System of Higher Education and the State System faculty, and by the laws of Pennsylvania governing collective bargaining agreements and the 1982 law establishing the State System of Higher Education. The CBA is a comprehensive document delineating the role of faculty and administration.

In 2000, the MPH Program developed a departmental structure of governance by which program policy and administrative decisions are initiated by a permanent standing committee of the Department of Health Studies (herein "the Department"), and the Public Health Faculty Council (PHFC). The PHFC was established based on the recommendations of the 1999 CEPH site-visit team and is composed of the core public health faculty and chaired by the MPH Program Director. The PHFC is responsible for the following: (Bylaws located in Appendix 3)

- 1) assessing and evaluating program and curricular development;
- 2) initiating curricular changes for the programs;
- 3) establishing scholarship expectations of the faculty;
- 4) coordinating strategic marketing of the programs;
- 5) approving budget expenditures of the MPH budget;
- 6) setting research policy for the graduate program;
- 7) developing continuing education programs; and
- 8) reporting back to the Department of Health Studies as a whole on policy recommendations

¹ According to the CBA, faculty at the department level -- the Department of Health Studies in the case of the MPH Program-- have primary responsibility for implementing academic policies, including tri-annual election of the department chair, approval of appointments of all faculty to the Department, annual evaluation of non-tenured faculty, and intermittent evaluation of tenured faculty. Department faculty also initiate curriculum changes, additions and modifications, subject to approval of a university-wide faculty committee, the University Administration and in some cases, the State System governing board. The State System of Higher Education in a side letter agreement, which is part of the current CBA, recognized and accepted the role of faculty at ESU in curriculum development, approval and implementation. The role of faculty in granting tenure, promotion, and sabbatical leaves is clarified in local agreements that supplement the CBA.

The MPH Program Director works with the Dean of Graduate College and the Department Chairperson, who acts as the Department's primary administrator. The MPH Program Director administers the program according to the academic policies developed by the PHFC and approved by the faculty within the Department. The MPH Program Director's responsibilities, detailed in Appendix 4, are reviewed annually as part of the process of approving extra contractual course release time. The following are descriptions of the specific decision-making processes used for the MPH Program:

General Program Policy: The PHFC is responsible for recommending MPH program policies to the Department faculty. These may include enrollment procedures, scholarship level expected from the PHFC, and viability of internship sites. The MPH Program Director, representing the PHFC, provides recommendations to the Department for final approval.

Planning: The PHFC is responsible for proposing the MPH Program's plan to the Department after undergoing the monitoring and planning process described in Section 1.2. The PHFC carried out an initial strategic planning process in Spring 2001 and a second strategic planning process in Summer 2003, at which time the mission, goals and objectives of the MPH program were linked to the emerging public health competencies. This Summer 2003 process resulted in a new plan that was presented to and approved by the Department in Fall 2003. This current strategic plan has since had some minor revisions, but the PHFC still views the plan as applicable to the MPH.

Budget and Resource Allocation: The Department Chair administers the specific Department budget considering needs and priorities, usually after consulting with faculty. As described in Section 1.6 (Resources), beginning in 2001, the Dean of the College of Health Sciences, Dr. Mark Kilker, decentralized discretionary funds down to the departmental level. As a result, the MPH program received a line item within the Department's internal budget that represented approximately 20% of the overall departmental budget. This line item is expended at the discretion of the MPH Program Director after consultation with the PHFC and the approval of the Department Chairperson. Many of the Departmental expenses, such as copying and telephones are centralized at the University level and not charged back to faculty or the Department. The principal investigators for research projects administer their project budgets when external funding is involved and the Department receives 30% of the total indirect costs back for discretionary use in the promotion of research and scholarship.

Student Recruitment, Admission and Award of Degrees: The University Graduate Council recommends overall University Graduate policy for student recruitment, admission and award of degrees; the MPH Program Director represents the MPH program on the Graduate Council. The MPH Program Director, in consultation with the PHFC, coordinates most marketing and student recruitment efforts for the program. The PHFC recommends standards for student admission, and since its inception, the MPH program has had more rigid admission requirements than those required for other graduate programs within the University. The MPH Program Director and PHFC manage the admission standards and degree completion policies

and processes for the MPH program. This includes recommendations for awarding Graduate Assistantships.

Faculty Recruitment: After a faculty search is approved by the University President, faculty recruitment is primarily guided by the Department as described in the CBA and in compliance with the University social equity policy. The Department Faculty appoint a Search Committee, which, in turn, recommends a given applicant for faculty appointment in the Department. The CBA gives primary responsibility to the Department faculty, as appointment must normally then be approved by a majority of full-time tenured and tenure-track faculty. Once an applicant is recommended by the Search Committee and approved by the Department faculty, the recommendation is forwarded to the Dean and Provost for approval before being given to the University President for final approval.

Faculty Retention, Promotion and Tenure: Faculty retention, promotion, and tenure are primarily governed by the CBA and by the University Tenure and Promotion Policies (http://www4.esu.edu/about/administration/provost/tenure_promotion.cfm). The Department Evaluation Committee and the Department Chairperson have primary contractual responsibility for evaluating faculty for retention, promotion, and tenure. Retention involves a review and recommendation from the Department Evaluation Committee, followed by a review and recommendation by the Department Chairperson. Retention reviews are then submitted to the University-Wide Promotion and/or Tenure Committee. The University Committees forward their recommendations to the President.

Academic Standards and Policies: The CBA establishes the University-wide Curriculum Committee (composed of faculty and administrators) as the University decision-making body for academic standards and policies. Since the inception of the PHFC, all MPH curriculum decisions are initiated at the Council level and proposed to the Department faculty. After departmental review and approval at regular meetings of the department, the curricular proposal is first reviewed by the Faculty of Health Sciences and then by the University-wide Curriculum Committee. Throughout the process, the MPH Program Director, in coordination with the Department Chairperson, is primarily responsible for guiding the curricular proposal through the system.

Research & Service Expectations: Research and service expectations are primarily governed by the CBA and by the University tenure and promotion policies that were adopted by the University faculty. The policies provide a broad interpretation of both scholarship and service. Scholarship includes a broad range of creative and research endeavors. Service includes service to the University through the various committees and governance structures, as well as to academic disciplines and to the community through professionally-related activities. The promotion policy stipulates that scholarship and service will each be weighted 20% in the promotion review process, while teaching is weighted 60%. In addition to the CBA guidelines, the PHFC has established recommended levels of scholarship for the core Public Health Faculty that exceed those established by the CBA, such as the amount of extramural funding to

be received over every three years, and at least two peer-reviewed articles or book chapters published every three years.

- **1.5b A COPY OF THE CONSTITUTION, BYLAWS OR OTHER POLICY DOCUMENT THAT DETERMINES THE RIGHTS AND OBLIGATIONS OF ADMINISTRATORS, FACULTY AND STUDENTS IN GOVERNANCE OF THE PROGRAM.**

The rights and obligations of administrators, faculty and students in governance of the program is governed by the Collective Bargaining Agreement (CBA) (<http://www.apscuf.com/PDFs/Contracts/members.faculty.contract.0711.pdf>) between the Pennsylvania State System of Higher Education and the State System faculty, and by the laws of Pennsylvania governing collective bargaining agreements and the 1982 law establishing the State System of Higher Education.

- **1.5c A LIST OF STANDING AND IMPORTANT AD HOC COMMITTEES, WITH A STATEMENT OF CHARGE, COMPOSITION, AND CURRENT MEMBERSHIP FOR EACH.**

TABLE 1.5.c.1 Standing and Ad Hoc Committees and Faculty Membership

Committee Name	Type	Charge	Composition	Current Membership
Public Health Faculty Council	Permanent	Asses evaluates program initiates curricular changes, establishes scholarship expectations coordinates marketing, approves budget expenditures of the MPH budget, sets research policy for the MPH program, and reports back to the health department as a whole on policy recommendations	Core public health faculty	Drs. Steven Godin (chair), Adenike Bitto, Alberto Cardelle, Amar Kanekar, and Steven Shive.
Public Health Advisory Committee	Permanent	Provide input regarding how to improve the MPH Program's performance within: a) research and services in addressing the needs of the different constituencies and b) teaching and training needs in the regional public health infrastructure including responding to the needs of the public health workforce	Important stakeholders throughout the northeast and south central region of Pennsylvania and includes New Jersey	See section 1.2
Student Recognition Committee	Permanent	Recognizes student achievement by selecting graduate student of the year.	Department Faculty	Prof. Brecht, Prof. O'Merle and Dr. Bitto
Faculty search Committees	Ad Hoc	Coordinates recruitment and recommend candidate	Department Faculty	NA
Faculty Evaluation Committees	Ad Hoc	Coordinate the review of the material of the candidates for promotion, tenure and	Department Faculty	NA

		continuation and makes recommendations.		
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➤ **1.5d IDENTIFICATION OF PROGRAM FACULTY WHO HOLD MEMBERSHIP ON UNIVERSITY COMMITTEES, THROUGH WHICH FACULTY CONTRIBUTE TO THE ACTIVITIES OF THE UNIVERSITY.**

Tables 1.5d.1 and 1.5d.2 provide a list of committees in which the core PHF and other Department of Health Studies faculty² participate; thereby influencing University governance.

TABLE 1.5.d.1: MPH Program Faculty's² ESU Committee Participation

ADENIKE C. BITTO, M.B.B.S., M.P.H., Dr.PH, MCHES

Date	Committee Name	Activity	Committee Type
2004-Present	UnionHealth and Wellness	Chair	University
2000-Present	Public Health Faculty Council	Member	Departmental
1998-Present	APSCUF Wellness Committee	Member	University
2006-2008	University-wide Promotion	Member	University
2006-2008	University-wide Curriculum	Member	University

ALBERTO J.F. CARDELLE, Ph.D., M.P.H.

Date	Committee Name	Activity	Committee Type
2010-Present	University Strategic Plan Implementation Team	Co-Chair	University
2010-Present	University-wide Promotion Committee	Co-Chair	University
2010-Present	University-Wide Curriculum Committee	Member	University
2002-Present	MPH Continuing Education and Advisory Committee	Member	Departmental
2000-Present	Public Health Faculty Council	Member	Departmental
2006-2009	University Senate	Representative	University
2006-2009	University Senate Research Committee	Chair	University
2006-2009	Institutional Review Board	Member	University
2006-2009	Faculty Diversity Taskforce	Chair	University
2006-2009	President's Commission on Racial and Ethnic Diversity	Member	University
2006-2009	Middle States Steering Committee	Member	University

² Listing only faculty members who teach coursework within the MPH Program.

ALBERTO J.F. CARDELLE, Ph.D., M.P.H.

Date	Committee Name	Activity	Committee Type
2005-2006	Provost Search Committee	Member	University
2004-2006	Legislative Chair for Faculty Union	Member	University

STEVEN W. GODIN, Ph.D., M.P.H., PHI Certificate

Date	Committee Name	Activity	Committee Type
2005-present	Departmental Evaluation Committee	Chair/Member	Departmental
2009-Present	ESU Graduate Advisory Council	Member	University
2007-Present	MPH Program	Director	Departmental
2002-Present	MPH Continuing Education and Advisory Committee	Member/Chair	Departmental
2000-Present	Public Health Faculty Council	Member/Chair	Departmental
2007-2010	ESU Faculty Senate	Representative	University
2006-2010	ESU Coalition for the Prevention of Alcohol Abuse	Member	University
2007-2009	Faculty Search Committee for Department of Health Studies, ESU	Chair	Departmental

AMAR KANEKAR, Ph.D., MPH, CPH, MCHES

Date	Committee Name	Activity	Committee Type
2011-2012	Sigma Xi Scientific Research Society	Reviewer	University
2011-2012	Judge at Sigma Xi Research Forum	Reviewer	University
2010-2012	Library Committee	Liaison	University
2010-2012	University-Wide Assessment Committee	Member	University
2010-2012	Sabbatical Leave Committee	Member	University
2010-2012	Communication Task Force Committee	Member	University
2009-2011	Advising Community Health Majors	Faculty Advisor	Department
2009-2012	MPH Continuing Education and Advisory Committee	Member	Departmental
2009-2012	Public Health Faculty Council	Member	Departmental

STEVEN SHIVE, Ph.D., M.P.H., M.T.S., M.A., CHES

Date	Committee Name	Activity	Committee Type
2009-Present	Undergraduate Program in Community Health Education	Coordinator	University
2003-Present	Eta Sigma Gamma National Professional Health Education Honorary	Adviser	Departmental
2009-Present	Committee for Excellence in Teaching & Learning; Distance Education Subcommittee	Member	University
2003-Present	MPH Continuing Education and Advisory Committee	Member/Chair	Departmental
2003-Present	Public Health Faculty Council	Member/Chair	Departmental
2005-2012	Departmental Evaluation Committee	Chair/Member	Departmental
2009-2010	President's Research Fund Review Committee	Member	University
2007-2009	Faculty Search Committee for Department of Health Studies, ESU	Member	Departmental
2003-2009	ESU Coalition for the Prevention of Alcohol Abuse	Chair	University

TABLE 1.5.d.2: Additional Department Faculty Committee Participation

CHRISTINA BRECHT, M.P.H., RD

Date	Committee Name	Activity	Committee Type
2003-Present	Student Scholarship and Award Committee	Chair	Departmental
1998-Present	Wellness Committee	Member	University

KATHLEEN S. HILLMAN, Ph.D., M.P.H., CHES

Date	Committee Name	Activity	Committee Type
1997-Present	NCATE, Conceptual Framework Committee	Member	University
1997-Present	NCATE Subcommittee on Learner and Learning Environment	Member	University
1999-Present	NCATE Task Force IV: Professional Education	Member	University
1997-Present	Joint APSCUF and Administration	Chair/Member	University

KATHLEEN S. HILLMAN, Ph.D., M.P.H., CHES

Date	Committee Name	Activity	Committee Type
	Committee for Student Retention		
1996-Present	Teaching and Learning Center Advisory Committee	Member	University
1995-Present	Gerontology Committee, East Stroudsburg University	Member	University
1997-Present	AAHE/NCATE, Department of Health Studies Self-Study Committee	Member	Department

➤ **1.5e DESCRIPTION OF STUDENT ROLES IN GOVERNANCE, INCLUDING ANY FORMAL STUDENT ORGANIZATIONS AND STUDENT ROLES IN EVALUATION OF PROGRAM FUNCTIONING.**

Student Participation in Program Governance

MPH student participation in program governance is highly valued and encouraged by the MPH Program Director and the PHFC. Every academic year, students nominate students for 'Student Liaison to the PHFC.' If there is more than one candidate a vote occurs among the MPH student body to elect their liaison. While not a voting member, the Student Liaison is frequently invited to meetings and encouraged to bring student issues and concerns to the attention of the core faculty, as well as to convey to the students the processes and decisions that are made within the PHFC.

In addition, a public health program orientation is held at the beginning of every semester during early evening hours in order to facilitate students' assimilation into the MPH Program. At that time, students and faculty are invited to discuss specific issues critical to the program. In the past, issues discussed have included graduation requirements, public health competencies, and internship/ employment opportunities. Additional student meetings are called when students or faculty request opportunities for increased dialogue on specific issues or concerns. For example, a recent meeting with MPH students and the MPH Program Director was called to answer questions about the publishable paper requirement and the how the paper is reviewed by the faculty. The PHFC has instituted a 'MPH Mentoring Program' where second year MPH students take on an informal advising role of incoming first year students. These mentors help students with registration issues, course sequencing, as well as educating students new to the area about the community (i.e., places to eat; shop, etc.). Finally, students are encouraged to bring issues and concerns to the faculty as they arise. Students also take an active role in writing for and editing the MPH Program Newsletter to ensure that the student "voice" is communicated to the larger group of MPH Program stakeholders (copies in resource room).

To increase the opportunities for graduate student integration of public health theory and concepts and research and service, the Community Health Organization (CHO) was established

in 2005 as a service learning club housed in the Department of Health Studies. CHO, recognized and registered within the ESU Student Activity Office, is open to any student on campus interested in public health. The primary mission of CHO is to provide students opportunities to engage in public health initiatives on and off campus. For on-campus initiatives, CHO members have a history of writing grant proposals and receiving funding to improve campus health.

Eta Sigma Gamma is an honorary society for students in the MPH Program. Eta Sigma Gamma furthers the professional competence and dedication of individual members in the health science/health education discipline.

Another opportunity for students to participate in governance is through a Facebook group called *'The New ESU Public Health Students and Alumni Group'*, which was stated in 2010 by the MPH Program Director. This social media venue provides current events information and regional job postings in public health. As of May 2012, group membership counted at 162 members.

Lastly, as indicated in greater detail in Section 1.2, additional student input on evaluation is collected through: a) annual course evaluations, b) bi-annual student surveys, c) continuous student assessments, d) semi-annual exit interviews, and e) annual MPH student nominal group processes.

➤ **1.5f ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met. The numerous and continuous meetings of the core public health faculty has considerably strengthened the MPH governance structure. As the body responsible for developing policies for the program, the PHFC gives the public health faculty, acting through Departmental governance structures dictated by the CBA, significant jurisdiction over policies affecting the MPH program. While major resources involving facilities or faculty lines are allocated and expended at the discretion of the President, the allocation of certain program funds is at the discretion of the MPH faculty. In addition, there are various venues through which students play a role in governance.

RECOMMENDATION: The program has progressed significantly and has an established formal process by which student input is received. However this needs continued strengthening in order to address structural transience of some students.

SECTION 1 – THE PUBLIC HEALTH PROGRAM

CRITERION SIX: RESOURCES

THE PROGRAM SHALL HAVE RESOURCES ADEQUATE TO FULFILL ITS STATED MISSION AND GOALS, AND ITS INSTRUCTIONAL, RESEARCH AND SERVICE OBJECTIVES.

- **1.6a A DESCRIPTION OF THE BUDGETARY AND ALLOCATION PROCESSES, SUFFICIENT TO UNDERSTAND ALL SOURCES OF FUNDS THAT SUPPORT THE TEACHING, RESEARCH AND SERVICE ACTIVITIES OF THE PROGRAM.**

The primary sources of funding for the University and the MPH Program are the Pennsylvania State System of Higher Education (PASSHE) with an additional allocation from the state legislature and the University through student tuition and fees. Additional margin funding comes from research and training grants and private grants and gifts.

Education and General (E&G) Fund

The E&G is the University's general fund composed of state appropriations, tuition, and some mandatory student fees. The E&G subprograms include all the operational costs of instruction, academic support, student services, institutional support, operation and maintenance of physical plants and some research.

PASSHE funding in 2005 represented 28% of the University budget; however, in 2012-2013, the allocation is expected to fall below 24%. These funds are appropriated by the Pennsylvania General Assembly through the State's annual budgetary process followed by allocation to each of the 14 state system schools within PASSHE. From 2005 to 2010, the process for distribution to the universities within PASSHE involved an allocation based on an attainment of State mandated *Performance Indicators* having to do with credit production and, to a much smaller extent (15% of the allocation), the size of the physical plant. Since 2010, those initial performance indicators have been suspended and PASSHE has allowed the universities to replace those system-wide indicators with its own university-specific performance indicators. These new indicators are now used as a mechanism to allocate 3% of the state funds. Some of the new standards include: a) graduation rates; b) 2nd- and 4th-year retention rates; c) recruitment and retention of minority students and faculty; and d) student learning measures. As with many public institutions of higher education, the PASSHE has experienced significant declines in state support. After an initial proposal by the Commonwealth's Governor to decrease support by 50%, the Commonwealth allocation was decreased by 18% in the fiscal year 2011-2012. For 2012-2013, the Governor had proposed another 20% reduction; however, the State General Assembly kept PASSHE at level funding for fiscal year 2012 (although the level funding represents a 4-5% reduction from the previous year).

The University receives its funding through the recovery of tuition and fees, which represents 70% of its overall operating costs. Major capital expenditures (e.g., new buildings or major renovation of older buildings) are not covered by these revenues; instead, these require special appropriation by the General Assembly of the Commonwealth of Pennsylvania. This process requires support and prioritization from the President of the University, the Chancellor of PASSHE, and the Governor of the Commonwealth. The most recent examples of these are allocations to build the Warren and Sandra Hoeffner Science and Technology Center, the

Innovation Center, The Monroe Hall academic building, and three new dormitory buildings along with a new recreation center.

Technology Fee

The PASSHE Technology Fee was created to acquire, install, and maintain up-to-date and emerging technologies for the purpose of enhancing student-learning outcomes. All hardware, software, databases, and other capital equipment procured with these revenues are strictly limited to clearly articulated learning experiences for students.

Instructional Fee

Instructional Fees may be used to support general instructional operations and academic facilities needs. These fees may be used to cover unusual costs of certain special programs and/or operational and equipment needs.

Graduate Assistant Fund

ESU's graduate assistantships (GAs) are based on merit and not financial need. These are awarded to improve the quality and scope of the graduate program, by using them to attract high quality students to ESU's graduate programs, as well as expanding the opportunities for residents to obtain a graduate education. Graduate assistantships are awarded to departments based on departmental enrollment.

GAs provide monetary compensation for full-time graduate students ranging from \$2,502 (part-time 10 hour/week GA appointment) to \$5,004 (full-time 20 hour/week GA appointment) for the academic year, plus a partial waiver (50%) of basic tuition (in-state rates) for part-time graduate assistants and a full waiver of basic tuition (in-state rates) for full-time graduate assistants. GAs may be renewed with the recommendation of the awarding department and approval of the Graduate Dean for a maximum of four semester terms. GAs may be renewed during the summer term but this term counts toward the maximum of four terms.

East Stroudsburg University's Frederick Douglass Institute Scholarships

The Frederick Douglass Institute awards GAs to persons from underrepresented groups who demonstrate potential for leadership and the ability to promote unity in a civil society. Frederick Douglass Institute Scholars typically demonstrate a record of community leadership, social involvement and commitment to education. Frederick Douglass Institute Scholars are placed with various administrators and academic departments and are provided the opportunity to enhance their leadership skills during their tenure at ESU.

Faculty Development and Research Fund

The PASSHE Faculty Professional Development Council was established by the PASSHE Board of Governors to encourage continuous attention to the professional growth and development of System faculty as teaching scholars. The Council has addressed a wide range of faculty interests, needs, and talents, and provides professional development opportunities for faculty at all levels and in all disciplines and professional fields.

Grant Indirect Funds

The indirect cost rate for grants varies from 8%-18% for state and foundation grants to 46% for federal grants. The University policy is that the principal investigator's department recovers 30% of the overall ESU indirect cost rate. The department allocates 10% of that recovered amount to support student travel to professional conferences and the remaining amount is spent at the discretion of the PI.

Extended Learning

The extended learning program at ESU is a University category for costs associated with "for credit" courses that are offered during non-traditional hours (after 4:00 p.m.) in excess of normal faculty teaching loads. This budget category and the resource allocation process are primarily designed to meet the needs of non-traditional undergraduate students. However, since the last self-study, the Department has increasingly used this revenue fund to offer off-campus graduate public health courses in our Public Health Certificate Program³.

Federal Student Financial Aid

In the form of federal work-study, support is provided to the Department for funding undergraduate students to assist in clerical support through college work-study.

Instructional Support Field placement office

Faculty are reimbursed for travel to supervise students in the field.

- **1.6b A CLEARLY FORMULATED PROGRAM BUDGET STATEMENT, SHOWING SOURCES OF ALL AVAILABLE FUNDS AND EXPENDITURES BY MAJOR CATEGORIES, SINCE THE LAST ACCREDITATION VISIT OR FOR THE LAST FIVE YEARS, WHICH IS LONGER.**

Despite the reduction in funding at the System level, the MPH Program has been able to maintain level funding from its available resources over the last five years. Table 1.6.b.1 below presents a program budget with all the revenues received by the Department of Health Studies as well as the expense summary of those items that are directly allocated to the MPH program under the University's current accounting processes.

³ The Public Health Certificate Program is a component of our workforce development effort and is described in detail in Section 3.3.

TABLE 1.6.b.1: Sources of Funds and Expenditures by Major Category

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013*
University E&G^a Faculty and staff salaries	\$1,013,623	\$1,105,249	\$1,188,523	\$1,187,396	\$1,163,450	\$1,128,450	\$1,103,450
Departmental E&G Operations	\$21,312	\$21,348	\$21,428	\$21,220	\$15,529	\$15,529	\$15,529
Graduate College E&G Graduate Assistant Program	\$16,500	\$21,000	\$28,000	\$28,000	\$35,000	\$28,000	\$32,000
Deans E&G Student Travel	\$1,000	\$1,000	\$2,200	\$1,200	\$1,200	\$1,500	\$1,000
Dean E&G Self-study Support	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500
Performance Funding Provost Accreditation Support	\$1,500	\$2,500	\$2,500	\$2,500	\$2,500	\$3,000	\$10,000
Student Financial Aid	\$1,341	\$1,497	\$1,497	\$1,300	\$1,500	\$1,000	\$1,000
FDR^p Faculty travel	\$4,000	\$5,994	\$6,000	\$8,000	\$6,000	\$7,000	\$5,000
Grant Indirect Funds	\$3,838	\$783	\$1,343	\$4,056	\$7,908	\$1,200	\$2,800
Instructional Fee	\$9,400	\$8,000	\$8,773	\$10,345	\$9,941	\$9,000	\$9,000
Technology Fee	\$0	\$0	\$0	\$27,000	\$0	\$0	\$0
Instructional support - field placement office	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000
E&G and tuition recovery Extended Learning			\$18,000	\$18,000	\$30,000	\$65,000	\$85,000
Training Grant	NA	NA	NA	NA	NA	NA	\$29,200
TOTAL budget	\$1,072,514	\$1,167,371	\$1,278,264	\$1,309,017	\$1,278,028	\$1,264,679	\$1,300,479

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013*
<u>Personnel</u>							
• Salaries & Benefits (34%)	\$272,647	\$271,181	\$304,008	\$316,202	\$309,364	\$297,464	\$294,064
• Overload	\$16,794	\$17,557	\$18,586	\$17,289	\$25,474	\$15,000	\$10,000
• Summer Pay	\$39,606	\$35,681	\$26,621	\$19,336	\$40,008	\$13,240	\$13,240
• Continuing Education Faculty	\$15,585	\$17,366	\$20,882	\$16,888	\$20,727	\$0	\$46,700
Personnel Total	\$344,632	\$341,785	\$370,098	\$369,715	\$395,573	\$325,704	\$364,004
<u>Operations</u>							
• Printing	\$388	\$232	\$179	\$640	\$243	\$326	\$300
• Memberships and Accreditations	\$2,400	\$2,750	\$2,750	\$2,750	\$3,645	\$3,050	\$10,000
• MPH Travel for faculty and students	\$8,778	\$9,873	\$10,411	\$8,387	\$8,290	\$8,018	\$4,000
• Professional Services (repair, food, other)	\$556	\$625	\$1107	\$1069	\$796	\$974	\$900
• Office Supplies	\$1,239	\$940	\$759	\$1,323	\$996	\$3,214	\$3000
• Educational Supplies	\$2,961	\$1,778	\$2,029	\$3,153	\$2,996	\$2500	\$3000
• MPH Line Item	\$1,852	\$1,811	\$3,217	\$3,612	\$3,652	\$2500	\$2500
Operations Total	\$18,174	\$18,010	\$20,452	\$20,934	\$20,619	\$20,582	\$23,700

*Estimated

TOTAL expenses	\$362,806	\$359,795	\$390,550	\$390,649	\$416,192		
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Expense Budget Notes for Table 1.6.b.2

Personnel Calculations include salary plus approximate benefits, faculty, staff and graduate assistants shared by multiple programs prorated to MPH faculty FTE calculations (see Appendix 5). For the MPH coordinator, six credits of release time is based on a teaching load of 24 credits per academic year. Only 25% (of a 24 credit load) of the Chairperson's, release time is attributed to the MPH.

Travel is based on conference travel for faculty and students and internship supervision travel for MPH faculty, plus an estimated annual \$3,000 allocation obtained from instructional fee monies, which are used to fund student travel to the Dominican Republic for a student exchange program.

Printing represents printing fees paid out of the Department budget for degree program brochures and flyers and newsletters. The bulk of printing charges are not charged back to the Department.

General departmental use of University resources such as postage and phones are technically charged back to the Department but our departmental budget was increased to cover the costs.

- ***1.6c IF THE PROGRAM IS A COLLABORATIVE ONE SPONSORED BY TWO OR MORE UNIVERSITIES, THE BUDGET STATEMENT MUST MAKE CLEAR THE FINANCIAL CONTRIBUTIONS OF EACH SPONSORING UNIVERSITY TO THE OVERALL PROGRAM BUDGET.***

The ESU MPH program is not a collaboration program with other universities.

- ***1.6d A CONCISE STATEMENT OR CHART CONCERNING THE NUMBER (HEADCOUNT) OF CORE FACULTY EMPLOYED BY THE PROGRAM AS OF FALL FOR EACH OF THE LAST THREE YEARS.***

The MPH Program has 6.5 faculty who teach the MPH courses, housed in the Department of Health Studies.

- ***1.6e A TABLE SHOWING FACULTY, STUDENTS, AND STUDENT/FACULTY RATIOS, ORGANIZED BY SPECIALTY AREA, FOR EACH OF THE LAST THREE YEARS.***

The MPH Program calculates the faculty fulltime equivalents (FTEs) by determining the proportion of faculty FTE devoted to MPH teaching, administration or advisement plus the time devoted to research and service dedicated to public health (the specific faculty FTE calculations are provided in Appendix 5). The program calculates student FTEs using the University approach which uses 18 credits per year as the equivalent of one full-time graduate student. The results of this calculation and the resulting student-faculty ratios are provided in Table 1.6.e.1. The calculations are for the academic years 2009, 2010 and 2011 and use 'fall freeze data'.

TABLE 1.6.e.1: Faculty, Students, and Student/Faculty Ratios for the MPH Program

<i>Fall</i>	<i>HC Core Faculty</i>	<i>FTEF Core</i>	<i>HC Other Faculty</i>	<i>FTEF Other</i>	<i>HC Total Faculty</i>	<i>FTE Total</i>	<i>HC Student</i>	<i>FTE Student</i>	<i>SFR by Core FTEF</i>	<i>SFR by Total FTEF</i>
2009	5	2.92	1.5	0.3	6.5	3.22	41	31.5	10.78	9.78
2010	5	2.92	1.5	0.3	6.5	3.22	35	25.5	8.73	7.91
2011	5	2.91	1.5	0.31	6.5	3.22	32	24	8.24	7.45

The student-to-faculty ratio (SFR) for the MPH Program averaged 8.4 students per given faculty member. When comparing this figure to our previous ratio of 9.6 students per faculty member in 2003-2004, our MPH Program has been able to maintain its commitment to providing public health training to its graduate students with a low student/faculty ratio.

➤ **1.6f A CONCISE STATEMENT OR CHART CONCERNING THE AVAILABILITY OF OTHER PERSONNEL (ADMINISTRATION AND STAFF).**

Staff

The MPH Program utilizes approximately 34% of the Department secretary's time and approximately the same percentage of the time of two to three college work-study students who each perform 10 hours a week of clerical work. The secretary is assigned 100% to the Department of Health Studies from the University's E&G budget.

Each MPH program faculty is assigned one graduate assistant (5 hours per week and funded by the Graduate College's E&G) per semester to assist with research, service and curriculum development. Over the last seven years, the MPH Program Director has been assigned a Graduate Assistant (20 hours per week) to assist with MPH coordination. Faculty award additional graduate assistants and pay hourly wages for research-related tasks (i.e., data collection/entry) through grant and contract awards that have been received.

Administration

The MPH coordinator receives six credits of Release Time out a teaching load of 24 credits. The Department Chairperson applies 25% of his assigned release (12 credits of a base of 24) to the MPH program.

➤ **1.6g A CONCISE STATEMENT OR CHART CONCERNING AMOUNT OF SPACE AVAILABLE TO THE PROGRAM BY PURPOSE (OFFICES, CLASSROOMS, COMMON SPACE FOR STUDENT USE, ETC.), BY PROGRAM AND LOCATION.**

The MPH program is housed in the DeNike Center for Human Services, which was completely refurbished and opened in 1998. The Department has offices for 10 faculty members, as well as room for clerical staff, graduate assistants and part-time faculty. The Department has two “smart” classrooms assigned to it, and shares a third classroom with two other departments. The MPH Program also utilizes a general-use room as a laboratory area dedicated to health studies courses and a large conference room. The Graduate Assistants have two private large offices with five updated computers. The secretary and work study students share two large office areas. All faculty members have private offices with desktop computers, most with high ceilings and large windows. Over the last 2 years part-time faculty members have either had their own offices or had a their own desk in a shared office area.

➤ **1.6h A CONCISE STATEMENT OR FLOOR PLAN CONCERNING LABORATORY SPACE, INCLUDING KIND, QUANTITY AND SPECIAL FEATURES OR SPECIAL EQUIPMENT.**

The only laboratory space the Department uses is a general use room that is primarily used for emergency medicine courses.

➤ **1.6i A CONCISE STATEMENT CONCERNING THE AMOUNT, LOCATION AND TYPES OF COMPUTER FACILITIES AND RESOURCES FOR STUDENTS, FACULTY, ADMINISTRATION AND STAFF.**

Computer facilities for the MPH program are outstanding. In addition to computers assigned to faculty and graduate assistants, the DeNike Building houses a computer lab with 20 computers (updated in 2011), a high capacity printer and a scanner, which is shared by three departments. Each classroom, including the computer lab, is equipped with a custom-installed projection television, computer workstation, wireless to wired converter for projection TV control, custom-made control panel, audio for computer and DVD/VCR interface into a projection TV. DeNike also includes one classroom with a Pictoretel unit for videoconferencing, including fiber optics for on- and off-campus distance communication.

Maintenance and upgrades of instructional equipment are financed through the instructional fee fund, a fund from student fees that the University’s Council of Trustees and the Central Administration who remain committed through upgrades and technical support. The University’s Department of Instructional Resources is completing a three-year equipment update project (2009-2012) that will update all computers and projectors in the DeNike building at a cost of \$27,000.

The instructional equipment fee has also provided major resources specifically for the MPH Program and the Department of Health Studies. Between academic years 2007 and 2012 (inclusive), the Department received more than \$50,000 from these funds. This funding facilitated the purchase of new computers for each full-time faculty member. Additionally, the

instructional fee has allowed the MPH Program access to laptops and portable LCS projectors for off-campus activities, two digital cameras for use in program courses and research projects, a digital video camera and Apple I-pads for the faculty.

The MPH Program also benefits from ESU's Computing Center and computer-supported learning programs. The Computing Center is organized into four major functional areas: 1) user support group for academics; 2) research and extra-university activities; 3) technical support for development and monitoring of administrative support systems; and 4) support for software conversions. The Operation Support Group schedules processing activities, services academic and administrative requests, and monitors and allocates computer equipment and resources.

Academic computers and the computer network are available 24 hours a day. Access to Internet via the PASSHE data network is provided and is available to anyone on the ESU Academic Network. Additionally, many software tools are available within the DeNike Building. In addition to the Microsoft Office packages, faculty and students have access to SAS, SPSS, Epi-Info, ArcView mapping software, various survey software, policy-analysis software, and foundation databases.

➤ ***1.6j A CONCISE STATEMENT OF LIBRARY/INFORMATION RESOURCES AVAILABLE FOR PROGRAM USE, INCLUDING DESCRIPTION OF LIBRARY CAPABILITIES IN PROVIDING DIGITAL (ELECTRONIC) CONTENT, ACCESS MECHANISMS AND GUIDANCE IN USING THEM, AND DOCUMENT DELIVERY SERVICES.***

The library resources available to faculty and students continue to be acceptable since the last self-study. In addition to Kemp Library on campus, students have access to the Pocono Medical Center Library and have free access to libraries at surrounding universities, including Lehigh University, Moravian College, Lafayette College, Kings College, Wilkes College, Marywood University, Kutztown University, Rutgers University, and all major universities in the Philadelphia and New York City area.

The ESU's Kemp Library has a balanced and carefully selected collection of some 361,410 books, 106,214 periodical back files, subscriptions and licenses to over 28,600 print and electronic periodicals, and access to 70 online full-text and bibliographic databases. The library also holds over 91,600 government documents, more than 1.4 million microform items, several print abstracts, indexes, and maps, and provides access to online government documents. The Library maintains electronic reserves for items requested by instructors for the use of ESU students and offers laptop loans to students, faculty, and staff for use within the library.

Kemp Library's homepage is the library's main portal, providing information on and access to the materials available to Kemp users and to invaluable services such as interlibrary loans, courtesy cards for non-ESU users, literacy-oriented library instruction sessions, lectures, workshops, and tours. Policies and procedures governing circulation and reference services, book requisition requests, placement and access to materials on reserve, as well as information on library hours and whom to see for specific services, can all be found on the library's website

After the 1999 CEPH site visit, ESU's Kemp Library significantly increased the availability of public health journals. Students using either bound journals or full-text electronic journals now have access to more than 700 health-related titles. They include key journals such as "American Journal of Health Promotion," "The American Journal of Public Health," "Journal of Public Health Management and Practice," "Health Affairs," "Health Promotion Practice," and "Health Services Research". In addition to the electronic and bound journals, students and faculty have access to any journal through the inter-library loan process.

A wide range of other services are also available to students through the library. ESU's reference librarians provide many services to support department efforts (e.g., educational sessions for classes organized around specific themes to support student research efforts). Librarians have compiled and continue to update holdings and reference material lists for students in MPH classes. Short class meetings, held at the library, are dedicated to having the librarian review these materials and do hands-on work with the students who need assistance (e.g., preparing materials for computer searches). Classes that frequently use this service include: "Introduction to Research," "Scientific Foundations of Health Behavior," "Health Education Evaluation," and "Public Health Administration." In addition, the librarians perform personal computer searches on a cost-per-use basis. These services have vastly improved the ability of students to expand their literature search and research efforts.

➤ **1.6k A CONCISE STATEMENT DESCRIBING COMMUNITY RESOURCES AVAILABLE FOR INSTRUCTION, RESEARCH AND SERVICE, INDICATING THOSE WHERE FORMAL AGREEMENTS EXIST.**

ESU's location and the MPH faculty's extensive professional networks have resulted in numerous and varied sites and professional opportunities for student field experiences. Many students have been placed in the Allentown/Bethlehem/Easton metropolitan area or northwestern New Jersey, while others have utilized agencies in the Philadelphia or New York City regions. Other locations where students have been placed include the Pennsylvania Department of Health in Harrisburg, the National Institutes of Health, and the National Cancer Institute (See Section 2.4 for a comprehensive list of recent internships placement sites).

Students may serve as interns at public health agencies that have a standing relationship with the University, or they may initiate their own contacts with newly selected agencies. Students who initiate their own contacts must obtain prior approval from the MPH Program Director. All internship placements require a signed memorandum of agreement between the placement site and ESU. Students are required to obtain liability insurance prior to the start of their internship, unless liability insurance is provided by the fieldwork site.

An MPH internship manual is provided to students to give a general overview and specific instructions for successfully completing the fieldwork experience (available in resource files on site). Placement decisions are finalized after completion of an agency survey and consultation with the MPH Program Director. An internship site supervisor is assigned to each intern and works with the faculty internship supervisor to assure quality supervision. Students' feedback from various sources – exit interviews and oral examination – indicates a consensus that internship experiences have been very positive.

➤ **1.6l A CONCISE STATEMENT OF THE AMOUNT AND SOURCE OF "IN-KIND" ACADEMIC CONTRIBUTIONS AVAILABLE FOR INSTRUCTION, RESEARCH AND SERVICE, INDICATING WHERE FORMAL AGREEMENTS EXIST.**

Community resources used for instruction include: Aventis Pasteur for ethics and clinical trials; Pool Trust for community development experiences; Two Rivers Foundation and Pocono Health System for needs assessment opportunities; Department of Environmental Protection and Monroe County Vector Control for vector control; The Pocono Health System for for community based public health practice; and Hunterdon, Sussex and Warren Counties Health Departments and the Bethlehem Health Bureau for support with coursework and/or instruction through guest speakers.

In later sections on culminating experiences, research and service, a list of community agencies with whom the MPH Program faculty collaborate is provided. These sections include lists of agencies and organizations where faculty and students have conducted applied research or provided professional services.

- **1.6m IDENTIFICATION OF OUTCOME MEASURES BY WHICH THE PROGRAM MAY JUDGE THE ADEQUACY OF ITS RESOURCES, ALONG WITH DATA REGARDING THE PROGRAM'S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

TABLE 1.6.m.1: Program Resource Objectives

Program-Level Objectives	2004 Baseline	2009	2010	2011
Ratio of faculty to students will facilitate success.	1 to 6.64	1 to 9.78	1 to 7.91	1 to 7.45
Program expenditures per full-time-equivalent student	\$17,011	\$12,400	\$16,300	
Research dollars per full-time-equivalent faculty ^a	\$56,985 ^b	\$83,609	\$81,527	\$100,198
Extramural research funding as a percent of the total expenditures.	16% ^b	21%	20%	24%
Extramural research funding as a percent of the total departmental revenues	5% ^b	4%	4%	5%

^a Based on the amount of funds disbursed that year (matches research dollars described in table 3.1.c.1)
^b Based on a two year average 2002-2004 average versus a per year calculation.

- **1.6n ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

The criterion is met with commentary. The MPH Program is housed in the Department of Health Studies, which is supported with adequate operating funds for faculty, staff, and equipment. Support has been sustained, allowing the program to keep adequate faculty-to-student ratios. The facilities within the DeNike Building have been continually updated providing excellent teaching and research resources for the program students and faculty. Library resources are adequate overall, with a dramatic improvement in journal access in the last five years. Fieldwork opportunities are excellent for the program faculty and students. Obtainment of external research funding continues to fluctuate, but over a three-year period, our overall funding has been sustained. However, the majority of the external research funding is generated by only two of the five core public health faculty members. In part, the ability of the program to maintain its resource adequacy is a result of the recommendations made in the last self-study, which were that 1) additional MPH course sections be offered and 2) additional

institutional funds for graduate student travel to conferences and student research be developed.

However, at the time of the 2012 fall site visit, the MPH Program will have 1.0 FTE open faculty position; currently, this position is being staffed by adjunct temporary faculty.

RECOMMENDATION: The University should continue its administrative support of the MPH Program by supporting our program’s need to maintain its full-time faculty complement and the expert teaching/program direction they provide. Full-time, tenured track faculty members provide a significant contribution to research and service, along with mentoring our students within our public health program.

SECTION 2 – INSTRUCTIONAL PROGRAMS

Criterion One: The Master of Public Health Degree

The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree.

- **2.1a AN INSTRUCTIONAL MATRIX PRESENTING ALL OF THE PROGRAM’S DEGREE PROGRAMS AND AREAS OF SPECIALIZATION, INCLUDING UNDERGRADUATE, MASTERS AND DOCTORAL DEGREES, AS APPROPRIATE.**

Table 2.1.a Instructional Degree Programs

	Academic	Professional
Masters Degrees		
Master of Public Health - Community Health Education	No	Yes

- **2.1b THE BULLETIN OR OTHER OFFICIAL PUBLICATION, WHICH DESCRIBES ALL CURRICULA OFFERED BY THE PROGRAM.**

The official graduate catalog can be found on line at http://www4.esu.edu/academics/catalog/documents/pdf/grad_catalog1112.pdf . The MPH program is described on page 84. Appendix 6 has the first two pages of the MPH description. A hardcopy of the catalog will be available in the resource room.

- **2.1c Assessment of the extent to which this criterion is met.**

ASSESSMENT

This criterion is met. The curriculum has historically been viewed as a strong component of the program in previous accreditation site review reports. Further, the curriculum content has undergone periodic updating using an inclusive process of core

faculty, our students, and our MPH Advisory Committee to review and recommend additional competencies as a result of healthcare reform and public health workforce changes and demands. Our stakeholders, and core MPH program faculty have had preliminary discussions about ultimately changing our MPH Program name from “Community Health Education” to “Public Health Practice”.

RECOMMENDATION

The Department should continue to monitor changes in the evolving public health and healthcare environment and continue proactive adjustments to the curriculum and course content. Revisions should be made if appropriate for addressing emerging needs of the public health education workforce.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION TWO: PROGRAM LENGTH

AN MPH DEGREE PROGRAM OR EQUIVALENT PROFESSIONAL MASTERS DEGREE MUST BE AT LEAST 42 SEMESTER CREDIT UNITS IN LENGTH.

➤ ***2.2a DEFINITION OF A CREDIT WITH REGARD TO CLASSROOM/CONTACT HOURS.***

Course credit is measured in semester hours. A semester hour represents academic work equivalent to one hour per week in class plus two hours per week of outside studying for a 15-week semester, which equals a total of 45 contact hours.

Graduate class periods in the MPH Program are generally held once a week for 2¾ hours per class, over 15 weeks (M-TH from either 4:00pm-6:45pm or 7:00pm-9:45pm). The majority of the MPH Program coursework is offered in three-credit courses, with two required courses (i.e., Hlth 509; Hlth 581) being less than three credits.

➤ ***2.2b INFORMATION ABOUT THE MINIMUM DEGREE REQUIREMENTS FOR ALL PROFESSIONAL DEGREE CURRICULA SHOWN IN THE INSTRUCTIONAL MATRIX.***

To receive the MPH degree, a student must complete 45 graduate level credit hours, of which 42 credits are required courses (see Table 2.2.b.1). This allows for three credits of elective, which is typically satisfied by taking one course. Each student is required to complete: 1) a publishable-quality research paper (three-credit non-classroom course); 2) a six-credit internship which entails 300 fieldwork hours (completed in the final fall, spring or summer semester); and 3) successful completion of an MPH Oral Examination. According to the guidelines of the ESU Graduate College, students are allowed to transfer up to six graduate level credits from another accredited institution. It has been our policy to only allow transfer of

required graduate coursework taken from another CEPH accredited program in public health. We evaluate the transfer of the graduate elective on a case-by-case basis.

TABLE: 2.2.b.1: MPH Curriculum

Course Type	Course Number and Title	Credits
Core	HLTH 538 Health Policy and Administration	3
Core	HLTH 560 Scientific Foundations of Health Behavior	3
Core	HLTH 561 Epidemiology	3
Core	HLTH 562 Physical Environment & Community Health	3
Core	HLTH 563 Public Health Measurement Sciences/SPSS	3
Required	HLTH 509 Skills for Applied Community Health Practice	2
Required	HLTH 537 Community Health Practice for Health Educators	3
Required	HLTH 553 Health Ethics, Policy and Law	3
Required	HLTH 555 Health Education Evaluation	3
Required	HLTH 557 Computer Applications in Health Education	3
Required	HLTH 570 Introduction to Research	3
Practice/culminating	HLTH 571 Health Research Problem (Publishable Paper)	3
Practice/culminating	HLTH 581 Public Health Seminar	1
Practice/culminating	HLTH 586 Field Experience and Internship	6
Elective	3 credit hours	3
Minimum Credit Total For MPH In Community Health Education		45

- **2.2c INFORMATION ABOUT THE NUMBER OF MPH DEGREES AWARDED FOR LESS THAN 42 SEMESTER CREDIT UNITS, OR EQUIVALENT, OVER EACH OF THE LAST THREE YEARS. A SUMMARY OF THE REASONS SHOULD BE INCLUDED.**

The program does not grant an MPH degree fewer than 45 credits.

- **2.2d ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION THREE: PUBLIC HEALTH CORE KNOWLEDGE

ALL PROFESSIONAL DEGREE STUDENTS MUST DEMONSTRATE AN UNDERSTANDING OF THE PUBLIC HEALTH CORE KNOWLEDGE.

- **2.3a IDENTIFICATION OF THE MEANS BY WHICH THE PROGRAM ASSURES THAT ALL PROFESSIONAL DEGREE STUDENTS HAVE A BROAD UNDERSTANDING OF THE AREAS OF KNOWLEDGE BASIC TO PUBLIC HEALTH.**

Table 2.3.a.1 lists five core courses all students must complete and a description of how these courses are linked to specific public health knowledge area.

TABLE 2.3.a.1: MPH Program Core Courses

Course	Knowledge Area & Link between Course and Standard
HLTH 538 Health Policy and Administration	Health Services Administration This course provides students with an introduction to the United States health delivery and policy systems with an emphasis on the relationship of the public health system to the health care delivery system and public health policy development. The course is taught every year in the Fall, and every other summer, and it is required of all public health students. An additional requirement, HLTH 553 Public Health Ethics, Policy and Law, has been added to provide additional training in this area and expand the competencies developed by students. Both courses are taught by Dr. Alberto Cardelle.
HLTH 560 The Scientific Foundations of Health Behavior	Social & Behavioral Sciences This course is the primary requirement in meeting this standard. This course covers the philosophical and theoretical foundations of behavior and the current scientific literature linking behavior to health. It provides a broad overview of the social sciences and examines how these disciplines have impacted the field of public health education from a historical and current perspective. The course is taught every Fall and offered every other summer. The course is required of all public health students, and is typically taken in the first semester of graduate study as it provides a foundation from which other social/behavioral courses build upon. It is also organized as an introduction to the theory and approaches of community health education. Drs. Kathy Hillman, Steven Shive, and Steven Godin have taught this course over the last seven years.
HLTH 561 Epidemiology	Epidemiology The course provides a foundation of basic epidemiological terminology and concepts utilizing the CDC Epidemiology course. The course then builds on the basic concepts with applications introduced by the professor and students. The course is required of all public health students and is offered every Spring semester. As a part of the assessment of this course, students are required to earn the CDC Epidemiology Certificate and demonstrate competency in CDC's freeware software "Epi Info". Currently, it is primarily taught by one of our core MPH Program faculty members, Dr. Adenike Bitto.
HLTH 562	Environmental Health

The Physical Environment and Community Health	This course is an overview of environmental issues as they relate to community health. This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are: solid waste, housing, water, air, accidents, good sanitation, overpopulation, and global environmental concerns. The course is required of all public health students and is taught every Fall. Additional competencies and objectives (e.g., public health preparedness) have been added to this course in response to changing needs in the public health workforce. Dr. Adenike Bitto teaches this course.
HLTH 563 Public Health Measurement Sciences	Biostatistics Public Health Measurement Sciences is a statistical application course specifically designed for MPH students. This course emphasizes an understanding of the principles that serve as a foundation for statistics and the application of those principles to health data. This course is heavily grounded in SPSS and required of all public health students. The prerequisite is an undergraduate statistics course or MATH 502 (the statistics course required of MPH students before Hlth 563 was developed), which is taken by students who have not completed an earlier statistics course. In addition, statistical applications are taught using ExCel/SAS in Hlth 557: Computer Applications in Health Education. For students wishing to further expand their statistics competencies, a more advanced course in Biometry (MATH 516) is available. Initially, the Hlth 563 course was offered in the Spring semester, but after receiving feedback from students, the course was switched to the Fall semester and HLTH 557 (another computers application course) was moved to the Spring semester. HLTH 563 is also offered every other summer. Dr. Steven Godin teaches this course.

➤ **2.3b ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met. The course content within our core curriculum has been continuously updated through an inclusive process involving our program faculty, student feedback, and feedback from our MPH Advisory Committee. These changes have included updated competencies as a result of healthcare reform, public workforce changes and demands, and increased expectations for graduate trained public health practitioners.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION FOUR: PRACTICAL SKILLS

ALL PROFESSIONAL DEGREE STUDENTS MUST DEVELOP SKILLS IN BASIC PUBLIC HEALTH CONCEPTS AND DEMONSTRATE THE APPLICATION OF THESE CONCEPTS THROUGH A PRACTICE EXPERIENCE THAT IS RELEVANT TO THE STUDENTS’ AREAS OF SPECIALIZATION.

➤ **2.4a DESCRIPTION OF THE PROGRAM’S POLICIES AND PROCEDURES REGARDING PRACTICE PLACEMENTS, INCLUDING SELECTION OF SITES, METHODS FOR APPROVING PRECEPTORS,**

APPROACHES FOR FACULTY SUPERVISION OF STUDENTS, MEANS OF EVALUATING PRACTICE PLACEMENT SITES, PRECEPTOR QUALIFICATIONS AND CRITERIA FOR WAIVING THE EXPERIENCE.

The required MPH curriculum assures that all students develop the knowledge and skills associated with public health, community health education, and the competencies selected by the MPH Program.

The principal mechanism by which students gain practical experience is the required six-credit hours internship, Hlth 586, in which student complete 300 hours of field experience. Students may opt to take an additional three credits of internship in place of the elective requirement, extending their internship to 450 hours of field experience.

The vast majority of students (particularly those without full-time work) complete the internship requirements with a single agency as a full-time field experience during their last semester of work in the program. Other students who have special needs (e.g., those working full-time, those with family commitments) are allowed to complete the internship over a more extended period of time, potentially with multiple agencies (usually 2 rarely 3); thereby, completing their 300 internship hours in their final year of study. Those who complete the internship requirement part-time may be concurrently enrolled in advanced level, second-year coursework. The vast majority of students complete the internship requirement in the final semester or final summer of graduate study. The internship serves as one of the program's culminating experiences. The internship credits are never waived.

All policies and procedures regarding internship placements are clearly delineated in the MPH Internship Manual (Appendix 7 and available in resource room). The following list provides some of the general guidelines:

1. Prerequisites include: Department approval, a 3.25 Quality Point Average in coursework, and successful completion of appropriate course work identified by the Department as needed for each internship. (Normally, the internship is a culminating experience, which must follow all of the student's required course work).
2. The internship requires a minimum of 50 hours of fieldwork for every hour of credit, based on a fifteen-week semester.
3. The internship must be professionally related to the roles and competencies of Community Health Education and the emerging public health competencies.
4. It is recommended that students complete the degree requirements for a full-time internship (6 credits) in one semester or during the summer. Part-time internships can be arranged based on need or desire for specific experience.
5. An internship may be paid or non-paid.
6. All interns must have liability insurance prior to the start of the internship.
7. Student must have an 'Agency Supervisor' with a graduate degree and a Health Studies Department faculty member who will serve as a 'Faculty Supervisor'.
8. Students may accomplish their internship in agencies with established working relationships with the University, or students may initiate contact with newly selected agencies. Students who initiate their own contacts must obtain prior approval from the MPH Program Director.

All students must obtain a signed 'ESU Affiliation Agreement' for use of the agency as an internship site.

9. Attendance is mandatory. Students who cannot attend because of sickness are required to contact (by phone) their Faculty Supervisor and their Agency Supervisor.
10. The student shall plan to meet on campus or by phone with their Faculty Supervisor as advised. It is the student's responsibility to schedule the appointments with the Faculty Supervisor. This requirement may be waived by the Faculty Supervisor if the internship is being completed out of the area.
11. The student shall provide the Faculty Supervisor with a general schedule within 10 working days after the internship begins.
12. Students are responsible for submitting weekly schedule of their specific internship activities and experiences to the Faculty Supervisor.
13. The student will keep a daily log of their experiences with a critique of those experiences and submit this weekly to the Faculty Supervisor.
14. The students will meet other requirements as described in the Internship Manual.
15. The student shall be responsible for designing, in cooperation with the Agency Supervisor, a "special project" to be conducted by the student.
16. The Faculty Supervisor who oversees the fieldwork experience must be in contact with the Agency Supervisor on at least two occasions, typically at midterm (6-8th weeks) and at the end of the semester (14-15th weeks). The student's performance is reviewed on both occasions.

Beyond the internship, other courses require students to demonstrate skills through assignments that involve application of knowledge and skills to community settings.

HLTH 571: Research Problem: All students must complete a research-based publishable-quality paper, which requires application of research skills and, in many cases, requires IRB approval. This course also serves as one of three culminating experiences for those completing the MPH Program.

HLTH 537: Community Health Practice: This course places a major emphasis on community analysis. The course uses a cultural analysis approach focusing on communities, groups, and organizations.

HLTH 509: Skills for Applied Community Health Practice: This is a two-credit course developed to examine and demonstrate individual-level basic helping/counseling skills, cultural competency, social marketing/media advocacy skills, and TV/Radio interviewing skills.

HLTH 555: Health Education Evaluation: This course consists of equal parts of planning and evaluation. The planning component of the course emphasizes the PRECEDE-PROCEED and MAPP planning models, and the evaluation component of the course addresses process, formative, and both outcome and impact evaluation. This course links assessment and planning to theory and implementation.

HLTH 570: Introduction to Research: This course reviews research methods and study designs, with an emphasis on internal and external validity, quantitative approaches and mixed-method research.

➤ **2.4b IDENTIFICATION OF AGENCIES AND PRECEPTORS USED FOR PRACTICE EXPERIENCES FOR STUDENTS, BY SPECIALTY AREA, FOR THE LAST TWO ACADEMIC YEARS.**

The MPH program uses internship sites over a three state area, Pennsylvania, New Jersey and New York. The MPH Program Director has compiled an inventory of over 100 internship sites that includes governmental, non-profit and for-profit sites. Table 2.4.b.1 provides the sites and preceptors for students who have completed an internship in the last two years, and Table 2.4.b.2 provides a comprehensive list of organizations with which the program maintains relations.

TABLE 2.4.b.1: Internship Sites and Preceptors

Students		Organization Name	Preceptor Name & Credentials
Abraham	Jocelyn	Maimonides Medical Center	Ridwan Shabsigh, MD
Anthony	Krista	Lehigh Valley Health Network	Cathy Coyne, PhD
Baksovich	Christine	Pennsylvania Co-operative Extension of Monroe County	Dawn Olson, MSN
Bigley	Cynthia	PA Diabetes Control Program Evaluation Project	Lyndsay Nybeck, MPH
Culley	Lani	American Cancer Society of Monroe County	Lyndsey Cumello, Executive Director
Delfino	Kayleigh	Hunterdon County Department of Health	Tom Kachowski, PhD
DeMarco	Nicole	Pennsylvania Cooperative Extension of Lackawanna Co.	Dawn Olson, MA
Holland	Tara	Warren County Health Department	Lilianna Molina, MPH
Hruban	Emilie	St. Luke's Health System	Hollie Gibbons, MPH
Jain	Pragati	Northeast Regional Cancer Center	Samuel Lesko, MD, MPH
Johnson	Michelle	Penn State U. Co-Operative Extension of Monroe County	Dawn Olson, MSN
Jones	Charise	Bethlehem Health Bureau	Judy Maloney, MPH
Koble	Heather	Pocono Health System	Geoffrey Roche, MA
Kolenut	Christina	The Wellness Community of the Greater Lehigh Valley	Marcie Grello, MPH
Kuchinski	Elizabeth	The Commonwealth Medical College	Janet Townsend, MD

Kuzma	Benjamin	Deville Township Div. Of Health	Laura Decker, REHS
Landucci	Rebecca	American Diabetes Association of New York	Tracy Leary, MPA
Lerch	William	Bethlehem Health Bureau	Kristen Kubinski, MPH
Marrey	Satya Siva	Lehigh Valley Health Network	Cathy Coyne, PhD
Montero	Victoria	St Lukes Community Health	Bonnie Coyle, MD, MPH
Mowl	Emily	Pocono Midwives & Associates & Rosewood Counseling Services	Andrea MacLaren, CRNM Beth Moses, MS
Moyer	Linda	Pocono Medical Center	Beth Taylor, MS
Mulugeta	Kalkidan	Ethiopia AIDS Resource Center	Addis Ababa, PhD
Nunoo	Mildred	Global Communications /Alliance for Rabies Control/CDC	Peter Costa, MPH
Papaz	Jenna	Lehigh Valley Health Network	Christina Lewis, MPH
Pease	Sarah	Center for the Integration and Advancement of New Americans	Sara Montgomery, MPA
Rodriguez	Kristina	St. Lukes Health System	Hollie Gibbons, MPH
Roehrig	Leslie	Pocono Services for Families & Children	Christina Brecht, MPH
Schmidt	Rachel	Pennsylvania Department of Health, Office of Health Equity	Hector Ortiz, PhD
Thompson	Iain	American Red Cross of the Greater Lehigh Valley	Robin Trexler, Executive Director
White	Candace	Pocono Medical Center	Beth Taylor, MS

TABLE 2.4.b.2: Agencies With Which Program Maintains Relations (names and location)

Allentown Health Bureau	Local, Pennsylvania
Bethlehem Health Bureau	Local, Pennsylvania
Carbon Monroe Pike D&A Commission	Local, Pennsylvania
Lehigh Valley Health Network	Local, Pennsylvania
Monroe County Area Office on the Aging	Local, Pennsylvania
Pocono Alliance	Local, Pennsylvania
Pocono Health Systems; Wellness Institute	Local, Pennsylvania
Abbingtion Hospital Community Health Department	Pennsylvania
American Red Cross (Various Locations)	Pennsylvania
Bucks County Health Department	Pennsylvania
Chester County Health Department	Pennsylvania
Communities Against Tobacco Program	Pennsylvania
Community Medical Center of Scranton	Pennsylvania
Fox Chase Cancer Center	Pennsylvania

CDC contractor Global Alliance for Rabies Control	Pennsylvania
Lehigh University Student Health Center	Pennsylvania
Mercy Hospital of Scranton	Pennsylvania
Montgomery County Department of Health	Pennsylvania
National Liver Foundation (Philadelphia)	Pennsylvania
NE District of PA Department of Health	Pennsylvania
Penn St. U. Co-operative Extension	Pennsylvania
Pennsylvania Department of Health, Harrisburg	Pennsylvania
Philadelphia Department of Health	Pennsylvania
St. Lukes University Health System; Community Health	Pennsylvania
NJ State Department of Health & Senior Services	New Jersey
Bergen County Department of Health	New Jersey
County of Morris Department of Health	New Jersey
Hunterdon County Department of Health	New Jersey
Morris County Cancer Coalition	New Jersey
Morris County Health Department	New Jersey
Newton Memorial Hospital	New Jersey
Rutgers Co-Operative Extension	New Jersey
Saint Claire's Medical Center	New Jersey
Sussex County Health Department	New Jersey
Warren County Health Department	New Jersey
Center for Integration and Advancement of New Americans	New York
Center for Afghan Women	New York
American Diabetes Association of New York	New York
Center for Reproduction Health	New York
CDC (Various Divisions)	Other State
Center for Prevention and Counseling	Other State

➤ **2.4c DATA ON THE NUMBER OF STUDENTS RECEIVING A WAIVER OF THE PRACTICE EXPERIENCE FOR EACH OF THE LAST THREE YEARS.**

No waivers are granted.

➤ **2.4d DATA ON THE NUMBER OF PREVENTIVE MEDICINE, OCCUPATIONAL MEDICINE, AEROSPACE MEDICINE, AND PUBLIC HEALTH AND GENERAL PREVENTIVE MEDICINE RESIDENTS COMPLETING THE ACADEMIC PROGRAM FOR EACH OF THE LAST THREE YEARS, ALONG WITH INFORMATION ON THEIR PRACTICUM ROTATIONS.**

No residents have completed the MPH Program over the last three years.

➤ **2.4e ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met. Students are provided a comprehensive curriculum that is appropriate for public health and community health education, with extensive opportunities and expectations for application, integration and synthesis of concepts, knowledge and skills. While some of our internship placements are paid, continued efforts are needed to explore quality placements that provide students with a stipend.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION FIVE: CULMINATING EXPERIENCE

ALL PROFESSIONAL DEGREE PROGRAMS IDENTIFIED IN THE INSTRUCTIONAL MATRIX SHALL ASSURE THAT EACH STUDENT DEMONSTRATES SKILLS AND INTEGRATION OF KNOWLEDGE THROUGH A CULMINATING EXPERIENCE.

➤ 2.5a IDENTIFICATION OF THE CULMINATING EXPERIENCE REQUIRED FOR EACH DEGREE PROGRAM.

The MPH program's culminating experience is composed of the following four experiences: 1) a comprehensive oral examination; 2) a publishable-quality paper; 3) a public health seminar; and 4) and internship. Each of these experiences is described below.

Comprehensive Oral Examination

The MPH Oral Examination is a one-hour examination normally administered by three public health faculty from the Department of Health Studies. At this time, students are expected to: 1) demonstrate competence across the required curriculum, 2) synthesize and integrate course competencies and concepts, and 3) apply course concepts and competencies to settings in which the students have worked or are likely to work. Students are normally asked to describe their previous work, internships, and projects, and are then asked questions within the context of these experiences or hypothetical areas of future work. The student's internship experience is a frequent focus of examiners' inquiry. Oral exam questions requiring synthesis and integration of knowledge and skills are found in the MPH Program Manual (see pages 32-33, Appendix 8), which is provided to the students when they enter the program.

When evaluating a student's performance in the oral exam, the three examiners can vote 'pass', 'pass with remediation', or 'fail'. Pass with remediation is given when a student answered most questions satisfactory, but was weak in one or two areas. In such situations, students are given a written assignment to remediate those areas of weakness. For those students who fail, feedback is given to the student as to why, with recommendations on areas to improve on. The oral exam is rescheduled for a student to take it a second time. If the student was to fail the oral exam a second time, they would be dismissed from the MPH Program. About 90% of students 'pass' the oral exam in the first attempt, with another 5% passing with remediation. About 5% of students fail the oral exam in the first attempt, but no student has failed the oral exam twice.

Publishable-Quality Paper (HLTH 571 Research Problem)

The second culminating experience is the development and presentation of a publishable-quality research paper based on the student's own research. Practitioners can provide valuable contributions to the body of knowledge involving practice and theory, and the MPH Program determined that public health/community health education practitioners with graduate-level training should begin to contribute to the literature of applied public health and community health education.

When students register for *HLTH 571: Research Problem*, they must identify a faculty Paper Chair and another faculty who will serve as a Second Reader and they produce a formal publishable paper proposal for those two faculty to review. The approved proposal functions as a formal agreement about the nature and scope of the research study. If the student is unable to follow through on the proposed research, the student must complete a new paper proposal that is agreed on by both the Paper Chair and the Second Reader.

Many of the research studies require primary and/or secondary data collection. Thus, students are required to successfully complete the NIH IRB training module and submit their IRB Certificate and their IRB proposal (under faculty supervision) to the IRB committee. Once approved, the student enters the data collection stage of their study. Data are analyzed with guidance from the Paper Chair and/or Second Reader. Students submit their final publishable quality paper to their committee and prepare a PowerPoint presentation (20 minutes) that is presented to the faculty and fellow MPH student body.

After the MPH publishable-quality paper presentations are completed, the faculty ($N \geq 3$) vote the paper as having 'passed', 'passed with revisions acceptable to the committee', or 'failed'. If the student failed, the student is either provided recommendations to revise sections or their paper, or in a worst case, redo the publishable paper requirement from the start. To date, no one has failed the publishable paper. About 5-10% of the students pass with revisions acceptable to the committee. The policy which describes the requirements for the publishable paper requirement can be found in the MPH Program Manual (Appendix 8).

Public Health Seminar (HLTH 581)

The public health seminar (course syllabi is available in resource room) provides the opportunity for faculty to hear students discuss current events and articles assigned during the course to ensure that they can- 1) articulate a link between the course-based learning and competencies and 2) effectively critique the literature of public health and community health education. This course is offered once an academic year and every other summer. It is team taught by the public health core faculty.

Internship

The internship is the final culminating experience and requires a 300-hour supervised fieldwork experience. During the internship, the student synthesizes and integrates the knowledge acquired in coursework and other learning experiences and applies theory and principles in practice situations. The student demonstrates this through –

1. A WEEKLY LOG OR REPORT FORM describing all duties performed, meetings attended, conferences held, observations conducted, planning accomplished, and intern's reactions generated throughout the week. Each report should be discussed with and signed by the intern's Agency Supervisor and sent to the Faculty Supervisor.
2. A SPECIAL PROJECT OUTLINE providing anticipated details of a special project that the intern plans to conduct for the agency. This project should be creative, innovative, and worthwhile. It should be discussed and formally approved by the Agency Supervisor and the Faculty Supervisor.
3. AN INTERNSHIP NOTEBOOK is required, illustrating a variety of events and experiences that the intern encountered during his/her professional fieldwork. The notebook must include all signed weekly reports, all information on special projects, and other assorted materials, which help to give substance to the internship experience.
4. FINAL EVALUATION FORMS are completed by both the intern to evaluate the placement site and by the site Supervisor to provide feedback to the intern on their strengths and weaknesses.

➤ **2.5b ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met. Students are provided a comprehensive curriculum appropriate for public health and community health education, with extensive opportunities and expectations for application, integration and synthesis of concepts, knowledge and skills through culminating experiences. Policies and procedures related to these requirements are clearly articulated and distributed to students.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION SIX: REQUIRED COMPETENCIES

FOR EACH DEGREE PROGRAM AND AREA OF SPECIALIZATION WITHIN EACH PROGRAM IDENTIFIED IN THE INSTRUCTIONAL MATRIX, THERE SHALL BE CLEARLY STATED COMPETENCIES THAT GUIDE THE DEVELOPMENT OF EDUCATIONAL PROGRAMS.

➤ **2.6a IDENTIFICATION OF CORE PUBLIC HEALTH COMPETENCIES THAT ALL MPH OR EQUIVALENT PROFESSIONAL MASTERS DEGREE STUDENTS ARE EXPECTED TO ACHIEVE THROUGH THEIR COURSES OF STUDY.**

In 2004, our MPH Program used the existing Core Competencies for Public Health Professionals (Core Competencies), developed by the Council of Linkages, as the basis of its program competencies. These Competencies were attractive because they were designed to serve **as a starting point** for academic organizations to understand, assess, and meet

education, training and workforce needs of the public health workforce. The MPH Program has continued to use the Council of Linkages Competencies as the basis for curriculum planning and recently adapted its competencies to reflect the changes adopted by the Council of Linkages in 2010.

The competencies are divided in eight domains. The MPH Program has developed its course work so that all students emerge with the following basic public health competencies:

1. **Domain 1 - Analytic and Assessment Skills** allow a student to assess the health status of populations and their related determinants of health and illness, after collecting and interpreting valid data employing ethical principles.
2. **Domain 2 - Policy Development/Program Planning Skills** allow students to analyze information relevant to specific public health policy issues, comparing the implication of different policy options and deciding on a policy approach using decision analysis.
3. **Domain 3 - Communication Skills** allow students to assess the health literacy of populations served, communicate public health information in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency, as well as for professional and lay audiences.
4. **Domain 4 - Cultural Competency Skills** allow students to incorporate strategies for interacting with persons from diverse background and to recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
5. **Domain 5 - Community Dimensions of Practice Skills** allow students to assess community linkages and relationships among multiple factors affecting health, work in community-based participatory research efforts, and promote the health of the population by advancing community involvement and identifying community assets and resources, including the role of governmental and non-governmental organizations.
6. **Domain 6 - Public Health Sciences Skills** allow students to critique the scientific foundation of the field of public health, apply the basic public health sciences, and relate public health science skills to the Core Public Health Functions and the Ten Essential Services of Public Health.
7. **Domain 7 - Financial Planning and Management Skills** allow students to understand the interrelationships of local, state, and federal public health and health care systems for public health program management, as well as the organizational structures of these organizations; develop programmatic budgets; prepare proposals for external funding; and evaluate program performance.

8. **Domain 8 - Leadership and Systems Thinking Skills** allow students to incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals, describe how public health operates within a larger system, and analyze internal and external problems that may affect the delivery of Essential Public Health Services.

➤ **2.6b A MATRIX THAT IDENTIFIES THE LEARNING EXPERIENCES BY WHICH THE CORE PUBLIC HEALTH COMPETENCIES ARE MET.**

The competency domains identified above are delivered throughout the program’s curriculum. Table 2.6.b.1 delineates the link between the course work and the domain. Appendix 9 provides a more comprehensive description of the competencies, as well as a crosswalk of the courses and the competencies.

TABLE 2.6.b.1: Competency Domains and MPH Program Coursework

Competency Domains	Courses
Analytic and Assessment Skills	<ul style="list-style-type: none"> • HLTH 557 Computer Applications in Health Education • HLTH 570 Introduction to Research • HLTH 555 Health Education Evaluation • HLTH 561 Epidemiology
Policy Development and Program Planning Skills	<ul style="list-style-type: none"> • HLTH 538 Health Policy and Administration • HLTH 553 Health Ethics, Policy and Law • HLTH 555 Health Education Evaluation
Communication Skills	<ul style="list-style-type: none"> • HLTH 509 Skills for Applied Community Health Practice • HLTH 557 Computer Applications in Health Education • HLTH 560 Scientific Foundations of Health Behavior
Cultural Competency Skills	<ul style="list-style-type: none"> • HLTH 538 Health Policy and Administration • HLTH 509 Skills for Applied Community Health Practice • HLTH 537 Community Health Practice for Health Educators
Community Dimensions of Practice Skills	<ul style="list-style-type: none"> • HLTH 537 Community Health Practice for Health Educators • HLTH 570 Introduction to Research • HLTH 509 Skills for Applied Community Health Practice

Basic Public Health Sciences Skills	<ul style="list-style-type: none"> • HLTH 560 Scientific Foundations of Health Behavior • HLTH 555 Health Education Evaluation • HLTH 561 Epidemiology • HLTH 562 Physical Environment & Community Health • HLTH 563 Public Health Measurement Sciences/SPSS
Financial Planning and Management Skills	<ul style="list-style-type: none"> • HLTH 553 Health Ethics, Policy and Law • HLTH 555 Health Education Evaluation • HLTH 538 Health Policy and Administration
Leadership and Professionalism Skills	<ul style="list-style-type: none"> • HLTH 538 Health Policy and Administration • HLTH 560 Scientific Foundations of Health Behavior • HLTH 509 Skills for Applied Community Health Practice • HLTH 553 Health Ethics, Policy and Law

The culminating and practices experiences include: publishable-quality paper (Hlth 571); public health seminar (Hlth 581); and internship (Hlth 586). Within these experiences, students are presented with skills that cut across all of the public health competencies addressed by the program.

Table 2.6.b.2 provides a brief description of the courses. The syllabi will be available in the resource room and the course objectives can be found in Appendix 11.

TABLE 2.6.b.2: MPH Program Course Descriptions

Course	Description
HLTH 509 Skills for Applied Community Health Practice	This course provides students with a broad set of research and communication skills and techniques needed to practice culturally competent public health education, communicate effectively with communities and conduct community based participatory research.
HLTH 537 Community Health Practice for Health Educators	The course is a study of the theory and principles of community health practice and the application of those principles to contemporary health organization and problems. Approaches to successful community health practice are examined with the various factors that influence or are influenced by community health education programs.
HLTH 538 Health Policy and Administration	This course is designed to provide the student with a comprehensive background in public health legislation, organization, and programming. Emphasis is placed on the dynamic nature of public health within the total physical, social, economic and political context.
HLTH 553	This course teaches the student how professional, ethical,

Health Ethics, Policy and Law	constitutional, legal, and governmental aspects of health influence the administration of health service organizations, the formation of health policy, and the planning of health services.
HLTH 555 Health Education Evaluation	This course is designed to familiarize students with the methods of evaluation used in health education and the implications for evaluation and program planning. Strong emphasis is placed on the development of various types of instruments of evaluation used in health education.
HLTH 557 Computer Applications in Health Education	This course familiarizes students with selected PC-compatible software packages that are being used in a variety of professional settings where community and school-based health education and promotion are being conducted. Emphasis is placed on the application of various health promotion software packages to conduct health risk appraisals, stress assessment and reduction, nutrition assessment and life skills training.
HLTH 560 Scientific Foundations of Health Behavior	This course is designed to familiarize students with the health sciences related to health education and promotion, and to provide experiences in the use of the literature related to the health sciences. The primary focus of the course is on human behavior as it influences health and is influenced by health education and promotion programs.
HLTH 561 Epidemiology	This course is a study of the principles and methods of epidemiological investigations for human health problems. The incidence and prevalence of both infectious and non-infectious health problems are covered. Emphasis is on student application of the principles of epidemiology
HLTH 562 The Physical Environment and Community Health	This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are: solid waste, housing, water, air, accidents, good sanitation, overpopulation, and global concerns.
HLTH 563 Public Health Measurement Sciences	This course is designed to develop applied statistical skills commonly used in public health measurement science. Students develop statistical literacy, including through the use of SPSS, to solve research questions and hypotheses testing commonly found in public health practice and public health administration.
HLTH 570 Introduction to Research	This course orients students to research in health education. Emphasis is on developing and interpreting research projects with particular concern for the implications of design, methods and procedures. Students are expected to demonstrate research skills by developing a research

	proposal and presenting the proposal in a scholarly manner.
Hlth 571 Publishable-Quality Paper Requirement Hlth 581 Public Health Seminar Hlth 586 Internship	Culminating coursework in which students practice skills and/or synthesize theories.

➤ **2.6c IDENTIFICATION OF A SET OF COMPETENCIES FOR EACH SPECIALTY AREA IDENTIFIED IN THE INSTRUCTIONAL MATRIX, INCLUDING PROFESSIONAL AND ACADEMIC DEGREE CURRICULA.**

In 2004, the MPH Program used the existing Graduate Health Education Competencies developed by the National Health Educator Competencies Update Project (CUP) spearheaded by the National Commission for Health Education Credentialing, Inc. (NCHEC) as the basis for redesigning the curriculum. These competencies were attractive because they were a follow up to the 1978-1981 Role Delineation Project, also spearheaded by NCHEC. The current competencies for our MPH Program sole specialty area, 'Community Health Education', are based on these existing Graduate Health Education Competencies, along with the findings of the 2010 Health Educator Job Analysis.

The competencies are divided into seven responsibilities. These competencies are delivered throughout the MPH Program's curriculum. Table 2.6.c.1 delineates the link between the course work and the domain. Appendix 10 provides a more comprehensive description of competencies, as well as a crosswalk of the courses and competencies.

TABLE 2.6.c.1: Responsibilities and MPH Program Coursework

Graduate Health Education Responsibilities	Classes where Competencies Developed
I. Assessing Individuals and Community Needs for Health Education	HLTH 509, HLTH 537, HLTH 555, HLTH 560, HLTH 562, HLTH, 570, HLTH 571
II. Planning Effective Health Education Programs	HLTH 509, HLTH 537, HLTH 555, HLTH 560
III. Implementing Health Education Programs	HLTH 509, HLTH 537, HLTH 553, HTHLH 555, HLTH 557, HLTH 560, HLTH 571, HLTH 586
IV. Conduct Research and Evaluation Related to Health Education	HLTH 537, HLTH 555, HLTH 557, HLTH 562, HLTH 563, HLTH 570, HLTH 571, HLTH 586
V. Administer and Manage Health Education	HLTH 509, HLTH 538, HLTH 553, HLTH 557, HLTH 563
VI. Serve as a Health Education Resource Person	HLTH 509, HLTH 537, HLTH 538, HLTH 557, HLTH 560, HLTH 562, HLTH 563, HLTH 586
VII. Communicate and Advocate for Health and Health Education	HLTH 509, HLTH 537, HLTH 538, HLTH 555, HLTH 557, HLTH 560, HLTH 570, HLTH 538, HLTH 553, HLTH 571, HLTH 586

➤ **2.6d A DESCRIPTION OF THE MANNER IN WHICH COMPETENCIES ARE DEVELOPED, USED AND MADE AVAILABLE TO STUDENTS.**

Each required course in the curriculum has a course syllabus that includes the course description and objectives (available in resource room). The course syllabus is provided to students at the beginning of each course. Any given course may contribute to more than one of

the instructional goals listed in Chapter I plus the competencies identified in this section. Each course is designed to meet a specific set of instructional objectives that reflects the theme of the course, and each has multiple learning objectives. Evaluation and assessment procedures are also included in the course syllabi; they are linked to the competencies of the program through the course learning objectives.

The curriculum, course objectives, learning experiences, and competencies gained through meeting the objectives have been developed by the faculty through an integrated process utilizing recommendations from a variety of sources: the Council on Linkages Public Health Competencies, the SOPHE-AAHE Joint Graduate Standards for Health Education Committee, Institute of Medicine and Trust in America's Health recommendations, practical experience of faculty from working in the field of community health education and public health, feedback from our MPH Advisory Committee, input from internship supervisors, feedback from students through formal and informal evaluation, recommendations of recognized professionals in health education and public health, and the scientific and professional literature.

All MPH Program course objectives were developed by core public health faculty and were approved by the Department, which assures continuity throughout the curriculum. Within the decisions, faculty maintains academic freedom to meet the objectives and to cover content that may not be implied by the objectives. Practical experiences for application of the theoretical aspects of coursework are prevalent throughout the curriculum. Much of the MPH Program coursework requires practical applications, such as working in communities or participation in community-based research initiatives. See Appendix 11 for a list of required course learning objectives.

The program competencies are open for review at any time to determine whether changes are needed to meet training needs of the public health workforce. Given this the program anticipates a period of analysis and possible curricular realignment over the next 18 months, see assessment analysis below.

The competencies are discussed found in the program manual and are discussed with students in orientation and in the core courses.

➤ **2.6e ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. Our curriculum will continue to be assessed and may require substantial review as a function of the recent changes we have witnessed within the regional and national public health workforce practice environment. As a result of the data analyzed for this self-study in the regional public health workforce, and the practice environment the program will over the next 18 months undergo a period competency and curricular realignment to possibly change program's the specialty area to a more generic "public health practice" focus.

RECOMMENDATIONS: The Department should continue to review the curriculum in light of the evolving changes in the practice environment and in the graduate/advanced public health practitioner competencies, expectations for population-based health education, and anticipation of the strengthening public health credential processes for the professions in the public health workforce.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION SEVEN: ASSESSMENT PROCEDURES

THERE SHALL BE PROCEDURES FOR ASSESSING AND DOCUMENTING THE EXTENT TO WHICH EACH STUDENT HAS DEMONSTRATED COMPETENCE IN THE REQUIRED AREAS OF PERFORMANCE.

➤ ***2.7a DESCRIPTION OF THE PROCEDURES USED FOR MONITORING AND EVALUATING STUDENT PROGRESS IN ACHIEVING THE EXPECTED COMPETENCIES.***

Procedures for assessing and monitoring attainment of learning objectives encompass a variety of evaluation techniques. As discussed in Section 2.5, the MPH Program policy requires each student to successfully complete a culminating oral examination near the end of the program of study, along with a publishable-quality paper, a successful presentation of the paper, and the successful completion of an internship. In addition to the culminating requirements, monitoring and assessment occurs throughout the coursework.

Coursework

Each public health faculty member is required to link their course learning objectives to program competencies and student assessments.

Learning and skill acquisition are measured within each class through a variety of evaluation methods, including written examinations, papers, research projects, teaching projects, multi-media/technology projects, and other methods applicable to the individual course offerings. Our course assessments combine both skill demonstration, as well as knowledge acquisition using traditional course assessment. For example, students in the “Health Education Evaluation” course are required to complete written exams and to submit a paper detailing a plan for a public health intervention/health education program that addresses a specific public health problem, as well as a paper detailing an appropriate evaluation design for that program, including instruments used for evaluation. The “Introduction to Research” course requires a mastery examination (which must be passed at $\geq 80\%$), a ‘consultation assignment’ where the student has to provide expert opinion on the internal and external validity of a published research study, and a formal proposal for a research project, which typically becomes the foundation for the publishable-quality paper requirement. With each course in the program, there is an appropriate evaluation linked to the course objectives.

According to the Graduate College requirements, students are required to maintain a GPA of 3.0 (on a 4.0 scale) and cannot receive more than three “C” grades in a graduate program without going on probation. Students are allowed to repeat one course from which they have received a grade of “C”. Any failure of a course results in immediate dismissal from the graduate program and Graduate College.

Comprehensive Oral Examination

All MPH degree candidates are required to successfully complete an oral examination, which is considered a culminating experience, before a degree can be awarded. During the oral exam, students demonstrate their ability to synthesize course experiences by verbally applying the knowledge and skills acquired in their coursework to recent fieldwork or applied experiences, such as a special project completed during the internship experience. The Department has a statement of purpose and process for the oral exam, which is distributed along with examples of questions to all enrolled students. The oral exam questions assess the students’ ability to carry out public health and health education competencies. For example, there are two broad policy and legal questions which require students to concisely and coherently describe the role of policy development and public health law in the implementation of a public health intervention. The MPH Program Manual provides information to MPH students along with a statement of purpose and the processes involved (see MPH Program Manual for details of the oral examination and oral exam questions).

Three faculty members serve as examiners for the MPH oral exam. Once the exam is completed, the student is excused and the faculty members immediately deliberate the given student’s performance and determine a grade for the oral examination. Two out of three faculty members must provide a grade of ‘pass’ in order for the student to pass the oral exam. Once the faculty members have come to a decision, the faculty and student partake in a brief faculty-examinee conference regarding the student’s performance. The possible grades and the resulting consequences are as follows:

Pass: The Graduate College is notified that the student has successfully completed this requirement for award of the MPH degree.

Pass with Written Remediation: The student did not perform satisfactorily on one or two exam questions and has been given a written assignment to complete. Once the student has demonstrated mastery of the material through this written assignment, the Graduate College is notified that the student has successfully completed this requirement for award of the MPH degree.

Fail: The student did not perform satisfactorily on more than two questions in the oral exam. The student is provided feedback and is given areas of improvement. A second oral exam is scheduled. The Graduate College is notified once the student has successfully completed this requirement for award of the MPH degree. If the student fails the oral exam twice, the student is dismissed from the MPH Program.

Publishable-Quality Paper

The publishable-quality paper requirement has become a multi-step process that typically takes 6 to 2 months from start to completion. The publishable-quality paper requirement is designed for students to show the skills involved in the analytic assessment and the communication competencies. In addition, the task of developing lessons and recommendations as a result of their research allows students to demonstrate policy competencies.

Students initially meet and discuss their research topic with faculty individually to determine the optimal faculty to serve as chair. Based on these meetings, the student selects a paper topic and publishable-quality paper chairperson. The student then develops a formal proposal that is submitted to the Paper Chairperson and a Second Reader. The proposal becomes a working document by which the student completes the proposed research. Should the student be unable to carry through the proposed research, a new paper proposal must be submitted and approved by the two faculty members. The Second Reader is typically a second public health faculty member but can be another faculty member at ESU. The function of the Second Reader is to provide additional expertise (i.e., statistical consults, IRB application consults, content/intervention consults, etc.) and oversight of the process (see the MPH Program Manual and Appendix 8 for Publishable-Quality Paper Proposal Guidelines and Policies).

Internship

Internship evaluation guidelines are detailed in the MPH Internship Manual (Appendix 7). Supervision of interns is a joint responsibility of the Agency Supervisor and Faculty Supervisor. Interns are evaluated on the following criteria: health education skills, management capabilities, leadership abilities, and general knowledge. In addition, interns are required to complete a special project (e.g., planning and implementation of an educational program, public health intervention, or completion of a needs assessment/evaluation/research project). The intern must file a regular weekly log/report to the Faculty Supervisor. This report includes a daily schedule of activities, learning experiences, suggestions to agency/supervisor, overall weekly progress, and general comments in which the student is asked to reflect on regarding the link between the internship experiences and the coursework student learning objectives.

The intern is also required to complete an internship notebook describing events and experiences encountered during the professional fieldwork. The intern notebook should include information about the host agency, including organizational charts, philosophy, goals, facility data, program pamphlets, and other pertinent information. For the full-time internship, the agency supervisor evaluates each intern midway through the internship (at the completion of 150 hours) and at the completion of the internship (≥ 300 hours).

Faculty internship supervisors consider the evaluation procedures to be extensive and comprehensive. Student tasks and responsibilities are clearly delineated for the student and the agency, eliminating confusion. The MPH Internship Manual is updated/revised frequently. A

strength of the evaluation includes providing the intern the opportunity to evaluate the agency. This not only helps the program maintain a pool of internship sites that will ensure future internship experiences that help accomplish the MPH Program goals, but it also allows students to analyze organizational and management structures, policies and practices. Students who have completed internships have provided feedback that is, for the most part, very positive regarding well-structured internships and useful onsite supervision. Students have also reported that agency staff have had favorable impressions of the Faculty Supervisor's in the overall internship placement.

➤ **2.7b IDENTIFICATION OF OUTCOMES THAT SERVE AS MEASURES BY WHICH THE PROGRAM WILL EVALUATE STUDENT ACHIEVEMENT IN EACH DEGREE PROGRAM, AND PRESENTATION OF DATA ASSESSING THE PROGRAM'S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

The goals and objectives for the program include various outcome measures on students and graduates that are synthesized from surveys. All the program objectives are provided in Section 1.2; however, Table 2.7.b.1 describes the outcomes relevant to student assessment.

TABLE 2.7.b.1: Student Assessment Outcomes

Program-Level Objectives	Measure	2009	2010	2011
All graduates will develop research-related competencies as listed in the MPH Program competency list.	All graduates will receive a minimum of a 3.0 in all research-related coursework.	100%	100%	95%
	All graduates will successfully complete and present a publishable-quality research paper.	100%	100%	100%
The program will graduate 8 students per year.	The program will graduate 8 students per year.	100% (18)	100% (8)	100% (20)
All graduates will demonstrate attainment in all domains of the program competencies for public health practice.	All graduates will receive a 3.0 or better in all coursework.	100%	100%	100%
All graduates will demonstrate attainment in all domains of the program competencies for public health practice.	All graduates will demonstrate their public health practice competency through successful completion of their oral examination.	100%	100%	100%

Program-Level Objectives	Measure	2009	2010	2011
All graduates will demonstrate their capacity to design, develop and conduct applied research that contributes to public health education practice.	All graduates will successfully complete a supervised internship, as per supervisor and preceptor evaluations.	100%	100%	100%
	All graduates will successfully complete a research-based publishable-quality paper.	100%	100%	100%
All graduates will demonstrate their capacity to present research orally.	All graduates will successfully present their publishable-quality paper.	100%	100%	100%
All graduates who take the CHES exam will pass.	100% pass rate	100%	100%	100%
Graduates will be employed at the level appropriate to their education and experience in a position that contributes to population-based public health.	Graduates' employment history will be documented on regular surveys. Rates of employment in areas that contribute to population-based public health will be recorded.	100%	NA	89%

➤ **2.7C DEGREE COMPLETION RATES AND JOB PLACEMENT EXPERIENCE.**

As reported in our 2009-10 annual report, of the 35 students starting the program, 22 graduated, six withdrew, and seven continued beyond the 4.0-year criterion. As shown in table 2.7.c.1, our graduation rate dropped to 63% in 2010, which is below the 80% criteria set by CEPH.

TABLE 2.7.c.1: Degree Completion Rates

	2009	2010	2011
Percent of students completing within four academic years.	87%*	63%	80%
* The initial 2009 graduation rate reported was 59% but that was based on the percentage of students able to graduate in four semesters. However, we changed the denominator from 4 to 8 semesters to accommodate the reality that many of our part-time students have been unable to complete the program in two years (within fall, spring, and summer terms). In addition, the University has limited the tuition covered by graduate assistantships to 9 credits for four semesters which will extend the number of semesters need to complete graduate programs. The University requires graduate students to complete all graduate coursework for a given graduate degree in 12 semesters, however the MPH program set the standard at eight semesters.			

Of the six students withdrawing, two were international students who returned to their country of origin due to personal issues (i.e., family health; family business commitments). Another two students discontinued due to affordability problems that occurred due to layoffs

from their work. One part-time student decided to transfer her six credits from ESU to the University of Massachusetts (UMass) online program in ‘Public Health Practice’. Her work schedule became unpredictable and she felt the online program at UMass would be a more feasible path for her to complete her degree. The last student who discontinued took a job offer from a hospital in the Washington, DC area.

There were seven students continuing, who did not complete their MPH degree in the 4.0-year time frame. Two students who were on a military service grant were suddenly deployed to another region of the country for training needed to prepare for their tour of duty in Iraq. It is unclear as to whether they will return; although, they both wish to do so. Three students have requested leaves of absence due to work constraints, along with work instability. Due to employers’ layoffs, these three students were asked to work longer hours along with a lack of clarity as to whether their positions would remain stable. One student requested a leave due to affordability issues, as her employer no longer provided tuition reimbursement. It is unclear whether this student will return given the loss of this benefit, and the increasing costs of out of state tuition at ESU. The final student who requested leave did so due to a pregnancy.

The MPH Program outcome for employment, *“graduates will be employed at the level appropriate to their education and experience in a position that contributes to population based public health”*, has not been assigned a specific measurement process but can be qualitatively derived based on graduate employment data. Table 2.7.c.2 indicates that our graduates typically find employment within 6 months of graduation, and table 2.7.d.1 below indicates this employment is mostly within the non-profit sector or with local/state/federal organizations. Recently, we have witnessed an increasing number of alumni being hired by healthcare systems. This trend is likely due to hiring shifts seen as a function of healthcare reform. Over the last seven years, about three out of 20 of alumni (~15%) continue on to doctorate programs, medical school, or residency programs.

TABLE 2.7c.2: Employment Information of Recent MPH Graduates

Employed 6 Months after Graduation	2007 N=19	2009 N=39	2011 N=33
Yes	100%	100%	89%
No	0%	0%	11%

➤ **2.7.d EMPLOYMENT DESTINATIONS OF MPH GRADUATES 2009-2011**

TABLE 2.7.d.1: Sectors of Employment for MPH Program Graduates

Place of Employment	2009	2010	2011
Nonprofit Agency	13%	29%	17%
County/State or Federal Government Public Health Agency	38%	14%	21%

Local/State/Federal Government Agency (other than public health)	0%	0%	0%
Healthcare System or Network	0%	24%	22%
For Profit Health Care	13%	0%	6%
University or College	13%	0%	17%
Non-Health Field	0%	14%	0%
Continuing Education (i.e., doctorate; medical school; residency)	25%	14%	17%

- **2.7e IN PUBLIC HEALTH FIELDS WHERE THERE IS CERTIFICATION OF PROFESSIONAL COMPETENCE, DATA ON THE PERFORMANCE OF THE PROGRAM'S GRADUATES ON THESE NATIONAL EXAMINATIONS FOR EACH OF THE LAST THREE YEARS.**

TABLE 2.7.e.1: CHES Pass Rate

Program-Level Objective		Measure	2009	2010	2011
All graduates who take the CHES exam will pass.	100% pass rate		100%	100%	100%
Note: these do not represent total of all graduates.					

- **2.7f DATA DESCRIBING RESULTS FROM PERIODIC ASSESSMENTS OF ALUMNI AND EMPLOYERS OF GRADUATES REGARDING THE ABILITY OF THE PROGRAM'S GRADUATES TO EFFECTIVELY PERFORM THE COMPETENCIES IN A PRACTICE SETTING.**

Although historically the MPH Program has not conducted employer interviews, recently the program added an additional assessment through which we conduct these types of interviews. In these employer interviews, we ask employers of our alumni (≤ 2 years post-graduation) to provide strengths and weakness of our alumni relevant to our program competencies. We expect to have these data available in a resource room.

- **2.7g ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. Our MPH Program has a series of thorough, well-defined student assessment policies and procedures. Student-related program objective measures remain strong, and student outcomes are being achieved. For the most part, our graduation rates are good; although, on a number of occasions students needed to take a semester off to save funds to continue or switch to part-time status. Despite the significant cuts

to the regional public health infrastructure, our employment data are positive. The assessment of our competencies could be strengthened.

RECOMMENDATION: Continual assessment of student-related program objectives and outcomes needs to emphasize any illuminated areas of concern. Development of a process to assess the program's link to alumni employment will be strengthened over the next year. The internship needs to provide students with a more direct link or greater opportunity for reflection between internship experiences and competencies. In addition, the program needs to strengthen its assessment of alumni by conducting bi-annual interviews of employers.

SECTION 2 – INSTRUCTIONAL PROGRAMS

CRITERION EIGHT: ACADEMIC DEGREES

IF THE PROGRAM ALSO OFFERS CURRICULA FOR ACADEMIC DEGREES, STUDENTS PURSUING THEM SHALL OBTAIN A BROAD INTRODUCTION TO PUBLIC HEALTH, AS WELL AS AN UNDERSTANDING ABOUT HOW THEIR DISCIPLINE-BASED SPECIALIZATION CONTRIBUTES TO ACHIEVING THE GOALS OF PUBLIC HEALTH.

Not applicable to the MPH Program at ESU.

CRITERION NINE: DOCTORAL DEGREES

THE PROGRAM MAY OFFER DOCTORAL DEGREE PROGRAMS, IF CONSISTENT WITH ITS MISSION AND RESOURCES.

Not applicable to the MPH Program at ESU

CRITERION TEN: JOINT DEGREES

IF THE PROGRAM OFFERS JOINT DEGREE PROGRAMS, THE REQUIRED CURRICULUM FOR THE PROFESSIONAL PUBLIC HEALTH DEGREE SHALL BE EQUIVALENT TO THAT REQUIRED FOR A SEPARATE PUBLIC HEALTH DEGREE.

Not applicable to the MPH Program at ESU.

CRITERION ELEVEN: EXECUTIVE PROGRAMS

IF THE PROGRAM OFFERS DEGREE PROGRAMS USING FORMATS OR METHODS OTHER THAN STUDENTS ATTENDING REGULAR ON-SITE COURSE SESSIONS SPREAD OVER A STANDARD TERM, THESE DEGREE PROGRAMS MUST MAINTAIN THE REQUIRED STANDARD.

Not applicable to the MPH Program at ESU.

SECTION 3 – CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

CRITERION ONE: RESEARCH

THE PROGRAM SHALL PURSUE AN ACTIVE RESEARCH PROGRAM, CONSISTENT WITH ITS MISSION, THROUGH WHICH ITS FACULTY AND STUDENTS CONTRIBUTE TO THE KNOWLEDGE BASE OF THE PUBLIC HEALTH DISCIPLINES, INCLUDING RESEARCH DIRECTED AT IMPROVING THE PRACTICE OF PUBLIC HEALTH.

➤ ***3.1a A DESCRIPTION OF THE PROGRAM’S RESEARCH ACTIVITIES, INCLUDING POLICIES, PROCEDURES AND PRACTICES THAT SUPPORT RESEARCH AND SCHOLARLY ACTIVITIES.***

The MPH Program’s research agenda is based on the program’s “Research” goal (Program Goal B), which is *“to develop an academic public health program that contributes to and helps train graduates to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.”* The research agenda stems from the University’s 2007 Academic Research Plan (in resource room) that was developed by the Division of Academic Affairs to help guide the University’s research endeavors. According to the plan, research at ESU should:

- “Be based on a teacher scholar model. It should be the foundation of a process of active learning in which research should help the student learn by learning what the faculty learns, by watching how the faculty learns, and by learning alongside of the faculty.”
- “Be inclusive of a broad definition of research, but always of high quality. Research should be able to withstand the scrutiny of collegial analysis, and as a result of this peer-review be accepted as having been a rigorous process of either generating or applying new knowledge.”
- “Be relevant to the mission of the institution. The preponderance of the research efforts at ESU must strategically support the mission ESU plays as a public institution created for the greater good of the commonwealth.”
- “Be supported by the institution and all departments. The role and importance of research within the institution should be a constant message disseminated by the administration to all faculty. All the academic departments should promulgate the

concept of research as being an integral component of being a high quality faculty at ESU.”

Overview of Research Activities

The public health faculty members teaching within the MPH Program in Community Health Education consider research to be an integral component of service to the discipline and to the community. Research activities enhance the effectiveness of faculty and students as they practice within the public health workforce. Our faculty research activities complement the MPH Program mission statement, which is “to enhance the quality of human health through the practice of population-based public health education that is responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment.”

The public health faculty and students carry out a varied set of research activities. These range from the synthesis of research to scientifically sound studies of qualitative, quantitative and mixed-method designs. While our research methodologies vary, the research conducted by the faculty and students has an applied nature with an overall theme of improving the practice of community-based/population based public health initiatives. This applied research approach means that the majority of the research tends to be centered on program evaluation, health assessments, and/or policy analysis.

Research Policies, Procedures and Practices

The University’s 2010-2015 Strategic Plan for the Graduate College (http://www4.esu.edu/about/administration/president/documents/pdf/graduate_college_strategic_plan10.pdf) clearly supports faculty and graduate research activities at the state, regional, national, and international levels. Scholarly activity, along with teaching and service, is an integral part of faculty performance review used for retention, tenure, and promotion (as described in the Collective Bargaining Agreement). Tenure and promotion are evaluated with 60% emphasis on “teaching”, 20% emphasis on “service”, and 20% emphasis on “scholarly growth”, which includes conducting research. The faculty performance review policies and procedures guiding research are available in the resource room, and the contract is available at <http://www.apscuf.com/members/contract>.

The University tradition of emphasizing teaching makes excellence in teaching the norm rather than the exception. Consequently, scholarly growth and service to the community have become even more critical in an ever-increasing competitive promotion atmosphere. The ESU definition of “scholarly growth” not only includes conducting research, but also includes: 1) the development and/or implementation of experimental programs; 2) presenting scholarly papers at professional meetings; 3) publishing in professional venues; 4) providing leadership within the field through holding office in professional societies; 5) receiving regional or national awards; 6) ‘consultantships’; 7) invitational lectures or being a member of a panel at a professional meeting; and 8) pursuing additional graduate training. The MPH Program Goals and objectives for program research activities establish a not only a narrower definition of academic research but a definition more in tune with the practice of public health.

As a result of the Academic Research Plan, research management responsibilities were transferred from the Graduate College to a newly formed Office of Sponsored Projects and Research (OSPR) (http://www4.esu.edu/red/projects_research/), which is located in the Division of Research and Economic Development. It is through the OSPR that ESU provides the faculty support needed to identify extramural and intramural funding opportunities to conduct research, as well as he provide assistance to faculty and staff in all phases of externally funded project development. The mission of OSPR is to advance the research enterprise at ESU by promoting an environment that fosters creativity, collaboration, and a scholarly community. As such, the office serves as an advocate for faculty/staff at ESU who are interested in receiving grant funds and conducting research or other scholarly activities with support from government and non-government sponsors, and in assisting administrators with the stewardship of grant based funds. Support offered by the OSPR includes identifying funding sources, assistance with preparation of proposals and budgets, obtaining approvals from appropriate institutional officials, and post award administration. The OSPR supports ESU's teaching, service, and scholarly and creative activities by:

- Working with faculty, staff, and administration to create and implement a long-term vision for funding research and activities;
- Providing point personnel and resources to identify specific strategies to motivate faculty to develop and submit competitive grants;
- Providing current funding information and facilitate access to external funding sources;
- Assisting with the development of proposals, including identification of a sponsor, developing a budget, timeline, assessments and evaluations, and securing appropriate approvals;
- Providing coordination for research and sponsored programs;
- Recognizing faculty and staff who are engaged in grant-supported activities in University publications, websites and ceremonies;
- Providing workshops and professional development opportunities; and
- Building a comprehensive program to meet the current and future needs of ESU.

The OSPR works closely with ESU's Office of Academic Affairs, which oversees all academic components of grant-funded programs and maintains and administers institutional policies such as Intellectual Property, Human Subject Review (IRB), Conflict of Interest, and Animal Use. This Office of Academic Affairs also coordinates the University Senate Research Subcommittee, updates the Academic Research Plan, and oversees the administration of Faculty Development and Research Committee (FDR) funding for the faculty.

ESU provides various internal intramural funding mechanisms to support faculty and student research. The President's Research Fund provides one-year awards of up to \$25,000 on a competitive basis. The FDR Committee also provides support for faculty-initiated research. A few awards (N= 6 to 12) are available on a competitive basis to help support small research initiatives, summer research or faculty-directed student research. For the last seven years, each faculty member received up to a total of \$500/year in travel from the Dean of the College of Health Sciences (disbursed through the department) and the Department of Health Studies.

There is no “conference travel” money in the MPH budget. The Faculty Development and Research Fund supports faculty travel for up to another \$1,000 per academic year to present at professional conferences.

Unlike other universities, ESU has a flexible indirect cost rate for non-federal grants that improves competitiveness of faculty grant applications. The indirect cost rate for federally funded grants is a reasonable 46%. Currently, 30% of the indirect rate is funneled back to the prospective ESU academic department to support faculty travel, equipment purchases, and other expenditures needed to facilitate research and service initiatives of faculty and/or students.

For tenured faculty with seven or more years of State System of Higher Education employment, sabbatical leaves provide opportunities for faculty to pursue research ventures. Sabbatical leaves are granted on a competitive basis for a period of 18 to 36 weeks for up to seven percent of the University faculty each fiscal year.

The Dean of the Graduate College also serves as the Dean for Research. Any faculty member wishing to pursue an externally funded research grant must complete a grant approval form and get required signatures (Chair; Dean; Provost) (copy in resource room) prior to submission. Any requested release time must be approved at that time. The Academic Research Plan automatically grants faculty .25 FTE release time to pursue funded research as long as the grant recovers the replacement costs. To date, no faculty member in the MPH Program has been approved for more than three credits per semester. The typical teaching load of 12 credits per semester makes acquiring large, long-term research grants difficult, as limiting release time to ¼ to ½ -FTE does not allow faculty to pursue being a principal investigator on large, funded initiatives. Also, in cases where an RFP has been released with a 30-day deadline, obtaining longer release time approvals in a timely fashion can be difficult.

The Institutional Review Board (IRB) approval process at ESU is a strength. IRB applications are reviewed in the third week of every month by the IRB Committee, which provides quick feedback and/or approvals by the fourth week of each month. The IRB Chair is amenable to providing feedback to the investigator(s) prior to formal review, which results in many successful applications in the initial application. The IRB process is delineated by a well-documented policy that can be accessed at the specific IRB website address within the ESU Graduate School website (see www4.esu.edu/academics/provost/irb/index.cfm). The IRB process has functioned effectively to support ethical research decisions.

➤ **3.1b A DESCRIPTION OF CURRENT COMMUNITY-BASED RESEARCH ACTIVITIES AND/OR THOSE UNDERTAKEN IN COLLABORATION WITH HEALTH AGENCIES AND COMMUNITY-BASED ORGANIZATIONS. FORMAL RESEARCH AGREEMENTS WITH SUCH AGENCIES SHOULD BE IDENTIFIED.**

A significant number of the MPH Program’s faculty research endeavors have been based at a community site in collaboration with a health agency or community-based organization. Most

of the research by program faculty can be classified as *community-based research* projects conducted at a community site that focuses not only on individuals but on the community itself.

The program currently does not have any faculty who conduct community based participatory research, in its traditional sense; however, several projects conducted by our faculty members provide opportunities for strong community engagement. Examples of these projects follow. A tally of research conducted in the program with community participation is also presented in Table 3.1.c.1

Dr. Steven Shive has had an extensive relation with the Center for Asian Health in Philadelphia which has funded various research-based programs including the *Community Network Program: Cancer Screening among Asian Americans* and *Cancer Screening among Asian Americans*.

Dr. Alberto Cardelle has worked over the last seven years with local SHIP (State Health Improvement Partnerships) partners to 1) implement the evaluation of *Steps to a Healthier Pennsylvania* and 2) create the *Health Community Resource Guide*, a searchable database of evidence-based interventions implemented in Pennsylvania.

Dr. Steven Godin has established a close working relationships with various community-based organizations and health agencies in New Jersey, including the Hunterdon and Warren County Health Departments; the Hunterdon County United Way; Hunterdon Regional Cancer Center; NORWESCAP (a regional nonprofit agency in Northwest New Jersey); and the Hunterdon Medical Center Foundation, to carry out the *Latino Residents' Community Health Needs Assessment*, the *Warren County Residents' Community Health Need Assessment*, and community needs assessments administered by The Hunterdon Partnership for Health.

➤ **3.1C A LIST OF CURRENT RESEARCH ACTIVITY OF ALL PRIMARY AND SECONDARY FACULTY, INCLUDING AMOUNT AND SOURCE OF FUNDS, FOR EACH OF THE LAST THREE YEARS.**

Between 2005-2012 (the time period since our last accreditation), the public health faculty in the Department of Health Studies received 34 grants and contracts totaling \$2,043,718. Within the last three years (2009-2011), these faculty generated \$854,382 in 26 grants and contracts. The majority (~99%) of this funding was conducted in collaboration with an outside health agency or community-based organization with a focus on population-based outcomes including: chronic disease prevention and management; economic development; community health assessments; community leadership development; policy analysis capacity needs assessments; technology assessments; social marketing; access and infrastructure; and health literacy. The populations of focus for much of these funding sources include those experiencing health inequities.

Funding sources have been varied. Thirty one percent of the grants for the 2009-2011 period came from national-level sources including the federal government and national level foundations. Another 31% of the these grants were funded by state-level government agencies,

'think-tanks' and foundations; 23% were funded by local health agencies and foundations, and the remaining were funded by grant programs internal to the State System and/or the University.

Table 3.1.c.1 provides a listing of the public health faculty funded research activities from 2005 through 2012. Information in the table includes source of funds, the funding period, total amount funded, and amount funded for each of the last three years 2009-2011. This table includes classification (when appropriate) of the research as community-based research and if graduate students were involved. Each individual faculty maintains formal agreements and contract awards for the funded projects. It should be noted that many of the faculty are involved in funded service projects that include an applied research or program evaluation component as part of a larger service or prevention intervention, and that the University does not fund many of the grants and contracts.

TABLE 3.1.c.1: Research Activity of All Primary and Secondary Faculty from 2009 to 2012

Project Name	Principal Investigator (PI)	Funding Source	Funding Period	Total Award	2009-2010	2010-2011	2011-2012	Comty -Based	Student Part.
			Start/End	Amount			Y/N		
State Asthma Control Program Evaluation	Dr. Alberto J.F. Cardelle Health Studies Dept.	CDC & PA Dept. of Health	2010-2013	\$126,000		\$42,000	\$42,000	Yes	Yes
Assessment of Non-profit Sector	Dr. Alberto J.F. Cardelle Health Studies Dept. Co-PI with faculty from Sociology Dept.	ESU Presidential Research Grant	2011-2012	\$25,000			\$25,000	No	Yes
State Diabetes Control Program Evaluation	Dr. Alberto J.F. Cardelle Health Studies Dept.	PA Dept. of Health	2011-2012	\$35,000			\$35,000	No	Yes
Return on Community Investment & Economic Impact Analysis of Local Health Department	Dr. Alberto J.F. Cardelle Health Studies Dept.	Lehigh Valley Board of Health	2010-2011	\$27,000		\$27,000		No	Yes
Community Health Assessment	Dr. Alberto J.F. Cardelle Health Studies Dept.	Pocono Health Systems	2010-2011	\$10,000		\$10,000		Yes	Yes
Problem-Gambling Community Assessment	Dr. Alberto J.F. Cardelle Health Studies Dept.	Carbon, Monroe, Pike and Drug and Alcohol Commission	2010-2011	\$15,000		\$15,000		Yes	No
Leadership Pathways of Rural Community Health Leaders	Dr. Alberto J.F. Cardelle Health Studies Dept.	Robert Wood Johnson Foundation	2009-2011	\$75,000	\$37,500	\$37,500		Yes	Yes
Socio-Ecological Factors & Breast Screenings	Dr. Alberto J.F. Cardelle Health Studies Dept.	Faculty-Student Research Grant	2009-2011	\$8,000		\$8,000		Yes	Yes
Immigration Policies, Acculturation and Social Capital a Comparison of rural areas in Spain and the U.S.	Dr. Alberto J.F. Cardelle Health Studies Dept.	Faculty-Student Research Grant	2009-2010	\$8,000	\$8,000			Yes	Yes

Project Name	Principal Investigator (PI)	Funding Source	Funding Period	Total Award	2009-2010	2010-2011	2011-2012	Comty -Based	Student Part.
			Start/End	Amount			Y/N		
Community Health Assessment of Northampton County	Dr. Alberto J.F. Cardelle Health Studies Dept.	Two Rivers Health and Wellness Foundation	2009	\$37,000	\$37,000			Yes	Yes
Steps to Healthier PA Evaluation	Dr. Alberto J.F. Cardelle Health Studies Dept.	CDC Steps to a Healthier US	2004-2010	\$333,000	\$55,500			Yes	Yes
Comprehensive community-based needs assessment to identify and examine the community needs and resources to guide the community cancer education, research and training programs.	Dr. Steven E. Shive Health Studies Dept.	National Cancer Institute	2009-2010	\$9,000	\$9,000			Yes	No
Cancer Screening among Asian Americans	Dr. Steven E. Shive Health Studies Dept.	Community Network Program, Center for Asian Health	2008-2009	\$9,000	\$4,500			Yes	Yes
Evaluation of The Hunterdon Partnership for Health: A New Model Linking Assessment, Collaboration and Technology	Dr. Steven Godin (Program Evaluator) Health Studies Dept.	Robert Wood Johnson Foundation	2011-2013	\$247,348			\$123,674	Yes	TBD
Oral Cancer Screenings for Low Income Residents of N.J.	Dr. Steven Godin (Consultant) Health Studies Dept.	BC/BS Horizon Foundation	2011	\$3,000			\$3,000	Yes	Yes
Assessing Hunterdon County Latino Residents' Community Health Needs	Dr. Steven Godin Health Studies Dept.	Hunterdon County United Way and Hunterdon Medical Center Foundation	2011	\$4,000			\$4,000	Yes	Yes
Comparisons of Cancer Incidence and Mortality for Rural vs. Urban Counties in Pennsylvania and Rural Appalachia in the United States	Dr. Steven Godin Health Studies Dept.	Center for Rural Pennsylvania	2011	\$10,000		\$5,000	\$5,000	No	Yes

Project Name	Principal Investigator (PI)	Funding Source	Funding Period	Total Award	2009-2010	2010-2011	2011-2012	Comty -Based	Student Part.
			Start/End	Amount			Y/N		
Assessing Warren County Residents' Community Health Needs	Dr. Steven Godin Health Studies Dept.	Warren County Dept of Health-Community Health Improvement Coalition	2010-2011	\$5,050		\$5,050		Yes	Yes
ECO-ESU: Impact Evaluation of Data Driven Social Marketing Initiative to Increase Students' Recycling Behaviors	Dr. Steven Godin Health Studies Dept.	ESU President's Research Fund	2010-2011	\$22,780		\$22,780		Yes	Yes
Building Capacity for Cancer Education and Early Detection in Hunterdon County	Dr. Steven Godin (Consultant) Health Studies Dept.	New Jersey Dept. of Health and Senior Services	2010-2013	\$116,900		\$38,967	\$38,967	Yes	No
SCREEN Sun Safety Program	Dr. Steven Godin Health Studies Dept.	CDC/NJDHS	2007-2012	\$229,990	\$45,998	\$45,998	\$45,998	Yes	Yes
Improving Colorectal Cancer Health Literacy in the Hispanic Community: A Faith-based Initiative	Dr. Steven Godin Health Studies Dept.	Norvartis Outreach and Education Project Fund	2008-2009	\$3,000	\$1,500			Yes	Yes
Building Capacity for Cancer Education and Early Detection in Hunterdon County	Dr. Steven Godin (Consultant) Health Studies Dept.	New Jersey Dept. of Health and Senior Services	2007-2010	\$195,000	\$65,000			Yes	No
Safer Sex Survey among College Students	Amar Kanekar, Health Studies Dept.	ESU Faculty Development and Research Fund	2010	\$ 1,000				Yes	Yes
Preventing Low Birth Weight and Infant Mortality	Dr. Adenike Bitto Health Studies Dept.	Federal Office of Minority Grant	2010	\$5,050	\$2,525	\$2,525		Yes	Yes
Implementation of a faith--based initiative in African American Churches to encourage healthy eating, including 5-a-day servings of vegetables.	Dr. Adenike Bitto, Health Studies Dept.	Pennsylvania State Grant	2009	\$5,400	\$2700	\$2700		Yes	Yes

➤ **3.1d IDENTIFICATION OF MEASURES BY WHICH THE PROGRAM MAY EVALUATE THE SUCCESS OF ITS RESEARCH ACTIVITIES.**

The public health faculty have established a set of research-related standards to achieve. The process of determining if these standards are met occurs within scheduled public health faculty meetings each semester, periodic faculty performance reviews, and review of faculty vitas. In most cases, these standards were met.

TABLE 3.1.d.1: MPH Program Outcome Measures Related to Research

Measure	2009	2010	2011
At least one member of the PHFC ^a will participate in an international collaborative research project or research translation project per year. This project will involve at least 2 students over a two-year period.	100% PHFC ^a member was the PI on a unfunded research project "Health as an Issue of International Relations" involving students.	100% PHFC ^a member was the PI on research project on immigration policies and health comparing Spain and the U.S, involving students.	
At least two PHFC ^a will facilitate a community based research project involving at least 2 students per year. These projects will be used for teaching in coursework	100%	100%	100%
Students/Graduates will report favorably (2.85 out of 4.0 scale on survey) on their opportunities to participate in research activities (see Appendix 2 for survey results).	3.4	NA	3.1
All PHFC ^a will maintain an externally funded research track. At least 4 students will have an opportunity to participate in this research each academic year. These projects will be used for examples for teaching in coursework.	100% 5 of 5 maintained externally funded grants	60% 3 of 5 maintained externally funded grants	40% 2 of 5 maintained externally funded grants
All PHFC ^a will publish at least 2 research-based articles every 3 years in refereed public health journals in the area of their expertise.	40% Two PHFC ^a members had publications in refereed public health journal from 2009-2012. One member had one publication and the other had one article published and another article approved for publication.		
All PHFC ^a will present research in their area of expertise on the national or international level at least one time per year at APHA or other professional meetings	100%	100%	100%

appropriate for their area of expertise.			
All PHFC ^a members and students will complete the training for and receive the NIH ethical research certificate. All faculty and students will submit all research projects for IRB approval.	100%	100%	100%
	<ul style="list-style-type: none"> • All PHFC^a are required to have the NIH ethical research projects. • All of the student papers requiring IRB approval received IRB approvals. 		
Students/Graduates will receive a minimum of a 3.0 in all research-related coursework.	100%	100%	95%
All students/graduates will successfully complete and present a publishable research paper.	100%	100%	100%
a=Public Health Faculty Council			

The public health faculty members have not established a benchmark for minimum dollar amounts for external funding. We set a standard for trying to maintain \$20,000 per year. However, we do not equate faculty research effectiveness with a specific funding amount. Rather, the focus is for the faculty to participate in meaningful projects (many of which are community-based) that help to meet our research goals, our leadership standards, and the overall public health of the region. The MPH Program faculty members have been successful in securing funding despite not having a formal benchmark.

TABLE 3.1.d.2: Additional Program Outcome Measures Related to Research

Program-Level Objectives	2004 Baseline*	2009	2010s	2011
Research dollars per full-time-equivalent faculty	\$56,985	\$83,609	\$81,527	\$100,198
Extramural research funding as a percent of the total expenditures	16%	21%	20%	24%
Extramural funding as a percent of the total departmental revenues	5%	4%	4%	5%

* The 2004 baseline is based on the average across two years that was reported in the 2004 self-study.

➤ **3.1e A DESCRIPTION OF STUDENT INVOLVEMENT IN RESEARCH.**

Students are introduced to faculty research and other interests during their initial orientation to the MPH Program, periodic meetings (i.e., “departmental open houses”) and again in the “Hlth 570: Introduction to Research” class.

Additional research opportunities exist for students within the Community Health Organization (CHO). To increase the opportunities for graduate student research (and service), the CHO was established in 2005 as a service-learning club housed in the Department of Health Studies. CHO is recognized and registered within the ESU Student Activity Office and is open to any student on campus interested in public health. The primary mission of CHO is to provide students opportunities to engage in public health initiatives on and off campus. For on campus initiatives, CHO members have a history of writing grant proposals to improve campus health. Examples of some of previously funded programs include educating students about safer sex, improving recycling, water conservation, and engaging in “This Is Public Health” sticker campaigns. Current efforts include the use of social media as a venue to educate ESU students on public health related issues and the development of a community garden on campus. Students are encouraged to work with local community health organizations to build public health infrastructure. During the last academic year, CHO members have collaborated with Co-County Wellness Services to implement “Voices/Voces” (Video Opportunities for Innovative Condom Education and Safer Sex) for the prevention of HIV and other sexually transmitted diseases (STDs). Over the years, many students (N=7) have authored/co-authored professional conference papers with the efforts that have been brought forth by CHO.

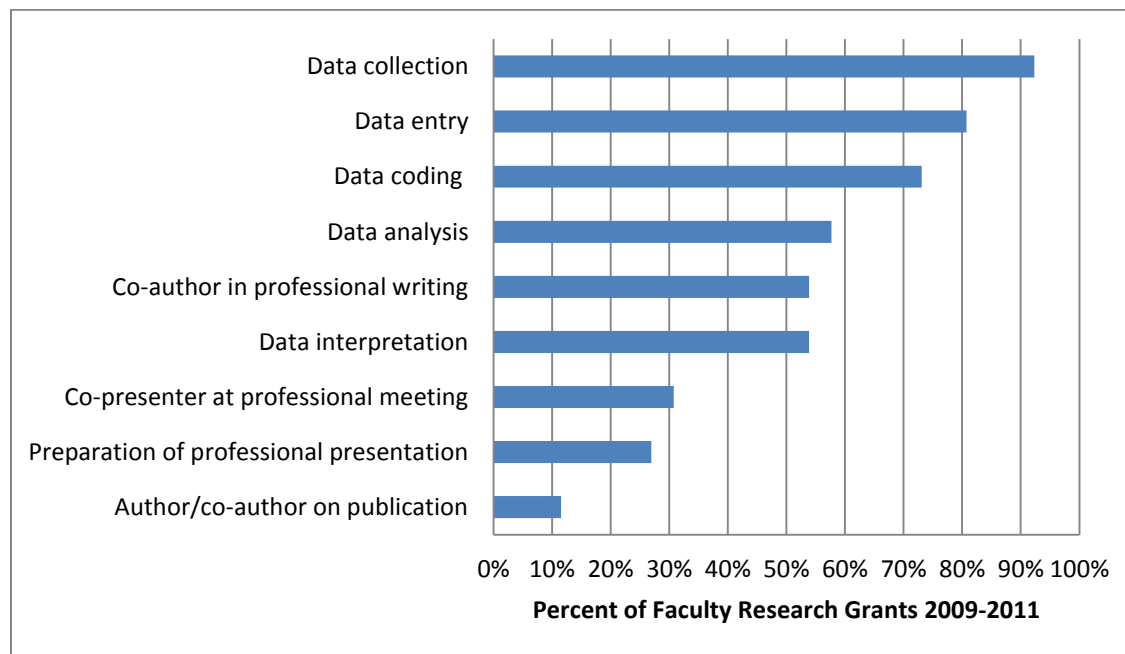
Students are encouraged to become involved in research, and are required to complete a publishable-quality paper. Students are advised to identify a research area of interest by the end of their first year that can be supervised by a faculty member for their publishable-quality paper requirement (Appendix 12 provides list of publishable-quality paper titles). The goal is for the student to finalize the literature review, research design, and statistical methodology with the weekly supports provided by the “Hlth 570: Introduction to Research” class. Students are also required to take “Hlth 557: Computer Applications in Health Education” and “Hlth 563: Public Health Measurement Science.” The computer applications class emphasizes learning quantitative research skills, including use of Excel spreadsheets, data analyses using SAS, geo-mapping, and graph construction. The public health measurement science covers the application of univariate and multivariate statistics to analyze public health data using SPSS. While completing their publishable-quality paper requirement, students are instructed, as needed, by faculty using SPSS and/or SAS to analyze their data. Depending on the research process, other analysis methods, both qualitative and quantitative, are emphasized.

Many students, particularly graduate assistants, are heavily involved in the research projects conducted by or with faculty. Some of these students take on significant responsibilities, earning authorship/co-authorship on professional presentations; during the last seven years, 57 authorship/co-authorships by MPH students were tallied.

Since 2008, the Graduate College provides competitive “Research Fellowship” awards (N= 6 to 8) of \$1,000 per semester to fund graduate student research supervised by the faculty. MPH students (N=5) have been successful in obtaining these awards. The Dean of the College of Health Sciences provides funding to defer publication costs and travel costs for professional presentations at state, regional, national, or international conferences. For the last seven years, each faculty member received up to a total of \$500/year in travel from the Dean of the College of Health Sciences and the Department of Health Studies.

There were 38 students involved in the 26 research grants identified above (Table 3.1.c.1), for an average of 1.46 MPH students per research grant. These 38 students were involved in a multitude of different roles ranging from data entry to co-authorship. Figure 3.1.e.1 provides a summary of graduate student involvement with funded research from 2009-2011. The entire list is provided in Appendix 13.

FIGURE 3.1.e.1: Students’ Role in Faculty Initiated Research



➤ **3.1f ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. Two public health faculty members have exceptional records of high quality, externally funded, applied and community-based research that have significantly contributed to the field of public health. Two other faculty members have exceptional scholarship records, particularly related to professional publications. All faculty have exceptional records when it comes to the theme of professional conference presentations. While this mix of faculty productivity is complementary of one another, sustained efforts are needed for some faculty to generate extramural funding and other faculty to find success in publishing their work in professional venues.

The publishable-quality paper requirement is producing high expectations for the students and high-quality student research competencies are being developed. Our students are demonstrating skills to conduct and translate applied research. Many of these student research activities have resulted in professional presentations at national meetings. However, the faculty members need to continue to develop a more effective process to get completed student research into publication.

RECOMMENDATION: One area of concern is the lack of time available to faculty (with heavy teaching loads) to develop their research agendas and to ensure research-based articles are written. Since research is an important component of quality graduate programs, the faculty would benefit from greater philosophical and tangible administrative support to expand research efforts. While the Office of Sponsored Projects and Research has improved significantly improved and strengthened the internal supports for faculty research, further efforts could be facilitated and supported by ESU through the ESU Division of Economic Development and Research. This needs to include the easing of faculty responsibility in program marketing, student recruitment, and student enrollment management. The easing of these responsibilities will allow faculty more time to develop manuscripts and publish. The development of funded release time for publishing and grant writing would also provide much needed support. This release time for grant development would be a significant factor in the acquisition of larger research and training grants which would improve our ability to link more students to research activities and broaden the range of grants for which we could write proposals. In addition, faculty members have some concerns about the paucity of publishing outlets for applied or community-based research, especially research articles that have students as first author. Faculty have worked through various professional organizations and institutions to explore the development of online journals and a community practice-based journal.

SECTION 3 – CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

CRITERION TWO: SERVICE

THE PROGRAM SHALL PURSUE ACTIVE SERVICE ACTIVITIES, CONSISTENT WITH ITS MISSION, THROUGH WHICH FACULTY AND STUDENTS CONTRIBUTE TO THE ADVANCEMENT OF PUBLIC HEALTH PRACTICE.

- **3.2a A DESCRIPTION OF THE PROGRAM’S SERVICE ACTIVITIES, INCLUDING POLICIES, PROCEDURES AND PRACTICES THAT SUPPORT SERVICE. IF THE PROGRAM HAS FORMAL CONTRACTS OR AGREEMENTS WITH EXTERNAL AGENCIES, THESE SHOULD BE NOTED.**

The MPH program’s service agenda is based on the program’s Mission –

“To enhance the quality of human health through public health and health education, recognizing the dynamic, multi-faceted and interdependent nature of human systems and the environment.”

In addition to primary faculty's responsibilities in the area of teaching and fulfillment of related professional responsibilities, service to the University and/or community is expected by the University, School, Department and MPH Program. Various documents, including the Collective Bargaining Agreement (CBA) and the University Tenure and Promotion Policies and Procedures, sanction these expectations at the University level. The CBA describes the official policy that governs faculty promotion or tenure. This policy states that promotion and tenure is judged based on the following formula: 60% teaching effectiveness, 20% service, and 20% scholarship. The faculty performance review policies and procedures guiding service are available in the resource room for review. The contract is available at <http://www.apscuf.com/members/contract>.

The MPH Program has specific service-related goals and objectives that are integrated into the Program's goals –

“To provide leadership and service to enhance public health practice at the local, state, national and international levels.”

The service-related goal, evaluated in Section 1.2, and objectives associated with the goal incorporate faculty functions relative to service to the public health field. These include training and continuing education for the public health workforce, providing consultation, and serving in leadership roles in professional and community organizations. There is a wide range of MPH Program faculty involvement, both formal and informal, in service activities at the local, state, and national levels. This greatly enhances and facilitates the opportunity for active participation of students in professional service activities and also serves to attract active service-oriented students to the program.

Faculty release time for community service is rarely granted. However, the University provides resources to support faculty service activities. Available funds for travel to professional meetings are provided through Department, Dean, and Faculty Development and Research (FDR) budgets. This support provides some funded opportunities for faculty to contribute to the advancement of the professions of public health and health education. Travel reimbursement provided to full-time faculty to provide leadership at professional conferences has been adjusted to prioritize support for non-tenured and junior level faculty. Nonetheless, these changes in policy have had no impact on our support of our senior faculty to date. Since our senior faculty applications to FDR for travel to conferences has always included documentation of multiple presentations at these conferences, senior faculty have been able to maintain their leadership roles in professional societies. In some cases, the faculty professional association service activities are self-funded in terms of the time dedicated to the activity and the expense associated with it. Services provided by the faculty members to community-based agencies or public health institutions are either on a volunteer basis or funded by the agency. In spite of the above-described limitations, the faculty have documented a rich history of service to the profession and to communities.

➤ **3.2b A LIST OF THE PROGRAM’S CURRENT SERVICE ACTIVITIES, INCLUDING IDENTIFICATION OF THE COMMUNITY GROUPS AND NATURE OF THE ACTIVITY, OVER THE LAST THREE YEARS.**

Tables 3.2.b.1 through 3.2.b.3 list the MPH Program’s faculty service over the last seven years. These tables do not identify the specific faculty, but the list by faculty can be made available. Faculty members have formal and informal working relationships with all of these organizations, some of which are official appointments from government agencies and others that are informal volunteer roles. Table 3.2.b.1 provides the service activities associated with professional associations, committee membership, and organizational leadership the program faculty has engaged in over the past seven years.

TABLE 3.2.b.1: Faculty Organizational/Professional Service

Date	Organization	Activity
2004 -2009	Ethics Committee for Society for Public Health Education (SOPHE)	Co-Chair
2005 -2012	Steering & Research Committees, ATECAR Asian Training and Education on Cancer and Research (ATECAR), Center for Asian Health	Member
2005 -2006	Dorothy Rider Pool Health Care Trust	Advisory Board Member
2005 -2006	HIV Community Planning Committee of Pennsylvania	Member; Evaluation Subcommittee Chair
2005 -2007	Pennsylvania Public Health Association	2 faculty served on the Board of Directors
2005 -2007	Coalition on Health Ethics National Taskforce	Member
2005 -2008	Board of Health, Northampton County PA.	Vice Chair
2005 -2008	Epidemiology Section of the American Public Health Association	Section Councilor, Section Webmaster, and Co-chair of the Communications Committee
2006 -2010	Governor’s Advisory Commission for Latino Affairs	Commissioner for Monroe and Pike Counties
2006 -2012	Council on Education for Public Health	2 Faculty Serve as Site Reviewers
2007 -2010	American Public Health Association, Governing Council	Member , and Nominations Committee
2007 -2012	U.S. Department of Health and Human Services CDC’s Emergency Communication System	Member
2008	Office of Minorities, National Partnerships to End Health Disparities	Conference Planning
2008 -2010	Oral Cancer Workgroup of the NJ Governor’s Cancer Task Force	Member
2008 -2010	Pennsylvanian Health Department Health Literacy Council	Council Member
2008 -2012	Melanoma Workgroup of the NJ Governor’s Cancer Task Force	Member
2008 -2012	American Cancer Society, Pennsylvania Division Inc.	Board Member; Leadership Council
2009	Society for Public Health Education’s Journal	Recognition for Exemplary

	"Health Promotion Practice"	Leadership and Dedication
2009 -2012	Health Informatics Information Technology SPIG of the American Public Health Association	Section Councilor; Member of Strategic Planning Committee
2009 -2012	ESU Community Health Organization (Student Service Learning Club)	Faculty Advisor
2009 -2012	Pennsylvania State Department of Health-Prevention Advisory Committee	Member
2009 -2012	Professional Leadership Committee at the Society for Public Health Education (SOPHE)	Member
2009 -2012	Public Health Education and Program Planning Committee (SOPHE)	Member
2010 -2012	American Public Health Association-Education Board for Leadership	Member
2010 -2012	Sexuality Task Force of the American Public Health Association	Member
2010 -2012	Society for Public Health Education (SOPHE)	Health Promotion Policy Expert (HPPE)
2010 -2012	United States Commission on Civil Rights, State of Pennsylvania Advisory Board	Member
2011	NJDHSS and Statewide Cancer Coalitions	2 faculty served as Technical Assistance/Training

Service to the profession is also exemplified by faculty contributions as manuscript reviewers for journals or organizations that publish reports or documents. Faculty also perform critical functions as reviewers for grants and other documents for government agencies, reviewers for publishing companies, and reviewers for abstracts for professional meetings and conferences. Table 3.2.b.2 highlights the faculty service to the profession through these review functions.

TABLE 3.2.b.2: Faculty Editorial/Reviewer Service

Date	Journal/Organization	Activity
2005 -2009	Health Promotion Practice, Ethics Column	Associate Editor
2005 -2012	Californian Journal of Health Promotion	Peer Reviewer
2005 -2012	American Journal of Preventive Medicine	Peer Reviewer
2005 -2012	American Journal of Public Health	Peer Reviewer
2005 -2012	Society for Public Health Education	Author/Reviewer of Continuing Education Exam Questions
2005 -2012	Society for Public Health Education	Peer Reviewer
2006 -2011	Epidemiology Section of the American Public Health Association Annual Meeting	Abstract Reviewer
2007	2007 CDC Cancer Conference	Abstract Reviewer
2007	National Cancer Institute (NCI)	Grants Reviewer
2007 -2011	Society for Public Health Education Annual Meeting	Abstract Reviewer

2008 -2010	Community Health Planning and Policy Development of the American Public Health Association Annual Meeting	Abstract Reviewer
2008 -2010	Latino Caucus of the American Public Health Association Annual Meeting	Abstract Reviewer
2008 -2010	American Public Health Association Publication Board	Member
2008 -2012	AIDS and Behavior	Peer Reviewer
2008 -2012	Nicotine and Tobacco Research Journal	Peer Reviewer
2009 -2010	Federal Department of Health and Human Services; Grant funds for the American Recovery and Reinvestment Act of 2009 (ARRA).	Chair, Grant Review Committee
2009 -2011	Health Informatics Information Technology Section/SPIG, for the American Public Health Association Annual Meeting	Abstract Reviewer
2009 -2012	The Health Educator Journal of Eta Sigma Gamma	Editorial Associate
2009 -2012	Journal of Clinical Medicine Research	Peer Reviewer
2009 -2012	Journal of Health Care for the Poor and Underserved	Peer Reviewer
2009 -2012	Online Journal of Public Health Informatics, a publication of the Health Informatics Information Technology Section of the American Public Health Association	Editorial Board Member
2010 -2011	Community Health Planning and Policy Development Section, American Public Health Association Annual Meeting	Abstract Reviewer
2010 -2011	Public Health Education and Health Promotion Section of the American Public Health Association	Abstract Reviewer
2010 -2012	American Journal of Health Behavior	Peer Reviewer
2010 -2012	Health Promotion Practice	Peer Reviewer
2010 -2012	Journal of Alcohol and Drug Education	Peer Reviewer
2010 -2012	Journal of Public Health in Africa	Peer Reviewer
2010 -2012	SOPHE News and Views Newsletter	Editorial Board
2010	Joint Conference of the Society for Public Health Education and CDC Prevention Research Centers	Abstract Reviewer
2010	University of Wisconsin Community-Academic Partnership Funds	Grants Reviewer
2011	The 2011 National HIV Prevention Conference	Abstract Reviewer
2011 -2012	Journal of AIDS and HIV Research	Peer Reviewer
2011 -2012	Progress in Community Health Partnerships: Research, Education, and Action	Peer Reviewer

Table 3.2.b.3 lists faculty involvement in local community-based agencies and service-related community collaborations and volunteerism. In addition, many of the grant-funded initiatives in Section 3.1 include a service element. To avoid overlap, these initiatives are not listed again in Table 3.2.b.3.

TABLE 3.2.b.3: Faculty Community Service

Date	Organization	Activity
1999 -2012	Asian Community Cancer Coalition, Philadelphia Metropolitan Area	Member
2005 -2006	Pocono Healthy Community Alliance	Board Member

2005 -2007	Weller Health Education Center	Board Member
2005 -2008	Monroe County Maternal and Family Health Services, Inc.	Board Member/Technical Assistance
2005 -2009	Warren County Cancer Coalition	Member
2005 -2009	Community/ESU Coalition on Prevention of Alcohol Abuse	Faculty Subcommittee Member
2005 -2012	Hunterdon County Cancer Coalition	Member
2006 -2010	Monroe County United Way	Member of the Board
2006 -2012	East Stroudsburg Municipal Local Board of Health	Volunteer Epidemiologist
2007 -2012	Bi-County Health Department Initiative	Co-Chair
2008 -2012	Area Health Education Centers (AHEC)	Member of the Board
2008 -2012	Monroe County Family Health Center	Board Chair
2009 -2011	Morris County Cancer Coalition	Technical Assistance
2010 -2012	Pocono Community Health Alliance-Health Committee	Member
2011 -2012	Hunterdon County Partnership for Health	Member

➤ **3.2c IDENTIFICATION OF THE MEASURES BY WHICH THE PROGRAM MAY EVALUATE THE SUCCESS OF ITS SERVICE EFFORTS, ALONG WITH DATA REGARDING THE PROGRAM'S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

Service is considered an essential component of each faculty member's responsibilities, and this expectation is institutionalized in the faculty evaluation, tenure and promotion review processes. The program has developed additional service-related expectations which are delineated within our mission, goals and objectives.

The previous tables in this Section (3.2.b.1, 3.2.b.2, and 3.2.c.3) document faculty, student and program compliance with the stated outcomes. These are confirmed through the various faculty evaluation processes in which, the Chair of the Department Evaluation Committee and the Department Chairperson collaborate to determine the extent to which these service outcomes are being met by the public health faculty as part of the University's academic program reviews.

TABLE 3.2.c.1: Measures by Which Public Health Faculty Service is Assessed

Measure	2009	2010	2011
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TABLE 3.2.c.1: Measures by Which Public Health Faculty Service is Assessed

Measure	2009	2010	2011
All PHFC will participate in 1-2 consulting services every 3 years (either paid or unpaid) in their area of expertise that support national or international public health agencies or organizations as they work to solve existing public health problems.	100%		
	All PHFC members have been involved in consulting services in their area of expertise at national public health agencies and community organizations.		
All PHF will participate in 1-2 collaborative public health problem-solving projects every 3 years (such as coalitions or steering committees) that serve the rural areas of Pa.	80%		
	Four of the five PHFC members are involved in collaborative public health problem-solving projects that serve the rural areas of PA.		
All PHF will hold at least one national or international elected or appointed position every year (Chairperson of a national committee or higher) in public health professional organizations in the area of their expertise.	60%	60%	40%
	3 of 5 held position	3 of 5 held position	2 of 5 held position
MPH students will successfully participate in multiple (no less than 3) group-level experiential or service learning activities in class or external to class.	100%	100%	100%

In addition to these outcome measures, other evidence shows a positive outcome for this criteria. A quantitative analysis of the service activities shows that over the last seven years (2005-2012):

- Faculty held a total of 78 different service roles;
- Faculty have maintained an average of 11 service roles per year;
- Each FTE faculty has held an average of 24 service roles over the last 7 years;

➤ **3.2d A DESCRIPTION OF STUDENT INVOLVEMENT IN SERVICE.**

The MPH Program has maintained a program objective (E.6) that all MPH students will successfully participate in multiple (no fewer than 3) group-level experiential or service learning activities in class or external to class. The program defines this type of activity as curricular or extra-curricular experiences in which students “work to make a difference in the civic life of our communities and develop the combination of knowledge, skills, values and motivation to make that difference...it means promoting the quality of life in a community, through both political and non-political processes.”⁴ All students graduating from the MPH have such experiences in three

⁴ Thomas Ehrlich. Civic Responsibility and Higher Education, American Council on Education, Oryx Press, 2000, p. vi.

different settings: a) as part of coursework (Hlth 509, Hlth 538 and Hlth 537); b) as part of their internship; and c) as part of an extracurricular activity.

Coursework

HLTH 509: Skills for Applied Community Health Practice - Students undertake a project with an organization or program (maybe within ESU) to practice their basic skills in counseling skills, cultural competency, social marketing/media advocacy skills, and TV/Radio interviewing skills. In the past, the class has conducted focus groups to help undergraduate programs at ESU carry out assessments.

HLTH 537: Community Health Practice - Students carry out a community health assessment of a community that is then shared or becomes part of an organization's health assessment for planning. For example the students' work has become part of assessments done for Northampton County, Two Rivers Foundations, and the Pocono Health System.

HLTH 538: Health Policy and Administration - Students choose a community group, carry out an organizational assessment, and write a funding proposal for the organization. Students have developed many proposals around the issue of nutrition and exercise, specifically in schools.

Internship

For most of the students, the civic engagement experience occurs during their internship. All of the internships, as described in Section 2.4, are with either public sector organizations (Health Departments), nonprofit health providers (Pocono Medical Center) or nonprofit community-based agencies (American Red Cross). Although the students are carrying out these experiences for the purpose of practicing and assessing skills and not merely for service, students carry out these skills for functions that can be defined as "promoting the quality of life in a community."

Extracurricular

The MPH program encourages community service through the Community Health Organization (CHO), a platform from which graduate students have successfully obtained intramural funding to provide public health-related interventions on campus. Examples of some of our previous CHO programs are:

- "This Is Public Health" sticker campaigns, in which students used the stickers to identify public health interventions during national public health week;
- "Lehigh Valley Health Department Initiative," in which students attended county council meetings and health board meetings to try to advocate for local public health;
- "Co-County Wellness Services," implementation of "Voices/Voces" (Video Opportunities for Innovative Condom Education and Safer Sex) for the prevention of HIV and other sexually transmitted diseases (STDs);
- "ECO ESU," a social marketing initiative with both a research and a service component to increase recycling in ESU academic buildings; and
- "Water Conservation Project" using social marketing strategies to reduce water consumption in the ESU dorms.

In addition to these opportunities organized through the CHO, students engage in extracurricular service activities individually (Table 3.2.d.1). The experiences describe in the table may be paid or volunteer but regardless fall within the definition of civic engagement.

TABLE 3.2.d.1: Student Extracurricular Service Activities

Last First	Organization Name	Activity	Date
Thomas, Jamie	Clinton Global Initiative 2012 Annual Meeting	Conference organizer	2012
Koble, Heather	Pocono Health System Community Health Initiative	Community Health Initiative student liaison	2011
Pease, Sarah	Student Counseling Services	Organized student awareness activity event for university	2011
Landucci, Rebecca	Student Counseling Services	Organized student awareness activity event for university	2011
Jain, Pragati	East Stroudsburg University	Breast Cancer Screening Project	2011
White, Candace	APHA Student Section	Served as Student Representative	2010
Montero, Victoria	<i>Council of Spanish Speaking organizations of the Lehigh Valley</i>	Provided community outreach	2010
Kolenut, Christina	Pennsylvania Advocates for Nutrition and Activity	Carried out data analysis on school data	2010

Last First	Organization Name	Activity	Date
Jennifer Van Doren	ESU Community Health Organization	Organized "This is Public Health" campaign	2010
Molina, Liliana	East Stroudsburg University	Worked with consultant in developing College strategic plan	2009
Jones, Charise	East Stroudsburg University	Worked with ESU public safety committee	2009
Mulugeta, Kalkidan	The Global Health & Innovation Conference (GHIC)	Conference organizer	2009
Murphy, Erin	The Global Health & Innovation Conference (GHIC)	Conference organizer	2009
Christa Bruce	Campus Compact	Undergraduate Student Coordinator	2007

➤ **3.2f ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. The service component of the MPH Program is consistent with the Programs' stated mission, goals and objectives, and complements the teaching and learning objectives stated for the instructional program. The Public Health faculty is actively and consistently engaged in a wide variety and numerous service activities: providing community presentations and staff trainings; committee work and functioning in leadership roles in professional organizations; and leadership and technical support to community agencies and organizations.

The MPH students are provided experiential/service opportunities through coursework and the internship, as well as through the Community Health Organization (CHO). However, the Department and the MPH Program need to develop a more coherent and purposeful strategy for encouraging service learning within coursework and through CHO, as well as maintaining better record keeping and assessment of such activities.

RECOMMENDATION: The program faculty should continue its extensive service commitments and continue to develop new service initiatives within the geographic region. Our program faculty need to continue their efforts in providing the primary leadership to push for policy change that would support a county public health department. Our service work for the region (in the form of creating awareness and a sense of public health service need) has focused on obtainment of this goal. This should remain a very important service contribution for our program. In addition, the program faculty should develop a more extensive evaluation component to document the impact of faculty and student service to our constituents. Last, the faculty should appoint a faculty member as the point of service-learning contact for the Department so that faculty can more easily integrate service learning activities into the coursework.

SECTION 3 – CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

CRITERION THREE: WORKFORCE DEVELOPMENT

THE PROGRAM SHALL ENGAGE IN ACTIVITIES THAT SUPPORT THE PROFESSIONAL DEVELOPMENT OF THE PUBLIC HEALTH WORKFORCE.

- ***3.3a A DESCRIPTION OF THE PROGRAM’S CONTINUING EDUCATION ACTIVITIES, INCLUDING POLICIES, NEEDS ASSESSMENT, PROCEDURES, PRACTICES, AND EVALUATION THAT SUPPORT CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES.***

The MPH Program’s Workforce Development agenda is based on the program’s goal –

“To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.”

It is important to note that the University definition of continuing education has been unusual. Our system-wide collective bargaining agreement (CBA) defines continuing education as for-credit, additional workload courses taught by faculty. Several faculty members have offered these courses for extra pay, but these traditionally as not designed to contribute to public health workforce development. Recently in the last two years, the University has created a new Office of Extended Learning by which more traditional continuing education and workforce development training and courses could be offered. This is an area in which the University and the MPH Program has undergone the greatest change since the last CEPH accreditation.

As was reported in our last self-study between 2002 and 2004, the MPH program faculty conducted 10 continuing educational programs. In most of these events (with the exception of two trainings), the attendance of non-students was less than 20, of which only a handful were public health professionals. Despite these limitations, the program faculty continued attempts to engage the public health workforce in years 2005-2008 to provide similar training programs (see Table 3.3.a.1) through two training grants received to provide public health preparedness training.

The continued difficulties in engaging the regional public health workforce were discussed with our Public Health Advisory Committee (which began its existence as the Continuing Education Advisory Committee; members identified in Section 1.2). It became increasingly evident that a major barrier in fulfilling our workforce development objective was the declining public health infrastructure or, more importantly, a fragmentation of an existing workforce that viewed itself as being involved in public health. For example, the evaluation of our training grants revealed that although the training was geared for all organizations involved in public health preparedness, the only sites required to receiving the training were the public health bureaus in Bethlehem, Allentown and Scranton. Other potential public health workforce members, such as emergency management services, declined participation as it was not required. This anecdotal evidence, along with other evidence presented by the Pennsylvania Department of Health⁵ and the Health Resources and Service Administration (HRSA)⁶ on public health workforce enumeration led to the decision to develop a Public Health Certificate Program. We viewed this Certificate Program as strategy to more effectively provide public health workforce development as opposed to our labor-intensive efforts to provide poorly attended regional training programs. This new Certificate Program is described in detail in the Section 3.3b.

At every meeting of the Public Health Advisory Group Meeting, workforce development initiatives are presented and discussed and adjustments or new strategies are debated. As a result of these discussions, the Certificate Program, which was initially located in Harrisburg, has recently expanded (summer, 2012) to campuses located in Philadelphia, in the Lehigh Valley, and in Scranton through a new collaboration with The Commonwealth Medical College in Scranton.

➤ **3.3b DESCRIPTION OF CERTIFICATE PROGRAMS OR OTHER NON-DEGREE OFFERINGS OF THE PROGRAM, INCLUDING ENROLLMENT DATA FOR EACH OF THE LAST THREE YEARS.**

Developed and approved in 2009, our Public Health Certificate is an 18-credit program that provides training in the core public health content areas, which form part of ESU's accredited MPH Program. The Certificate is designed for professionals with a minimum of a bachelor's degree and three years work experience in the social service sectors who wish to gain an educational foundation in public health. The Certificate content areas include: scientific foundations of public health; public health administration; applied statistical skills used in public health practice; epidemiology; environmental health; and a 150-hour fieldwork experience where students work on a special project at their worksite under the supervision and mentorship of an ESU faculty member.

The Certificate provides a distance education, executive-style instructional program that enhances public health education practice and strengthens the capacity of the existing

⁵ Pennsylvania Department of Health indicate that < 15% of their professional level employees had public health training

⁶ Pennsylvania ranked last in the country in public health workforce; 38 public health workers per 100,000 people compared to the national average of 138 per 100,000 people.

Pennsylvania public health and public welfare workforce. It seeks to provide a foundation in public health content to those who are self-motivated, work collaboratively, apply ethical principles to their work, exercise initiative, and have critical thinking skills so that they may further expand their leadership role in the provision of public health related services.

The mission of the Certificate Program is to provide working professionals with a foundation in public health. This training program targets Pennsylvania Bachelor's level employees working in public health, public welfare, or other social services who do not have formal educational training in public health. This Certificate serves as our new public health workforce development initiative to provide training in population-based public health interventions that are responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment, thereby enhancing quality of human health of residents of the Commonwealth.

The Certificate Courses include--

HLTH 538: Public Health Administration This course is designed to provide the student with a comprehensive background in public health legislation, organization, and programming. Emphasis is placed on the dynamic nature of public health within the total physical, social, economic and political context. (3 credits) Summer.

HLTH 560: Scientific Foundations of Health Behavior This course is designed to familiarize students with the health sciences related to health education and promotion, and to provide experiences in the use of the literature related to the health sciences. The primary focus of the course is on human behavior as it influences health and is influenced by health education and promotion programs. (3 credits) Spring/Summer.

HLTH 561: Epidemiology This course is a study of the principles and methods of epidemiological investigations for human health problems. The incidence and prevalence of both infectious and non-infectious health problems are covered. Emphasis of this course is on student application of the principles of epidemiology. (3 credits) Summer/Fall.

HLTH 562: The Physical Environment and Community Health This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are: solid waste, housing, water, air, accidents, good sanitation, overpopulation, and global concerns. (3 credits) Spring.

HLTH 563: Public Health Measurement Sciences This purpose of this course is to develop applied statistical skills commonly used in public health measurement science. Students will develop statistical literacy, including the use of SPSS to solve research questions and hypotheses testing commonly found in public health practice and public health administration. (3 credits) Summer/Fall.

HLTH 586: Field Experience This course provides an opportunity for the student to apply course content to a specific project at the worksite under the supervision of a faculty member. (3 credits) Spring/Summer/Fall.

The Certificate Program culminates with a three-credit fieldwork experience where students select a specific project at their worksite (or other appropriate fieldwork site) to apply public health core content. This experience is designed to reinforce hands-on public health practice skills under the supervision of ESU faculty. Students may wish to employ their research/statistical skills, epidemiology skills, public health administration skills, and/or public health theory and population-based practice to a particular problem area where the outcome of their efforts can lead to enhancing quality of human health within residents of Pennsylvania. As a result of the fieldwork experience, students may author a professional conference paper or a manuscript for publication.

The Certificate program began as an informal partnership with the Pennsylvania Department of Health. To meet the needs of the Department of Health, coursework was initially offered at the Dixon University Center in Harrisburg, Pennsylvania. The Dixon Center serves as the operational headquarters of the Pennsylvania State System of Higher Education, while also providing area residents degree programs from both public and private institutions. It offers an expansive menu of undergraduate, graduate and certificate programs, professional development, and customized trainings that are offered on-site by a consortium of PASSHE universities, private colleges and universities for adult students, and are available in the evenings and on weekends.

However, as the Certificate enrollment numbers below indicate, the partnership with PASSHE and the Pennsylvania Department of Health did not produce a sustainable number of participants. As a result, the Certificate Program is being expanded to three other extended learning sites where demand is expected to be stronger. Our Philadelphia site already offers a BS degree completion program in Health Services Administration; thus, eligible students will be encouraged to continue on with the Certificate Program. Recent feasibility assessments indicated that at least 15 of the current students (all of which already work in health services) have expressed interest in enrolling. The second site where the Certificate Program can flourish is the Lehigh Valley site, which opened in 2012. Given that the Lehigh Valley (Easton, Bethlehem and Allentown) has multiple health care systems, health bureaus, and social service agencies, we view this as an excellent opportunity to advance our workforce development objectives. In addition, we recently signed a memorandum of agreement with The Commonwealth Medical College (TCMC) in Scranton to offer the Public Health Certificate to their medical (MD) students. In 2012, ESU and TCMC were awarded a HRSA Title VII grant to fund the Certificate Program for the next five years. Medical students will complete their Certificate during their 1st/3rd year of medical training. For students interested opportunities will exist to complete the MPH program by taking a sabbatical from medical school and finishing the MPH during their 4th year of medical school. While the MD/Certificate dual training program is not a traditional workforce development structure the initiative does contribute to the public

health infrastructure since the mission of TCMC is the development of primary care physicians who will remain in rural Pennsylvania.

- **3.3c A LIST OF THE CONTINUING EDUCATION PROGRAMS OFFERED BY THE PROGRAM, INCLUDING NUMBER OF STUDENTS SERVED, FOR EACH OF THE LAST THREE YEARS. THOSE THAT ARE OFFERED IN A DISTANCE LEARNING FORMAT SHOULD BE IDENTIFIED.**

TABLE 3.3.c.1: Workforce Development Offerings

Continuing Ed Offering	Date of Offering	Attendance of Professionals/ MPH Students	Location of Training
Annual Tobacco Summit	Winter 2006	NA	East Stroudsburg University
Infectious Disease Epidemiology	Spring 2006	12/1	Bethlehem Health Bureau
Risk Communication	Fall, 2006	15/1	Allentown Health Bureau
Development and Implementation of The Public Health Certificate Program 2007-2008			
Hlth 561: Epidemiology	Spring, 2009	4/3	Dixon Center; Harrisburg, PA
Hlth 538: Public Health Administration	Summer, 2009	4/5	Online
Hlth 563: Public Health Measurement Science	Fall, 2009	4/1	Dixon Center; Harrisburg, PA
Hlth 561: Epidemiology	Summer, 2010	5/2	Dixon Center; Harrisburg, PA
Hlth 538: Public Health Administration	Summer 2010	5/6	Online
Hlth 560: Scientific Foundations of Health Behavior	Spring, 2011	5/3	Dixon Center; Harrisburg, PA
Hlth 563: Public Health Measurement Science	Summer, 2011	5/4	Dixon Center; Harrisburg, PA
Hlth 538: Public Health Administration	Summer 2011	3/5	Online

Beyond these MPH Program sponsored programs, individual faculty members also participate as presenters and keynote speakers for other professional organizations, which overlap with the MPH Program’s requirements for support of service. Some of these include –

TABLE 3.3.c.2: Faculty Involvement in Workforce Development Offerings

Continuing Ed Offering	Date of Offering	Attendance of Professionals	Event Information
The identification of evidence-based interventions for health community initiatives: an introduction to the health Community Resource Guide.	Summer 2012	As of Aug 2012: 20 Webinar is archived and ongoing	Online Webinar Department of Public Health
Improving Population Health, Enhancing the Employee Experience, and Reducing the Cost of Healthcare: Applying IHI's Triple Aim to the Health of the Lehigh Valley.	Dec 2011	80	American College of Health Care Executives Eastern Pennsylvania Network Annual Mtg Desales University, Center Valley, PA.
Population Health and Health Care Reform in Monroe County.	Oct 2011	30	Plenary Session Speakers Pocono Health System, Staff Training
Preparing for Health Care Reform: Developing Inter-Organizational Networks for Policy Change and Population Based Prevention of Chronic Disease.	Sept 2011	75	Keynote Speakers NJ Cancer Control and Prevention Program Introductory training -policy change process Trenton, NJ
Public Health Shortage Areas in Rural Pennsylvania	Apr 2011	27	Keynote Speaker University of Pittsburgh Center for Minority Health. Pittsburgh PA
Improving Cultural and Linguistic Appropriate Health Care Delivery for Latinos.	May 2008	85	Plenary Speaker Governor's Advisory Commission for Latino Affairs, Latino Health Care Forum Harrisburg, PA
The Emergency Medical Service (EMS) program training. Non-credit training in Emergency Medical Services training for community.	Ongoing	Over 50 a year	East Stroudsburg University

➤ **3.3d A LIST OF OTHER EDUCATIONAL INSTITUTIONS OR PUBLIC HEALTH PRACTICE ORGANIZATIONS, IF ANY, WITH WHICH THE PROGRAM COLLABORATES TO OFFER CONTINUING EDUCATION.**

The MPH Program faculty are committed to providing continuing education through the support of professional organization meetings and conferences. Faculty have contributed to CHES-related continuing education (CE) trainings at professional conferences by serving as Chairs or members of the Continuing Education Committee, and by actively planning and facilitating CHES-CE sessions at professional meetings at SOPHE and APHA.

Table 3.3.e.1 provides the MPH Program’s outcome measures on this area.

TABLE 3.3.e.1: MPH Program Workforce Development Outcomes

Program-Level Objectives	Measure	2009	2010	2011
1. Hold regular meetings of the Continuing Education and Advisory Committee to determine needs for and plan activities to strengthen the public health workforce.	The faculty and students will conduct a minimum of 2 meetings per academic year of the Public Health Advisory Committee.	100%	100%	100%
2. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for capacity building including preparedness needs.	The faculty and students will conduct a minimum of 2 assessments per academic year.	100%	100%	100%
		The Public Health Advisory Committee is canvassed about current needs for continuing education at each of its meetings		
3. Conduct continuing education programs that help meet the needs determined in the assessments and meetings described above.	The faculty and students will conduct a minimum of 2 programs each academic year.	100%	100%	50%
		Since 2009, the program has offered at least two courses open to non-MPH students as part of its Certificate Program.		
4. Ensure students collaborate with faculty and other students to participate in community and continuing education activities.	Students/Graduates will report favorably (3.0 out of 4.0 scale on survey) on their opportunities to participate in continuing education activities.	3.1	N/A	2.7

➤ **3.3e ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. This has been a Criterion that the MPH Program faculty have always found challenging to accomplish. In 2004, our faculty were making headway on development of a training structure, but it was then met with a declining public health workforce with decreased demand for training workshops by 2008. In our evaluation, we felt the inconsistent demand for training was partially structural; that is, there was a lack of a strong public health infrastructure and workforce. The lack of a demand for public health training was compounded by increasing budget constraints experienced by numerous social service agencies during the recent economic recession. The program faculty have been relatively responsive to these factors with the development of a more formal post bachelors

Public Health Certificate Program. We seek to expand the Certificate Program to more urban areas. By offering online course work and webinars, we view increased short-term demand for our public health workforce initiatives along with a sustainable and stabilized demand given our presence in more urban areas of the Commonwealth. Lastly, the individual faculty involvement with continuing review trainings at other professional organizations increases our visibility and; therefore, the demand for the MPH Program's public health training opportunities.

RECOMMENDATIONS: The program should continue to develop new public health workforce development initiatives within the region, including urban areas. Of the handful of students who are presently enrolled in our Public Health Certificate Program, about 50% have expressed the intention to continue on to receive their MPH degree. By providing the Public Health Certificate in multiple sites, the Certificate both achieves our workforce development objective and serves as a feeder into our MPH Program, which will ultimately positively impact the structural deficiency of a small public health workforce.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION ONE: FACULTY QUALIFICATIONS

THE PROGRAM SHALL HAVE A CLEARLY DEFINED FACULTY WHICH, BY VIRTUE OF ITS DISTRIBUTION, MULTIDISCIPLINARY NATURE, EDUCATIONAL PREPARATION, RESEARCH AND TEACHING COMPETENCE, AND PRACTICE EXPERIENCE, IS ABLE TO FULLY SUPPORT THE PROGRAM'S MISSION, GOALS AND OBJECTIVES.

- ***4.1a A TABLE SHOWING PRIMARY FACULTY WHO SUPPORT THE DEGREE PROGRAMS OFFERED BY THE PROGRAM. IT SHOULD PRESENT DATA EFFECTIVE AT THE BEGINNING OF THE ACADEMIC YEAR IN WHICH THE SELF-STUDY IS SUBMITTED TO CEPH AND SHOULD BE UPDATED AT THE BEGINNING OF THE SITE VISIT. THIS INFORMATION MUST BE PRESENTED IN TABLE FORMAT AND INCLUDE AT LEAST THE FOLLOWING: A) NAME, B) TITLE/ACADEMIC RANK, C) FTE OR % TIME, D) TENURE STATUS OR CLASSIFICATION, E) GENDER, F) RACE, G) GRADUATE DEGREES EARNED, H) DISCIPLINE IN WHICH DEGREES WERE EARNED, I) INSTITUTIONS FROM WHICH DEGREES WERE EARNED, J) CURRENT TEACHING AREAS, K) CURRENT RESEARCH INTERESTS, AND L) CURRENT AND PAST PUBLIC HEALTH PRACTICE ACTIVITIES.***

The MPH Program, with support from the University administration, has been successful in obtaining highly qualified faculty who are capable and committed to fully supporting the MPH Program's mission and goals. We have been able to maintain at least three core faculty members with training and research expertise in community health education, the area of emphasis implemented for the MPH degree program. All primary faculty members teach at least one graduate course per year.

The core faculty members who support the degree programs are listed in Table 4.1.a.1. The faculty have multidisciplinary backgrounds, training, and expertise in key areas of public health

practice. While there is a particularly strong representation and cross-fertilization in the area of health behavior and community health education, there is also a strong emphasis on the disciplines that are required for understanding the relationships between policy, sociocultural diversity and health. The faculty is diverse in terms of gender (43% female), race and ethnicity (42% under-represented groups), and international representation (28%). Faculty biographies and other faculty data are presented in Appendix 14.

TABLE 4.1.a.1: Current Core Faculty Supporting the MPH in Community Health Education Program in the Health Studies Department

Name	Title/ Academic Rank	Tenure Status or Classification*	FTE	Gen- der	Race or Ethnicity	Graduate Degrees			Teaching Areas	Research Interests	Current/ Past PH Activities*
						Earned	Earned From	Discipline			
Alberto Cardelle	Chairperson Professor	Tenure	.59	Male	Hispanic	PhD MPH	University of Miami Boston University	Health Services International Studies	Health Policy and Administration	Public health infrastructure Minority health issues, particular interest in Latino health Assessment and evaluation of health policy development and implementation Economic evaluation of public health interventions	
Steven Godin	Director of MPH Program Professor	Tenure	.82	Male	Caucasian, non- Hispanic	PhD PHI Cert MPH MS	Illinois Institute of Technology University of Illinois, Chicago Circle UMDNJ/ Rutgers University Illinois Institute of Technology	Clinical Psychology Public Health Informatics Health Education & Behavioral Science Community Psychology	Community Health Education	Population-based approaches to the prevention of maladaptive health behaviors and disease management Computerized/internet -based interventions and use of social media/interactive web- pages to improve the public's health literacy Public health informatics Social marketing and multi-media based prevention to reduce the incidence of	

										societal health problems and improve health-related quality of life within communities	
										Conducting needs assessments, epidemiologic profiles, and providing consultation within program development and outcome/research evaluation	
Steven Shive	Professor	Tenure	.52	Male	Caucasian, non-Hispanic	Ph.D.	Temple University	Health Studies	Community Health Education	Substance abuse education	
						MPH	East Stroudsburg University	Community Health Education		Substance abuse among adolescents especially tobacco use	
						MTS	Jesuit School of Theology at Berkeley	Theology		Cancer control, especially among Asian Americans	
						MA	Fordham University	Philosophy (Ethics)			
Amar Kanekar	Assistant Professor	Non-tenured, in tenure line	.46	Male	Asian	PhD	University of Cincinnati	Health Promotion and Education, cognate in Epidemiology and Biostatistics	Community Health Education	HIV Prevention	
(Line vacant since 1/2012, now filled with						MPH	Western	Public Health		Family Planning	
										Prevention of Sexual Risk Taking	
										Global Health Issues	

adjunct)							Kentucky University	Education		Prevention of College Aged Alcohol and Drug Abuse Epidemiology of Infectious Disease	
Adenike Bitto	Associate Professor	Tenure	.52	Female	African American	DrPH	Johns Hopkins University	Reproductive Epidemiology & Population Dynamics	Epidemiology Environmental Health	Epidemiology of Chronic Diseases, Infectious Disease, Maternal & Child Health, Injury Prevention Environmental Health Public Health Preparedness	Chair, East Stroudsburg Board of Health
						MPH	Johns Hopkins University	Epidemiology			
						MBBS	University of Ibadan, Ibadan	Medicine			

* All core faculty in program are professors whose PH experience an activities are indicated in other areas, do not have lecturers.

- **4.1b IF THE PROGRAM USES OTHER FACULTY IN ITS TEACHING PROGRAMS (ADJUNCT, PART-TIME, SECONDARY APPOINTMENTS, ETC), SUMMARY DATA ON THEIR QUALIFICATIONS SHOULD BE PROVIDED IN TABLE FORMAT AND INCLUDE AT LEAST A) NAME, B) TITLE/ACADEMIC RANK, C) TITLE AND CURRENT EMPLOYMENT, FTE OR % TIME ALLOCATED TO TEACHING PROGRAM, E) GENDER, F) RACE, G) GRADUATE DEGREES EARNED, H) DISCIPLINES IN WHICH DEGREES WERE EARNED, AND I) CONTRIBUTIONS TO THE TEACHING PROGRAM.**

TABLE 4.1.b.1: Current Other Faculty (Adjunct, Part-Time, Secondary, etc.) Used to Support the MPH in Community Health Education Program in the Department of Health Studies

Name	Title/Academic Rank	Title & Current Employer	FTE	Gender	Race or Ethnicity	Graduate Degrees		Teaching Areas
						Earned	Discipline	
Kathleen Hillman	Professor	Professor East Stroudsburg University	.06	Female	Caucasian	PhD MPH MEd	Health Education Community Health Ed. Counseling	Scientific Foundations
Christina Brecht	Assistant Professor	Dietician Brecht & Associates	.24	Female	Caucasian	MPH	Human Nutrition	Nutrition Education

➤ **4.1c DESCRIPTION OF THE MANNER IN WHICH THE FACULTY COMPLEMENT INTEGRATES PERSPECTIVES FROM THE FIELD OF PRACTICE, INCLUDING INFORMATION ON APPOINTMENT TRACKS FOR PRACTITIONERS, IF USED BY THE PROGRAM.**

The faculty complement is entirely composed of members with professional degrees in public health (MPH/DrPH) with three faculty members combining clinical and public health degrees. Table 4.1.c.1 describes how the combination of the faculty background, applied research and/or service integrates important and relevant perspectives from the field.

TABLE 4.1.c.1: Faculty Expertise and Teaching

Faculty Member	Background Training	Relevant Research and Service	Courses Taught
Adenike Bitto	Epidemiology, Medicine	Epidemiology of chronic disease, infectious disease Maternal & child health Injury prevention Environmental health Public health preparedness Chair, East Stroudsburg Board of Health	Epidemiology Physical Environment & Community Health
Alberto Cardelle	Health Administration, Health Services Research	Public health infrastructure Assessment and evaluation of health policy development and implementation Economic evaluation of public health interventions Chair of the Board, Monroe County Family Health Center	Health Policy and Administration Health Ethics, Policy and Law
Steven Godin	Health Behavior, Community Psychology, Biostatistics, Public Health Informatics	Disease prevention and disease management Computerized/internet-based interventions and	Public Health Practice Skills Computer Applications in Health Education

		<p>health literacy</p> <p>Public health informatics</p> <p>Social marketing Needs assessments & epidemiologic profiles</p> <p>Consultant to NJDHSS and Statewide Cancer Coalitions and Hunterdon County Health Partnership</p>	<p>Introduction to Research</p> <p>Public Health Measurement Science</p>
Amar Kanekar	Community Health Education, Epidemiology, Biostatistics, Medicine	<p>HIV prevention</p> <p>Family planning</p> <p>Prevention of sexual risk taking</p> <p>Prevention of college-aged alcohol and drug abuse</p> <p>ESU Alcohol Drug TaskForce</p> <p>Pocono Community Health Alliance- Health Committee</p>	<p>Health Education Evaluation</p> <p>Public Health Measurement Science</p>
Steven Shive	Community Health Education, Ethics	<p>Substance abuse education</p> <p>Cancer control</p> <p>Co-Chair, Bi-County Health Department Initiative</p> <p>Member, Asian Community Cancer Coalition, Philadelphia Metropolitan Area</p>	<p>Health Education Evaluation</p> <p>Community Health Practice</p>
Christina Brecht	Public Health and Nutrition	Practicing licensed dietitian-nutritionist	Nutrition Education
Kathleen Hillman	Public Health Health Education	<p>Co-Chair, SCPHE/AAHE Baccalaureate Approval Committee, & National Council on Accreditation of Teacher Education (NCATE)</p>	Scientific Foundations of Health Behavior

- **4.1d IDENTIFICATION OF OUTCOME MEASURES BY WHICH THE PROGRAM MAY JUDGE THE QUALIFICATIONS OF ITS FACULTY COMPLEMENT, ALONG WITH DATA REGARDING THE PERFORMANCE OF THE PROGRAM AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

TABLE 4.1.d.1: Outcomes Measures Used to Judge the Qualifications of the Faculty Complement

Measure	2009	2010	2011
Students and graduates will rank all required courses at 2.85 or better.	3.24	NA	3.17
Maintain faculty to student ratio under 9.6:1 (2004 level)	9.78 to 1	7.91 to 1	7.45 to 1
One hundred percent of faculty will have at least one graduate degree in public health	100%	100%	100%
Core public faculty will be composed of at least 24% of underrepresented groups in public health.	60%	60%	60%

- **4.1e ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met with commentary. At its full complement of faculty, the MPH Program has an adequate number of faculty; however, one of the tenured track faculty departed for another academic position in January of 2012. All faculty teaching within the MPH program possess very appropriate educational preparation, conduct relevant public health research, and actively engage in public health practice experiences. These activities strengthen our ability to provide effective educational content within the MPH courses. The Department has successfully recruited a well-qualified, diverse, multidisciplinary faculty that enables the MPH Program to fulfill its commitments to research, service and teaching responsibilities.

RECOMMENDATION: The MPH Program should receive administrative approvals to conduct a national search to replace the tenured-track faculty line that is currently vacant. There is a need for the faculty and ESU administration to explore mechanisms and supports by which faculty may acquire increased time for manuscript development and publishing.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION TWO: FACULTY POLICIES AND PROCEDURES

THE PROGRAM SHALL HAVE WELL-DEFINED POLICIES AND PROCEDURES TO RECRUIT, APPOINT AND PROMOTE QUALIFIED FACULTY, TO EVALUATE COMPETENCE AND PERFORMANCE OF FACULTY, AND TO SUPPORT THE PROFESSIONAL DEVELOPMENT AND ADVANCEMENT OF FACULTY.

➤ **4.2a A FACULTY HANDBOOK OR OTHER WRITTEN DOCUMENT THAT OUTLINES FACULTY RULES AND REGULATIONS.**

The policies and procedures for recruitment, appointment, systematic evaluation, tenure and promotion of qualified faculty are clearly articulated in the Collective Bargaining Agreement (CBA) (available on site and at <http://www.apscuf.org/members/contract/2007-2011-faculty-cba>). It contains separate explicit chapters related to appointment, evaluation, promotion, tenure and sabbatical leave. The University also has clearly stated procedures concerning recruitment and appointment of faculty that are closely monitored and enforced by the Director of the Office of Diversity and Equal Opportunity.

University policies and procedures for promotion and tenure reinforce, and are supplemental to, the CBA (see resource room). All policies and procedures are subject to state statutes.

➤ **4.2b DESCRIPTION OF PROVISIONS FOR FACULTY DEVELOPMENT, INCLUDING IDENTIFICATION OF SUPPORT FOR FACULTY CATEGORIES OTHER THAN REGULAR FULL-TIME APPOINTMENTS.**

There are a number of opportunities for faculty professional development, two of which are provided for by CBA provisions: sabbatical leaves and the Faculty Research and Development Fund (FDR).

Sabbatical Leaves

Sabbatical leaves are available for a specified percentage of the faculty after seven years of service. Two faculty members from the core public health faculty received sabbatical leave since the last CEPH review.

Faculty Development and Research Committee (FDR)

The FDR was established by the Provost's Office in response to The Pennsylvania State System of Higher Education (PASSHE) Board of Governors Policy (1985-06A0), which mandates that each of the PASSHE schools maintain an active faculty development program "to encourage continuous attention to the professional growth and development of the System faculty as teaching scholars". The FDR is responsible for disbursing the following types of grants:

- Major Grants - for research or creative activities up to \$6,000
- Mini Grants - to help complete a project or study up to \$500
- Travel Grants - to fund presentations at professional conferences up to \$1,000. The amount for this grant category is revised yearly based on budgetary constraints.

FDR Committee membership is broadly representative of the faculty with members selected proportionally from each of the University's four colleges and the Dean of Graduate College. The Committee meets regularly during the academic year to review faculty applications for funding, which are reviewed based on a competitive basis. Each committee member reviews, rates, and ranks grant proposals according to a rubric. Final determination of awards made to faculty are based upon a formal review of the applications, followed by a consensus vote of the Committee members. The decisions of the Committee are communicated to the applicants within one week after the said meeting.

The FDR Committee also manages the proposals submitted to a statewide PASSHE Faculty Professional Development Council. This Council was also established by Board of Governors' Policy 1985-06-A. The Council provides professional development opportunities for faculty at all levels and in all disciplines and professional fields. The Annual Grant Program is a grant competition for all faculty in PASSHE and is intended to provide professional growth opportunities for faculty. The current categories of funding are: a) Joint Faculty Student Basic or Applied Research; b) Scholarly Research- Basic or Applied; c) Scholarly Research for Non-Tenured Scholars- Basic or Applied; d) Joint Faculty Student Public Service; e) Creative and Performing Arts; f) Individual and Group Faculty Projects in Curriculum, Instruction, and Assessment; and g) Individual Career Enhancement in Off-Site Settings. Current guidelines can be found at http://www4.esu.edu/red/projects_research/fdr.cfm (copy will be available on site).

ESU provides a variety of other faculty funding opportunities for research or additional academic training. These are listed below.

Diversity and Equal Opportunity Grants

Diversity and Equity grants are funded by the Diversity and Equal Opportunity appropriation from the General Assembly, through the Office of the Chancellor. The purpose of the appropriation is to support vital PASHHE-wide initiatives designed to achieve and promote diversity by serving the educational needs of historically underrepresented minority students, faculty and staff populations. These initiatives include programs that: (1) expand the nationally acclaimed R. Benjamin Wiley Partnership Program; (2) enhance joint recruitment activities conducted by admissions personnel; (3) serve students who require necessary accommodations under the Americans with Disabilities Act; (4) add value to campus organizational climate and retention initiatives; and (5) enhance the professional development of women and minority faculty.

ESU Foundation Grants

The ESU Foundation provides funding to faculty and departments for activities that advance the academic/educational mission of ESU, especially within the classroom or laboratory. Funding preferences are for activities that are campus-related and directly address student enrichment. All grants funded must demonstrate how the activities are consistent with university, school, and departmental priorities.

ESU President's Research Grants

The President's Research Grants provide faculty funding for up to \$25,000 per year and are awarded during the spring semester of every academic year. The process is administered by the Senate Research Committee on behalf of the Office of the President. On an annual basis, the Senate Research Committee develops a request for proposals, disseminates grant information and the RFP, establishes an awards sub-committee to review proposals, and recommends grant awardees to the ESU President. The ESU President and/or the Provost announce the annual grant recipients.

College of Health Science

Funding for travel to conferences is also provided by the Dean of College of Health Sciences through annual allocations to the departments. Within the Department of Health Studies, each faculty member receives \$500 from departmental funds.

In summary, since the last accreditation self-study in 2005: the public health faculty have received more than \$35,000 to present at professional conferences; two faculty have secured ESU Presidential Research funding totaling close to \$50,000; other faculty have secured small internal grant awards (i.e., \$500-\$1,000) to conduct preliminary pilot research; and one junior faculty received funding to obtain additional academic training in epidemiology and biostatistics.

➤ **4.2c DESCRIPTION OF FORMAL PROCEDURES FOR EVALUATING FACULTY COMPETENCE AND PERFORMANCE.**

Procedures governing faculty evaluations are established in the CBA (available on site and at <http://www.apscuf.org/members/contract/2007-2011-faculty-cba>) and are supplemented by policies and procedures governing tenure and promotion. There are four evaluations prescribed in the CBA: a) probationary annual evaluations for first five years; b) tenure evaluation; c) promotion evaluation (which is a separate process at ESU) (tenure and promotion guidelines can be found at (http://www4.esu.edu/about/administration/provost/tenure_promotion.cfm); and d) five year evaluations for tenured faculty⁷. Each evaluation process is slightly different; however, below is a description of the general procedure used for all four types of evaluations as prescribed in the CBA.

- Each department establishes an evaluation committee (i.e., promotion and/or tenure). The department committee shall consist of at least three (3) members, and shall exclude the department chairperson. The manner of selection is determined by the faculty members in each department. The composition of the departmental committee shall be completed by September 30 of the academic year. The department chairperson oversees the process by which the department selects the department committee.

⁷ The Dean may request an interim evaluation before the 5 year cycle.

- The prescribed application and materials (“dossier”) shall be received by the department chairperson by established dates.
- Once the department chairperson receives the dossier from department faculty member, the chairperson notifies department committee.
- The department chairperson and the department committee review all of the evidence available and make a recommendation for ‘Continuation’, ‘Tenure’ and/or ‘Promotion’. This recommendation shall contain specific references to the evidence considered by the department chairperson and the committee on the basis of which the recommendation is made. The initial responsibility for all evaluations lies with the departmental committee and department chairperson. They separately provide professional, detailed, and critical evaluation based on evidence presented in each of the areas of assessment. The department chairperson and committee shall inform each candidate of the recommendation provided and shall provide each candidate a copy of the written recommendation.
- The department chairperson forwards the two written recommendations from the departmental committee and the chairperson to the Dean for his/her review and recommendation.
- The Dean forwards his/her written recommendation along with the department committee and chairperson recommendations to the Provost for his/her review and recommendation.
- The Provost forwards his/her written recommendation along with the all written recommendations above to the ESU President for his/her review and final decision.

According to Articles 4 and 12 and Section B of the CBA, the following categories have been established for performance review and evaluation: 1) Effective Teaching and Fulfillment of Professional Responsibilities, 2) Continuing Scholarly Growth, and 3) Service: Contribution to the University and/or Community. Specific evidence enumerated in the CBA will be used to evaluate performance in these categories. In judging a candidate during the evaluation, these broad criteria are considered by the departmental committee, the departmental chairperson, the College Dean/appropriate manager, (the university-wide promotion or tenure committee if appropriate), the Provost, and the President.

➤ **4.2d DESCRIPTION OF THE PROCESSES USED FOR STUDENT COURSE EVALUATION AND EVALUATION OF TEACHING EFFECTIVENESS.**

Faculty who are subject to evaluation must complete the University’s student evaluation process for every class taught. This evaluation involves the standardized distribution and collection of a survey form with Likert-type items completed by students. The process is coordinated through the Office of the Provost and the forms are scored by the University Computing Center. Results of the student evaluations are forwarded to the individual faculty approximately one month after the student grades have been submitted. These evaluation findings must be included in the non-tenured faculty member’s annual evaluation dossier, tenured faculty member’s promotion evaluation dossier, and tenured faculty member’s five- year review materials. In addition, non-tenured faculty and faculty applying for promotion and

submitting their 5-year review also have two peer/collegial observations and one chairperson observation of their teaching. Per the CBA, these faculty evaluations are confidential and used solely for the purpose of faculty performance reviews. Therefore, faculty evaluations are not used to evaluate the quality of coursework within the MPH Program.

The MPH Program uses the bi-annual Student and Alumni Survey to evaluate the effectiveness of the MPH coursework. In addition, the MPH Program faculty collect student evaluation data through exit interviews after they have completed all degree requirements. During the exit interview, students are asked to share perspectives regarding strengths and weakness of the courses and the program as a whole, and are asked to provide recommendations as to how the MPH Program can be strengthened. Lastly, every academic year since 2009, focus groups have been conducted on first year MPH students regarding their perceptions of the strengths and weaknesses of the MPH Program. (These materials will be made available on site).

➤ **4.2e DESCRIPTION OF THE EMPHASIS GIVEN TO COMMUNITY SERVICE ACTIVITIES IN THE PROMOTION AND TENURE PROCESS.**

Faculty tenure and promotion evaluations are based on the loadings of 60% teaching, 20% scholarly productivity (i.e., research) and 20% service to the profession or ESU. The culture at ESU is one of great emphasis on teaching skills. While faculty are typically tenured based on their ability to teach, promotion to Associate/Full Professor has become increasingly competitive where the breadth of research and service have become the marker for promotion. According to the evaluation, tenure and promotion guidelines:

The candidate shall be awarded up to 20 of 100 points for contributions to the University and/or community. Candidates should include dates for each activity. Evidence reviewed by the departmental committee, department chair, dean/appropriate manager, and provost shall include, when applicable, the following:

- 1) *Significant contributions to university committees, ad hoc or permanent;*
- 2) *Special individual assignment;*
- 3) *Significant contribution to departmental committees;*
- 4) *APSCUF (faculty union) activity contributing to the governance of the University;*
- 5) *Significant contribution to student organizations or activities;*
- 6) *Participation in community work in a professional capacity that brings recognition to the university;*
- 7) *Participation in area schools in a professional capacity that brings recognition to the university;*
- 8) *Public performance in the performing arts, on and off campus related to the discipline;*
- 9) *Public exhibits in the creative (visual) arts, on and off campus;*
- 10) *Service on state and/or regional evaluation and accreditation teams; and*
- 11) *Development of proposals, which benefit the university.*

➤ **4.2f ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met, as the faculty recruitment, appointment, evaluation, tenure and promotion processes are clearly defined.

RECOMMENDATION: While the University Administration will state research and service are important, realities are such that University support systems for faculty to pursue large research/service grants have been limited. Only recently has there been evidence of progress in establishing systems of support. This recent progress has helped the organizational climate and has improved the public health faculty's perceptions of University-level support of research. The University Administration should consider means to increase support to all areas of the faculty development process.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION THREE: FACULTY AND STAFF DIVERSITY

THE PROGRAM SHALL RECRUIT, RETAIN AND PROMOTE A DIVERSE FACULTY AND STAFF, AND SHALL OFFER EQUITABLE OPPORTUNITIES TO QUALIFIED INDIVIDUALS REGARDLESS OF AGE, GENDER, RACE, DISABILITY, SEXUAL ORIENTATION, RELIGION OR NATIONAL ORIGIN.

- **4.3a SUMMARY DEMOGRAPHIC DATA ON THE PROGRAM’S FACULTY, SHOWING AT LEAST GENDER AND ETHNICITY; FACULTY NUMBERS SHOULD BE CONSISTENT WITH THOSE SHOWN IN THE TABLE IN 4.1a DATA MUST BE PRESENTED IN TABLE FORMAT.**

Table 4.3.a.1 provides information on faculty demographics. There are five core public health faculty members, four are male and one is female, and 60% are from an underrepresented group. Of all faculty teaching in the MPH Program (n=7), four are male and three are female.

TABLE 4.3.a.1: Summary Demographic Data for Current Core and Other Faculty

	Core Faculty		Other Faculty		TOTAL	
	#	%	#	%	#	%
All Male	4	80			4	57
African American Male						
Caucasian Male	2	40			2	28
Hispanic/Latino Male	1	20			1	14
Asian/Pacific Islander Male	1	20			1	14
Native American/Alaska Native Male						
Unknown/Other Male						
International Male						
All Female	1	20	2	100	3	42
African American Female	1	20			1	14
Caucasian Female			2	100	2	28
Hispanic/Latino Female						
Asian/Pacific Islander Female						
Native American/Alaska Native Female						
Unknown/Other Female						
International Female						
TOTAL	5	100	2	100	7	100%

➤ **4.3b SUMMARY DEMOGRAPHIC DATA ON THE PROGRAM’S STAFF, SHOWING AT LEAST GENDER AND ETHNICITY.**

The MPH Program has one person in a staff role, which is defined as individuals who are not students or faculty. Table 4.3.b.1 provides information on gender and ethnicity of the MPH Program staff.

TABLE 4.3.b.1: Summary Demographic Data for Full-Time Staff*

	Full-Time Staff		TOTAL	
	N	%	N	%
All Male	0	0	0	0
African American Male				
Caucasian Male				
Hispanic/Latino Male				
Asian/Pacific Islander Male				
Native American/Alaska Native Male				
Unknown/Other Male				
International Male				
All Female	1	100	1	100
African American Female	1	100	1	100
Caucasian Female				
Hispanic/Latino Female				
Asian/Pacific Islander Female				
Native American/Alaska Native Female				
Unknown/Other Female				
International Female				
TOTAL	1	100	1	100

* Staff is defined as those individuals who are not defined as students or faculty

➤ **4.3c DESCRIPTION OF POLICIES AND PROCEDURES REGARDING THE PROGRAM’S COMMITMENT TO PROVIDING EQUITABLE OPPORTUNITIES WITHOUT REGARD TO AGE, GENDER, RACE, DISABILITY, SEXUAL ORIENTATION, RELIGION OR NATIONAL ORIGIN.**

In 2009, the University’s Office of the President developed an “Inclusion and Equity Strategic Plan” in which it developed the following statement on diversity:

“East Stroudsburg University is committed to cultivating an environment where the quality of education is enhanced and enriched by a diverse campus community. We are committed to creating a campus where differences are celebrated through a supportive climate in which students are able to reach their academic potential, and in which faculty and staff develop and flourish personally and professionally. Developing a diverse campus community is a continuing challenge, not a fixed goal, as we prepare our students to live and work in a multicultural and diverse nation and world.”

The MPH Program faculty were active in the development and implementation of the University's Strategic Plan for 2010-2015 entitled "Inspiring Leadership and Service", which integrates diversity throughout its strategic initiatives. In its mission, it states:

"Provide a learning community that promotes diversity and views teaching as the university's primary focus."

In its overarching principles, ESU defines diversity as:

"ESU values cultural knowledge, practicing collaborative leadership and exhibiting individual, as well as, collective responsibility for total inclusion and empowerment of all within our community."

In addition, the University's Discrimination and Harassment Policy (Policy Number: ESU-PO-2011-002) was reviewed and re-adopted in May 2011. This was accomplished by the University Senate, which includes representation from the Department of Health Studies, through a process of review and comment open to the to the entire campus community. The MPH Program has adopted and functions under the University's Discrimination and Harassment Policy (which can be found at <http://www4.esu.edu/about/policies/list/policies/po2011002.cfm>), which states:

"East Stroudsburg University seeks to provide an academic and work environment that is free from discrimination and harassment against any person because of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in accordance with applicable federal and state laws and regulations.

While the University is committed to the principles of free inquiry and free expression, discrimination and harassment identified in this policy is neither legally protected expression nor the proper exercise of academic freedom.

Discrimination and harassment are prohibited and subject to disciplinary action up to and including termination or expulsion from the University.

Any member of the University community who experiences discrimination or harassment prohibited under this policy should immediately report the incident to the Office of Diversity & Equal Opportunity.

In cases where an individual reports discrimination or harassment prohibited under this policy to an administrator, faculty member, or staff member, the person receiving the complaint should contact the Office of Diversity & Equal Opportunity immediately. (Note: Discrimination and harassment are currently prohibited under federal law by Titles IV, VI and VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972 and under state law by the Pennsylvania Human Relations Act. Other statutes that may be involved in this area are the Americans with Disabilities Act and the Age Discrimination in Employment Act.)"

➤ **4.3d DESCRIPTION OF RECRUITMENT AND RETENTION EFFORTS USED TO ATTRACT AND RETAIN A DIVERSE FACULTY AND STAFF, ALONG WITH INFORMATION ABOUT HOW THESE EFFORTS ARE EVALUATED AND REFINED OVER TIME.**

ESU is interested in hiring employees who have extensive experience with diverse populations. The University is an affirmative action (AA) and equal employment opportunity (EEO) employer and encourages applications from members of historically underrepresented groups, including women, veterans, and persons with disabilities. All recruitment and hiring efforts must comply with EEO compliance and follow AA principles in recruiting activities in a manner that includes the following:

- i. Recruiting, interviewing, and hiring individuals without regard to race, color, national origin, religion, age, gender, sexual orientation, or disability, and providing reasonable accommodations upon request;
- ii. Reviewing selection criteria for adverse impact based upon the candidate's race, color, national origin, religion, age, gender, sexual orientation, or disability;
- iii. Avoiding use of inquiries that are considered unacceptable by EEO standards during the recruiting process; and
- iv. Developing a sensitivity to, and awareness of, cultural differences and the diversity of the work force.

Personnel recruitment is initiated at the departmental level. Position descriptions are developed by the Department with input from the Dean of the College of Health Sciences, the Provost, and the Director of the Office of Diversity and Equal Opportunity (ODEO). The Director of ODEO monitors all search and screening processes at ESU, and coordinates with a three-faculty member departmental search committee (from the hiring department) all national searches for faculty lines.

Recruitment is conducted through on-line and hard copy advertisements in “The Chronicle of Higher Education,” “The Black Issues of Higher Education,” “Hispanic and American Visions”, “Nation’s Health”, and “CareerMart” of the APHA. Position notifications are distributed through various sections and APHA Caucus list-serves, and hard copy postings are distributed at the Annual Meetings of APHA and SOPHE. They are also sent to all CEPH-accredited schools and universities and to other universities depending on the nature of the position. Extensive recruiting has also been conducted by current faculty, who are active at state, district, and national professional levels, and who recruit while attending national conferences, regional workshops, etc.

➤ **4.3e DESCRIPTION OF EFFORTS, OTHER THAN RECRUITMENT AND RETENTION OF CORE FACULTY, THROUGH WHICH THE PROGRAM SEEKS TO ESTABLISH AND MAINTAIN AN ENVIRONMENT THAT SUPPORTS DIVERSITY.**

In 2009, the University undertook a comprehensive assessment of the impact of ESU’s diversity initiatives. The foundation for this assessment was the stated diversity goals from both

the University and Diversity Strategic Plans for the 2003-2008 time period. The report, entitled “The Diversity Assessment Report”, was an assessment of the collective effort of the University’s various diversity initiatives including, but not limited to:

- Equitable and transparent recruitment
- Fair hiring and promotion policies and practices
- A welcoming and respectful climate, with the creation of the President’s Commission on Racial and Ethnic Diversity, The Faculty Diversity Taskforce, The Commission on Women and the Fredrick Douglas Scholars Program to name a few
- Affirmation and support of multiple identities of faculty, staff and students, with more than 15 student groups representing diverse identities
- Innovative and culturally inclusive curriculums, with the Creation of the Intercultural Studies Department
- Dedication to developing and rewarding the achievements of our diverse faculty, students, staff and alumni

According to the report, these efforts resulted in:

- The total number of accepted underrepresented students increased 76% from Fall 2003 to Fall 2008;
- The percent of degrees awarded to underrepresented graduate students increased from 5.0% in fiscal year 2002-2003 to 9.1% in fiscal year 2006-2007;
- The total number of underrepresented faculty increased from 42 in Fall 2003 to 58 in Fall 2008;
- The tenure-track and tenured female faculty increased from 105 in 2003 to 132 in 2008 (26% increase);
- The number of women at the associate professor rank increased by 8% from 2003 to 2008;
- The number and percent of underrepresented non-faculty employees was at a high of 22.3% in Fall 2008;
- There was more than a doubling of the amount of funds spent by ESU on diversity initiatives from 2003 to 2007;
- ESU sets aside a segment of its Board of Governors tuition waivers for Cultural Diversity Awards; and
- ESU provided access to diversity training through its membership in a) Northeastern Pennsylvania Diversity Education Consortium (NEPDEC), b) National Coalition Building Institutes (NCBI), and c) American Association for Affirmative Action.

The assessment was structured using a ‘Diversity Scorecard’ which will provide an ongoing monitoring and assessment of six perspectives on diversity: 1) Students; 2) Faculty and Staff; 3) Leadership Commitment; 4) Financial Impact; 5) Climate and Culture; and 6) Learning and Growth.

The University’s commitment to diversity, inclusion, and equity was reaffirmed during the following year’s integrated strategic planning process in 2009. During that process, diversity

emerged as one of the overarching principles of the “ESU Strategic Plan 2010-2015: Inspiring Leadership and Service”. The overarching principle regarding diversity states: “ESU values cultural knowledge, practicing collaborative leadership and exhibiting individual, as well as, collective responsibility for total inclusion and empowerment of all within our community.” This principle acknowledges that all of our diversity initiatives, goals, values and practices are interconnected and interdependent, with a collective responsibility for inclusion and equity. Working together, we must build the university infrastructure that will sustain what we have set in motion and advance us to the next level.

- **4.3f IDENTIFICATION OF OUTCOME MEASURES BY WHICH THE PROGRAM MAY EVALUATE ITS SUCCESS IN ACHIEVING A DIVERSE FACULTY AND STAFF, ALONG WITH DATA REGARDING THE PERFORMANCE OF THE PROGRAM AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

TABLE 4.3.f.1: Outcome Measures Related to Diversity

Measure	Baseline	2009	2010	2011
Core public health faculty will be composed of at least 24% of underrepresented groups in public health.	24%	60%	60%	60%
Program graduates' diversity will reflect and strengthen the diversity of the region as compared with regional statistics.	18% of Monroe County residents are racially and/or ethnically diverse	10%	45%	29%
Assessments of records kept of the educational and professional backgrounds of the students to ensure our student body is diverse in these areas.		33% hlth sci; 33% soc sci; 33% other	26% hlth sci; 57% soc sci; 17% other	40% hlth sci; 50% soc sci; 10% other

- **4.3g ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion has been met with commentary. Following the following the lead of the University and employing the resources made available by the Administration, the Department has achieved a good recruitment, retention and promotion record. Our efforts to attract and maintain a well-qualified, diverse faculty have been successful. With the vacant faculty position, efforts will be made to attract a highly qualified applicant with solid teaching ability and a strong commitment to research and service to the profession.

RECOMMENDATION: The MPH Program faculty should continue efforts to recruit and retain faculty and students representing diverse populations. The MPH Program, in collaboration with the University, needs to ensure a commitment to the retention and promotion of ethnically diverse faculty at this critical point in its development. With the high priority being given to the need to eliminate health inequities associated with minority status, and the increasing availability of funds to facilitate increased minority representation in the health professions, the faculty should seek funding to support increased research emphasizing greater representation of minorities in the health professions.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION FOUR: STUDENT RECRUITMENT AND ADMISSIONS

THE PROGRAM SHALL HAVE STUDENT RECRUITMENT AND ADMISSIONS POLICIES AND PROCEDURES DESIGNED TO LOCATE AND SELECT QUALIFIED INDIVIDUALS CAPABLE OF TAKING ADVANTAGE OF THE PROGRAM’S VARIOUS LEARNING ACTIVITIES, WHICH WILL ENABLE EACH OF THEM TO DEVELOP COMPETENCE FOR A CAREER IN PUBLIC HEALTH.

4.4a DESCRIPTION OF THE PROGRAM’S RECRUITMENT POLICIES AND PROCEDURES

Most of the applicants to the MPH Program become aware of the MPH in Community Health Education through visiting our departmental/program website, or through discussions with their faculty advisor while completing their undergraduate training. In addition, referrals from our graduates and from agency personnel who have supervised our fieldwork students have been a significant means of reaching new students. Students who enter our graduate program(s) often comment that they heard about our degrees through personal contacts such as friends or agency staff members they know outside of the University context. Many students enroll at ESU due to its proximity to their place of employment or residence in Pennsylvania, New York or New Jersey. The majority of our students live within a 75-mile radius of campus, although, the number of students who move to the area to attend our program is increasing. Even though the in-state and out-of-state tuition is rising at ESU, the total costs for our MPH Program is significantly lower as compared to the costs for a MPH degree obtained from other universities in nearby states.

Marketing venues used by the MPH Program include regularly updated brochures, newsletters, our website, booth/displays at professional conferences, and contact with staff at health service agencies and public health departments. For two of the past three years, the ESU MPH Program has funded a booth at APHA. The booth display serves as a mechanism for publicizing the program and distributing marketing materials and “give-aways” such as pens, paper pads, key chains, and flash drives. We have not evaluated whether this process actually produces applicants to the program, but it does provide a venue by which to educate colleagues who play an important role in the decision making of their talented undergraduate students who apply to graduate school.

Additionally, the ESU Graduate College annually advertises the MPH Program in the Peterson's Guide. Our MPH Program is included in the ESU Graduate Catalog, which is distributed to all students interested in graduate programs and is available on the ESU website.

Finally, news releases are another venue for marketing our MPH Program. News releases were sent to all newspapers in the region served by ESU when the program was reaccredited by CEPH in 2004. Updates on faculty activities are shared with the media through press releases. Faculty also write newspaper articles related to public health research and advocacy activities or explore health issues in popular columns such as the "Weekly Professor" to provide visibility for the program.

Increasing the Demand for MPH Graduates in Health Care Reform

An important long-term marketing strategy for the MPH Program is to increase the demand for our graduates because employers assess them as being well trained. Two approaches are being used to increase demand:

1) Increased employer awareness. The value of the MPH degree is being communicated to employers through the following efforts:

- a. Internships/field experiences, which give visibility to the program and our students' abilities;
- b. Faculty and student membership and activity in professional associations;
- c. Faculty consulting and community service;
- d. Professional presentations by faculty and students to bring our work to the attention of the membership of professional public health associations;
- e. Press releases published in local newspapers concerning the program faculty research and accomplishments increase; and
- f. Mailing our program brochures and newsletters to potential employers.

2) MPH Program faculty members are actively working to develop the state and local public health delivery system in Pennsylvania. There are only 10 local health departments in Pennsylvania, which leaves over 57 counties unserved or underserved by a local health department. The development of local health departments throughout the state would significantly increase the need for qualified students and improve the value of public health professional preparation. The MPH Program faculty have worked for over a decade to facilitate the spread of local and/or regional public health departments/agencies in Pennsylvania.

➤ **4.4b STATEMENT OF ADMISSIONS POLICIES AND PROCEDURES**

Policies

The University requirements for admission with full graduate standing are:

- Bachelor's degree from an accredited college or university;
- Undergraduate major or its equivalent complementary to the field of proposed graduate study;
- The Graduate College requires a minimum GPA of 2.5 to be eligible for graduate study at ESU. Our MPH Program requires an undergraduate minimum grade point average of 2.8 (4.0 basis), with a 3.3 GPA preferred;
- GRE combined scores of 285+ (new scale) or 800+ (old scale), or a minimum MCAT score of 24.0, or a minimum GMAT score of 400;
- For international students, all of the above are required along with TOEFL Scores of: 580 (paper); or 233 (computer); or 90 (Internet). Minimum IELTS Score: Band Score of 7;
- Three Letters of Reference; and
- Personal Statement

Procedures

The following describes the internal procedures for reviewing applications to the MPH in Community Health Education:

- The Graduate College admissions office assembles two folders on the applicant. One folder is for the Graduate College's records; the other is sent to the program of intended study.
- The MPH Program Director, as designated by departmental policy, considers the application and forwards the program's recommendation for admissions to the Graduate College Dean. The Director's recommendation for acceptance into the MPH Program is based on a myriad of factors including: undergraduate/graduate GPA; quality of the academic institution of undergraduate/graduate training; GRE scores; diversity of background; social services work experience; letters of recommendation; personal statement; and, in some cases, a telephone or in-person interview.
- The Graduate College Dean reviews the application along with the Director's recommendation for acceptance/rejection and notifies the applicant in writing of his/her admission status. Newly accepted applicants are given a specific period of time to inform the Graduate College of their intention to attend ESU. The Graduate College enters the admission status into the permanent record and returns a copy of the admission status letter to the MPH Program Director. Once applicants commit to attending ESU, these new students are advised in writing to contact the MPH Program Director for scheduling classes and to answer questions they may have about their graduate studies.

- **4.4c EXAMPLES OF RECRUITMENT MATERIALS AND OTHER PUBLICATIONS AND ADVERTISING THAT DESCRIBE, AT A MINIMUM, ACADEMIC CALENDARS, GRADING, AND THE ACADEMIC OFFERINGS OF THE PROGRAM.**

Recruitment fliers and catalog for the MPH Program are provided in Appendix 6. The following web addresses give information about the MPH program:

Overview

http://www4.esu.edu/academics/catalog/documents/pdf/grad_catalog1112.pdf (p84)

<http://www4.esu.edu/academics/catalog/graduate/public-health--community-health-education-mpg.cfm>

Admissions & Program Requirements

http://www4.esu.edu/admissions/graduate/apply_now.cfm

http://www4.esu.edu/academics/catalog/documents/pdf/grad_catalog1112.pdf (p10-12)

Financial Support

http://www4.esu.edu/students/enrollment_services/financial_aid/index.cfm

- **4.4d QUANTITATIVE INFORMATION ON THE NUMBER OF APPLICANTS, ACCEPTANCES AND ENROLLMENT, BY SPECIALTY AREA, FOR EACH OF THE LAST THREE YEARS.**

TABLE 4.4.d.1 Quantitative Information on Applicants, Acceptances, and Enrollments

		2009	2010	2011
Community Health Education	Applied*	49	35	26
	Accepted	34	26	19
	Enrolled	23	21	15

* Includes a few students who may have initiated the application, but may not have completed the application process due to preliminary feedback provided (i.e., low GPA, or low GRE).

- **4.4e QUANTITATIVE INFORMATION ON THE NUMBER OF STUDENTS ENROLLED IN EACH SPECIALTY AREA IDENTIFIED IN THE INSTRUCTIONAL MATRIX, INCLUDING HEADCOUNTS OF FULL- AND PART-TIME STUDENTS AND A FULL-TIME-EQUIVALENT CONVERSION, FOR EACH OF THE LAST THREE YEARS.**

TABLE 4.4.e.1: Students Enrolled in Each Degree Program by Area of Specialization

	2009			2010			2011		
	HC FT*	HC PT*	FTE	HC FT*	HC PT*	FTE	HC FT*	HC PT*	FTE
Degree Conferred - Specialization	29	12	31.5	24	11	25.5	21	11	24
*Estimated									

- **4.4f IDENTIFICATION OF OUTCOME MEASURES BY WHICH THE PROGRAM MAY EVALUATE ITS SUCCESS IN ENROLLING A QUALIFIED STUDENT BODY, ALONG WITH DATA REGARDING THE PERFORMANCE OF THE PROGRAM AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.**

TABLE: 4.4.f.1: Outcome Measures Related to Student Enrollment

Outcome Measure	2009	2010	2011
Maintain faculty to student ratio under 9.6:1 (2004 level)	9.8	7.9	7.5
The program will graduate at least 8 students per year	100%	100%	100%

- **4.4g ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion is met, the MPH Program has instituted admission requirements beyond those of the university to ensure that the students selected will be successful in achieving the program requirements and competencies. It is important to maintain ongoing marketing efforts to attract quality students who will become part of the public health workforce when they graduate. The Department will explore new avenues for marketing the MPH Program if we acquire additional resources and support that will allow the program to engage in broader recruiting.

RECOMMENDATION: The MPH Program should continue to explore avenues for advertising the program, such as through professional newspapers or journals and professional publications, to attract MPH candidates. The program should continue to publish the bi-annual newsletter specifically designed for the MPH program and to more aggressively market the program with prospective employers in the social services sector within the region.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION FIVE: STUDENT DIVERSITY

STATED APPLICATION, ADMISSION, AND DEGREE-GRANTING REQUIREMENTS AND REGULATIONS SHALL BE APPLIED EQUITABLY TO INDIVIDUAL APPLICANTS AND STUDENTS REGARDLESS OF AGE, GENDER, RACE, DISABILITY, SEXUAL ORIENTATION, RELIGION OR NATIONAL ORIGIN.

- ***4.5a DESCRIPTION OF POLICIES, PROCEDURES AND PLANS TO ACHIEVE A DIVERSE STUDENT POPULATION.***
- ***4.5b DESCRIPTION OF RECRUITMENT EFFORTS USED TO ATTRACT A DIVERSE STUDENT BODY, ALONG WITH INFORMATION ABOUT HOW THESE EFFORTS ARE EVALUATED AND REFINED OVER TIME.***

The MPH Program policy is consistent with the University's diversity initiative described in Section 4.3. In this previous section, we described ESU's policies that have impacted the organizational climate on campus and created positive change with an approximate doubling of the degrees granted to underrepresented groups. The MPH Program policy has been in full compliance with the institutional policies and strategies. In addition, the program has taken advantage of various Graduate College initiatives. For example, the Graduate College maintains several graduate assistantships to support minority student graduate study. The MPH Program has been very successful at filling these slots, and we have provided many graduate assistantships as a means of supporting and attracting minority and international students. The MPH Program has also been successful in recruiting underrepresented students (N=3) through the Fredrick Douglas Program which sponsors six to seven graduate assistantships annually?.

The MPH Program received a grant from the CIGNA Foundation to provide underrepresented students from the Philadelphia region with funding to cover tuition costs, along with a full-time graduate assistantship providing a stipend. Over the last three years, the program has recruited two students from Cheyney and Lincoln University (two Historically Black Universities in Greater Philadelphia). This CIGNA Foundation grant has allowed us to establish an applicant pipeline with these universities, and we are hopeful this funding will provide an ongoing mechanism to support the public health training of underrepresented students from the Philadelphia region.

Locally, the Department of Health Studies collaborates in the "Reach Hei" Project (i.e., a collaborative program between ESU, local school districts, and The Commonwealth Medical College) to encourage and assist students from underrepresented groups to enter into graduate studies in the health sciences. Given the 300% increase (from 1995-2010) in the Hispanic population in Monroe County (where ESU is located), Reach Hei is a timely recruiting tool as the County approaches 20% of its residents being from ethnically diverse backgrounds.

Lastly, the MPH Program has established an extensive professional network in the Lehigh Valley (Bethlehem, Allentown and Easton), which also has had a dramatic increase in their diverse populations. Recent needs assessment reports indicated approximately 60% of public school students enrolled in the Bethlehem School District do not speak English at home.

4.5c QUANTITATIVE INFORMATION ON THE DEMOGRAPHIC CHARACTERISTICS OF THE STUDENT BODY, INCLUDING DATA ON APPLICANTS AND ADMISSIONS, FOR EACH OF THE LAST THREE YEARS.

TABLE 4.5.c.1: Demographic Characteristics of Students from 2009 to 2012

		Year 1 (2009-2010)		Year 2 (2010-2011)		Year 3 (2011-2012)	
		M	F	M	F	M	F
African American	Applied	1	4	1	2	2	5
	Accepted		2	1		1	3
	Enrolled		2	1			1
Caucasian	Applied	1	17	2	14	6	12
	Accepted	1	16	2	13	3	12
	Enrolled	1	12	2	9	3	9
Hispanic/Latino	Applied		3		1		1
	Accepted		2		1		1
	Enrolled		2		1		1
Asian Pacific Islander	Applied			1	2	2	1
	Accepted				2	2	1
	Enrolled				1	2	
Native American/ Alaska Native	Applied						1
	Accepted						1
	Enrolled						1
Unknown/Other	Applied						
	Accepted						
	Enrolled						
International	Applied	13	10	5	4	4	6
	Accepted	7	6	4	4	2	3
	Enrolled	2	4	2	2		
TOTAL	Applied	15	34	9	23	14	26
	Accepted	8	26	7	20	8	21
	Enrolled	3	20	4	13	5	12

➤ **4.5d IDENTIFICATION OF MEASURES BY WHICH THE PROGRAM MAY EVALUATE ITS SUCCESS IN ACHIEVING A DEMOGRAPHICALLY DIVERSE STUDENT BODY, ALONG WITH DATA REGARDING THE PROGRAM'S PERFORMANCE AGAINST THESE MEASURES FOR EACH OF THE LAST THREE YEARS.**

The one established program outcome measure has been the diversity of the graduates, as seen in Table 4.5.d.1. Table 4.5.d.2 provides additional measures assessing the diversity of applicants and those accepted.

TABLE 4.5.d.1: Outcome Measures Related to Diversity of MPH Graduates

Measure	Targets	2009	2010	2011
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TABLE 4.5.d.1: Outcome Measures Related to Diversity of MPH Graduates

Measure	Targets	2009	2010	2011
Program graduates' diversity* will reflect and enhance the diversity of the region as compared with regional statistics.	Diversity of Monroe County population: 18% 2004 CEPH Self-study Benchmark: 25%	10%	45%	29%
* Includes international students				

TABLE 4.5.d.2: Outcome Measures related to Diversity of Applicants and Those Enrolled in MPH Program

Measure	Target	2009*	2010*	2011*
The percent of students of diverse race and ethnicity out of all applicants that were accepted to the MPH Program, by year	<u>50%</u> The percentage required, considering "melt"*** to achieve 25% diverse graduates (Table 4.5.d.1)	58%	60%	27%
The percent of students of diverse race and ethnicity out of all accepted that enrolled in the MPH Program, by year	<u>25%</u> The percentage 2004 benchmark for diverse graduates (Table 4.5.d.1)	43%	35%	17%
*Includes international students ** Melt refers to the percentage of students accepted who never enroll.				

➤ **4.5e ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET**

This criterion has been met. No student has been rejected on the basis of sex, race, religion, or country of national origin, and policies are in place that actively discourage discrimination. The faculty is sensitive to the issue and is fully committed to enhancing institutional strategies to attract minority students. The MPH Program has maintained a diverse student body and graduated a student body that is more diverse than the region's population. ESU has also been able to attract international students who complete their MPH degree and take their expertise back to their country of origin or remain in the region to provide services to the region's growing diverse population.

RECOMMENDATION: The MPH Program faculty need to continue lobbying for University resources to market our degree programs to attract students with diverse backgrounds. Recently, the

reduction of graduate assistantships across the University has had a negative impact on our ability to recruit and enroll diverse students. As the minority population continues to increase in the immediate region, the Department faculty needs to secure resources available to facilitate minority graduate study, especially within the Latino population, which has increasing representation in the region.

SECTION 4 – FACULTY, STAFF AND STUDENTS

CRITERION SIX: ADVISING AND CAREER COUNSELING

THERE SHALL BE AVAILABLE A CLEARLY EXPLAINED AND ACCESSIBLE ACADEMIC ADVISING SYSTEM FOR STUDENTS, AS WELL AS READILY AVAILABLE CAREER AND PLACEMENT ADVICE.

- **4.6a DESCRIPTION OF THE ADVISING AND CAREER COUNSELING SERVICES, INCLUDING SAMPLE ORIENTATION MATERIALS SUCH AS STUDENT HANDBOOKS.**

- **4.6b DESCRIPTION OF THE PROCEDURES BY WHICH STUDENTS MAY COMMUNICATE THEIR CONCERNS TO PROGRAM OFFICIALS, INCLUDING INFORMATION ABOUT HOW THESE PROCEDURES ARE PUBLICIZED AND ABOUT THE AGGREGATE NUMBER OF COMPLAINTS SUBMITTED FOR EACH OF THE LAST THREE YEARS.**

Academic Advising System

Dr. Steven Godin, the MPH Program Director, provides curricular advising for all MPH students. After confirmation that the student is attending the Program, students are sent a letter from the Graduate College asking them to contact Dr. Godin for initial advising. The majority of the time, Dr. Godin will have had contact with the given student via email, telephone, or an in-person meetings prior to his/her application and acceptance to the program. A line of communication has often already been established before the application is reviewed.

Advisement materials in the form of the brochure (which briefly describes the program), the Graduate Manual, and the Internship Manual are regularly updated and provided to new students through multiple distribution channels such as in classes and at the beginning of each semester's "New MPH Student Orientation" (held on the second Wednesday of each semester). During this orientation, new students and existing students are provided with an orientation to the MPH Program including information on course rotation, faculty professional interests, publishable-quality paper requirements, internship, program culture, and the role of second year student mentors that are assigned to first year students to help them assimilate into the program. Each year, a MPH Student Liaison is voted into office by the MPH student body. This Liaison functions as a spokesperson for the MPH students, relaying concerns, needs, etc. to the public health faculty. We have found the Student Liaison to be helpful in improving communication between students and faculty. Students can confidentially communicate their concerns to the Liaison, who, in turn, can communicate them to the faculty. The public health faculty can address the concerns by providing feedback or offering problem-solving solutions to the Liaison and/or to the student body. In addition to these supports, students are encouraged

to meet with Dr. Godin once per semester. (See MPH Coordinator Job Description in Appendix 4)

Historically, advising has been somewhat complicated for part-time students who choose to take only one evening class and are essentially never on campus during the day. At times, these students have registered for courses without direction from the faculty. Recently, the MPH Program has increased its emphasis on communicating the benefits of working with an advisor beforehand, and most students now communicate with Dr. Godin by telephone, email, or in person prior to registering for classes. Additionally, the early development (i.e., first semester) of a proposed “plan of study” has been implemented. During this process, students are able to present their intended future course load to the MPH Program Director by semester, communicate their professional and academic goals, begin thinking about their publishable-quality papers, and receive guidance regarding choice and timing of courses to help them meet their academic goals.

The advising process system is a requirement of the MPH Program Director’s job description. Given that the release time for this position is only three credits of 12 per semester and that the program development roles for the Director have greatly increased, it is difficult to dedicate consistent time to advising sessions. On occasion, Dr. Godin will schedule a group meeting with MPH students to address questions and concerns they may have.

Career and Placement Advice

The MPH Program faculty have a history of actively building local, regional, and national networks. In addition to the MPH Director, all faculty are available to mentor students with career development and advice. All faculty have five office hours spread across at least three days per week, and all faculty are available for more than the minimum days or hours required by the CBA, except during vacations or sabbatical leaves. Dr. Godin has developed a social media venue (i.e., Facebook Group- “*The New ESU Public Health Students and Alumni Group*”) by which to notify current students and alumni of vocational opportunities, position postings, and current events in the field of public health. Dr. Godin also maintains an email distribution list through which notice of available jobs is disseminated to students and graduates. Students may also informally receive career development support by working with a faculty member for the publishable-quality paper.

The internships also play a significant role in students’ career development and employment. The MPH Program has amassed well over 100+ internship sites within a 120-mile radius of campus. Students may fulfill their internships requirement at health departments such as the Allentown Health Bureau or the Bethlehem Health Bureau, at hospital-based community health departments such as Pocono Medical Center or St. Luke’s Healthcare System, or with other non-profit, voluntary organizations such as the American Cancer Society. Students are encouraged to approach the internship search as a career development step similar to a job search. There are also emerging opportunities, such as with Lehigh Valley Health Network’s commitment to facilitate internships for students interested in regional public health practice. Additionally, students can go well beyond regional boundaries or traditional settings to obtain

field placements that meet their individual career needs. MPH Program faculty provide advice and approval in these scenarios.

Students may also benefit from the ESU Office of Career Services (ESU-OCS). Recently this office has become more involved in providing job openings to the MPH Program. This office is responsible for several career development programs including:

- career counseling (individual discussions);
- career education (e.g., classes, workshops, brochures, job search library, and computerized career guidance program);
- educational programming (e.g., career information days and a career advisory network involving alumni, parents, and community contacts);
- research (e.g., the annual follow-up report); and
- employer relations (e.g., on-campus recruitment, job vacancies, job fairs, and promotional mailings)

Internship supervisors have repeatedly made positive comments regarding the professional skills exhibited by our MPH students. A pathway to employment for a number of our MPH graduates has been through their internship, where they were offered employment within the organization or network they established during the internship.

There are no known formal complaints about advising over the last three years.

➤ **4.6c INFORMATION ABOUT STUDENT SATISFACTION WITH ADVISING AND CAREER COUNSELING SERVICES.**

Tables 4.6.c.1 and 4.6.c.2 demonstrate student satisfaction with advisement. The surveys and data upon which these measures are based can be found in Appendix 2.

TABLE 4.6.c.1: Outcome Measures Related to Perceived Supports within the MPH Program

Measure	2009	2010	2011
Students and graduates will rank all relevant “support specific” survey questions as 3.0 or better (out of 4.0) and in other evaluation-focused activities	3.1	NA	2.9
Students and graduates will rank all “Faculty Availability” as 3.0 or better (out of 4.0)	3.3	NA	3.3
Students and graduates will rank all “Academic Advisement” as 3.0 or better (out of 4.0)	3.1	NA	3.1

➤ **4.6d Assessment of the extent to which this criterion is met**

This criterion is met with commentary. Advising is considered a part of all faculty workloads. All of the other faculty members within the Department have undergraduate academic advisees; therefore, only the MPH Program Director is formally charged with graduate level academic advising. The MPH Program Director position receives .25 FTE release time and two weeks of pay during the summer for serving as Program Director; however, these resources are not granted for academic advising. Additionally, the Director's time spent working with the Public Health Certificate Program, potential internship sites, and conducting the day-to-day operations of the program is extremely time consuming. Given the growing diversity of duties of the MPH Program Director and the existing and growing complexity of career development in the field of public health, the resources available for MPH academic advising need to be examined to determine ways in which more time can be given to graduate advising. While social media venues, such as Facebook, provide an efficient mechanism to reach students and alumni, not all students or graduates are Facebook members.

RECOMMENDATION: The Department should and will continue to explore ways within social media (Wiki; Blog, etc.) to enhance student advising and career counseling. The Department should continue to lobby for increased release time, specifically in the summer for the MPH Program Director.

Appendix 1

Public Health Faculty Council Summary CVs

(Complete CVs will be Located in Resource Files)

Page 140 - Adenike Bitto

Page 142 – Alberto Cardelle

Page 144 – Steve Godin

Page 146 – Amar Kanekar

Page 148 - Steven Shive

ADENIKE BITTO
ASSOCIATE PROFESSOR, DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY

Education

- 1994 Dr.P.H. The Johns Hopkins University, Bloomberg School of Public Health
- 1984 M.P.H. Epidemiology, The Johns Hopkins University, Bloomberg School of Public Health
- 1977 M.B.B.S. Bachelor of Medicine, Bachelor of Surgery with (equivalent to the M.D. degree in USA)

Recent Appointments and Professional Experience

1998 – Date Member, Health Department Public Health Faculty Council, East Stroudsburg University

2000 – Date for selected distance learning programs offered by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC).

Selected Citations in Bibliographical Entries

Lare D.,Bitto A., Mueller S., Smeaton P., and Waters F. "Reviewing Reviewing." The Teaching Professor, 2000: August/September. THIS ARTICLE WAS QUOTED AS A THEME BY AN AUTHOR PUBLISHING LATER IN 2000 in The Teaching Professor.

Gray R.H., Simpson J.L., Bitto A.C., Queenan J.T., Li C., Kambic R.T., Perez A., Mena P., Barbato M., Stevenson W., and Jennings V. "Sex ratio associated with timing of insemination and length of the follicular phase in planned and unplanned pregnancies during use of natural family planning." Human Reproduction, 1998;13(5): 1397-1400.

Bitto A., Gray R.H., Simpson J.L., Queenan J.T., Kambic R.T., Perez A., Mena P., Barbato M. and Jennings V. "Adverse outcomes of planned and unplanned pregnancies among users of Natural Family Planning: A prospective study." American Journal of Public Health. 1997;87(3): 338-343.

Barbato M., Bitto A., Gray R.H, Simpson J.L., Queenan J., Kambic R., Perez A., Mena P., Pardo F., Stevenson W., Tagliabue G., Jennings V., and Li C. "Effects of timing of conception on birth weight and preterm delivery of natural family planning users." Advances in Contraception, 1997; 13:215-228.

Bitto, A., and Aldras, A. "Prevalence of *Giardia* and *Cryptosporidium* in Muskrats in Northeastern Pennsylvania and New Jersey." Journal of Environmental Health, 71 (8): 20-35, 2009.

Bitto, A. "Say what? Who? Me? Right Here in the Trenches? Collaborate on What? – Seeking Commoground in Regional All-Hazards Preparedness Training." Journal of Environmental Health, 69 (6): 28-34, 2007

Bitto, A. "What do Back-to-School Computers have in Common with Health Education and Health Protection?" Californian Journal of Health Promotion 2005, Volume 3, Issue 3, 151-153.

Bitto, A. Hakim, J. A., and Pula, M.F. "What Seniors Say About West Nile Virus – The Threat is Not Over." Californian Journal of Health Promotion 2005, Volume 3, Issue 3, 127-136.

Hakim, J.A., and Bitto, A. "Public education and Lyme disease prevention in Monroe County: A multi-faceted program using personal protection strategies, tick identification/risk analysis, bi-directional referrals, and vector control." Californian Journal of Health Promotion 2005, Volume 3, Issue 3, 137-145.

Hakim, J. and Bitto A. "Comprehensive Surveillance, Prevention and Control Measures for West Nile Virus in Monroe County, Pennsylvania." Environmental Practice, 6:36-49, 2004.

Popular Press, Magazines and Newsletters

Bitto, A. "Is the mosquito season over? Are people still at-risk for mosquito-borne diseases such as West Nile Virus?" October 14, 2004, Pocono Record. <http://www.poconorecord.com/weekprof/>.

Bitto, A. "In my "Back-to-School" preparations, what activity, common to both my computer and my health, should be added to my list??" September 15, 2005, Pocono Record. <http://www.poconorecord.com/weekprof/>.
http://www.poconorecord.com/lifestyl/lf091505_2.htm

Bitto, A. "What's the deal with influenza this season, how can I protect myself against the flu, and will I be able to get my flu shot this year??" October 6, 2005, Pocono Record. <http://www.poconorecord.com/weekprof/>.

Grant and Research Awards

- 2009 Awarded a \$5,050 Federal Office of Minority Grant for Preventing Low Birth Weight and Infant Mortality
- 2010 Awarded a state grant in the amount of \$5,400; for implementation of a faith-based initiative in African American Churches to encourage healthy eating, including 5-a-day servings of vegetables
- 2006-2007 Participated in the renewed \$100,000.00 state funded grant on regional preparedness
- 2005-2006 CO-Principal Investigator for a \$100,000.00 state funded grant on regional preparedness
- 2006-2007 Participated in the renewed \$100,000.00 state funded grant on regional preparedness
- 2005-2006 CO-Principal Investigator for a \$100,000.00 state funded grant on regional preparedness
- 2004-2007 Principal Investigator for over \$30,000.00 made available by the Monroe County Drug and Alcohol Commission, for a Tobacco Prevention, Control and Cessation Program for Disparate Populations.

ALBERTO CARDELLE
CHAIR & PROFESSOR, DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY

Education

1999 Ph.D., International Studies (concentration comparative health policy) University of Miami

1989 M.P.H., Health Services Boston University

1986 B.S., Biology and Latin American Studies Tulane University

Teaching Experience

Position

Date

East Stroudsburg University

Assistant Professor
Tenured Associate Professor
Professor

September 1999
September 2004
September 2009

Areas of competence in teaching undergraduate and graduate courses include health policy and administration, international health and health disparities. Graduate level coursework includes: Public Health Administration: Health Policy Ethics and Law; Global Public Health; Health Resources and Services Planning; and Health Budgeting and Fiscal Management.

Research Experience

Position

Date

HRSA Title VII Training Grant
Development of an MD-MPH
 (\$500,000)

Co-PI

2012-2017

CDC & PA Dept. of Health
State Asthma Control Program Evaluation
 (\$200,000)

PI

2010-2014

ESU Presidential Research Grant,
Assessment of Non-profit Sector
 (\$25,000)

Co-PI

2011-2012

PA Dept. of Health
State Diabetes Control Program Evaluation
 (\$35,000)

PI

2011-2012

Scholarship (PUBLICATIONS)

Cardelle, Alberto. Holland, Deirdre. "Public Health Shortage Areas in Pennsylvania: A Barrier to Health Information." *Commonwealth: A Journal of Political Science*, Volume 14, December 2008.

Cardelle, Alberto. "Financial Analysis and Structural Considerations to the Problem of Rural Public Health in Pennsylvania." *Commonwealth: A Journal of Political Science*, Volume 14, December 2008.

Lynn D Woodhouse, **Alberto Cardelle**, Steven Godin, Steven E Shive, Tonya L Williams, Adenike C Bitto, Elizabeth A Brensinger, “Transforming a Master of Public Health Program to Address Public Health Practice Needs.” *Preventing Chronic Disease*, 2006 January; 3(1): A22.

Cardelle, Alberto. *Creating Local Health Departments in Rural Pennsylvania*. Center for Rural Pennsylvania: Harrisburg, PA. September 2005.

Cardelle, Alberto, Rodriguez, Elaine. “Internet Health Portals and Hispanics: an emerging disparity.” Chapter in S. Godin ed. *Technology Applications in Prevention*. Hawthorne Press: New York, NY. March 2005.

CONFERENCE PAPERS

Cardelle, A. *Pathways to Leadership: Evaluation of the RWJ Community Health Program*. American Evaluation Association National Meeting, Anaheim, CA. November 2011.

Cardelle, A. *Public Health Service Disparities: An issue of social justice*. American Public Health Association, Denver, CO November 2010.

Cardelle, A. *Funding for Public Health a Key Variable of Equitable Access*. American Public Health Association, Denver, CO November 2010.

Cardelle, A. Rehrig, M *Evaluating Community-Based Policy Making Outcomes: A case study analysis*. American Public Health Association, Denver, CO November 2010.

<u>Professional and Community Service</u>	<u>Position</u>	<u>Date</u>
American Public Health Association	Governing Council	2012-2014 & 2006-2010.
US Commission on Civil Rights Pennsylvania Advisory Board	Board Member	2010- 2011
Monroe County Family Health Center	Board Chair Board of Directors (Chair)	2012-Present 2008 – 2012 .

Honors and Awards

American Public Health Association, Latino Public Health Caucus. Henry Montes Chairperson Award. November 2011.

National Hispanic Medical Association . Recognition for Service to the State of Health of Hispanics. Spring 2008.

STEVE GODIN
MPH DIRECTOR & PROFESSOR,
DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY

EDUCATION

B.A. in Psychology (Social/Personality Track); **California State University, Fullerton**, 1980.

M.S. in Clinical-Community Psychology; **Illinois Institute of Technology**, 1983.

Internship in Clinical-Community Psychology; **University of Medicine and Dentistry of NJ: Rutgers Medical School** (Dept. of Psychiatry and Community Mental Health Center), 1985.

Ph.D. in Clinical Psychology; **Illinois Institute of Technology**, 1989.

ADDITIONAL EDUCATIONAL TRAINING

M.P.H. in Health Education & Behavioral Science; **UMDNJ: Robert Wood Johnson Medical School & the Edward Bloustein School of Planning & Public Policy of Rutgers University**, 1994.

Post Graduate Certificate in Public Health Informatics, **Graduate School of Public Health, University of Illinois, Chicago Circle**, 2007.

CURRENT EMPLOYMENT

1991-Present **Program Director of the MPH Program in Community Health Education**
(2007-present)

Full Professor of Health Studies (1997-present); *Department of Health Studies, East Stroudsburg University, East Stroudsburg, PA.*

Program Director of the BS Program in Community Health Education (1994-2009)
Associate Professor of Health Studies (1991-1996); *Department of Health Studies, East Stroudsburg University, East Stroudsburg, PA.*

ACTIVITIES IN PROFESSIONAL ORGANIZATIONS AND COMMITTEES

Section Councilor/Co-Chair of the Education & Research Committee, Health Informatics Information Technology SPIG of the American Public Health Association, 2011-Present.

GRANTS AND CONTRACTS

Godin, S. Grants Writer/Consultant: ***The Hunterdon Partnership for Health: A New Model Linking Assessment, Collaboration and Technology.*** Grant award for \$247,348 funded by the Robert Wood Johnson Foundation (Awarded September, 2011; Project Ending August, 2013).

Godin, S. Program Evaluator: **Assessing Hunterdon County Latino Residents' Community Health Needs**. Contract for \$4,000 funded by the Hunterdon County United Way and Hunterdon Medical Center Foundation. (Awarded May, 2011; Project Ending December, 2011).

Godin, S. Principal Investigator: **Comparisons of Cancer Incidence and Mortality for Rural vs. Urban Counties in Pennsylvania and Rural Appalachia in the United States**. Grant award for \$10,000 from the Center for Rural Pennsylvania (Awarded January, 2011; Project Ending December, 2011).

Godin, S. Program Evaluator: **Assessing Warren County Residents' Community Health Needs**. Contract award for \$5,050 from Warren County Department of Health- Community Health Improvement Coalition (Awarded August, 2010; Project Ended May, 2011).

Godin, S. Principal Investigator: **ECO-ESU: Impact Evaluation of Data Driven Social Marketing Initiative to Increase Students' Recycling Behaviors**. Grant award for \$22,780 from the ESU 'President's Research Fund'. (Awarded May, 2010; Project Ending December, 2011).

Godin, S. Grants Writer/Consultant for the Hunterdon County Cancer Coalition- **Building Capacity for Cancer Education and Early Detection in Hunterdon County**. Grant award for \$116,900 from the New Jersey Department of Health and Senior Services. (Awarded July, 2010; Project Ending June, 2013).

PUBLICATIONS

Godin, S., & Razzano, K. (2010). Family Life Sex Education Goal Questionnaire II. In W. Yarber, C., Davis, et al. (Eds.). **Handbook of Sexuality-Related Measures**, 3rd Edition. Routledge/Taylor & Francis Press, Florence, KY.

Godin, S. & Kuchinski, E. (2011). **Warren County Community Health Study (Surveys I & II)**. Research Report (2011-1). Oxford, NJ: Warren County Health Department.

Godin, S. (2011). **Application of Social Marketing and Social Norms Principles into Advertisements of Oral Cancer Screening Events**. Technical Report: (2011-2). Newark, NJ: The Horizon Foundation of New Jersey.

PROFESSIONAL PRESENTATIONS

Shanmugavel, A., Godin, S., Schermer, W., Kuchinski, E., Mulugeta, K., Jain, PJ (2011, April). **Impact evaluation of a multi-county oral cancer health literacy intervention**. Paper presented at the National Oral Health Conference, Pittsburgh, PA.

White, C., Landucci, R., Pease, S., Jones, C., & Godin, S. (2011, September). **Using social marketing strategies to reduce on-campus water consumption: A service learning initiative at East Stroudsburg University**. Paper presented to the Pennsylvania Public Health Association Annual Meeting, Philadelphia.

Godin, S., Jain, P. (2011, November). Diffusion of social media in public health and health care reform: Intrinsic characteristics of best practices. Paper accepted to the 39th Annual Meeting of the American Public Health Association, Washington, DC.

AMAR KANEKAR
ASSISTANT PROFESSOR, DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY

EDUCATION:

- 2006-2009** Doctor of Philosophy(PhD) , Health Promotion and Education with cognate in Epidemiology and Biostatistics, University of Cincinnati, Cincinnati, OH.
- 2004-2006** Master's in Public Health(MPH)- Public Health Education Western Kentucky University, Bowling Green, KY.
- 1992-1998** Bachelor of Medicine and Bachelor of Surgery(MB,BS-First Class), Mumbai University, Mumbai, India. (Similar to Doctor of Medicine—(MD)—degree offered in US Medical Schools- Eligible for United States Medical Graduate Licensure and Registration.).

PROFESSIONAL EXPERIENCE:

2009 onwards- Assistant Professor, Department of Health Studies, East Stroudsburg University of Pennsylvania, PA, 18301. Responsibilities include teaching undergraduate and graduate courses in public health and health education, supervising internships, working towards scholarly growth and conducting service at departmental, university and national levels.

2006- 2009- Graduate Assistant, Health Promotion and Health Education, University of Cincinnati, Cincinnati, OH, 45221. Responsibilities include teaching undergraduate health education courses and serving as an editorial assistant for Journal of Alcohol and Drug Education, assisting with research projects.

PUBLICATIONS

Kanekar, A & Sharma, M (2011). Use of teaching modules for HIV/AIDS knowledge and safer sex skill building among African-American College students- Manuscript submitted to *Journal of Health Education Teaching*(in press).

Karnik, S., & **Kanekar A.** (2011). Childhood Obesity-A Public Health Crisis of Global importance. Manuscript for *International Journal of Preventive Medicine* (in press).

Omare, D., **Kanekar, A.** (2011). Determinants of HIV/AIDS in armed conflict settings- a narrative review. *Journal of Public Health in Africa*, 2(1), 34-37. 10.4081/jphia.2011.e9

Kanekar, A. (2011). HIV Counseling skills and strategies: Can testing and counseling curb the epidemic? *International Journal of Preventive Medicine*, 2(1), 10-14.

Kanekar, A., & Sharma, M (2010). Interventions for safer sex behaviors among college students. *American Journal of Health Studies*, 25(3), 138-148.

Book Chapters:

Shive, S. & **Kanekar, A.** (2010). Pandemic Influenza: Planning and Preparedness in *Pandemic Influenza Virus: Science, Surveillance and Public Health* book, co-edited by S.K. Majumdar, F.J. Brenner, J.E. Huffman, R.G. McLean, A.I. Panah, P.J. Pietrobon, S.P. Keeler, and S. Shive(in press).

Articles –Non-Peer reviewed

Kanekar, A. (2006). A physician’s perspective of public health. News and Views, *A Publication of the American Public Health Association, Student Assembly, Spring 2006*, p. 14.

Reviewer-Related Work

Scientific reviewer for **AIDS and Behavior**-an international peer-reviewed journal for the scientific exchange of research and scholarly work on the contributing factors, prevention, consequences, social impact, and response to HIV/AIDS(2008 onwards).

Scientific reviewer for **Journal of Clinical Medicine Research**- an international peer-reviewed open access journal that concentrates on general medical research and clinical practice. This journal aims to publish scientifically written, evidence-based articles from all disciplines of medical sciences and clinical practice, and nursing, preventive medicine, epidemiology, healthcare research, etc(2009 onwards).

Editorial Associate: **The Health Educator Journal of Eta Sigma Gamma** is an official peer-reviewed publication of Eta Sigma Gamma, National Health Education Honorary for furthering excellence in teaching, research and service in the health education discipline(three –year term ending December, 2012).

CONFERENCE PRESENTATIONS- NATIONAL

Shanmugavel, A, Mulugeta, K, & **Kanekar, A** (2011, April 12th). Review of studies related to oral manifestations as an indicator of HIV/AIDS: A global view. Paper presented at the National Oral Health Conference, ‘Converge on the Future’, Pittsburgh, PA.

Kanekar A, Sharma, M (2011, March 22nd). Process and impact evaluation of a brief intervention based on social cognitive theory to develop safer sex skills in African-American college students. Paper presented at the American Academy of Health Behavior, 11th Annual Scientific meeting, ‘The Art and Science of Community –Based Participatory Research (CBPR), Methods, Measures and Evidence for Health Behavior Change’, Hilton Head, South Carolina.

Kanekar A, Sharma, M (2011, March 22nd). Using social cognitive theory based constructs to predict safer sex behaviors among college students. Paper presented at the American Academy of Health Behavior, 11th Annual Scientific meeting, ‘The Art and Science of Community –Based

Participatory Research (CBPR), Methods, Measures and Evidence for Health Behavior Change',
Hilton Head, South Carolina.

STEVEN SHIVE
PROFESSOR, DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY

EDUCATION:

1997-2000 **Ph.D.** Health Studies
Temple University, Philadelphia, PA. 3.98 GPA

1996-1997 **M.P.H.** Community Health Education
East Stroudsburg University, East Stroudsburg, PA; 4.0 GPA

TEACHING:

Instruction:

2003-Present **Faculty**, East Stroudsburg University, East Stroudsburg, PA.

Repertoire of Graduate Courses:

Community Health Practices

Health Education Evaluation

Instructor Training for Classroom Emergency Care

Alcohol, Drugs and Narcotics Education

Public Health Administration

Repertoire of Undergraduate Courses:

Drug and Alcohol Teacher Preparation

Drug Abuse Education

Personal and Consumer Health

Foundations of Health Science

Health Emergencies

Advisor: Double Major in Health & Physical Education

Faculty Moderator: Eta Sigma Gamma National Professional Health
Education Honorary (Gamma Xi ESU Chapter)

RESEARCH:

Peer Reviewed Journal Articles

Shanmugavel, A. & **Shive, S. E.** (2010). Oral Health Practices and Oral Cancer Knowledge Attitudes and Behaviors among College Students. *World Journal of Dentistry*, 1(3), 141-148.

Ma, G. X., Zhi, J.X., **Shive, S.**, Fang, C. & Wang, M.Q. (in press). Structural Equation Modeling Analysis Associated with Breast Cancer Screening among Chinese American Women. *International Journal of Women's Health*.

Ma, G. X., **Shive, S.**, Tan, Y., Gao, W., Rhee, J., Park, M., Kim, J., Toubbeh, J.L.. (2009) Community-based colorectal cancer intervention in underserved Korean Americans. *Cancer Epidemiology*. 33(5), 381-386.

Ma, G.X., Toubbeh, J., Wang, M., **Shive, S.**, Cooper, L. & Pham, A. (2009). Factors Associated with Cervical Cancer Screening Compliance and Noncompliance among Chinese, Korean, Vietnamese and Cambodian Women. *Journal of National Medical Association*. 101(6), 541-551.

Ma, G. X., **Shive, S. E.**, Wang, M. Q., & Tan, Y. (2009). Cancer screening behaviors and barriers in Asian Americans. *American Journal of Health Behavior*, 33(6), 650-660.

Shive, S. E. & Marks, R. (2008). Health Educators' Perceptions of Ethics in Professional Preparation and Practice. *Health Promotion Practice*, 9(3), 228-231.

Marks, R. & **Shive, S.** (2008). Ethics and Patient-Provider Communication. *Health Promotion Practice*, 9(1), 29-33.

Xie, Y., Ma, G. X., Lan, Y., Zhou, D., **Shive, S.**, Luo., Zhong, F. (2008) Evaluation on effects on the interference in changing workers' smoking related intention in workplaces in Chengdu. *Modern Preventive Medicine*. 35(3):517-519.

Ma, G.X., **Shive, S.**, Toubbeh, J., Tan, Y., Zavislak, J., & Wu, D. (2008). Knowledge, attitudes, and behaviors of Chinese Hepatitis B screening and vaccination. *American Journal of Health Behavior*, 32(2), 178-187.

Ma, G.X., **Shive, S.E.**, Toubbeh, J., Tan, Y., Wang, M. (2007) Factors Associated With Mammography Compliance and Non-Compliance Among Chinese, Korean, Vietnamese And Cambodian Women. *American Journal of Health Studies*. 22(4):234-243.

Shive, S. E., Ma, G. X., Tan, Y., Toubbeh, J. I., Parameswaran, L., Halowich, J. (2007). Asian American Subgroup Differences in Sources of Health Information and Predictors of Screening Behavior. *Californian Journal of Health Promotion*, 5(2), 112-127.

CONFERENCE PRESENTATIONS:

Shive, S.E. (2010). Oral Presentation. Conducted Professional Development Workshop for 80 Colonial Intermediate Unit 20 staff in Emergency Care at East Stroudsburg University Keystone Room, August 19.

Shive, S.E., Ma, G.X., et al. (2009). Poster Presentations. "Hepatitis B screening compliance and non-compliance among Chinese, Koreans, Vietnamese, and Cambodians" and "A comprehensive study on cancer screening behaviors and barriers in Asian Americans." The 137th American Public Health Association (APHA) Annual Meeting and Exposition from November 7-11, 2009 in Philadelphia, PA.

Shive, S.E., Ma, G.X., et al. (2008). Poster Presentations. "Church-based colorectal cancer intervention in underserved Korean Americans"; "Factors associated with mammography compliance and non-compliance among Chinese, Korean, Vietnamese, and Cambodian women"; "Knowledge, attitudes, and behaviors of Chinese Hepatitis B screening and vaccination"; and "Factors associated with cervical cancer screening compliance and noncompliance among Chinese, Korean, Vietnamese, and Cambodian women." The 136th American Public Health Association Annual Conference, San Diego, CA: October 25-29, 2008.

Appendix 2

Student and Alum Surveys and Results

Page 151 – Survey

Page 161 – 2011 Survey Results

Page 174 – 2009 Survey Results

CEPH's Student & Alumni Evaluation of MPH Program

Page 1 - Question 1 - Choice - One Answer (Bullets)

What is your current status with the MPH program?

- Graduated with MPH degree
- Actively taking courses toward MPH degree
- Enrolled in MPH program but not enrolled in course(s) at this time
- Discontinued involvement in program

Page 1 - Question 2 - Choice - One Answer (Bullets)

I have completed _____ credits.

- 0-9
- 10-19
- 20-29
- 30-39
- Over 40

Page 1 - Question 3 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: General Curriculum or Course of Study

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 4 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Faculty Competence

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 5 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Faculty Availability (i.e., faculty are able to meet with you in a timely fashion; respond to your email within 48-72 hours).

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 6 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Academic Advisement

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 7 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Opportunities for Internships

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 8 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Career Support from Department of Health Studies

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 9 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Opportunities to Provide input Into the Program

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 10 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Opportunities for Professional Development Beyond the Classroom

- Excellent
- Good
- Fair
- Poor Not Applicable

Page 1 - Question 11 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Opportunities/Encouragement to do Research

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 12 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Availability of Required Courses or Course Rotation

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 13 - Choice - One Answer (Bullets)

Please rate the following aspect of the MPH program: Availability of Elective Courses

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 14 - Open Ended - Comments Box

If you have suggestions for topics for elective courses please list them here:

Page 1 - Question 15 - Choice - One Answer (Bullets)

Please rate the following course: Skills for Applied Community Health Practice (509)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 16 - Choice - One Answer (Bullets)

Please rate the following course: Community Health Practice for Health Educators (537)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 17 - Choice - One Answer (Bullets)

Please rate the following course: Public Health Administration (538)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 18 - Choice - One Answer (Bullets)

Please rate the following course: Health Ethics, Policy and Law (553)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 19 - Choice - One Answer (Bullets)

Please rate the following course: Health Education Evaluation (555)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 20 - Choice - One Answer (Bullets)

Please rate the following course: Computer Applications in Health Education (557)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 21 - Choice - One Answer (Bullets)

Please rate the following course: Scientific Foundations (560) TAKEN AT THE DIXON CENTER IN HARRISBURG

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 22 - Choice - One Answer (Bullets)

Please rate the following course: Scientific Foundations (560) TAKEN AT ESU

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 23 - Choice - One Answer (Bullets)

Please rate the following course: Epidemiology (561) TAKEN AT THE DIXON CENTER IN HARRISBURG

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 24 - Choice - One Answer (Bullets)

Please rate the following course: Epidemiology (561) TAKEN AT ESU

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 25 - Choice - One Answer (Bullets)

Please rate the following course: Physical Environment and Community (562)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 26 - Choice - One Answer (Bullets)

Please rate the following course: Public Health Measurement Science (563) TAKEN AT THE DIXON CENTER IN HARRISBURG

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 27 - Choice - One Answer (Bullets)

Please rate the following course: Public Health Measurement Science (563) TAKEN AT ESU

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 28 - Choice - One Answer (Bullets)

Please rate the following course: Introduction to Research (570)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 29 - Choice - One Answer (Bullets)

Please rate the following course: Health Education Research Problem (Publishable Paper) (571)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 1 - Question 30 - Choice - One Answer (Bullets)

Please rate the following course: Public Health Seminar (581)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 31 - Choice - One Answer (Bullets)

Please rate the following course: Field Experience and Internship (586)

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 32 - Open Ended - Comments Box

Please list the elective course(s) taken:

Page 2 - Question 33 - Choice - One Answer (Bullets)

Please rate the elective course(s):

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 34 - Choice - One Answer (Bullets)

Please rate the following support service: Library Accessibility/Hours of Operation

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 35 - Choice - One Answer (Bullets)

Please rate the following support service: Library Holdings/Books and Journals

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 36 - Choice - One Answer (Bullets)

Please rate the following support service: Library Support Staff

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 37 - Choice - One Answer (Bullets)

Please rate the following support service: Computer Facilities

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 38 - Choice - One Answer (Bullets)

Please rate the following support service: Classroom Facilities

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 39 - Choice - One Answer (Bullets)

Please rate the following support service: Graduate School Office

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 40 - Choice - One Answer (Bullets)

Please rate the following support service: Financial Aid

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 41 - Choice - One Answer (Bullets)

Please rate the following support service: Registration Process

- Excellent

- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 42 - Choice - One Answer (Bullets)

Please rate the following support service: Facilities for students to socialize at breaks and between classes

- Excellent
- Good
- Fair
- Poor
- Not Applicable

Page 2 - Question 43 - Yes or No

Are you currently enrolled in or planning to enroll in another graduate or a doctoral program?

- Yes
- No

Page 2 - Question 44 - Open Ended - Comments Box

If yes, what specific field?

Page 2 - Question 45 - Choice - One Answer (Bullets)

Are you currently employed?

- Yes (Please go to question 43)
- No (Please go to question 46)

Page 2 - Question 46 - Choice - One Answer (Bullets)

If you are employed, do you consider yourself to be: (Select all that apply)

- Employed and using your skills
 - Underemployed or not using your skills
 - Seeking work
 - Other, please specify
-

Page 2 - Question 47 - Open Ended - Comments Box

If you are employed, what is your position title?

Page 2 - Question 48 - Choice - One Answer (Bullets)

Type of Employer

- Nonprofit Agency
 - Federal/State Agency or Department
 - University or College
 - City/County Health
 - For Profit Company
 - Other, please specify
-

Page 2 - Question 49 - Choice - Multiple Answers (Bullets)

In general, of what value has the MPH program been to you?
(check all that apply)

- Personally enriching
 - Increased skills for employment
 - Increased professional competence
 - No value
 - Other, please specify
-

Page 2 - Question 50 - Choice - Multiple Answers (Bullets)

Question 50 is for graduates of the MPH Program. If you have not graduated, please skip to question 51.
Of what value was the MPH degree to you? (check all that are appropriate)

- Enabled career change or acquisition of job
 - Enabled promotion or added responsibility
 - Enabled increased pay
 - Increased status in workplace
 - No value
 - Other, please specify
-

Page 2 - Question 51 - Choice - One Answer (Bullets)

If you have not completed the MPH program, do you intend to complete the degree?

- Yes (STOP HERE)
- No (ANSWER QUESTION 49)

If you do not intend to complete the MPH degree, please indicate the reason(s): (check all that apply)

- Cost is getting too high
 - Lack of availability of courses
 - Dissatisfied with program quality
 - Personal reasons
 - Other, please specify
-

If you have any additional comments, please enter them here:

2011 Survey Results

1. What is your current status with the MPH program?		
Graduated with MPH degree	14	42%
Actively taking courses toward MPH degree	17	52%
Enrolled in MPH program but not enrolled in course(s) at this time	1	3%
Discontinued involvement in program	1	3%
Total	33	100%
2. I have completed _____ credits.		
0-9	2	6%
10-19	6	18%
20-29	6	18%
30-39	4	12%
Over 40	15	45%
Total	33	100%
3. Please rate the following aspect of the MPH program: General Curriculum or Course of Study		
Excellent	9	28%
Good	16	50%
Fair	7	22%
Poor	0	0%
Not Applicable	0	0%
Total	32	100%
4. Please rate the following aspect of the MPH program: Faculty Competence		
Excellent	15	45%
Good	13	39%
Fair	5	15%
Poor	0	0%
Not Applicable	0	0%
Total	33	100%

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5. Please rate the following aspect of the MPH program: Faculty Availability (i.e., faculty are able to meet with you in a timely fashion; respond to your email within 48-72 hours).		
Excellent	14	44%
Good	13	41%
Fair	5	16%
Poor	0	0%
Not Applicable	0	0%
Total	32	100%
6. Please rate the following aspect of the MPH program: Academic Advisement		
Excellent	10	30%
Good	16	48%
Fair	4	12%
Poor	2	6%
Not Applicable	1	3%
Total	33	100%
7. Please rate the following aspect of the MPH program: Opportunities for Internships		
Excellent	4	12%
Good	15	45%
Fair	7	21%
Poor	3	9%
Not Applicable	4	12%
Total	33	100%
8. Please rate the following aspect of the MPH program: Career Support from Department of Health Studies		
Excellent	2	6%
Good	11	34%
Fair	8	25%
Poor	3	9%
Not Applicable	8	25%
Total	32	100%

|

9. Please rate the following aspect of the MPH program: Opportunities to Provide input Into the Program		
Excellent	5	15%
Good	16	48%
Fair	6	18%
Poor	4	12%
Not Applicable	2	6%
Total	33	100%
10. Please rate the following aspect of the MPH program: Opportunities for Professional Development Beyond the Classroom		
Excellent	5	15%
Good	16	48%
Fair	8	24%
Poor Not Applicable	4	12%
Total	33	100%
11. Please rate the following aspect of the MPH program: Opportunities/Encouragement to do Research		
Excellent	12	36%
Good	11	33%
Fair	9	27%
Poor	1	3%
Not Applicable	0	0%
Total	33	100%
12. Please rate the following aspect of the MPH program: Availability of Required Courses or Course Rotation		
Excellent	5	16%
Good	15	47%
Fair	7	22%
Poor	4	12%
Not Applicable	1	3%
Total	32	100%

|

13. Please rate the following aspect of the MPH program: Availability of Elective Courses		
Excellent	6	18%
Good	14	42%
Fair	8	24%
Poor	3	9%
Not Applicable	2	6%
Total	33	100%
14. If you have suggestions for topics for elective courses please list them here:		
6 open-ended Responses		
15. Please rate the following course: Skills for Applied Community Health Practice (509)		
Excellent	11	33%
Good	13	39%
Fair	2	6%
Poor	2	6%
Not Applicable	5	15%
Total	33	100%
16. Please rate the following course: Community Health Practice for Health Educators (537)		
Excellent	8	24%
Good	10	30%
Fair	1	3%
Poor	1	3%
Not Applicable	13	39%
Total	33	100%
17. Please rate the following course: Public Health Administration (538)		
Excellent	20	61%
Good	8	24%
Fair	3	9%
Poor	0	0%

Not Applicable	2	6%
Total	33	100%
18. Please rate the following course: Health Ethics, Policy and Law (553)		
Excellent	18	55%
Good	10	30%
Fair	2	6%
Poor	0	0%
Not Applicable	3	9%
Total	33	100%
19. Please rate the following course: Health Education Evaluation (555)		
Excellent	11	33%
Good	12	36%
Fair	4	12%
Poor	0	0%
Not Applicable	6	18%
Total	33	100%
20. Please rate the following course: Computer Applications in Health Education (557)		
Excellent	14	42%
Good	6	18%
Fair	7	21%
Poor	0	0%
Not Applicable	6	18%
Total	33	100%
21. Please rate the following course: Scientific Foundations (560) TAKEN AT THE DIXON CENTER IN HARRISBURG		
Excellent	0	0%
Good	2	7%
Fair	0	0%

Poor	0	0%
Not Applicable	27	93%
Total	29	100%
22. Please rate the following course: Scientific Foundations (560) TAKEN AT ESU		
Excellent	18	56%
Good	9	28%
Fair	2	6%
Poor	0	0%
Not Applicable	3	9%
Total	32	100%
23. Please rate the following course: Epidemiology (561) TAKEN AT THE DIXON CENTER IN HARRISBURG		
Excellent	2	7%
Good	1	3%
Fair	0	0%
Poor	1	3%
Not Applicable	25	86%
Total	29	100%
24. Please rate the following course: Epidemiology (561) TAKEN AT ESU		
Excellent	7	22%
Good	5	16%
Fair	3	9%
Poor	10	31%
Not Applicable	7	22%
Total	32	100%

25. Please rate the following course: Physical Environment and Community (562)		
Excellent	3	9%
Good	5	15%
Fair	5	15%
Poor	5	15%
Not Applicable	15	45%
Total	33	100%
26. Please rate the following course: Public Health Measurement Science (563) TAKEN AT THE DIXON CENTER IN HARRISBURG		
Excellent	0	0%
Good	1	4%
Fair	0	0%
Poor	0	0%
Not Applicable	27	96%
Total	28	100%
27. Please rate the following course: Public Health Measurement Science (563) TAKEN AT ESU		
Excellent	10	30%
Good	10	30%
Fair	6	18%
Poor	1	3%
Not Applicable	6	18%
Total	33	100%
28. Please rate the following course: Introduction to Research (570)		
Excellent	10	30%
Good	10	30%
Fair	5	15%
Poor	2	6%
Not Applicable	6	18%
Total	33	100%

29. Please rate the following course: Health Education Research Problem (Publishable Paper) (571)		
Excellent	7	22%
Good	7	22%
Fair	6	19%
Poor	0	0%
Not Applicable	12	38%
Total	32	100%
30. Please rate the following course: Public Health Seminar (581)		
Excellent	9	27%
Good	2	6%
Fair	5	15%
Poor	1	3%
Not Applicable	16	48%
Total	33	100%
31. Please rate the following course: Field Experience and Internship (586)		
Excellent	9	28%
Good	8	25%
Fair	0	0%
Poor	0	0%
Not Applicable	15	47%
Total	32	100%
32. Please list the elective course(s) taken:		
21 Open-ended Responses		
33. Please rate the elective course(s):		
Excellent	12	36%
Good	8	24%
Fair	1	3%
Poor	1	3%

Not Applicable	11	33%
Total	33	100%

34. Please rate the following support service: Library Accessibility/Hours of Operation		
Excellent	5	15%
Good	11	33%
Fair	6	18%
Poor	3	9%
Not Applicable	8	24%
Total	33	100%
35. Please rate the following support service: Library Holdings/Books and Journals		
Excellent	6	18%
Good	13	39%
Fair	8	24%
Poor	1	3%
Not Applicable	5	15%
Total	33	100%
36. Please rate the following support service: Library Support Staff		
Excellent	6	18%
Good	12	36%
Fair	4	12%
Poor	2	6%
Not Applicable	9	27%
Total	33	100%
37. Please rate the following support service: Computer Facilities		
Excellent	6	18%
Good	16	48%
Fair	7	21%
Poor	1	3%
Not Applicable	3	9%
Total	33	100%

38. Please rate the following support service: Classroom Facilities		
Excellent	8	25%
Good	16	50%
Fair	6	19%
Poor	1	3%
Not Applicable	1	3%
Total	32	100%
39. Please rate the following support service: Graduate School Office		
Excellent	5	15%
Good	13	39%
Fair	7	21%
Poor	5	15%
Not Applicable	3	9%
Total	33	100%
40. Please rate the following support service: Financial Aid		
Excellent	4	12%
Good	9	27%
Fair	9	27%
Poor	1	3%
Not Applicable	10	30%
Total	33	100%
41. Please rate the following support service: Registration Process		
Excellent	4	12%
Good	17	52%
Fair	9	27%
Poor	2	6%
Not Applicable	1	3%
Total	33	100%

42. Please rate the following support service: Facilities for students to socialize at breaks and between classes		
Excellent	4	12%
Good	15	45%
Fair	9	27%
Poor	2	6%
Not Applicable	3	9%
Total	33	100%
43. Are you currently enrolled in or planning to enroll in another graduate or a doctoral program?		
Yes	10	30%
No	23	70%
Total	33	100%
44. If yes, what specific field?		
8 Open-ended Responses		
45. Are you currently employed?		
Yes (Please go to question 43)	25	76%
No (Please go to question 46)	8	24%
Total	33	100%
46. If you are employed, do you consider yourself to be: (Select all that apply)		
Employed and using your skills	14	54%
Underemployed or not using your skills	7	27%
Seeking work	1	4%
Other, please specify	4	15%
Total	26	100%
47. If you are employed, what is your position title?		
20 Open-ended Responses		

48. Type of Employer		
Nonprofit Agency	7	28%
Federal/State Agency or Department	3	12%
University or College	6	24%
City/County Health	0	0%
For Profit Company	5	20%
Other, please specify	4	16%
Total	25	100%
49. In general, of what value has the MPH program been to you? (check all that apply)		
Personally enriching	25	76%
Increased skills for employment	23	70%
Increased professional competence	22	67%
No value	1	3%
Other, please specify	3	9%
50. Question 50 is for graduates of the MPH Program. If you have not graduated, please skip to question 51. Of what value was the MPH degree to you? (check all that are appropriate)		
Enabled career change or acquisition of job	9	69%
Enabled promotion or added responsibility	6	46%
Enabled increased pay	2	15%
Increased status in workplace	1	8%
No value	1	8%
Other, please specify	2	15%
51. If you have not completed the MPH program, do you intend to complete the degree?		
Yes (STOP HERE)	18	95%
No (ANSWER QUESTION 49)	1	5%
Total	19	100%

52. If you do not intend to complete the MPH degree, please indicate the reason(s): (check all that apply)		
Cost is getting too high	0	0%
Lack of availability of courses	0	0%
Dissatisfied with program quality	0	0%
Personal reasons	1	100%
Other, please specify	0	0%
53. If you have any additional comments, please enter them here:		
7 open-ended Responses		

2009 Survey Results

1. What is your current status with the MPH program?			
Graduated with MPH degree	15	38%	
Actively taking courses toward MPH degree	23	59%	
Enrolled in MPH program but not enrolled in course(s) at this time	1	3%	
Discontinued involvement in program	0	0%	
Total	39	100%	
2. I have completed _____ credits.			
0-9	3	8%	
10-19	19-Oct	11	30%
20-29	3	8%	
30-39	5	14%	
Over 40	15	41%	
Total	37	100%	
3. Please rate the following aspect of the MPH program: General Curriculum or Course of Study			
Excellent	14	36%	
Good	23	59%	
Fair	2	5%	
Poor	0	0%	
Not Applicable	0	0%	
Total	39	100%	
4. Please rate the following aspect of the MPH program: Faculty Competence			
Excellent	19	49%	
Good	16	41%	
Fair	4	10%	
Poor	0	0%	
Not Applicable	0	0%	
Total	39	100%	

5. Please rate the following aspect of the MPH program: Faculty Availability (i.e., faculty are able to meet with you in a timely fashion; respond to your email within 48-72 hours).		
Excellent	15	38%
Good	20	51%
Fair	2	5%
Poor	1	3%
Not Applicable	1	3%
Total	39	100%
6. Please rate the following aspect of the MPH program: Academic Advisement		
Excellent	16	42%
Good	15	39%
Fair	4	11%
Poor	1	3%
Not Applicable	2	5%
Total	38	100%
7. Please rate the following aspect of the MPH program: Opportunities for Internships		
Excellent	7	18%
Good	16	41%
Fair	7	18%
Poor	3	8%
Not Applicable	6	15%
Total	39	100%
8. Please rate the following aspect of the MPH program: Career Support from Department of Health Studies		
Excellent	7	18%
Good	12	31%
Fair	10	26%
Poor	2	5%
Not Applicable	8	21%
Total	39	100%

9. Please rate the following aspect of the MPH program: Opportunities to Provide input Into the Program		
Excellent	10	26%
Good	22	56%
Fair	4	10%
Poor	0	0%
Not Applicable	3	8%
Total	39	100%
10. Please rate the following aspect of the MPH program: Opportunities for Professional Development Beyond the Classroom		
Excellent	12	31%
Good	20	51%
Fair	6	15%
Poor Not Applicable	1	3%
Total	39	100%
11. Please rate the following aspect of the MPH program: Opportunities/Encouragement to do Research		
Excellent	20	51%
Good	15	38%
Fair	3	8%
Poor	1	3%
Not Applicable	0	0%
Total	39	100%
12. Please rate the following aspect of the MPH program: Availability of Required Courses or Course Rotation		
Excellent	14	37%
Good	14	37%
Fair	9	24%
Poor	1	3%
Not Applicable	0	0%
Total	38	100%

13. Please rate the following aspect of the MPH program: Availability of Elective Courses		
Excellent	11	28%
Good	10	26%
Fair	14	36%
Poor	3	8%
Not Applicable	1	3%
Total	39	100%
14. If you have suggestions for topics for elective courses please list them here:		
10 Open-Ended Responses		
15. Please rate the following course: Skills for Applied Community Health Practice (509)		
Excellent	10	26%
Good	16	41%
Fair	3	8%
Poor	0	0%
Not Applicable	10	26%
Total	39	100%
16. Please rate the following course: Community Health Practice for Health Educators (537)		
Excellent	14	38%
Good	14	38%
Fair	1	3%
Poor	0	0%
Not Applicable	8	22%
Total	37	100%
17. Please rate the following course: Public Health Administration (538)		
Excellent	15	38%
Good	18	46%
Fair	1	3%
Poor	1	3%

Not Applicable	4	10%
Total	39	100%

18. Please rate the following course: Health Ethics, Policy and Law (553)		
Excellent	15	39%
Good	13	34%
Fair	3	8%
Poor	1	3%
Not Applicable	6	16%
Total	38	100%
19. Please rate the following course: Health Education Evaluation (555)		
Excellent	16	42%
Good	13	34%
Fair	3	8%
Poor	0	0%
Not Applicable	6	16%
Total	38	100%
20. Please rate the following course: Computer Applications in Health Education (557)		
Excellent	13	33%
Good	17	44%
Fair	2	5%
Poor	1	3%
Not Applicable	6	15%
Total	39	100%
21. Please rate the following course: Scientific Foundations (560)		
Excellent	20	51%
Good	13	33%
Fair	0	0%
Poor	1	3%
Not Applicable	5	13%
Total	39	100%

22. Please rate the following course: Epidemiology (561)		
Excellent	7	18%
Good	10	26%
Fair	4	10%
Poor	15	38%
Not Applicable	3	8%
Total	39	100%
23. Please rate the following course: Physical Environment and Community (562)		
Excellent	8	21%
Good	6	16%
Fair	4	11%
Poor	10	26%
Not Applicable	10	26%
Total	38	100%
24. Please rate the following course: Public Health Measurement Science (563)		
Excellent	12	32%
Good	17	46%
Fair	3	8%
Poor	0	0%
Not Applicable	5	14%
Total	37	100%
25. Please rate the following course: Introduction to Research (570)		
Excellent	19	49%
Good	16	41%
Fair	2	5%
Poor	1	3%
Not Applicable	1	3%
Total	39	100%

26. Please rate the following course: Health Education Research Problem (Publishable Paper) (571)		
Excellent	14	36%
Good	11	28%
Fair	0	0%
Poor	0	0%
Not Applicable	14	36%
Total	39	100%

27. Please rate the following course: Public Health Seminar (581)		
Excellent	13	35%
Good	6	16%
Fair	0	0%
Poor	0	0%
Not Applicable	18	49%
Total	37	100%

28. Please rate the following course: Field Experience and Internship (586)		
Excellent	12	31%
Good	5	13%
Fair	4	10%
Poor	0	0%
Not Applicable	18	46%
Total	39	100%

29. Please list the elective course(s) taken:
15 Open-Ended Responses

30. Please rate the elective course(s):		
Excellent	12	33%
Good	11	31%
Fair	1	3%
Poor	0	0%
Not Applicable	12	33%
Total	36	100%
31. Please rate the following support service: Library Accessibility/Hours of Operation		
Excellent	9	23%
Good	13	33%
Fair	6	15%
Poor	3	8%
Not Applicable	8	21%
Total	39	100%
32. Please rate the following support service: Library Holdings/Books and Journals		
Excellent	6	15%
Good	17	44%
Fair	7	18%
Poor	2	5%
Not Applicable	7	18%
Total	39	100%
33. Please rate the following support service: Library Support Staff		
Excellent	6	15%
Good	15	38%
Fair	5	13%
Poor	2	5%
Not Applicable	11	28%
Total	39	100%

34. Please rate the following support service: Computer Facilities		
Excellent	12	31%
Good	19	49%
Fair	5	13%
Poor	2	5%
Not Applicable	1	3%
Total	39	100%

35. Please rate the following support service: Classroom Facilities		
Excellent	8	21%
Good	26	67%
Fair	5	13%
Poor	0	0%
Not Applicable	0	0%
Total	39	100%

36. Please rate the following support service: Graduate School Office		
Excellent	11	28%
Good	19	49%
Fair	5	13%
Poor	0	0%
Not Applicable	4	10%
Total	39	100%

37. Please rate the following support service: Financial Aid		
Excellent	8	21%
Good	7	18%
Fair	9	23%
Poor	3	8%
Not Applicable	12	31%
Total	39	100%

38. Please rate the following support service: Registration Process		
Excellent	11	28%
Good	21	54%
Fair	6	15%
Poor	1	3%
Not Applicable	0	0%
Total	39	100%
39. Please rate the following support service: Facilities for students to socialize at breaks and between classes		
Excellent	10	26%
Good	13	33%
Fair	6	15%
Poor	4	10%
Not Applicable	6	15%
Total	39	100%
40. Are you currently enrolled in or planning to enroll in another graduate or a doctoral program?		
Yes	18	46%
No	21	54%
Total	39	100%
41. If yes, what specific field?		
12 Open-Ended Responses		
42. Are you currently employed?		
Yes (Please go to question 43)	33	85%
No (Please go to question 46)	6	15%
Total	39	100%

43. If you are employed, do you consider yourself to be: (Select all that apply)		
Employed and using your skills	22	65%
Underemployed or not using your skills	5	15%
Seeking work	2	6%
Other, please specify	5	15%
Total	34	100%
44. If you are employed, what is your position title?		
24 Open-Ended Responses		

45. Type of Employer		
Nonprofit Agency	5	15%
Federal/State Agency or Department	5	15%
University or College	12	35%
City/County Health	3	9%
For Profit Company	3	9%
Other, please specify	7	21%

46. In general, of what value has the MPH program been to you? (check all that apply)		
Personally enriching	28	74%
Increased skills for employment	29	76%
Increased professional competence	29	76%
No value	0	0%
Other, please specify	0	0%

47. Question 47 is for graduates of the MPH Program. If you have not graduated, please skip to question 48. Of what value was the MPH degree to you? (check all that are appropriate)		
Enabled career change or acquisition of job	11	69%
Enabled promotion or added responsibility	6	38%
Enabled increased pay	5	31%
Increased status in workplace	6	38%
No value	0	0%

Other, please specify	2	12%
48. If you have not completed the MPH program, do you intend to complete the degree?		
Yes (STOP HERE)	22	96%
No (ANSWER QUESTION 49)	1	4%

49. If you do not intend to complete the MPH degree, please indicate the reason(s): (check all that apply)

Cost is getting too high	2	100%
Lack of availability of courses	0	0%
Dissatisfied with program quality	0	0%
Personal reasons	0	0%
Other, please specify	1	50%

50. If you have any additional comments, please enter them here:

6 Open-Ended Responses

Appendix 3
Public Health Faculty Council By-laws

PUBLIC HEALTH FACULTY COUNCIL

Rationale for the development of a Public Health Faculty Council:

1. To advance the vision, mission and objectives of the public health program
2. To comply with accreditation standards by formalizing what has been done on an ad hoc basis.
3. To provide clear definition of the policies and procedures related to the public health program.
4. To facilitate a focus on the public health issues and needs within the Department.
5. To facilitate greater departmental focus on the diverse department programs.
6. To facilitate collaboration on public health issues with other East Stroudsburg University Departments, faculty in the other SSHE Universities and other public health training institutions.

BYLAWS FOR THE PUBLIC HEALTH FACULTY COUNCIL

Name of the organization:

Public Health Faculty Council

Purpose of the Public Health Faculty Council is to provide governance by:

1. Developing and overseeing the mission, vision and objectives for the Public Health Programs within the Health Department
2. Developing and overseeing policies and procedures for the Public Health Programs within the Health Department
3. Developing and overseeing strategies for implementation of the program including the following: recruitment, marketing, curriculum development, advisement and evaluation
4. Overseeing compliance with professional standards including but not limited to accreditations and codes of ethics.
5. Establishing and monitoring outcomes for research and service
6. Determining program needs and identify resources to meet the needs.
7. Facilitating student involvement in public health program governance.

Membership:

1. Membership in this Council will consist of Health Department faculty members who have demonstrated primary and continued commitment to Public Health scholarship and service through:
 - a. Funded research/projects with implications for public health policy and practice
 - b. Presentations of public health research at national public health professional organizations
 - c. Publication of public health scholarship in refereed public/community health journals
 - d. Leadership in public health professional organizations
2. Membership Selection:
Faculty of the Health Department who meet the above criteria shall be admitted to this Council by a majority vote (secret ballot) of the Council members.
3. Membership Renewal:
Continued membership on the Public Health Faculty Council will be renewed every five years.

Decision Making:

1. Democratic processes will be used for decisions. Roberts Rules of Order will be considered the authority on democratic processes.
2. The Public Health Coordinator will chair the meetings
3. Meetings will be held once a month during the academic year. The Public Health Coordinator or a majority of the Public Health Faculty can schedule additional meetings.
4. Curriculum Issues: The Council will forward recommendations to the Department to begin the University's curriculum review processes.
5. Minutes will be kept of all Council meetings.
6. Committees can be designated as needed by the Coordinator or by majority vote of the Council.
7. Recommendations for decisions that are within the purview of other governance structures shall be forwarded to the appropriate governance structure.

Budget:

The MPH Coordinator will work with the Department Chairperson to develop a line item budget for the Public Health Programs. A projected budget will be presented to the

Public Health Faculty Council and a report on the budget will be delivered annually to the Council.

Leadership/MPH Coordinator:

1. Responsibilities of the MPH Coordinator (Public Health Coordinator):
 - a. To serve as the Chair for the Council for parliamentary purposes.
 - b. To serve as a spokesperson for the program/discipline on and off campus.
 - c. To fulfill the duties and responsibilities of the Public Health Coordinator position as described in the current job description.
 - d. To represent the Program on the Graduate Coordinating Council.
 - e. To develop and administer (within the University's fiscal procedures) the public health program budget
2. Election of the Public Health Coordinator: The Coordinator is elected by secret ballot of the Public Health Faculty Council and recommended to the Department Chairperson. This election will take place every three years or as needed.

Amendments to the Bylaws:

Suggested amendments to the bylaws shall be presented to the Public Health Faculty at least 30 days prior to the vote. A simple majority of the Public Health Faculty will be required to recommend amendments to the bylaws, which will be taken to the whole department for final approval.

Appendix 4

MPH Director Job Descriptions

Director Master of Public Health Job Description

Administering our accredited MPH Graduate Program requires maintaining a balance between the needs and requirements of our program, the traditions and requirements of the ESU Graduate College, and the accreditation requirements of the Council on Education for Public Health (CEPH). The goals of these three entities do not always converge. The following job description has emerged over the last ~ 21 years of our CEPH accredited MPH program which is recognized as a “model MPH program” for mid-sized, rural state universities.

During the 2005 year CEPH site visit, our site visit recommendation included the requirement that the MPH Program Director have a minimum of 25% release time during the fall, spring, and summer terms (national range of release time is between 25%-50%). Duties conducted during the release time are as follows:

1. Review and make recommendations for revision of graduate catalog for Public Health Program.
2. Attend Graduate Advisory Council meetings and bring concerns of MPH students to the Graduate College for action.
3. Develop and coordinate a marketing and student recruitment program for the MPH in Community Health Education.
 - a. Recruitment/marketing at professional meetings;
 - b. Recruitment/marketing through communication with other universities/programs;
 - c. Recruitment/marketing through contact with other professional colleagues and alumni;
 - d. Recruitment/marketing emphasis on diversity students.
4. Coordinate the collection of graduate student and alumni data on program satisfaction, and employment history.
 - a. names/addresses/emails
 - b. enhance communication with alumni
5. Coordinate the graduate internship program for the MPH including site selection and organization affiliation agreements.
6. Develop and maintain manual in support of internship program.
7. Serve as career advisor to the graduate students in the MPH program in Community Health Education.
8. Interact with (phone or email) and interview prospective applicants for the MPH and Public Health Certificate Program in Harrisburg. Review and approve graduate plans of study of MPH students.
9. Make recommendations to the Department of Health Studies concerning exceptions to the requirements for the MPH.
10. Make recommendations concerning course rotations, offerings and curricular program changes.
11. Approve applications for admission to the MPH program.
12. Expand and coordinate the current evaluation data collection, analysis and reporting for the MPH outcome assessment.
13. Expand the role of the MPH Advisory Committee and Continuing Education Group and hold regular meetings of these groups.
14. Develop, implement, disseminate and analyze an expanded MPH student/graduate program feedback survey. Conduct this survey on a yearly basis except during CEPH self study years.

15. Facilitate student involvement in decision making and policy through the appointment of a student liaison, and student mentors to the new MPH students.
16. Coordinate and chair Public Health Faculty Council which functions to plan, and write the self-study due in 2012.
17. Coordinate career support process – development and implementation of process for providing references and feedback to current students and graduates.
18. Coordinate social media based alumni and current student communication service. (including the distribution lists for jobs, websites, internships, and program news).
19. Coordinate database of service activities of students/faculty.
20. Facilitate the coordination and expansion of public health workforce development, including distance education (i.e., PH Certificate with The Commonwealth Medical College).
21. Administration of MPH line item budget.
22. Develop and coordinate expanded advising/internship process to involve more faculty when career choices of students deem appropriate.
23. Facilitate the coordination of the MPH website.
24. Facilitate the articulation agreements at both undergraduate schools (i.e., Lock Haven University) and graduate/medical schools (The Commonwealth Medical College [TCMC]). Specifically, work towards the development of a consortium MD-MPH program with TCMC.

Appendix 5

Public Health Faculty FTE Calculations

MPH FTE Matrix

Workload 2010-11 Academic Year (not including summer)	<u>HC</u>	<u>Regular Teaching Load</u> (8 courses/Academic Year plus up to 2 course of CE) 60% of workload	<u>Service Time</u> 20% of workload	<u>Research Time</u> 20% of Workload	<u>Administration</u> Subtracted from 60% of teaching.	Total portion of 1 FTE dedicated to MPH Program
Adenike Bitto Documentation:	1	.12 80% of the ¼ workload is teaching MPH students in epidemiology and environmental health. (.6X.25)x.8= .12	.20 Public health-related non-research activities in CV ♦ Board of Director of agencies ♦ APHA peer- reviews ♦ SOPHE peer- reviews ♦ Other activities listed in CV	.20 Research activities include grants and volunteer data analysis ♦ West Nile Virus ♦ STD ♦ Tobacco Needs Assessment ♦ Tobacco Surveys ♦ Other listed research in CV	NA	.52
Alberto Cardelle Documentation:	1	.11 70% of 1/2 workload for teaching Public Health Administration and Health Ethics Policy and Law. Dr. Cardelle's teaching % is only 30% because of administrative responsibilities, (see last column) (.3X.5)x.7= .11	.20 100% percent of my service time is dedicated to community service. ♦ APHA Latino Caucus, ♦ APHA governing council ♦ Board of Directors of PPHA, ♦ Board of MCFHC ♦ Board of NEPA AHEC,	.20 100% of my research and scholarship is dedicated to public health activities. ♦ ASTHMA and Diabetes evaluation ♦ RWJ Community health leaders assessment ♦ ROI analysis of Lehigh Valley health department	.08 25% of ½ workload for chair time (.3X.25)= .075	.59
Steven Godin Documentation:	1	.27 80% of the 3/4 workload is teaching MPH students in Introduction to research, public health measurement science, community	.20 ♦ Hunterdon County Cancer Coalition ♦ Hunterdon Partnership for Health ♦ HIIT Section of the APHA (Section Councilor) ♦ SCREEN site trainings	.20 ♦ SCREEN school and community site outcome research ♦ Center for Rural PA Cancer Incidence and Mortality Rates for Urban vs.	.15 100% of 15% of teaching for serving as MPH Coordinator	.82

Workload 2010-11 Academic Year (not including summer)	HC	<u>Regular Teaching Load</u> (8 courses/Academic Year plus up to 2 course of CE) 60% of workload	<u>Service Time</u> 20% of workload	<u>Research Time</u> 20% of Workload	<u>Administration</u> Subtracted from 60% of teaching.	Total portion of 1 FTE dedicated to MPH Program
		health practice, Computer applications & supervising internships. In addition Dr. Godin received ¼ release to help prepare the self-study. Dr. Godin's teaching % is only 45% because of administrative responsibilities, (see last column). (.45X.75) x.8= .	♦ HRT SPIG leadership	Rural PA ♦ United Way of Hunterdon County Latino Health Needs Assessment		
Steven Shive Documentation:	1	.12 80% of the ¼ workload is teaching MPH students in health education evaluation and community health practice. (.6X.25) x.8= .	.20 ♦ SOPHE: Program Planning Subcommittee chair for 2004 Annual Conference ♦ Temple University Center for Asian Health: Steering committee ♦ Associate Editor: Californian Journal of Health Promotion	.20 ♦ NCI, ATECAR Center for Asian Health ♦ Smoking Cessation and Hepatitis B among Asians ♦ Research Associate at CAH	NA	.52
Amar Kanekar (now vacant) Documentation:	1	.06 80% of the 1/8 workload is teaching MPH students in health promotion and the aging and health seminar. (.6X.125) x.8=	.20 ♦ SOPHE: Subcommittee member ♦ APHA Education Board ♦ Pocono Healthy Communities	.20 ♦ Safer Sex Assessment in ESU College Students	NA	.46

Workload 2010-11 Academic Year (not including summer)	HC	<u>Regular Teaching Load</u> (8 courses/Academic Year plus up to 2 course of CE) 60% of workload	<u>Service Time</u> 20% of workload	<u>Research Time</u> 20% of Workload	<u>Administration</u> Subtracted from 60% of teaching.	Total portion of 1 FTE dedicated to MPH Program
Kathy Hillman Documentation:	1	.06 80% of the 1/8 workload is teaching MPH students in Scientific Foundations of Health Science. (.6X.125) x.8=	NA	NA	NA	.06
Christina Brecht Part-time tenured	.5	.04 50% of the 1/4 workload teaching Graduate nutrition course. (.3X.25) x.5=	.10 ♦ PMC Ambassador ♦ Health Committee of the Pocono Health Communities Alliance, ♦ Pocono Services for Families and Children.	.10 ♦ Research and practice with Pennsylvania Advocates for Nutrition and Activity (PANA) a statewide coalition looking to address the problems of obesity	NA	.24
Total	6.5					3.22

The proportion of faculty FTE devoted to MPH is calculated using the contractual base of 60% of workload dedicated to teaching, 20% of faculty time to research and 20% to service. The 60% is prorated by calculating the percentage of faculty responsibility for teaching, administering (through granted release time), advising, or research release time specifically geared for the MPH program. The remaining 40% is prorated based on the nature of the research or service reported by the faculty.

Appendix 6

Page 203 - Part B – Recruitment Flyer

each student to become acquainted with accounting techniques used in public agencies.

POLS 567 Public Personnel Administration (3:3:0)

The course explores the policies, programs, and techniques used in managing human resources in the public and non-profit sectors. It addresses issues of personnel leadership, neutrality, and accountability. It includes challenges resulting from legislation, collective bargaining, and changing demographics in the workforce.

POLS 570 Introduction to Research: Scope and Method (3:3:0)

This course is an orientation to graduate study and research. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry in Political Science. The course is required of all graduate students in the degree programs.

POLS 571 Independent Research Problem (Semester Hours Arranged)

This course utilizes selected social science research techniques to attack a specific problem. A formal report is prepared and presented. The course is required for all students in the non-thesis program. Requires prior or concurrent completion of POLS 570.

POLS 572 Theses I (3:0:0)

Under the direction of a thesis adviser, this course consists of the development of a thesis topic, gathering data, organization of material, evaluation of data, and writing a formal thesis report.

POLS 573 Theses II (3:0:0)

See POLS 572 Completion of Thesis.

POLS 577 Independent Study in Political Science (Semester Hours Arranged)

Under the auspices of a qualified member of the departmental faculty, the student pursues a pattern of reading, study, and research related to professional knowledge and understanding in political science. Topics should be established prior to enrollment. Prerequisite: Departmental approval; permission of the chairperson of the department.

POLS 586 Field Experience and Internship (Semester Hours Arranged)

This course is designed to provide the student with practical experience in a governmental agency or other organization with local, state, or national governmental or political concerns. Prerequisite: A minimum of 6 s.h. completed on the graduate level in political science with at least a "B" average. The student must be enrolled in the department graduate program.

Public Health / Community Health Education, M.P.H.

College of Health Sciences

Department of Health Studies / DeNike 250
570-422-3702
www.esu.edu/gradhlth

Faculty

M.P.H. Graduate Coordinator:

Steven Godin, Ph.D., M.P.H., PH Informatics Certificate, CHES,
sgodin@po-box.esu.edu

Professors:

Steven Godin, Ph.D., M.P.H., PH Informatics Certificate, CHES,
sgodin@po-box.esu.edu

Kathy Hillman, Ph.D., M.P.H., CHES, khillman@po-box.esu.edu

Associate Professors:

Adenike Bitto, Dr. P.H., M.P.H., CHES, abitto@po-box.esu.edu

Alberto Cardelle, Ph.D., M.P.H., Chair, acardelle@po-box.esu.edu

Steven Shive, Ph.D., M.P.H., sshive@po-box.esu.edu

Assistant Professors:

Kelly Boyd, Ph.D., M.S., kboyd@po-box.esu.edu

Kimberley Razzano, Ph.D., M.P.H., krazzano@po-box.esu.edu

Instructors:

Christina Brecht, M.P.H., R.D., cbrecht@po-box.esu.edu

Mary Jane O'Merle, M.S., jomerle@po-box.esu.edu

Master in Public Health / Community Health Education

45 semester hours

Purpose of Degree

The purpose of the degree is to prepare students in the core public health competencies (Epidemiology, Health Administration, Environmental Health, Social and Behavioral Sciences and Biostatistics), and to meet the graduate health education "competency framework" developed by the health education profession.

With the concentration in Community Health Education, graduates are eligible to sit for the Certified Health Education Specialist exam. This indicates that they have the requisite skills in developing, planning, implementing and evaluating public health education programs to gain this credential.

National Accreditation

The M.P.H. program is accredited by the Council on Education for Public Health (CEPH).

CEPH is the independent agency recognized by the U.S. Department of Education to accredit schools of public health and certain public health programs. CEPH accreditation attests to the quality of an educational program that prepares for entry into the public health profession.

Accreditation provides assurance to students that the school or program has been evaluated and has met accepted standards established by and with the profession. Accreditation provides potential employers, with assurance that the curriculum covers essential skills and knowledge needed for today's jobs.

Mission Statement

The mission for the M.P.H. program is to develop a future in which there is a demand for public health excellence in eastern Pennsylvania, and in which the ESU public health program becomes the recognized regional center for public health excellence by preparing public health workforce professionals who partner with communities and use applied research and public health practice to empower communities and foster organizational collaboration.

As an accredited M.P.H. program, the faculty are heavily involved in scholarly service to the field of public health as well as conducting research to facilitate solving public health problems. Faculty members conduct this work at the national, state and local level.

Examples of faculty research include: social marketing strategies and tobacco control, evaluating sun safety interventions for children, improving cancer health literacy, health disparities in cancer prevention, research on effective health care delivery and dental care delivery, a community health services capacity needs assessment, community-based substance abuse prevention initiatives, internet/technology applications in public health and, prevention, to name a few.

Faculty members engaged in conducting and publishing research collaborate with graduate assistants and other students. A number of these students, some supported by research assistantships, are integrally involved in these projects.

Program of Study

The Master of Public Health degree in Community Health Education is a 45-credit program that includes a six-credit (300 hours) internship requirement, a requirement to pass an oral exam and a requirement to write a publishable quality paper.

Because the program combines traditional public health course work with professional training in community health education, graduates are prepared to work in very diverse settings.

Graduates work in program management, health education and behavioral sciences or health administration to prevent epidemics and the spread of disease, to protect citizens against environmental hazards, to prevent injuries, to promote and encourage healthy behavior in communities, to respond to disasters and recovery efforts and to assure the quality and accessibility of health services.

Students who enter the program typically have backgrounds in a variety of social service occupations with undergraduate and/or graduate degrees in the social behavioral sciences (such as health education, psychology, anthropology or sociology), as well as nursing, medicine, biology, and various other fields. No specific undergraduate degree is required.

Illustrative plan of study

Required courses:

HLTH 509	Skills for Applied Community Health Practice
HLTH 537	Community Health Practice for Health Educators
HLTH 538	Public Health Administration
HLTH 553	Health Policy for Ethics and Law
HLTH 555	Health Education Evaluation
HLTH 557	Computer Application for Health Education
HLTH 560	Scientific Foundations of Health Behavior
HLTH 561	Epidemiology
HLTH 562	The Physical Environment and Community Health
HLTH 563	Public Health Measurement Science
HLTH 570	Introduction to Research
HLTH 571	Health Education Research Problem
HLTH 581	Public Health Seminar
HLTH 586	Field Experience and Internship

Final graduation requirement

All M.P.H. graduate candidates will be required to complete an oral comprehensive exam at the end of their coursework.

Graduate Assistantships

Graduate assistantships are available through the department. These are awarded based upon merit and achievement to full-time students in the graduate program.

Graduate assistants do not teach classes, but complete projects and tasks assigned by professors.

The graduate assistantship is awarded for the first year of full-time study, with the possibility of extension through the first summer. Prospective students should apply for a graduate assistantship at the time of original application to the program, using the application form provided by the Graduate School or apply online.

Master in Public Health / Community Health Education Course Descriptions

Credits in semester hours, classroom work, and laboratory or fieldwork are indicated by three numbers in parentheses immediately following the course title.

HLTH 505 Non-Medical Healing Arts (1:1:0)

This course examines the role of Osteopathy, Acupuncture, Faith Healing, and other health services which deviate from or compete with "Medicine" in relation to health education. The social and legal issues concerning these services, reliability of sources of information about the services, and the role of the health education in utilization of these services are studied. Focus of the course will be on the development of guidelines for utilization of these services.

HLTH 506 Analysis of Health Information (1:1:0)

This course is an overview of the use and misuse of statistics, the manipulation of human needs and drives, and the provision of false and misleading information by providers and suppliers of health products and services. All major sources of information related to consumer health will be examined for inherent biases and common forms of misinformation.

HLTH 507 Trends in Dieting (1:1:0)

This course is a study of the issues surrounding popular health foods and diets. The desirable and undesirable qualities of "natural" and "organic" foods, "exotic" foods, and nutrient enriched foods are examined. The advantages and disadvantages of diets emphasizing specific nutrients or types of foods, crash diets, drug aided diets, and diets for specific purposes are also studied. Focus of the course is on development of guidelines for evaluating information and sources of information.

HLTH 508 Women's Health Concerns (3:3:0)

This course is designed to address unique health concerns of women in today's society. Specific topics such as alcoholism, anorexia nervosa, pre-menstrual syndrome (PMS), domestic violence, child abuse, rape, menopause and many others will be included.

HLTH 509 Skills for Applied Community Health Practice (2:2:0)

The purpose of this course is to provide public health education professionals with a broad set of research and communication skills and techniques needed to practice culturally competent public health education, communicate effectively with communities and conduct community based participatory research.

HLTH 530 Nutrition Across the Life Span (3:3:0)

This course will emphasize the application of nutrition theory across the life-span, highlighting exercise and weight control, disease prevention, pregnancy and infancy, childhood, adulthood and the senior years. An opportunity to examine nutrition curricula for public school teaching will be provided.

Admission

Requirements

All applicants to the Graduate College at East Stroudsburg University must meet the following requirements:

1. An applicant must have an earned baccalaureate degree from a regionally accredited college or university.
2. The applicant's undergraduate quality point average must be at least 2.50 (on a 4.0 scale) overall, and 3.0 in the major. Some graduate programs require higher overall and major quality point averages.
3. **Additional Program Requirements** – Some programs have additional admission requirements, such as graduate school admission test (e.g., GRE, MAT, etc.) scores, specific undergraduate degree or prerequisite coursework, Pennsylvania Department of Education certification, or other requirements. Please refer to the section, Overview of Graduate Program Admission Requirements for additional, program-specific requirements.

Application for Admission

A completed application for admission to the Graduate College at East Stroudsburg University will include the following components:

1. **Application Form** – All degree and post-baccalaureate certification programs require a Graduate College Admission Application Form. Students are encouraged to submit an online application. Prospective students interested in pursuing coursework for professional development or extended learning, or to explore graduate study prior to applying to a degree or certification program, should complete the Special Status Application.
2. **Official Transcripts** – Official transcripts from each undergraduate and graduate institution attended, regardless whether a degree was earned, must be submitted as part of the application package for degree and post-baccalaureate certification programs. Transcripts must be sealed by the registrar and remain sealed until their arrival at the Graduate College. Electronic transcripts sent by the registrar via an official transcript service directly to the Graduate College are acceptable.
3. **Letters of Recommendation** – Three professional and current letters of recommendation are required of each applicant. Letters are to speak to your ability to be successful in graduate school, career and academic goals, and your professional work experiences and skills. Recommendations should state how long and in what capacity the individual writing the recommendation has known the applicant, and are to be submitted on official letterhead or on the Graduate Application Recommendation Form. Recommendations may be included with the application in sealed envelopes with a signature across the envelope seal or mailed directly to the Graduate College. The Special Status Application does not require the submission of letters of recommendation.
4. **Professional Goal Statement** – A statement of your perception of your ability to be successful in graduate school, career and academic goals, commitment to your field of study, and your professional work experiences and skills is to accompany the application package. The statement, dated and signed, is an important component of the application. The Special Status Application does not require the submission of a goal statement.
5. **Application Fee** – A non-refundable application fee in the amount of \$50 must accompany the application. The fee, in the

form of a check or money order made payable to East Stroudsburg University, should be mailed to the Graduate College. Note: Graduate Application Fee for (applicant's name) in the memo line.

6. **Documentation of Additional Program Requirements** – Documentation of additional admission requirements (e.g., graduate school admission test – GRE, MAT, etc. – scores, PRAXIS test scores, undergraduate degree or prerequisite coursework, Pennsylvania Department of Education certification, etc.), where required, must be included in the application package.

Admission Classifications

Applicants to the Graduate College at East Stroudsburg University are notified of their admission status by a letter from the vice provost and graduate dean prior to the beginning of the term of planned study. Typically, applicants will be notified of an admission decision within four weeks after all application materials are received. Admission decisions are not subject to appeal. Admission decision classifications are as follows:

1. **Admission, Pre-Candidacy (Full)** – Granted to an applicant who plans to work toward a graduate degree and whose application meets admission requirements as set forth by the Graduate College and the academic department.
2. **Admission, Certification Program** – Granted to an applicant who plans to work toward a certification program and whose application meets admission requirements as set forth by the Graduate College and the academic department.
3. **Admission, with Conditions** – Granted to an applicant who plans to work toward a graduate degree or certification program but does not meet the academic criteria for admission (e.g., overall/major quality point average, graduate test scores, etc.) or who does not have all of the other requirements (e.g., prerequisite coursework, licenses, etc.) necessary for admission, pre-candidacy (full). Upon departmental recommendation of the stated conditions, the student may request a change of admission classification from Admission, with Conditions to Admission, Pre-Candidacy. The Graduate Dean will seek the recommendation of the graduate coordinator, and then make the decision for approval or disapproval.
4. **Admission, Special Status** – Granted to an applicant who plans to enroll in graduate courses for professional development or extending learning, but does not intend to pursue a degree or certification. Special Status admission also may be granted to applicants who wish to explore graduate studies prior to applying to a graduate degree or certification program. In such cases, students must apply to the program before the completion of 12 credit hours. Courses completed as a Special Status (non-degree) student will not automatically be applicable toward the degree or certification program. Students must provide documentation of an earned baccalaureate degree from a regionally accredited college or university.
5. **Admission Denied** – Applicants denied admission by the Graduate College will receive a letter from the Graduate Dean informing them of the decision.

Application Deadlines

The Graduate College reviews applications for admission under a "rolling admissions" process. This means that applications are reviewed throughout the year and admissions decisions are made

weekly. However, to assure full consideration for admission prior to the beginning of the semester in which you would like to enroll, please submit your application for admission with all required documentation, as follows:

To start classes in this semester	Submit application by
Fall	July 31
Spring	November 30
Summer	April 30

Some programs admit students only once a year and have specific application deadlines, which are enumerated below:

Degree program	Specific application deadline
Speech-Language Pathology	February 1
Exercise Science	March 1
Clinical Exercise Physiology	March 1

International Applicants

In addition to fulfilling the general application procedures, international applicants must present evidence of fluency in English, either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score. The minimum TOEFL score acceptable for admission is 560 on the paper test, 220 on the computer test or 83 on the Internet test. The TOEFL score should be submitted directly from the Educational Testing Service, Princeton, New Jersey. ESU's Institutional Code Number is 2650. The minimum acceptable score for IELTS is "Band 6."

For further information concerning IELTS contact Cambridge Examinations and IELTS International, 100 East Corson Street, Suite 200, Pasadena, CA 91103, USA. Call 626-564-2954; e-mail ielts@ceii.org; or visit IELTS Web site, www.ielts.org.

International applicants also must submit a statement and documentation of financial resources. The statement must demonstrate sufficient financial resources to meet the cost of living in the United States, the cost of travel to and from the student's native country, and the cost of graduate education at East Stroudsburg University of Pennsylvania. Applications will not be processed without the financial statement and application fee.

International applicants must submit official English translation of their transcripts, including a credential evaluation equivalence course-by-course report of your baccalaureate degree from World Education Services, Inc. (WES) or other service approved by the Graduate College. For further information concerning WES, contact WES at 800-937-3895 or on the internet at www.wes.org.

International applications must furnish proof of health insurance (certification must be in English) meeting the required criteria or purchase student health insurance from East Stroudsburg University, which is recommended.

Due to the time required to secure immigration documents and address other matters, international applicants are encouraged to submit all application materials as early as possible. The Graduate College works in collaboration with other offices on campus to assist international applicants and students. For further information, please contact the Graduate College office.

Doctoral Applicants

The Administration and Leadership Studies (D.Ed.) collaborative delivery doctoral program is offered on the ESU campus by Indiana University of Pennsylvania (IUP). Applications are accepted for new cohorts every two to three years. All application materials should be submitted to the Graduate College at East Stroudsburg University. Please contact the Graduate College for application materials. Required application materials include:

- 1. Application Form** - Applicants should submit the official IUP application.
- 2. Official Transcripts** - Official transcripts from each undergraduate and graduate institution attended, regardless whether a degree was earned, must be submitted as part of the application package.
- 3. Recommendation Forms** - 2 professional and personal recommendations, using the IUP recommendation forms, are required for each applicant. Letters are to speak to your ability to be successful in a doctoral program, career and academic goals, and your professional work experiences and skills.
- 4. Professional Goals Statement** - A statement of your perception of your ability to be successful as a doctoral candidate, career and academic goals, commitment to your field of study, and your professional work experiences and skills.
- 5. Resume**
- 6. Application Fee** - A non-refundable application fee in the amount of \$40 must accompany the application. The fee, in the form of check or money order, should be made payable to IUP.
- 7. Interview and Writing Sample** - Selected applicants will be contacted by the Professional and Secondary Education department to schedule an on-campus interview, at which time the applicant will be asked to complete a writing sample on a topic to be determined by the doctoral admissions committee.

Applicants for Certification, Specialist, Supervisor, and Letter of Eligibility Programs

From the Pennsylvania Department of Education and other National Certification Programs East Stroudsburg University offers state-approved programs leading to certificate programs in:

- Biology (7-12)
- Chemistry (7-12)
- Earth & Space Science (7-12)
- Elementary (K-6)
- English (7-12)
- English as a Second Language (ESL)
- French (7-12)
- General Science (7-12)
- German (7-12)
- Health (K-12)
- Health & Physical Education (K-12)
- Mathematics (7-12)
- Mentally & Physically Handicapped (N-12)
- Physics (7-12)
- Social Studies (7-12)
- Spanish (7-12)



East Stroudsburg University of Pennsylvania

Master

of

of

Public Health (MPH)

Program

A
Member
of the
Pennsylvania State
System of Higher
Education

The mission of the MPH graduate program in Community Health Education is to enhance the quality of human health through the practice of population-based

public health education that is responsive to the dynamic, ecologically based, interdependent

nature of human systems and the environment.



THE PROGRAM

The Master of Public Health (MPH) graduate program, with a focus in Community Health Education, prepares students to enter the dynamic and challenging field of public health as research practitioners working in the prevention of disease and improvement of the quality of life in communities.

Through a well-integrated program of study, students receive instruction in the core public health disciplines of:

- Biostatistics
- Environmental health
- Epidemiology •

Public health
administration

- Social and behavioral sciences

The MPH program provides students with opportunities to explore the intersection of the social behavioral sciences, information technology, human biology, and policy development.

MPH students undergo practical experiences in policy development, practice-based research, and public health program implementation in current public health issues.

The MPH program has been accredited by Council on Education for Public Health (CEPH) since 1990. CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health.

Community Health Organization (CHO)

In 2005, graduate and undergraduate students from the health department worked together to develop a Community Health Organization (CHO), a registered ESU student service-learning organization. The primary mission of ESU's CHO is to provide students with opportunities to engage in public health initiatives on and off campus.

Through grant-funded proposals authored by students, ESU's CHO has worked with local community health organizations to build public health infrastructure related to recycling, water conservation, and safer sex education.

Practical Experience

The MPH program offers students the ability to engage in practical experience to develop implementation, management, research evaluation and data analytic skills. Placement sites include the following:

- Allentown and Bethlehem Health Bureaus
- Centers for Disease Control and Prevention
- Geisinger Center for Health Research & Rural Advocacy
- Lehigh Valley Health Network
- New Jersey Department of Health & Senior Services
- Pennsylvania Department of Health
- Philadelphia City Department of Health
- Sanofi pasteur
- St. Luke's Healthcare System

MPH Graduate Placement Information

- 40% of graduates have been employed in county, regional, and/or state health departments
- 25% of graduates have been employed within medical centers and community based health service organizations
- 20% of graduates find employment in other public health organizations, or the private sector
- 15% of ESU MPH graduates have been accepted into doctoral programs at the following institutions:
 - Drexel University School of Public Health
 - George Mason University
 - Georgia Southern University
 - Old Dominion University
 - University at Albany, State University of New York
 - University of Georgia
 - University of Medicine and Dentistry of New Jersey
 - University of South Carolina
 - University of Toledo

"I'm working as an 'Applied Public Health Fellow' for the Pennsylvania State Department of Health and Penn State University. The ESU MPH program has helped prepare me to work with diverse groups of individuals and communities, as I apply the foundations of public health practice throughout my work. I never thought I'd value my education as much as I do! The continued support I have

received, even after graduating, is amazing!"

—Emily Mowl (MPH '10)

Program of Study

45 semester hours

HLTH 509	Skills for Applied Community Health Practice (2)
HLTH 537	Community Health Practice for Health Educators (3)
HLTH 538	Public Health (3)
HLTH 553	Health Ethics, Policy and Law (3)
HLTH 555	Health Education Evaluation (3)
HLTH 557	Computer Applications in Health Education (3)
HLTH 560	Scientific Foundations of Health Behavior (3)
HLTH 561	Epidemiology (3)
HLTH 562	The Physical Environment and Community Health (3)
HLTH 563	Public Health Measurement Sciences (3)
HLTH 570	Introduction to Research (3)
HLTH 571	Health Education Research Problem (3)
HLTH 581	Public Health Seminar (1)
HLTH 586	Field Experience and Internship (6)
One elective	(3)

Tuition and Fees

PA Resident - Graduate Tuition and Fees*			
	3 Credits	6 Credits	9 Credits
Tuition	\$1,248	\$2,500	\$3,744
Fees	\$330	\$648	\$957
Non-Resident - Graduate Tuition and Fees*			
	3 Credits	6 Credits	9 Credits
Tuition	\$1,872	\$3,744	\$5,616
Fees	\$360	\$708	\$1,067

*These figures reflect 2011-2012 pricing and are subject to change.

Additional Program Requirements:

- Research paper of publishable quality based on a unique research project conducted by the student
- Comprehensive oral examination at the end of coursework

Program Faculty with Specializations

Alberto Cardelle, PhD, MPH

Department Chair

Professor

acardelle@esu.edu

Health Policy and Health Service Administration; International Health Policy; Cross-Sectoral Health Delivery Systems; Minority Health Issues; Role of Non-Profits in Health Service Delivery

Steven Godin, PhD, MPH, PHI Certificate

MPH Program Director

Professor

sgodin@esu.edu

Internet/Technology Applications in Public Health and Prevention; Electronic Health Records; Disease Management and Health Behavior Change; Program Development and Evaluation of Community-Systems Level Interventions; Cancer Health Literacy; Social Media Based Prevention; and Social Marketing

Adenike Bitto, MBBS, DrPH, MPH, MCHES

Associate Professor

abitto@esu.edu

Epidemiology and Reproductive Health; Alcohol and Substance Abuse; Youth Risk Behaviors; Biostatistics and Computer Applications in Preventive Medicine and Public Health

Kelly Boyd, PhD, CHES

Christina Brecht, MPH, CHES

Instructor

cbrecht@esu.edu

Nutrition Education; Worksite Wellness; Nutrition Behavior

Assistant Professor

kboyd@esu.edu

College Health Risk Behavior; School Safety and Violence Prevention; Program Accreditation and Teacher Efficacy

Consulting

**Kathleen Hillman, PhD, MPH '99, CHES
Professor**

khillman@esu.edu

Adolescent Health Issues; Therapeutic Use of Humor; Creativity;
Technology and Teaching Methods; Self-Esteem; Violent Behavior

Mary Jane O'Merle, MS

Instructor

momerle@esu.edu

Health Education Methods

Kimberly Razzano, PhD, MPH '94, CHES

Associate Professor

krazzano@esu.edu

Sexuality Education; Adolescent Sexuality Issues; Assessment
Development; Teaching Methods; Teacher Education Preparation
Programs

Steven Shive, PhD, MPH '97, CHES

Associate Professor

sshive@esu.edu

Adolescent Smoking Cessation; Curriculum Development; Health
Behavior Theory and Interventions; Substance Abuse; Prevention
and Intervention; Application of Social Marketing in Tobacco
Control and Nutrition

Application Requirements

A completed application documents, transcripts, and supporting material should be submitted to the Graduate College:

- Application form
- Application fee
- Goal statement
- GRE scores
- Official transcripts
- Resume
- Three letters of recommendation

For additional information, please visit:

www.esu.edu/graduate

East Stroudsburg University Graduate College

Vision Statement

The vision of the Graduate College at East Stroudsburg University of Pennsylvania is to be recognized and respected throughout Pennsylvania, as well as nationally and internationally, for first rate graduate degree and certification programs in education, health sciences, the arts and sciences, and business and management.

Mission Statement

The mission of the Graduate College at East Stroudsburg University is to advance graduate education in order to develop leaders in their fields who enhance the lives of individuals in our state and nation, as well as globally.

Contact Information

The Graduate College

Marilyn J. Wells, PhD, MPH
Vice Provost and Graduate Dean

Zimbar-Liljenstein, Room 154
East Stroudsburg University of Pennsylvania
200 Normal Street
East Stroudsburg, PA 18301

570-422-3536
866-837-6130 (Toll-free)

www.esu.edu/graduate
grads@esu.edu

Kevin F. Quintero

Coordinator of Graduate Admissions

570-422-3890

kquintero@esu.edu

Department of Health Studies

Steven Godin, PhD, MPH, PHI Certificate
MPH Program Director

570-422-3562

sgodin@esu.edu

East Stroudsburg University
DeNike Room 241
East Stroudsburg, PA 18301

570-422-3702

www.esu.edu/mph



For more information, assistance or special accommodations, please call 570-422-3536.

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Appendix 7

Internship Manual

DEPARTMENT OF HEALTH STUDIES

Master of Public Health

Graduate Internship

Manual

EAST STROUDSBURG UNIVERSITY

Revised: December 2009

MPH Director: Steven Godin, Ph.D., MPH, PHI Certificate

GRADUATE INTERNSHIP

MANUAL

DEPARTMENT OF HEALTH STUDIES

EAST STROUDSBURG UNIVERSITY

EAST STROUDSBURG, PA 18301

MPH Program Website: www.esu.edu/mph

Questions, please contact:

Steven Godin, Ph.D., MPH, PHI Certificate

Professor and MPH Program Director

East Stroudsburg University
DeNike Center for Human Services
200 Prospect Street
East Stroudsburg, Pennsylvania 18301-2999
Tel: (570) 422-3562 Fax: (570) 422-3848
Email: sgodin@po-box.esu.edu



For assistance or special accommodations,
please contact (570) 422-3702.

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INTRODUCTION

The purpose of the internship is to provide MPH students in the Community Health Education program, approaching the completion of their studies, with an opportunity to practice their skills in a supervised setting. This internship is part of the process of professional development and should provide the intern with experiences to enhance their ability to function as a professional health educator. (For a complete description of the roles and competencies of a health educator, see outlines Pages 43-49).

This Internship Manual has been prepared to assist students and their supervisors in understanding policies and goals of the internship experience required of all graduate students in the Master of Public Health Program at East Stroudsburg University.

Department of Health Studies faculty members are committed to providing students with significant classroom and practical experiences so that our graduates are leaders in the field of community health. The Professional Intern Program is designed to complement these efforts.

RESPONSIBILITIES OF THE UNIVERSITY

The Department of Health Studies agrees to provide the following:

- a. A qualified Faculty Supervisor for each student intern.
- b. Assistance in helping students select a setting which offers health programs with professional supervisory personnel.
- c. Periodic evaluation, review of submitted written reports, personal visitations (where possible) and verbal communication (as needed).
- d. Assignment of all grades. The Faculty Supervisor shall assign all grades, based on his/her own observations and those of the intern's Organization cooperating supervisor.

RESPONSIBILITIES OF THE STUDENT INTERN

Each student intern is required to do the following:

- a. File an "APPLICATION FOR INTERNSHIP," (see Student Form A; page 11). Be sure to adhere to the time guidelines provided on this form.
- b. Secure professional liability insurance. A possible process for securing this insurance can be found on Pages 30-32.
- c. Consult with his/her assigned Faculty Advisor in an effort to locate an appropriate Organization for serving the internship within the time guidelines recommended.
- d. Attend required meetings prior to, during and after the internship experience.
- e. Submit reports as required.
- f. Devote full-time to the fieldwork assignment. A 12-credit internship is the equivalent of a full semester of full time work (e.g. 15 weeks × 40 hours/week). Students are not permitted to accept any other conflicting employment or obligatory time commitments during the internship.
- g. Assume full responsibility for housing, food, transportation, and incidental expenses.
- h. Act as a professional employee of the organization in which they are doing their internship and follow the Code of Ethics for the Health Education Profession (Page 50).
- i. Provide proof of insurance.

RESPONSIBILITIES OF THE ORGANIZATION(S)

Each Organization agreeing to accept a student as an intern must provide the following:

- a. A signed "Affiliation Agreement for use of Facility as an Internship Site" (Form 1, Pages 12-15) indicating that the Organization agrees to accept an intern under the conditions described in the agreement.

- b. A professionally qualified supervisor. The Organization Supervisor is expected to hold weekly conferences with the intern to assess his/her progress.
- c. A professional learning experience for each intern as indicated in the internship survey.
- d. Experiences that reflect the Roles and Competencies of a health educator included at the end of this manual (Pages 43-49).
- e. Opportunities for the intern to attend meetings (staff, board, in-service, etc.), converse with other Organization employees as appropriate, and visit other related Organizations.
- f. Opportunities for the intern to attend required meetings on the ESU campus if deemed appropriate by the Faculty Supervisor.
- g. Opportunities for the Faculty Supervisor to visit with the intern and his/her Organization supervisor and fellow staff employees.
- h. Midterm and Final Intern Evaluations as requested by the Faculty Supervisor.
- i. An opportunity for student to be responsible for a "Special Project."
- j. An appropriate working experience for intern. The normal requirement for the community health education internship experience is 15 weeks at 40 hours per week. Each intern registers for and earns 12 semester hours of credit. The 12 credits include required meetings prior to, during, and after the Student's internship. (A part-time internship is 150 hours/3 credits).

NOTE: Although each student intern is required to assume complete responsibility for his/her food, housing, transportation, and personal expenses, any assistance the organization can provide will be appreciated.

MASTER OF PUBLIC HEALTH INTERNSHIP GUIDELINES

1. Prerequisites include: department approval, a 3.25 Quality Point Average in coursework, and successful completion of appropriate course work identified by the Department for each internship. (Normally, the internship is a culminating experience which must follow all of the student's required course work).
2. The internship requires a minimum of 3 hours per week of work for every hour of credit based on a fifteen-week semester. (36-40 hr/wk for fifteen weeks to earn 12 credits of internship. See Organization Responsibilities, Page 2.)
3. The internship must be professionally related to the roles and competencies of Community Health Education and the emerging public health competencies.
4. It is recommended that students complete the degree requirements for a full-time internship (12 credits) in one semester or during the summer. Part-time internships can be arranged based on need or desire for specific experience.
5. An internship may be paid or non-paid.
6. All interns must have liability insurance.
7. Student must have a qualified Organization Supervisor and a Department of Health Studies member who will serve as a Faculty Supervisor.
8. Students may accomplish their internship in Organizations with established working relationships with the University, or students may initiate contact with a newly selected Organization. Students who initiate their own contacts must obtain prior approval by the MPH Director. All students must obtain a signed affiliation agreement for use of facility as an internship site with the Organization.
7. Attendance is mandatory. Students who cannot attend because of sickness are required to contact (by phone) their Faculty Supervisor and their Organization Supervisor. Spring Break and/or holidays recognized by ESU may not be recognized by the Organization. The student is not to assume they will be given time off that ESU students normally receive. The student intern is expected to conform to the holiday schedule of the Organization site.
10. The student shall plan to meet on campus or by phone with their Faculty Supervisor as advised. It is the student's responsibility to schedule the appointments with the Faculty Supervisor. This requirement may be waived by the Faculty Supervisor if the internship is being completed out of the area.

11. The student shall provide the Faculty Supervisor with a general schedule within 10 working days after the internship begins.
12. *Students are responsible for submitting weekly schedules of their specific internship activities and experiences to the Faculty Supervisor. The student will keep a detailed weekly log of their daily internship experiences with a critique of those experiences and submit this promptly to the Faculty Supervisor. An example of a weekly log is provided in the Appendix. A schedule for timely submission of the weekly log is also provided in the Appendix.*
13. The student will keep a daily log of their experiences with a critique of those experiences and submit this weekly to the Faculty Supervisor.
14. The students will meet other requirements as described in the Internship Manual.
15. The student shall be responsible for designing, in cooperation with the Organization Supervisor, a "special project" to be conducted by the student. This special project must be approved by the Faculty Supervisor prior to implementation.

***** Please refer to page 10 for the grading criteria for the internship. *****

SPECIAL CIRCUMSTANCES FOR INTERNSHIPS

1. Internship which extends over more than one semester: The student must request approval for this modification by the dates required for the first semester in which the internship begins. The student will register for appropriate internship hours in the appropriate semester.
2. Internship at more than one organization: An "Organization Survey" and an "Affiliation Agreement for use of Facility as an Internship Site" must be submitted from each Organization on the dates required for internships in that specific semester.

3. Internship Waiver Policy: Graduate students currently employed in the public health field can make arrangements for multiple internships and/or can apply for a partial or total waiver of internship hours as described below.

INTERNSHIP WAIVER POLICY COMMUNITY HEALTH EDUCATION

Students who are currently employed in a public health or community health education position may be granted a waiver of the internship requirement upon request. Waivers will be based upon (1) the student's employment experience (2) a suitable academic experience to replace the internship such as a thesis or acceptable special project in which the student applies the principles of course work to an employment situation (3) the student's needs for academic and professional growth as determined by the Department of Health Studies and the student.

Students who seek a waiver should submit a letter requesting a waiver to the Department of Health Studies Public Health Coordinator. Each of the above criteria must be addressed in the letter. Granting of any waiver is subject to Department of Health Studies approval.

THE STUDENT'S PRE-INTERNSHIP RESPONSIBILITIES

- A. The student investigating possible internship sites will use personal interviews when possible.

- B. Each student should contact his/her Faculty Supervisor within one week after submitting his/her "Application for Internship Form." The purpose of the call is to clarify their eligibility for internship and obtain approval of potential site(s). (Follow timelines on Page 7).

- C. After an appropriate setting has been identified, the student will forward the "Organization Survey" form to the Organization to determine if appropriate experiences can be provided during the desired time period. If the Organization, student, and advisor agree that the internship will be profitable to all concerned, the student will be assigned to that Organization for an agreed upon time period. An "Affiliation Agreement for use of Facility as an Internship Site" will be completed to formalize the agreement. (Organization Survey – Organization Form A, Pages 23-24 and Affiliation Agreement for use of Facility as an Internship Site Form 1, Pages 12-15).

- D. The student should register for appropriate credits during the scheduled registration period, pay all required fees and make any necessary room, board, and transportation arrangements.

- E. Students must follow the timetables on pages 6 and 8 of this manual.

- F. If student is planning a summer internship, there may be additional paperwork necessary for the approval of your internship. Contact the MPH Coordinator for directions on how to complete this requirement.

STUDENT ASSIGNMENTS

NOTE: All reports are to be typewritten. Each intern is required to submit the following written/oral reports to his/her FACULTY SUPERVISOR as described below and in the TIMELINE FOR STUDENT RESPONSIBILITIES OF AN INTERNSHIP (see page 7).

1. A TENTATIVE INTERNSHIP SCHEDULE outlining the experiences the intern has been assigned by the host Organization. This is due in the Faculty Supervisor's Office within 10 working days after beginning the internship (Student Form B, Pages 16-17).
2. A PROFESSIONAL LIABILITY INSURANCE CERTIFICATE provided to faculty supervisor prior to internship commencement. (See Pages 30-32).
3. A WEEKLY REPORT FORM, describing daily duties performed, meetings attended, conferences held, observations conducted, planning accomplished and reactions generated throughout the week. Each report should be discussed with and signed by the intern's Organization supervisor and mailed to the Faculty Supervisor by Thursday of the following week. In the case of multiple internships, this requirement may be modified by the Faculty Supervisor to require reports for a period that would approximate each 40 hours of internship. (Student Form C, Page 18; also, see sample cover page on page 19)
4. A SPECIAL PROJECT OUTLINE providing anticipated details of a special project that the intern plans to conduct for the Organization. This project should be creative, innovative, and worthwhile. It must be approved by the Organization Supervisor and the Faculty Supervisor. The outline is due no later than mid-term. (Student Form D, Page 20)
5. A MID-TERM EVALUATION FORM indicating how the intern assesses his/her experiences to date. The intern will be expected to evaluate himself/herself and the host Organization and supervisor as objectively as possible. This requirement is waived for internships of less than 8 weeks duration. (Student Form E, Page 21).

6. AN INTERNSHIP NOTEBOOK illustrating a variety of events and experiences that the intern encountered during his/her professional fieldwork is required. The notebook must include all weekly reports, all information on special projects, and assorted materials which help to give substance to the internship experience. THE INTERN NOTEBOOK will also outline specific information about the host Organization. It should include organizational charts, philosophy, goals, facility data, program pamphlets, etc. This notebook should be submitted to the Faculty Supervisor within one week of completion of the internship.

7. FINAL EVALUATION FORMS (The Organization, Page 21, The Supervisor, Page 22) giving a complete overview of how the intern assessed his/her internship experience and Supervisor. Recommendations for improving this experience should be included.

TIMETABLE OF RESPONSIBILITIES DURING THE INTERNSHIP:

	<u>STUDENT</u>	<u>ORGANIZATION SUPERVISOR</u>	<u>FACULTY SUPERVISOR</u>
<u>WEEKLY</u>	Prepare a "Weekly Report" for fifteen weeks (or as decided with Faculty Supervisor). (Pages 18-19)	Meet with intern, assess progress, read, and sign intern's "Weekly Report."	Read, and evaluate each intern's "Weekly Report."
<u>1ST WEEK</u>	Complete "Tentative Internship Schedule" and forward to the Faculty Supervisor. (Pages 16-17)		
<u>3RD WEEK</u>	Prepare "Special Project Outline" and forward to Faculty Supervisor. Call Supervisor for feedback. (Page 20)		Evaluate "Special Project Outline."

<u>7TH WEEK</u>	<p>Remind Organization Supervisor to complete your mid-term evaluation. (Pages 25-27)</p> <p>Do your Organization Evaluation. (Page 21)</p>	<p>Evaluate intern & forward "Rating Form for Organization Supervisors" to the Faculty Supervisor. (Pages 25-27)</p>	<p>Read intern's mid-term and Evaluation. Meet with student intern as needed.</p>
<u>12TH WEEK</u>	<p>Make sure "Intern Notebook" is nearing completion.</p>		
<u>14TH WEEK</u>	<p>Remind Organization Supervisor to complete your final evaluation and overall evaluation of fieldwork. (Pages 25-27 & 28-29)</p>	<p>Evaluate intern & Intern Program and forward to the Faculty Supervisor. (Pages 25-27 & 28-29)</p>	<p>Read final evaluations, progress evaluations.</p>
<u>15TH WEEK</u>	<p>Report to Faculty Supervisor to discuss your internship. Turn in your Organization and Supervisor evaluations. (Pages 21 & 22)</p>		<p>Meet with Organization Supervisor near end of internship period.</p>

MASTER OF PUBLIC HEALTH
GRADUATE INTERNSHIP APPROVAL TIMELINES

Updated 2009

	FALL INTERNSHIP	SPRING INTERNSHIP	SUMMER INTERNSHIP
Student begins search for internship site	At least 1 year in advance	At least 1 year in advance	At least 1 year in advance
Student request approval of Internship Coordinator for dates of potential internship by:	Feb. 1st of same year	Oct. 1st of preceding year	Jan. 1st preceding year
Student reviews manual with Organization Coordinator and submits " <u>Student Application for Internship</u> " (page 11) to Public Health Coordinator by:	March 1st of same year	Nov. 1st of preceding year	Feb. 15th of same year
Student submits " <u>Organization Survey</u> " (page 23-24) form to Organization by:	April 1st of same year	Nov. 15 th of preceding year	March 1st of same year
Organization returns " <u>Organization Survey</u> " form by: (page 23-24)	April 15th of same year	Nov. 30 th of preceding year	April 1st of same year

Internship Coordinator approves internship by:	April 30th of same year	Dec 15th of preceding year	April 15th of same year
Student registers for internship hours by:	May 15th of same year	Dec. 15th of preceding year	April 15th of same year
Student sends " Affiliation Agreement " (pages 12-15) to Organization for signatures by:	May 15th of same year	Dec 15th of preceding year	April 15th of same year
Organization returns signed " Affiliation Agreement " (pages 12-15) by:	May 30th of same year	Dec 31st of preceding year	May 15th of same year

Each student is responsible for securing their own internship site, providing their own transportation and housing, paying any and all required fees, and providing any insurance required by Organization. It is the student's responsibility to seek consultation from the internship coordinator well in advance of the internship should he/she have concerns /questions regarding the process of investigating potential sites.

DUE DATE FOR WEEKLY LOGS

Weekly Report For:

	DUE	DATE RECEIVED
• Week #1	2nd week	_____
• Week #2	3rd week	_____
• Week #3	4th week	_____
• Week #4	5th week	_____
• Week #5	6th week	_____
• Week #6	7th week	_____
• Week #7	8th week	_____
• Week #8	9th week	_____
• Week #9	10th week	_____
• Week #10	11th week	_____
• Week #11	12th week	_____
• Week #12	13th week	_____
• Week #13	14th week	_____
• Week #14	15th week	_____
• Week #15	By end of 15th week	_____

HLTH 586: GRADUATE INTERNSHIP GRADING POLICY

Internship		Points
Week#	Internship Paperwork Due Dates	Assigned
Prior to Week 1	Meeting/Teleconference with Faculty Supervisor; Signed “Affiliation Agreement”; “Tentative Internship Schedule”; and “Proof of Liability Insurance” Submitted (Required Prior to Start of Internship)	5 pts.
2	Week 1 Log	5 pts.
3	Week 2 Log	5 pts.
4	Week 3 Log	5 pts.
5	Week 4 Log	5 pts.
6	Week 5 Log	5 pts.
	AND SPECIAL PROJECT PAPERWORK	10 pts.
7	Week 6 Log	5 pts.
8	Week 7 Log	5 pts.
	AND FACULTY SITE VISITS APPOINTMENTS BEGIN	
9	Week 8 Log	5 pts.
	AND MIDTERM EVALUATION DUE	10 pts.
10	Week 9 Log & SITE VISITS SCHEDULED	5 pts.
11	Week 10 Log & SITE VISITS SCHEDULED	5 pts.
12	Week 11 Log & SITE VISITS SCHEDULED	5 pts.
13	Week 12 Log & SITE VISITS SCHEDULED	5 pts.
14	Week 13 Log & SITE VISITS COMPLETED	5 pts.

15	Week 14 Log	5 pts.
16	Week 15 Log	5 pts.
17	INTERN NOTEBOOK/SPECIAL PROJECT DUE	50 pts.
17	FINAL EVALUATION DUE	50 pts.
		200 pts.

***Grading:**

50 % of grade based on Site Supervisor's Evaluation

50 % of grade based on Quality of Paperwork Submitted to Faculty Supervisor

Paperwork Points: 200 points Possible

180 – 200 pts. = A

160 – 179 pts. = B

140 – 159 pts. = C

120 – 139 pts. = D

PAPERWORK (i.e., weekly logs and note book) **WILL BE REDUCED 20%** (1 pt. for Log; 20 pts. for Notebook) **FOR EACH WEEK LATE.**

DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY
STUDENT APPLICATION FOR INTERNSHIP

Due April 1 (Fall Internship), Nov. 1st (Spring Internship), March 15 (Summer Internship)

Name _____ Date _____

College Address _____ Phone _____

(city, state, zip)

Home Address _____ Phone _____

(city, state, zip)

Email Address _____

Faculty Advisor _____

1. Check preferred time for internship: 1st Semester (Fall) 2nd Semester (Spring)
 Summer No Preference

2. Indicate the number of credits of course work to be completed before the internship begins _____. (Note: All required coursework must be completed prior to internship unless otherwise approved).

3. Your total Quality Point Average (Overall GPA) is _____.

4. Has your liability insurance application been submitted? _____

5. List in order of preference the Organizations in which you would like to complete the internship:

1st Choice _____

2nd Choice _____

The following are special concerns which should be considered in development of internship:

(Student's Signature)

(Date)

Affiliation Agreement for Use of a Facility
as an Internship Site

THIS AGREEMENT is made this ____ day of _____, 20____, by and between
~~East Stroudsburg~~ _____ UNIVERSITY OF PENNSYLVANIA, (hereinafter referred to as
"University"), an educational institution of the State System of Higher Education, Commonwealth of
Pennsylvania and _____
_____(hereinafter "Organization")

BACKGROUND

WHEREAS, Organization ~~East Stroudsburg~~ is equipped with the facilities and professional staff necessary to
provide an educational experience to the University's students in the area of
_____; and

WHEREAS, _____ University of Pennsylvania is an
educational institution that provides a degree in the area of _____; and

WHEREAS, the University is desirous of providing an educational experience to its Students
limited to participation through supervision in a public health/internship setting; and

WHEREAS, the Organization is desirous of establishing a relationship with the University
whereby its students may receive public health/internship experience in their area of matriculation
subject to the provisions of this Agreement.

NOW THEREFORE, intending to be legally bound, the parties hereto agree as follows:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. *Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the public health/internship experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Organization. The parties will mutually agree upon the number of students selected for each public health/internship program.
- b. *Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading, graduation and faculty appointments.
- c. *Submission of Candidates.* The University shall submit the names of the students to a designated representative of the Organization at least two weeks prior to the public health assignment.
- d. *Policies of Organization.* The University will review with each student, prior to the public health assignment and all applicable policies, codes, or confidentiality issues related to the public health experience. The Organization will provide the University all the applicable information at least two weeks in advance of the public health/internship experience.
- e. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising students of their responsibilities under this Agreement. All students shall be advised of their obligations to abide by the policies and procedures of the Organization and should any student fail to abide by any policy and/or procedure, they may be expelled from the program.
- f. *Health Status.* The University will require its students who are participating in the public health experience to comply with the health status requirements of the Organization, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis and measles. Proof of compliance must be presented prior to admission into the program. If additional examinations or medical steps are required because of the nature of the public health services, the student will be in compliance as a condition for participation.
- g. *Scheduling of Organization.* The University shall plan the assignment and schedules of those participating in the public health experience in cooperation with the Organization.
- h. *Professional Liability Insurance.* Students shall be responsible for procuring professional liability insurance at their own expense if required by the Organization. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per

occurrence. This policy must remain in full force and effect for the duration of the public health assignment.

The Organization understands that as an Organization of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance program administered by the Bureau of Risk Management of the Pennsylvania Department of General Services.

This program covers Commonwealth/University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Torts Claims Act, 42 Pa.C.S.A. §§ 8521, *et seq.*

II. DUTIES AND RESPONSIBILITIES OF THE ORGANIZATION

- a. *Student Participation in Organization.* The Organization agrees to allow a mutually agreed upon number of students of the University to participate in a public health experience. The Organization agrees that the students selected for the program will be permitted to participate at dates and times mutually agreeable between the Organization and the University.
- b. *Service/Administration.* The Organization will have sole authority and control over all aspects of public health services. The Organization will be responsible for and retain control over the organization, operation and financing of its services.
- c. *Removal of Noncompliant Student.* The Organization shall have the authority to immediately remove a student who fails to comply with Organization policies and procedures. If such a removal occurs, the Organization should immediately contact the responsible University Faculty Advisor.
- d. *Emergency Medical Care of Students.* The Organization may provide to the Students, to the extent possible, first aid for any injuries or illness that may occur during an internship experience. However, the Organization assumes no responsibility, financial or otherwise, beyond the initial first aid.
- e. *Designation of Representative.* The Organization shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the internship experiences of the students.

- f. *Supervision of Students.* The Organization shall provide site supervisors who will monitor student activities during field experiences.
- g. *Reporting of Student Progress.* The Organization shall provide all reasonable information requested by the University on a student's work performance. Student evaluations, will be completed and returned according to any reasonable schedule provided by the University.
- h. *Changes in Assignment.* The Organization will, as soon as practical, advise the University of any changes in assignments. If additional education programs exist with other institutions, the Organization shall devise ways for the coordination of all programs so that all students may have the maximum benefit of the learning experience.
- i. *Rules and Policies.* The Organization will provide the University, at least two weeks in advance of the first internship rotation, all relevant rules, regulations and policies of the Organization. The Organization, when necessary, shall have the responsibility of updating this information as necessary.
- j. *Facilities.* Available space at the Organization site, as specified by the Organization, will be established by mutual agreement and made accessible to the University faculty and students for instruction, conferences and library purposes.

III. MUTUAL TERMS AND CONDITIONS

- a. *Term of Agreement.* The term of this Agreement shall be _____ years from the date of execution. This Agreement may not exceed a period of five years.
- b. *Termination of Agreement.* The University and the Organization may terminate this Agreement for any reason with 30 days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the Organization terminate this Agreement prior to the completion of an academic semester for a reason other than the conduct of a student or students, all student enrolled at the time may continue their educational experience until the end of the semester.
- c. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.

- d. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

- e. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.

- f. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

- g. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provision of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.

- h. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other oral understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

East Stroudsburg University
of Pennsylvania

Organization Name

Chair, Authorized Signature

Director, Authorized Signature

Chair, Print Name

Director, Print Name/Title

Provost, Authorized Signature

Intern, Authorized Signature

Provost, Print Name

Intern, Print Name

TENTATIVE INTERNSHIP SCHEDULE

NOTE: Due within 10 days after commencing internship.

INTERN'S NAME: _____

ADDRESS, DURING INTERNSHIP:

PHONE: _____

EMAIL ADDRESS: _____

NAME AND ADDRESS OF INTERNSHIP ORGANIZATION:

PHONE: _____

FAX: _____

NAME AND TITLE OF ORGANIZATION SUPERVISOR:

STARTING DATE OF INTERNSHIP: _____

TERMINATION DATE OF INTERNSHIP: _____

BRIEFLY DESCRIBE YOUR PROJECTED INTERN SCHEDULE:

BRIEFLY DESCRIBE THE DUTIES/FUNCTIONS YOU WILL PERFORM AS AN INTERN:

IDENTIFY ANY CONCERNS YOU HAVE THUS FAR:

(Intern's Signature)

(Date)

(Supervisor's Signature)

(Date)

(Phone)

STUDENT INTERN'S WEEKLY REPORT FORMAT

NOTE: Must be submitted to Faculty Supervisor by Thursday of the following week.

The following format should be followed as closely as possible when submitting your typed, weekly reports. Please feel free add any other relevant information at the end.

I. WEEKLY SCHEDULE

- A. Prepare a day-by-day log of activities in which you engaged.
- B. List meetings you attended and the people with whom you met.

II. LEARNING EXPERIENCES

- A. Did you learn anything new this week? If yes, please explain.
- B. Indicate the college course work experiences which seem to have helped you the most and the least this past week.

III. SUGGESTIONS TO ORGANIZATION/SUPERVISOR

What constructive suggestions did you offer to your host organization/supervisor this past week?

IV. OVERALL WEEKLY PROGRESS

What tasks are the most challenging thus far in your internship? Least challenging?

V. GENERAL COMMENTS

Include anything you consider relevant.

APPENDIX

Attach copies of any materials or documents which you prepared this past week.

SAMPLE TITLE PAGE
STUDENT INTERN WEEKLY REPORT

(Name, address, fax, email and phone of host Organization)

INTERNSHIP REPORT: WEEK _____

Dates of week covered:

Total Number of Hours Worked This Week: _____

Prepared by: (Your name)

(Your signature)

Your email address: _____

For: (Name of Faculty Supervisor)

Approved by: (Your Organization Supervisor's Name)

(Your Organization Supervisor's Signature)

SPECIAL PROJECT PROPOSAL FORMAT

NOTE Must be submitted to Faculty Supervisor by mid-term of internship (150th hour of 300 hour internship).

I. DESCRIPTION OF PROJECT

II. PROJECT'S PURPOSE

III. PROCEDURES EMPLOYED

IV. PROJECTED TIMETABLE

V. OTHER

Project proposed by _____

(Your name)

Date _____

Your Phone _____

Fax Number _____

Organization (Cooperating) Supervisor's Approval _____

Date _____

Faculty Supervisor's Approval _____

Date _____

**DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY
“ORGANIZATION EVALUATION FORM” COMPLETED BY STUDENT INTERN
FOR MID-TERM AND FINAL EVALUATION (CIRCLE)**

(Name of Organization)

INSTRUCTIONS: Please rate the strengths and weaknesses of the Organization in terms of meeting your needs as a fieldwork student. Use the following scale:

1 – Exceptional

2 – Above Average

3 – Average

4 – Below Average

5 – Unsatisfactory

- _____ 1. Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs and projects.
- _____ 2. Provision of relevant experiences as per “Organization Survey.”
- _____ 3. Cooperation of Organization staff to provide professional growth experiences through training programs, seminars and similar activities.
- _____ 4. Provision of assistance in helping you meet your personal and professional goals and objectives.
- _____ 5. Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).
- _____ 6. Employment of qualified, professional staff with capability to provide competent supervision.
- _____ 7. Adequate scheduling of conferences with you and ongoing evaluation of your performance, followed-up by brief written progress reports.
- _____ 8. Allowance for relating classroom theory to practical situations.
- _____ 9. Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.

OVERALL SITE RATING (check one – using the scale above):

1 2 3 4 5

Place additional comments on the reverse side.

(Student's Signature)

(Date)

**DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY**

**FINAL “ORGANIZATION SUPERVISOR EVALUATION”
TO BE COMPLETED BY
STUDENT INTERN**

(Organization Supervisor’s Name)

INSTRUCTIONS: Please evaluate the quality of the supervision you received during the fieldwork period. Use the following scale.

1 – Exceptional

2 – Above Average

3 – Average

4 – Below Average

5 – Unsatisfactory

- _____ 1. Interest in you as a person and as a student.
- _____ 2. Willingness to discuss the full range of your activities at the site.
- _____ 3. Ability to respond to your problems and to help you work toward solutions.
- _____ 4. Quality of the weekly conferences.
- _____ 5. Adequacy of arrangements made to orient you to the site.
- _____ 6. Understanding of philosophy and practices in the profession.
- _____ 7. Flexibility in arranging for your tasks in light of changing situations within the site.
- _____ 8. Openness to change, innovation, and new techniques.
- _____ 9. Effectiveness at exposing you to technology.

OVERALL SUPERVISOR RATING (check one – using the scale above):

1 2 3 4 5

Place additional comments on the reverse side.

(Student's Signature)

(Date)

(Phone)

**EAST STROUDSBURG UNIVERSITY
MASTER OF PUBLIC HEALTH
INTERNSHIP
ORGANIZATION SURVEY
(GRADUATE)**

Student's Name

Dates of Internship

Student's Advisor

The following are the roles for which the MPH program in Public Health Education prepares students. The internship should complement some or all of the roles and assist the

student in achieving the related competencies. List of the Public Health Core Competencies and the Graduate Community Health Education Competencies are in this manual. Many of the competencies may be achieved through the student's "Special Project." (See Page 20). Please indicate the areas in which the student will perform duties or assist with responsibility.

_____ Working in community relations or development, Organization promotion, health education promotion, health program promotion, Organization liaison work, coalition development, etc.

_____ Assessing the need for implementation of and evaluation of public health education programs.

_____ Program planning such as identification of resources, identification of facilitators and inhibitors, securement of administrative support, selection or development of program objectives, design of education programs, assessment of feasibility and potential effectiveness, etc.

_____ Coordinating and/or administering public health or community health education programs such as supervision of personnel, organization of resources, monitoring budgets, etc.

_____ Providing leadership to help solve public health problems.

_____ Acting as a public health education resource such as gathering public health information, responding to requests for information, preparing others in health education skills, securing educational resource materials, etc.

_____ Using appropriate technology such as internet, word-processing, spreadsheets, statistical software, computerized educational technology, etc.

_____ Contributing to the capacity of the organization for the assurance of health of the public.

Please attach a position description or briefly list below the responsibilities associated with the internship.

Name of Intern's Probable Supervisor	Position of Supervisor Assigned to Intern
--------------------------------------	---

Organization Name	Address of Organization
-------------------	-------------------------

Respondent's Signature

Street

Position

City

Phone

State

Zip

**DEPARTMENT OF HEALTH STUDIES
 EAST STROUDSBURG UNIVERSITY
 STUDENT INTERN EVALUATION FORM
 FOR ORGANIZATION SUPERVISORS
 USE FOR MID AND FINAL EVALUATIONS**

Intern's Name _____ Period Covered _____

(From – To)

INSTRUCTIONS: The Supervisor should place check marks (4) in each column for which he/she can make an appropriate judgment about the intern. Otherwise, leave the space blank. Be objective and as specific as possible. If category cannot be evaluated, use "NA."

	Unsatis- factory	Below Average	Average	Above Average	Excep- tional	NA
I. PERSONAL QUALITIES						
Dependability						
Written Communication	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Oral Communication	_____	_____	_____	_____	_____	_____
Willingness to Learn	_____	_____	_____	_____	_____	_____
Applies Ethical Standards to Practice	_____	_____	_____	_____	_____	_____
Other:	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

	Unsatis- factory	Below Average	Average	Above Average	Excep- tional	NA
II. MANAGEMENT SKILLS						

Organizational Skill Ability to Supervise	_____	_____	_____	_____	_____	_____
Participates Constructively in Problem Solving	_____	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____	_____

III. LEADERSHIP SKILLS	Unsatis- factory	Below Average	Average	Above Average	Excep- tional	NA
Creativity/Resourcefulness	_____	_____	_____	_____	_____	_____
Adapt to New Situations	_____	_____	_____	_____	_____	_____
Oral Communication	_____	_____	_____	_____	_____	_____
Initiative	_____	_____	_____	_____	_____	_____
Accepts Positive Direction	_____	_____	_____	_____	_____	_____
Teaches/Demonstrates Effectively	_____	_____	_____	_____	_____	_____
Sets & Understands Goals	_____	_____	_____	_____	_____	_____
Relates Well With Others	_____	_____	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____	_____	_____

IV. PUBLIC HEALTH PRACTICE SKILLS	Unsatis- factory	Below Average	Average	Above Average	Excep- tional	NA
Application of Principle of Epidemiology	_____	_____	_____	_____	_____	_____

Application of Environment
Health

Knowledge

Application of Statistical
Procedures

Application of Social/Behavioral
Theory

Application of Public Health
Administration Principles

Other:

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

V. GENERAL SKILLS

Use of Community Resources

Budgeting

Public Relations
Program Development

Needs Assessment

Program Implementation

Program Evaluation

Advocacy

Use of Professional Literature

Use of Technology

Research Skills

Other:

	Unsatis- factory	Below Average	Average	Above Average	Excep- tional	NA
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

- V. Use this section to (a) explain more fully any ratings and (b) provide additional information about the intern you deem appropriate.

At this point in the student's internship, what is your estimate of his/her potential contribution to the health education profession?

_____ Outstanding

_____ Worthwhile

_____ Limited

_____ Extremely limited

_____ Unable to determine

(Supervisor's Signature)

(Date)

I have discussed the above rating with my supervisor and (please check one) agree disagree that it is a fair and objective measure of my performance to date. (If disagree, explanation is attached.)

(Intern's Signature)

(Date)

**DEPARTMENT OF HEALTH STUDIES
EAST STROUDSBURG UNIVERSITY**

**PROGRAM EVALUATION FORM
FOR
ORGANIZATION SUPERVISOR**

Please complete and return this form along with the final evaluation of your intern. Thank you for your cooperation.

1. Was the student adequately prepared for his/her internship? Please explain your answer fully.

2. Do you believe you were sufficiently informed about our internship procedures while supervising your intern? If not, please explain.

3. What suggestions do you have for improving our Internship Program?

4. Are you willing to accept interns in the future?

INTERN'S NAME _____
NAME OF ORGANIZATION _____
SUPERVISOR'S SIGNATURE _____
EMAIL _____
PHONE _____
DATE _____

Graduate Standards in Health Education

Preface

Impetus from many segments of the health education profession has led to developing the set of graduate health education standards you will see in this document. University faculty and administrators, professional organization members, and practitioners from a variety of work settings, all contributed to the formation of this document. Professionals were given the opportunity to review and comment on the standards at professional meetings during the three years of the project.

The graduate level standards presented in this document reflect the consensus of stakeholders who will utilize these responsibilities and competencies to validate and/or refine their programs. The Responsibilities, Competencies, and Sub-competencies presented in this draft are meant to describe the abilities of the trained Masters-level health education. This document reflects new Responsibilities and Competencies added to the original framework. There were two reasons for this. First, it ensured that all competencies would be inherent in the total preparation of graduate health educator. Second, the original framework was a copyrighted document which belonged to the National Commission for Health Education Credentialing, and could not be broken up or rewritten. The National Commission is aware of the need for revising the undergraduate framework.

The development of these standards was guided by a number of assumptions. These assumptions, generated by the Joint Graduate Standards Committee, included:

- The entry-level roles, responsibilities, and competencies reflect undergraduate preparation. The graduate-level student should possess those entry-level competencies when they enter a graduate program or the program will require students to master the entry level competencies, as well as the graduate level competencies, before completion of the Masters degree program.
- The newly developed responsibilities and competencies are for Masters level preparation. Inherent within the concept of Masters level competencies are higher cognitive process such as analysis, synthesis, and evaluation. Consequently, the behavioral taxonomy chosen to describe the competencies reflect higher level competencies that are more difficult to measure.
- The competencies reflect judgment associated with the abstract knowledge that is inherent in what sociologists identify as a profession (Abbott, 1988). Consequently, less explicable terms such as “appropriate” and “effective” are used rather than terms describing more simplistic, defined benchmarks of competence.
- The standards were not developed with the intention that they would be used for testing, accreditation, or credentialing.

- The Joint Graduate Standards Committee recognizes that the development and refinement of Roles and Competencies is an on-going process which has and will involve many segments of the health education profession.

Academic programs may use this document as they engage in self-study to examine their programs and the knowledge and skills their graduates possess. It is not expected that all programs will undergo radical change. It is expected that some programs already prepare Masters level health educators to achieve the competencies. The Joint Graduate Standards Committee envisions that programs will evolve at different rates as they incorporate curricular innovations to prepare their graduates with the knowledge and skills described herein.

ESU MPH PROGRAM COMPETENCIES

PLEASE NOTE

*FROM THIS PAGE TO PAGE 49 THIS MANUAL INCLUDES
THE PUBLIC HEALTH & HEALTH EDUCATION COMPETENCIES IDENTIFIED IN
APPENDICES 9 AND 10*

**CODE OF ETHICS
FOR THE
HEALTH EDUCATION PROFESSION**

Preamble

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. The Code of Ethics provides a framework of shared values within which health education is practiced. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Article I: Responsibility to the Public

A health educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, Organizations, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Article II: Responsibility to the Profession

Health educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Article III: Responsibility to Employers

Health educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Article IV: Responsibility in the Delivery of Health Education

Health educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Article V: Responsibility in Research and Evaluation

Health educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of health educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

** Adopted by the SOPHE (Society for Public Health Education) Board of Trustees on June 17, 1999.*

Tools of the Trade

One Good (In)Tern Deserves Another

By Karen Denard Goldman and

Kathy Dee Zasloff

IN THESE DAYS OF “budget bashing” and “corporate downsizing,” the health education student in search of an internship is a wonderful resource for an organization. An internship (usually) is a non-paid work experience that an undergraduate or graduate student undertakes for a designated number of hours as part of his or her graduation requirements. Time requirements and timeframes vary by school. Schools (usually) have a coordinator who sees that students are placed in suitable sites, doing meaningful work, at appropriate performance levels. Some schools assign faculty mentors to students to provide education and training throughout the internship. In addition to local students there are residents who went away to school looking for opportunities to come home, particularly over the summer, while fulfilling school requirements.

As our faithful readers expect, we present internship interviews from both points of view: that of the student in search of a meaningful internship and that of the organization representative in search of an intern to meet his or her organizational needs and for whom you can provide a meaningful learning experience. To get the most from this tool, read the column that most immediately applies to you first. (This is a trick; they both do!) Then, read the other column. See what the other's concerns are and what they may ask or say during the interview. We hope this leads to a rewarding internship experience for everyone!

Internship Interviewing Tips

Students

Before the inquiry or interview think about:

- What health issue(s) and populations(s) you'd like to work with and how this organization addresses them.
- What skills you'd like to develop: training, planning, counseling, grantwriting, etc.
- What you're not good at and what you don't want to do.

Prepare a resume:

- Highlight projects you've completed in school, topics you've studied, skills, interests and hobbies.
- List your work history and volunteer experience by skill categories, not date.

At the interview ask:

- Why are you looking for an intern?
- Have you ever had an intern here before? How was that experience?
- What project(s) did you have in mind for me to work on?
- By the end of this internship, what new knowledge or skills will I have?
- What resources will I have to help me achieve the objectives we agree on?

- Who will be my supervisor, and has he or she ever supervised an intern before?
- I am particularly interested in learning more about... Could that happen here? How?

Remember:

You are entitled to a meaningful, supervised, learning experience that will enhance your health education knowledge or skills. Your responsibility is to behave like a paid employee and make a significant contribution. After they're sold on you is the time to discuss days and times you'd like to work. As you compare internship options, your goal is to find the best match between your skills, and interests and an organization's needs and opportunities.

Organization Representative

- What interview questions or internship guidelines has your school provided you with for us to discuss?
- What is your understanding of the posted internship position? (See if it matches what you have described. This is also a good test of the intern's ability to comprehend and communicate.)
- How did you hear about this internship position?
- Where are you now in your academic training (what year)?
- What interests you in the field of health education?
- What interests you in our organization and internship position?
- What are your interests in health education that you think can be met during this internship time?
- What do you expect to learn and what are goals for this internship?
- Do you have a particular project you would like to do while you're an intern here?
- What skills would you like to develop/improve during your internship experience?
- What type of previous work or volunteer experience do you have?
- What do you like to do in your spare time?
- What are your favorite and least favorite types of tasks?
- What do you expect to learn from being supervised?
- What do you think is the purpose of a performance evaluation?

- How do you think that this organization/internship can help you develop as a health educator?

We hope that these questions will guide you, the prospective intern and the prospective intern host, towards a mutually beneficial internship agreement. We recommend that the outcome of a successful interview be written and used as an on-going reference during the internship and at the final performance evaluation.

ESU Department of Health Studies
Statement about Smoking and Other Tobacco Use for
Department of Health Studies Majors
(Community Health, School Health, MS and MPH)

The East Stroudsburg University Department of Health Studies exists to educate students who will promote the health of the public throughout their careers. Current research on tobacco and health clearly demonstrates the link to greatly increased morbidity, mortality and disability for people who use tobacco and those who are exposed to environmental tobacco smoke. Current research on health promotion indicates the importance of environmental change and role modeling to the success of all health promotion efforts. Professional health educators are role models both personally and professionally. They are also facilitators of environmental change.

As our students enter the workforce, it has been brought to our attention by our professional colleagues that some of our students are smokers. Some professional colleagues have been concerned that we have sent students who smoke or use tobacco to their professional organizations for internships. The reputation of the Department of Health Studies rests on the employability of our graduates and it has become more difficult for a person who smokes or uses tobacco to get or keep a health education position. In corporate America it is even more difficult for a smoker to get any employment. Smokers are not a legally protected class of people.

Therefore, we are encouraging the following:

1. Students who smoke or use tobacco should consider making this fact known to a potential faculty student teaching or internship supervisor. The supervisor will, with the student's permission, make the tobacco use status of the student known to the potential site supervisor or co-op so the organization can make an informed choice about accepting the potential student.

2. Students who negotiate their own internship site should consider making their tobacco use status known to the site supervisor prior to requesting an internship or student teaching experience at an organization. This is in your best interest as organizations resent "discovering" this later.

It is not enough to not smoke or use tobacco at the internship site or at the student teaching placement. Anyone who smokes or uses tobacco carries with them an odor or behaviors that are impossible to disguise. The odor and the behaviors are offensive to many people working to enhance public health. Smoking is the number one preventable cause of death and disease throughout the world, and, the statistics are getting worse, not better. As faculty within the Department of Health Studies, we are obligated to recommend to students that they discontinue smoking. Smoking cessation is not only good for your health, but it also plays a very important role in your employability as a health educator.

Students who smoke or use tobacco and wish to have support with smoking cessation can get information on how to quit from the Department of Health Studies. Smoking cessation classes or support will be made available through the American Cancer Society by contacting 570-421-7010.

EXAMPLES OF SITES WHERE MPH GRADUATES HAVE COMPLETED THEIR INTERNSHIPS

Abbington Hospital Community Health Department

Allentown Health Bureau

Ann Arundel County Health Department in Annapolis, Maryland

Aventis Pasteur

Bethlehem Health Bureau

Bucks County Health Department

Carbon Monroe Pike D&A Commission

CDC (Various Divisions)

Chester County Health Department

Coalition for Smoke Free Valley

Communities Against Tobacco Program

Community Medical Center, Scranton

Dorothy Healthcare Pool Trust, Allentown, PA

Drexel University – PPP Study

Easton Hospital

Family Health International

Fox Chase Cancer Center – Population Sciences Building

Geisinger Center for Health Research & Rural Advocacy, Danville, PA

Hanover Hospital (Community Health Education)

Hunterdon County Cancer Coalition
Hunterdon County Health Department
Lehigh Valley Hospital (Diabetes; Community Health Education, etc)
Lehigh University Health Center
Mercy Hospital of Scranton
Monroe County Area Office on the Aging, Prime Time Health Program
Monroe County Health District Office
Montgomery County Department of Health
Morris County Cancer Coalition, NJ
Morris County Health Department
Morristown Community Hospital
National Liver Foundation (Philadelphia)
NE District; PA State Department of Health in Wilkes Barre
Newton Memorial Hospital
NJ State Department of Health & Senior Services
(Bureau of HIV/AIDS, Cancer Prevention)
Penn St. U. Co-operative Extension
Pennsylvania Department of Health, Harrisburg (Many within)
Philadelphia City Department of Health
Rutgers Co-Operative Extension, Belvidere, NJ

Rutgers University Student Health Center

Saint Claires Medical Center

Somerset Medical Center

Sussex County Cancer Coalition, NJ

Appendix 8

MPH Program Manual

GRADUATE PROGRAMS MANUAL:

MASTER OF PUBLIC HEALTH IN
COMMUNITY HEALTH EDUCATION

&

PUBLIC HEALTH CERTIFICATE

(2011-2012 VERSION)

DEPARTMENT OF HEALTH STUDIES

EAST STROUDSBURG UNIVERSITY

www.esu.edu/mph

REVISED: JANUARY, 2011

*The East Stroudsburg University MPH Program was first accredited by the **Council on Education for Public Health (CEPH)** in 1990. Since the original accreditation, the program has been reaccredited three times. In 2005, the program received a seven year accreditation through 2012.*

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East Stroudsburg University

Master in Public Health

TRANSFORMATION OF OUR MPH PROGRAM

Public health is not just a profession - it is also a dynamic, evolving vision for the future. To enhance the effectiveness of the profession of public health and to contribute to reaching the vision of a healthy public, the ESU MPH Public Health Faculty Council, with the input of students, graduates and community public health professionals, took the lead in a change process to transform our public health training program. Our goal is to ensure that our program curriculum will facilitate the efforts of faculty, students and graduates to address the challenges that will be faced by the future public health workforce.

Four major national initiatives influenced our activities including: 1) The Institute of Medicine report, "Who will keep the public healthy, educating the public health workforce for the 21st century," with its emphasis on practice experience, expanding the core curriculum of public health and the ecological model; 2) The Graduate Level Health Education Roles and Competencies; 3) The evolving effort to develop a process for credentialing the public health workforce; 4) The development of public health competencies through the Council of Linkages, and; 5) The potentially evolving role of accreditation in public health education programs at the graduate and undergraduate levels.

Our first stage of change involved developing a draft vision, values, mission, goals and objectives. The second stage was the development of draft student competencies that are grounded in the ecological model and organized in ten domains. These competencies resulted from a synthesis and prioritization of CDC Public Health Prevention Service competencies, the Council on Linkages competencies, various competency sets referenced in the IOM report and the Graduate Standards for Health Education. In August and September (2003), these two draft documents were shared with students, graduates and community public health professionals to solicit their input and validation. Aided by that input we revised our curriculum at the course, student assessment and program requirement levels to ensure that the required courses and student experiences support and demonstrate the development of the competencies we have articulated. This process was completed by Spring 2004. Our new curriculum was submitted for approval to the ESU Curriculum Committee and the administration. Approval was granted in Fall 2004. Since then, our courses have undergone periodic fine tuning to remain current in the ever changing and evolving field of public health.

In addition to the new mission, goals and objectives for the program and the competencies that guide the curriculum, we created a new evaluation model. This model displays the links between the curriculum, course learning objective changes and the program level mission, goals and objectives. This model helped

us plan a process to revise our evaluation procedures and helped us assess the best measures for determining if we are meeting the objectives. Representing our program activities in this manner helps us embrace the idea that success in all areas is necessary for success in one. For example, faculty research and service enhances our program because it increases the effectiveness of the faculty teaching and increases their ability to link practice, teaching and research. Faculty research and service increase the capacity of our program to enhance regional public health. It also helps ensure that our program and curriculum will be a model for producing graduates able to meet the most current goals and gain important competencies for public health workforce development.

As we prepare for our next CEPH accreditation visit, our program continues to evolve, proactively responding to a variety of forces in play at the national level. Our program seeks to prepare its graduates for the challenges ahead in health care reform, the use of technology in community and population based health education, and addressing the goals and objectives of Health People 2020.

Our CEPH accredited MPH Program is now a 45-credit program. The transformed curriculum is described in this manual. Of these 45 credits, 42 are required coursework. These requirements provide training within “community health education”, and allow the opportunity for three credits of electives. Graduate students are encouraged to take additional electives in a variety of areas (i.e., HIV/AIDS; nutrition; grant writing; occupational health; etc) to establish additional content expertise.

<p style="text-align: center;">MPH PROGRAM LEVEL VISION, VALUES, MISSION, GOALS, OBJECTIVES AND STUDENT LEVEL COMPETENCY DOMAINS</p>

The recently revised Values, Mission, Goals, Objectives, and Competencies of our MPH Program are reviewed and approved by the Public Health Faculty Council at East Stroudsburg University.

MPH PROGRAM VISION

A future in which there is a demand for excellence in the practice of public health education and in which the ESU MPH Program is recognized as a center for excellence in the practice of public health education by collaborative partners in local, regional, national and international venues.

MPH PROGRAM VALUES

ESU's MPH program is guided by this core set of values. It is important for students, graduates and faculty members to:

- Maintain a commitment to social justice and the elimination of health disparities through research, service and instruction;
- Demonstrate a commitment to the growth of all members of our academic community;
- Demonstrate a respect for and awareness of our growing multicultural society;
- Demonstrate a commitment to preparedness;
- Be responsive to the changing requirements of global health;
- Work for the application and translation of research and theory into evidence-based public health practice;
- Exemplify the importance of professional public health education leadership;
- Serve the rural communities of Pennsylvania and the United States.

MPH PROGRAM MISSION

The mission of the graduate public health program in Community Health Education is to enhance the quality of human health through the practice of population-based public health education that is responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment.

MPH PROGRAM GOALS AND PROGRAM LEVEL OBJECTIVES

- A. *To provide leadership and service to enhance public health practice at the local, state, national and international levels.*
 1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
 2. Promote collaboration with a variety of public and private agencies in the rural areas of the Commonwealth and the surrounding region to meet current and future public health practice needs.
 3. Provide leadership to national, regional, and state public health and community health education professional organizations.

- B. *To develop an academic public health program that contributes to and helps train graduates to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.*

1. Accelerate a global research agenda through enhanced international collaboration and increased graduate student involvement in research.
2. Increase the opportunities for students to participate in and learn from faculty-directed, ecologically grounded community participatory research designed to inform public health decision-making.
3. Facilitate qualitative, quantitative and mixed-method faculty research in the area of their expertise.
4. Stimulate innovative, cross-cutting, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
5. Facilitate the publication and dissemination of faculty research in the area of their expertise.
6. Strengthen faculty, student and graduate capacity for conducting ethical research.
7. Facilitate graduate students' development of research-related competencies as listed in the MPH Program Competency list.

C. *To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.*

1. Hold regular meetings of the Continuing Education and Advisory Committee to determine needs for and plan activities to strengthen the public health workforce.
2. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building including preparedness needs.
3. Conduct continuing education programs that help meet the needs determined in the assessments and meetings described above.
4. Facilitate student collaboration with faculty to participate in community and continuing education.
5. Facilitate graduation of 8 students per year to strengthen public health education workforce.

D. *To prepare graduates who can demonstrate attainment of our MPH Program competencies.*

1. All graduates will demonstrate attainment in all domains of the program public health practice competencies.
2. All graduates will demonstrate their capacity to design, develop and conduct applied research that contributes to public health education practice.
3. All graduates will demonstrate their capacity to present research orally.
4. All graduates will demonstrate their public health education practice competency through successful completion of their oral examination and internship.
5. All graduates will demonstrate their attainment of public health practice competencies.
6. All students and graduates will report a favorable assessment of the value of each course.
7. Students and graduates will report favorably on all aspects of the program and the student support services.
8. All graduates who take the CHES and/or CPH exam(s) will pass.

9. Ratio of faculty to students will facilitate success.
10. Faculty will be trained in public health.
11. Faculty diversity will enhance efforts at disparity reduction.

E. *To prepare graduates who are self-motivated, work collaboratively, apply ethical principles to their work, exercise initiative, have critical thinking skills and develop into leaders in public health education.*

1. Maintain a diverse student body that expands the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Facilitate graduates to be employed at the level appropriate to their education and experience in a position that contributes to population-based public health.
4. Document that graduates report attainment of leadership outcomes on our regular surveys.
5. During their tenure in our MPH program all students will successfully participate in multiple group-level experiential or service learning activities.

THE COMPETENCIES OUR STUDENTS DEVELOP

The ten domain areas for our newly revised student competencies, reflective of the Council on Linkages public health competencies and the CDC Public Health Prevention Specialist competencies and Graduate Health Education Standards, are listed below. All of our required coursework and experiential learning activities are linked to these competencies through specific course/activity level learning objectives and assessments.

1. Analytic Assessment and Epidemiology
2. Basic Public Health Sciences and Research
3. Policy Development and Program Planning
4. Communication
5. Cultural Competency
6. Community Relations and Community Dimensions of Practice
7. Financial Planning and Management
8. Health Services Organization
9. Leadership and Professionalism
10. Emergency Preparedness

ESU MPH PROGRAM COMPETENCIES

PLEASE NOTE

*FROM THIS PAGE TO PAGE 10 THIS MANUAL INCLUDES
THE PUBLIC HEALTH PROGRAM COMPETENCIES IDENTIFIED IN
APPENDICES 9 AND 10*

Admission to MPH Program

Admission Standards

Due to our CEPH accreditation standards, we are only able to accept a maximum of about 25 students into the program each academic year. The admission standards stated below are the minimum requirements. Typically, a successful applicant has an undergraduate GPA of 3.3 and/or GRE scores that are 1,000 or higher.

All students meeting the current catalog requirements will be eligible for full admission with:

1. A Bachelor's degree from an accredited college or university;
2. An undergraduate minimum grade point average of 2.80 (4.00 basis) and a 3.00 in the area of specialization during the junior and senior years. Students who do not meet these standards or who have not completed a minimal undergraduate curriculum may be required to complete additional qualifying work prior to receiving "conditional acceptance";
3. GRE scores of 1,000 or higher.

Conditional admission will be granted if the candidate does not meet requirements for full admission. Continuation of graduate study is dependent upon completion of stated deficiencies.

The student must complete the following items in order to become a candidate for full standing admission:

1. Submit THREE verifiable letters of recommendation. There is no required format at this time. Our goal in receiving these letters is to learn about the writer's perception of your ability to be successful in graduate school, to learn of your commitment to public health issues and/or to learn of your successful work experiences (including skills you have displayed). These letters should be addressed to:

Dr. Steven Godin, MPH Program Director

Department of Health Studies

East Stroudsburg University

East Stroudsburg, PA 18301-2999

2. Submit GRE Scores, including the writing exam when it becomes available;
3. Student must provide proof of a successfully completed (within the last 5 years) an introductory computers class and an undergraduate statistics class prior to entering any computer or math-based classes such as HLTH 561: Epidemiology, HLTH 557: Computer Applications in Health Education, HLTH 563: Public Health Measurement Sciences/SPSS, or HLTH 570: Introduction to Research.

Additional Admission Concerns

The MPH Program faculty recommend that students have health-related work experience prior to entering the program. Without this experience it becomes more difficult to comprehend how the classes and projects fit together.

Our program has a history of accepting the majority (i.e., 80-90%) of the students in the Fall semester. Nonetheless, our sequencing of courses is designed in such a way as to allow smooth matriculation through the program should a student start in the Spring semester, or Summer session.

Checklist

Things to do each semester to facilitate a positive experience

as a student in the accredited MPH Program at ESU

- ___ Arrange an appointment every semester with the MPH academic advisor, Dr. Godin, to:
 1. discuss coursework;
 2. complete or review the Graduate College Plan of Study (to be submitted at the completion of 12 credits of coursework); and
 3. provide feedback about how the program is going for you.

- ___ Arrange to meet every semester with your student mentor. (See page 20 of manual).

- ___ Provide an updated email address and phone number to the MPH Program Director so that he can contact you if/when necessary (this can be emailed to him at: sgodin@po-box.esu.edu and will be put in your file).

- ___ Spend some time thinking about where or in what type of organization(s) you want to do your required internship and develop a possible full time OR part time internship time frame. Be sure to share your thoughts/plans with the MPH Coordinator for approval OR work with her to develop a strategy that will work best for you. Discuss this with your mentor for input into your decision process.

- ___ Spend time thinking about the publishable paper requirement. Early in the program you should begin thinking about an area of interest you might wish to pursue and decide on a faculty member with whom you might want to work (check the list of research interests of the faculty in the manual). If you have questions about this requirement, be sure to ask early and often! Schedule an advising session or send an email. Begin planning for this requirement 3 full semesters prior to your planned graduation date. Remember that the topic for your research/paper may come from your work for the Hlth 570: Intro to Research class.

- ___ Make sure you pick up updated Program and Internship Manuals on a regular basis - they are available in the Department of Health Studies office or from Dr. Godin.

_____ If you were “conditionally accepted to the MPH Program”, make sure that your GRE scores and the 3 letters of recommendation are in your file after you have taken your 12th credit in the program.

_____ Some students with prior training outside the health field report they do not have a good grasp of medical/disease terminology. If you would like references to help update your medical vocabulary, please ask the MPH Student Mentor or one of the faculty for help.

Public Health Faculty Council

FACULTY	RESEARCH INTERESTS	ROOM	PHONE (570) 422-
<hr/>			
Alberto Cardelle Professor of Health Studies; Chairperson	Health Policy and Health Services Administration; International Health Policy; Cross-Sectoral Health Delivery Systems; Minority Health; Role of Non-Profits in Health Service Delivery.	250	3401
BS- Tulane University, 1986			
MPH- Boston University, 1989			
PhD- University of Miami, 1999			
<hr/>			
Adenike Bitto Associate Professor of Health Studies	Epidemiology and Reproductive Health: Alcohol and Substance Abuse; Youth Risk Behaviors; Biostatistics and Computing Application in Preventive Medicine and Public Health.	221	3375
MBBS-University of Lbadan, Nigeria, 1977			
MPH- John Hopkins University, 1984			
DrPH- John Hopkins University, 1988			
Certified Health Education Specialist (CHES)			
<hr/>			
Steven Godin Professor of Health Studies; MPH Program Director	Internet/Technology Applications in Public Health & Prevention; Electronic Health Records; Disease Management and Health Behavior Change; Program Development and Evaluation of Community-Systems Level Interventions; Cancer Health Literacy; Social Media	241	3562
<hr/>			

FACULTY	RESEARCH INTERESTS	ROOM	PHONE (570) 422-
BA- California State University-Fullerton, 1980 MS- Illinois Institute of Technology, 1983 PhD- Illinois Institute of Technology, 1989 MPH- UMDNJ/Rutgers University, 1994 Public Health Informatics Post Graduate Certificate- University of Illinois, Chicago Circle, 2007	Based Prevention; and Social Marketing.		
<hr/> Amar Kanekar			
Assistant Professor of Health Studies			
MBBS- Mumbai University, India, 1998 MPH- Western Kentucky University, 2004 PhD- University of Cincinnati, 2009	Health Education; Infectious Diseases; Epidemiology; Global Health	214B	3748
Certified Health Education Specialist (CHES)			
Certified in Public Health (CPH)			
<hr/> Steven Shive			
Associate Professor of Health Studies			
BS- University of Scranton, 1985 MTS- Berkley Seminary, 1996 MA- Fordham University, 1996 MPH- East Stroudsburg University, 1997 PhD- Temple University, 2000	Adolescent Smoking Cessation Curriculum Development; Minority health; Health Behavior Theory & Interventions: Substance Abuse prevention & Intervention; Application of Social Marketing to Tobacco Control and Nutrition.	239	3330
Certified Health Education Specialist (CHES)			

FACULTY	RESEARCH INTERESTS	ROOM	PHONE (570) 422-
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Additional Department of Health Studies

Full-Time Permanent Faculty

FACULTY	RESEARCH INTERESTS	ROOM	PHONE (570) 422-
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Kelly Boyd, Ph.D., CHES Ph.D., Southern Illinois University, 2005 Assistant Professor	College health risk behavior, school safety and violence prevention, program accreditation and teacher efficacy.	242	3560
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Christine Brecht, RD, MPH, CHES MPH, University of Michigan Instructor	Nutrition Education; Worksite Wellness; Nutrition behavior consulting	247	3457
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Kathleen Hillman, Ph.D., MPH, CHES Ph.D., University of Toledo Professor Graduate Coordinator	Adolescent Health Issues; Therapeutic Use of Humor; Creativity, Technology and Teaching Methods; Self-Esteem; Violent Behavior	245	3727
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FACULTY	RESEARCH INTERESTS	ROOM	PHONE (570) 422-
Mary Jane O'Merle, M.S. MS., East Stroudsburg University, 1975 Instructor	Student teaching supervision; Health Education methods	248	3674
Kimberly Razzano, Ph.D., MPH, CHES Ph.D., Marywood University Assistant Professor	Sexuality Education, Adolescent Sexuality Issues, Assessment Development, Teaching Methods, Teacher Education Preparation Programs	248	3693

Department of Health Studies Support Staff

Selena Hines Department Secretary	DeNike 249	Phone: 570-422-3702 Fax: 570-422-3835
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Department of Health Studies Email Addresses

Dr. Alberto Cardelle, Chair*	-- acardelle@po-box.esu.edu
Dr. Adenike Bitto *	-- abitto@po-box.esu.edu
Dr. Kelly Boyd	-- kboyd@po-box.esu.edu
Prof. Christina Brecht *	-- cbrecht@po-box.esu.edu
Dr. Steven Godin, MPH Program Director *	-- sgodin@po-box.esu.edu
Dr. Kathy Hillman *	-- khillman@po-box.esu.edu
Dr. Amar Kanekar *	-- akanekar@po-box.esu.edu
Prof. Mary Jane O'Merle	-- momerle@po-box.esu.edu
Dr. Kimberly Razzano	-- krazzano@po-box.esu.edu

Dr. Steven Shive *

-- sshive@po-box.esu.edu

Ms. Selena Hines, Departmental Secretary

-- shines@po-box.esu.edu

**The Public Health Faculty Council was created in Spring 2000 because of a need for greater program governance articulated by CEPH.*

Master of Public Health

Community Health Education

REVISED FALL 2005

REQUIRED COURSES:

		<i>Credits</i>
HLTH 509	Skills for Applied Community Health Practice	2
HLTH 537	Community Health Practice for Health Educators	3
HLTH 538	Public Health Administration	3
HLTH 553	Health Ethics, Policy and Law	3
HLTH 555	Health Education Evaluation	3
HLTH 557	Computer Applications in Health Education	3
HLTH 560	Scientific Foundations of Health Behavior	3
HLTH 561	Epidemiology	3
HLTH 562	The Physical Environment & Community Health	3
HLTH 563	Public Health Measurement Sciences/SPSS	3
HLTH 570	Introduction to Research	3
HLTH 571	Health Research Problem (see Publishable Paper requirement, pgs. 21-25)	3
HLTH 581	Public Health Seminar	1
HLTH 586	Field Experience and Internship	6
<i>Total Credits of Required Courses</i>		42

DEPARTMENT OF HEALTH STUDIES ELECTIVES (Take ≥ 3 Credits):

		<i>Credits</i>
HLTH 505	Non-Medical Healing Arts	1
HLTH 506	Analysis of Health Information	1

DEPARTMENT OF HEALTH STUDIES ELECTIVES (Take ≥ 3 Credits):		<i>Credits</i>
HLTH 507	Trends in Dieting	1
HLTH 508	Women's Health Concerns	3
HLTH 530	Nutrition Across Life Span	3
HLTH 531	Instructor Training in Classroom Emergency Care	3
HLTH 532	Death and Dying Education	3
HLTH 533	Alcohol, Drugs, and Narcotics Education	3
HLTH 534	Sex Education in Schools	3
HLTH 542	HIV/AIDS Prevention and Education	3
HLTH 544	Health Promotion Programs and Aging	3
HLTH 551	Health Resources and Services Planning and Management	3
HLTH 552	Health Budgeting and Fiscal Management	3
HLTH 565	Occupational Health Education and Promotion	3
HLTH 572	Thesis	3
HLTH 577	Independent Study in Health Education	1-3
Total Credits of Health Education Electives		3
MINIMUM TOTAL FOR MPH IN COMMUNITY HEALTH EDUCATION		45

PUBLIC HEALTH CERTIFICATE AT THE DIXON UNIVERSITY CENTER IN HARRISBURG

This certificate is an 18-credit program that provides training in the core public health content areas, which form part of ESU's accredited MPH program. The program is designed for professionals with a minimum of a bachelor's degree who wish to gain an educational foundation in public health.

The certificate content areas include: scientific foundations of public health; public health administration; applied statistical skills used in public health practice; environmental health; and a 150-hour fieldwork experience where students work on a special project at their worksite under the supervision and mentorship of an ESU faculty member. Courses are taught online or on weekends at the Dixon University Center in Harrisburg, PA.

Courses begin every fall, spring & summer term.

Hands-On Training

The certificate program at ESU culminates with a three-credit fieldwork experience where students select a specific project at their worksite to apply public health core content. This experience is designed to reinforce hands-on public health practice skills under the supervision of ESU faculty. Students may wish to employ their research/ statistical skills, epidemiology skills, public health administration skills, and/or public health theory and population-based practice to a particular problem area where the outcome of their work can lead to enhancing the quality of human health to residents of Pennsylvania. As a result of the fieldwork experience students may author a professional conference paper or a manuscript for publication.

Certificate Program Mission

The mission of ESU's Certificate Program is to provide working professionals with a foundation in public health. The certificate program targets Pennsylvania Bachelor's level employees working in public health and/or public welfare who do not have formal educational training in public health. This certificate provides core public health content for those working to enhance the quality of human health through the practice of population-based public health interventions that are responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment.

Our Program Goals

To provide a distance education, weekend instructional program that enhances public health education practice and strengthens the capacity of the existing Pennsylvania public health and public welfare workforce. To provide a foundation in public health content to those who are self-motivated, work collaboratively, apply ethical principles to their work, exercise initiative, have critical thinking skills and wish to further expand their leadership in public health services.

PUBLIC HEALTH CERTIFICATE COURSES

HLTH 538 Public Health Administration

This course is designed to provide the student with a comprehensive background in public health legislation, organization, and programming. Emphasis is placed on the dynamic nature of

public health within the total physical, social, economic and political context. (3 credits)
Summer.

HLTH 560 Scientific Foundations of Health Behavior

This course is designed to familiarize students with the health sciences related to health education and promotion, and to provide experiences in the use of the literature related to the health sciences. The primary focus of the course is on human behavior as it influences health and is influenced by health education and promotion programs.
(3 credits) Spring/Summer.

HLTH 561 Epidemiology

This course is a study of the principles and methods of epidemiological investigations for human health problems. The incidence and prevalence of both infectious and non-infectious health problems are covered. Emphasis of this course is on student application of the principles of epidemiology.
(3 credits) Summer/Fall.

HLTH 562 The Physical Environment and Community Health

This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are: solid waste, housing, water, air, accidents, good sanitation, overpopulation, and global concerns.
(3 credits) Spring.

HLTH 563 Public Health Measurement Sciences

This purpose of this course is to develop applied statistical skills commonly used in public health measurement science. Students will develop statistical literacy, including the use of SPSS to solve research questions and hypotheses testing commonly found in public health practice and public health administration.
(3 credits) Summer/Fall.

HLTH 586 Field Experience

This course provides an opportunity for the student to apply course content to a specific project at the worksite under the supervision of a faculty member. (3 credits)
Spring/Summer/Fall.

For more information please contact the Public Health Certificate Program Director:

Steven Godin, Ph.D., MPH, PHI Certificate

Telephone: 570-422-3562

Fax: 570-422-3848

E-mail: sgodin@po-box.esu.edu

Registration Procedures:

Simply fill out an off-campus registration form and mail or fax back to the address below. Please direct any questions concerning registration materials or course scheduling to:

Office of Extended Learning/Professional Continuing Education

East Stroudsburg University

200 Prospect Street

East Stroudsburg, PA 18301

FAX: 570-422-2874

PHONE: 570-422-2872

Public Health Student

Mentor Program

Upon entering the program you will be given the opportunity to have a public health “second year student mentor” assigned to you. The mentor will be helpful in providing resources information as well as information about the surrounding geographic area.

Be sure to request a mentor!

Public Health

Professional Associations/Societies

Public health graduate students can benefit greatly by joining public health professional associations as a student member. You can receive journals, newsletters, conference information and opportunities to become more involved in the profession. Membership information is available online:

<i>American Public Health Association (APHA)</i>	www.apha.org
<i>Society for Public Health Education (SOPHE)</i>	www.sophe.org
<i>Pennsylvania Public Health Association (PPHA)</i>	www.ppha.org
<i>Pennsylvania SOPHE (PA-SOPHE)</i>	www.pasophe.org

Post Degree CHES Credentialing and/or CPH Board Certification Process

CHES = Certified Health Education Specialist

CPH= Certificate in Public Health

For more information on how to become “CHES” Certified go to: www.NCHEC.org or call (888) 673-5445; For more information on how to become board certified as a CPH, go to: www.publichealthexam.org or call 866-514-7560.

GUIDELINES FOR PUBLISHABLE QUALITY PAPER:

It is the goal of this publishable paper requirement to enhance students' critical thinking and problem solving skills while they plan, develop and carry out all the facets of completing this paper. Therefore, successful completion requires the student to be self-motivated. You must exercise initiative and develop exceptional organizational and communication skills to be successful. You must work to complete this paper within the context of your coursework, your life and the busy schedules faculty members. Your success is your responsibility and our goal.

1. All students entering the MPH program must author and present a publishable quality paper to the department faculty and students in an open seminar (prior to graduation from the program). The publishable paper typically requires up to ONE year to complete. Most students complete the publishable paper in nine months. **PLEASE START EARLY SO YOUR GRADUATION IS NOT DELAYED.**
2. All students required to write the publishable paper will be chaired by a faculty member who has established/demonstrated expertise in the chosen area of research/innovation. This expertise is demonstrated by the types of current research, externally funded grants, presentations and publications the faculty member has conducted or developed in the area of interest. Faculty vitas will be available on request.
3. Prior to beginning the publishable paper, students will need to present their proposed publishable paper topic to at least two department faculty members for **formal approval** at a “publishable paper proposal meeting”. Students will have a faculty member chair their paper and the second faculty member will serve as a second reader.

4. Faculty supervision is provided for two semesters, or more as needed. Students will register for 3 credits broken up between two semesters (HLTH 571: Research Problem). Students will register for 1 credit the first semester and 2 credits the second semester. A final grade will not be given until the paper is successfully presented to the faculty and students within the Department of Health Studies. The student is expected to complete this paper in two semesters. An extension past two semesters may require registering for additional Hlth 571 credits. If you decide to change faculty member chair, additional Hlth 571 credits may be required. Faculty availability in the summer needs to be pre-negotiated.
5. When the student presents his/her publishable quality paper to the faculty, the faculty will vote using the following criteria: a) Pass; b) Pass with Revisions; and c) Fail. Successful completion occurs when the minimum of three faculty vote a) above. If faculty vote “b)”, revisions will be needed to the satisfaction of the paper chair, and second reader before a pass is provided. In the event of a Fail, the student, at worst, may be required to start the process of the publishable quality paper from the beginning.
6. Prior to registering for the 3 credits of supervision, the faculty member and the student will develop a contract for expectations/activities and time frames for completion of the activities. This document, developed in the form of a matrix (see sample, page 13), should indicate all activities required to develop, implement and complete the research/innovative activity, the individual responsible and time frames for the responsibility. Development of this matrix will be the responsibility of the student but will be completed in consultation with (and be approved by) the faculty supervisor.
7. The Institutional Review Board (IRB) of East Stroudsburg University must approve all research or data collection activities prior to beginning any data collection processes. Completing the application is the responsibility of the student. While the student may write the IRB submission in consult with their faculty advisor, **it is required that the faculty advisor submit the IRB proposal.** Please note that the IRB does not meet during the summer months. Failure to adhere to completing IRB approval and collecting data without IRB approval is unethical and will result in immediate termination of the research study, and disciplinary action (i.e., potentially ranging from suspension for one semester to termination from the program). Timelines for completion of this IRB application are available at Faculty Development & Research section of the ESU website.
8. The criteria used to evaluate the final paper will include the following:
 - a. Paper must be developed and written within the guidelines of a refereed scholarly journal appropriate for the topic of the research/innovation. The journal must be a journal that is nationally respected and recognized by public health practitioners. Examples of such journals include: HEALTH PROMOTION PRACTICE, HEALTH EDUCATION AND BEHAVIOR or AMERICAN JOURNAL OF PUBLIC HEALTH. There are many public health and health education journals to choose from.
 - b. The faculty member supervising the activity must approve journal guidelines in advance. Though some guidelines require a less lengthy paper, the publishable paper must be a thorough review of the work and should be a minimum of 25 pages. Editing following approval of the paper can reduce it to the required length for submission to the targeted journal.

- c. Research methods and approved topics for papers must be accepted by the supervising faculty member prior to registering for Health Research Problem (HLTH 571). Students enrolled in an internship out of the area must complete all local data collection prior to enrolling in the internship.
 - d. The faculty attending the oral presentation must approve the completed paper. Questions asked by the attendees at the presentation, when specified, must be addressed by the student in the final draft of the paper.
 - e. The completed paper must be submitted to the Public Health Coordinator after approval by the supervising faculty mentor.

9. The faculty member's responsibility include:
 - a. Being available for the student to schedule appointments, in a timely manner, to facilitate meeting the time frames for the activities described in the student/faculty agreement. The dates of and length of appointments should be clarified in the matrix.
 - b. Being willing to work with the student prior to and after the semester in which the student registers for the 3 credits for HLTH 571. The paper process should be completed in two semesters.
 - c. Working with the student to develop the matrix described above.
 - d. Working with the student to provide guidance on each aspect of the research including the format for the IRB approval and then presentation to the faculty.

10. If there are misunderstandings or issues that surface during the research or the development of the paper that either the faculty member or student feels unable to resolve, the faculty member or the student should contact the Public Health Program Director, as a first step, for advice on how to develop a process to resolve the issue. The student or faculty member may also contact the Department Chair for additional consult and problem solving.

TASK	PERSON WITH PRIMARY	RECOMMENDED TIME FRAME FOR	(NEGOTIATED)	ACTUAL DATE TASK
------	------------------------	-------------------------------	--------------	---------------------

Paper Chair Signature of Approval: _____

Second Faculty Reader Approval: _____

	RESPONSIBILITY	COMPLETION	TIMEFRAME FOR COMPLETION	COMPLETED
1. Develop outline of research paper using approved guidelines	Student	12-15 months prior to completion		
2. Approved outline	Professor	Within 1 week after submission to faculty		
3. Publishable Paper Proposal Meeting Approvals	Professor/Faculty as 2 nd Reader	10-12 months prior to completion		
4. Develop IRB Application*	Student	6-12 months prior to completion		
5. Approve IRB Application prior to submission to the IRB Committee	Professor	6-12 months prior to completion		
6. After IRB approval, develop data collection process	Student			
7. Approve data collection process	Professor	Within 1 week after submission to faculty		
8. Report to professor about ongoing data collection process	Student	Weekly to Bi-Weekly		
9. Concurrent with steps 6-8, finalize first three chapters of publishable paper	Student	3 Months Prior to Graduation		
10. Approve first three chapters	Professor	Within 1 week after submission to faculty		
11. Code and enter data for analysis	Student	At Least 2 Months Prior to Graduation		
12. Analyze data to answer study hypothesis	Student	Two Months Prior to Graduation		
13. Develop Power point presentation	Student	At Least One Month Prior to Graduation		
14. Obtain approvals to present publishable paper to faculty	Student/Professor/ 2 nd Reader	One Month Prior to Presentation Date		
15. Present publishable paper to faculty and students; Faculty Vote	Student/Faculty	On Scheduled Presentation Day		
16. Submission of final draft of publishable paper;	Student/Professor/	Prior to Last Day of		

Faculty Approvals	2 nd Reader	Semester Term		
-------------------	------------------------	---------------	--	--

* The IRB Committee at ESU meets during 3rd week of the month in Sept; Oct; Nov; Jan; Feb; March; April, and once during the summer. Please visit the ESU website to determine IRB deadlines.

Suggested Course Sequence for MPH Students

The following sequence for taking required courses in the pursuit of a degree is suggested. The required courses for the MPH program are offered at least once a year with each year's cycle beginning in the fall semester. The student is responsible for planning to take the courses according to their individual plan of study. Since the time interval for the completion of a degree is variable, the sequence is offered to assist the student in the individualized planning process according to three levels of courses - beginning, middle and end of program.

Early Courses:

HLTH 538	Public Health Administration
HLTH 560	Scientific Foundations of Health Behavior
HLTH 562	The Physical Environment and Community Health
HLTH 563	Public Health Measurement Sciences/SPSS (Prerequisite is MATH 502 <u>if</u> you do not have a background of statistics)
HLTH 509	Skills for Applied Community Health Practice
HLTH 557	Computer Applications in Health Education

Middle Courses:

HLTH 553	Health Ethics, Policy and Law
HLTH 561	Epidemiology
HLTH 570	Introduction to Research (Statistics required)
HLTH 571	Health Research Problem (Publishable paper)

End Courses:

HLTH 537	Community Health Practice for Health Educators
HLTH 555	Health Education Evaluation

HLTH 581	Public Health Seminar
HLTH 586	Internship/Field Experience for MPH Students

Additional elective courses offered by the Department of Health Studies should be scheduled according to a student's special need and interest.

The future rotation of the courses is presented later in this manual under the title, "Tentative Graduate Course Rotation" to further assist the student in planning. Though we try to honor this rotation, it is not always possible. Please discuss your Plan of Study with your advisor regularly to keep abreast of any changes.

Graduate School Plan of Study

A Graduate School Plan of Study should be completed by the student relatively early in the degree program (at the completion of between 12 and 18 credits). The plan of study is approved by the MPH Program Director and the Graduate College Dean. The approved plan must be completed within the six year limitation required by the graduate school.

Transfer Credits (Maximum of 6 credits):

All transfer credits must be indicated on the student's Plan of Study. Students should consult their advisors before taking work for transfer. Students must have official transcripts, showing all credits they wish to transfer sent from the institution where the courses were taken to the Graduate School office. The official transcripts must be received in the Graduate School office before Degree Candidacy can be approved.

Revision of Plan of Study (Amendment):

When it appears desirable to make a change in the Plan of Study, it should be recorded and approved in the same process as used for the original plan. Forms are available in this Manual for initiating and processing a change in the plan. If major changes are necessary, a new Plan of Study may be submitted. These changes must be approved and signed by the MPH Program Coordinator.

Course Rotation

The required courses for the MPH program are offered at least once a year with each year's cycle beginning in the Fall. The cycle is altered each year to accommodate the different student populations: evening students, full time students and summer students. These alterations in the cycle may result in courses not being scheduled for several semesters. However, several required courses are offered at a regular time each year, i.e. Scientific Foundations (HLTH 560) is offered every Fall. Applied Statistics (MATH 502) is offered every Fall. Epidemiology (HLTH 561) is offered every Spring and Physical Environment and Community Health (HLTH 562) is offered every Fall.

Part time students should be aware of the rotation so they do not experience unnecessary delays in completing their program. Full time students need to recognize that the program is designed for Fall admission. The MPH program can be completed in four semesters by a full time student entering in the fall.

Department of Health Studies

MPH GRADUATE PROGRAM

Tentative Graduate Course Rotation (2011-2013)

(Note: Not all courses may be offered during the semester and/or additional courses may be offered)

Fall, 2011

* = required

Women's Health Concerns	HLTH 508
Skills for Applied Community Health Practice*	HLTH 509
Sex Education in the Schools	HLTH 534
Community Health Practice for Health Educators*	HLTH 537
Public Health Administration*	HLTH 538
Scientific Foundations of Health Behavior*	HLTH 560
The Physical Environment and Community Health*	HLTH 562
Public Health Measurement Science/SPSS*	HLTH 563
Public Health Seminar*	HLTH 581
Health Research Problem (1 to 3 credits)*	HLTH 571
Field Work Internship (1 to 6 credits; max of 9 credits)*	HLTH 586

Spring, 2012

* = required

Nutrition Across the Life Span	HLTH 530
HIV and AIDS Education and Prevention	HLTH 542
Health Ethics, Policy and Law*	HLTH 553
Health Education Evaluation*	HLTH 555
Scientific Foundations of Health Behavior*	HLTH 560 (Distance Ed)
Epidemiology*	HLTH 561
Computer Applications in Health Education*	HLTH 557
Introduction to Research*	HLTH 570
Health Research Problem (1 to 3 credits)*	HLTH 571
Field Work Internship (1 to 6 credits; max of 9 credits)*	HLTH 586

Summer, 2012

* = required

Non-Medical Healing Arts (1 credit)	HLTH 505 Pre
Analysis of Health Information (1 credit)	HLTH 506 Pre
Trends in Dieting (1 credit)	HLTH 507 Pre
Skills for Applied Community Health Practice*	HLTH 509 Pre
Alcohol, Drug, and Narcotics Education	HLTH 533
Public Health Administration*	HLTH 538 Pre-Main (Distance Ed)
The Physical Environment and Community Health*	HLTH 562 Main (Distance Ed)
Public Health Measurement Science/SPSS*	HLTH 563
Introduction to Research*	HLTH 570 Main
Global Public Health (Offered in the Dominican Republic)	HLTH 573 Pre-Main (Off Campus)

Public Health Seminar*

HLTH 581 Post

Fall, 2012

* = required

Women's Health Concerns	HLTH 508
Skills for Applied Community Health Practice*	HLTH 509
Community Health Practice*	HLTH 537
Public Health Administration*	HLTH 538
Scientific Foundations of Health Behavior*	HLTH 560
Epidemiology*	HLTH 561 (Distance Ed)
The Physical Environment and Community Health*	HLTH 562
Public Health Measurement Science/SPSS*	HLTH 563
Public Health Seminar*	HLTH 581
Health Research Problem (1 to 3 credits)*	HLTH 571
Field Work Internship (1 to 6 credits; max of 9 credits)*	HLTH 586

Spring, 2013

* = required

Nutrition Across the Life Span	HLTH 530
Alcohol, Drug, and Narcotics Education	HLTH 533
HIV and AIDS Education and Prevention	HLTH 542
Health Ethics, Policy and Law*	HLTH 553
Health Education Evaluation*	HLTH 555
Computer Applications in Health Education*	HLTH 557
Scientific Foundations of Health Behavior*	HLTH 560 (Distance Ed)
Epidemiology*	HLTH 561
Introduction to Research*	HLTH 570
Health Research Problem (1 to 3 credits)	HLTH 571
Field Work Internship (1 to 6 credits; max of 9 credits)	HLTH 586

Summer, 2013

* = required

Non-Medical Healing Arts (1 credit)	HLTH 505 Pre
Analysis of Health Information (1 credit)	HLTH 506 Pre
Trends in Dieting (1 credit)	HLTH 507 Pre
Skills for Applied Community Health Practice*	HLTH 509 Pre
Instructor Training for Classroom Emergency Care	HLTH 531
Alcohol, Drug, and Narcotics Education	HLTH 533
Public Health Administration*	HLTH 538 Pre/Main (Distance Ed)
Computer Applications in Health Education*	HLTH 557 Main
Scientific Foundations of Health Behavior*	HLTH 560 Main
Epidemiology*	HLTH 561 Main
Public Health Measurement Science/SPSS*	HLTH 563 (Distance Ed)
Occupational Health Education and Promotion	HLTH 565 Post
Global Public Health (Offered in the Dominican Republic)	HLTH 573 Pre (Off Campus)
Public Health Seminar*	HLTH 581 Post
Health Research Problem (1 to 3 credits)*	HLTH 571 All

Field Work Internship (1 to 6 credits; max of 9 credits)*	HLTH 586 All
Health Research Problem (1 to 3 credits)*	HLTH 571 All
Field Work Internship (1 to 6 credits; max of 9 credits)*	HLTH 586 All

Department of Health Studies PLANNED COURSEWORK for the MPH Degree

(To be completed during the first 4 weeks of enrollment in the program).

Name: _____ Phone: () _____

Email: _____

Address: _____

Street City State Zip

MPH STUDENT START DATE: YR/Semester: ____/____ PROJECTED COMPELTION DATE: YR/Semester: ____/____			Enrollment Status: F/T <input type="checkbox"/> P/T <input type="checkbox"/>	KEY: F= FALL S= SPRING SU= SUMMER
Dept/ Course#	REQUIREMENTS Course Title	Cr. Hrs	YR/Semester Planned	YR/Semester Taken
HLTH 509	Skills for Applied Comm Hlth Prac	2		
HLTH 537	Community Hlth Prac for Hlth Educators	3		
HLTH 538	Public Health Administration	3		
HLTH 553	Health Ethics, Policy and Law	3		
HLTH 555	Health Education Evaluation	3		
HLTH 557	Computer Applications for Hlth Ed.	3		

HLTH 560	Scientific Foundations	3				
HLTH 561	Epidemiology	3				
HLTH 562	Physical Environment & Community	3				
HLTH 563	Public Hlth Measurement Science	3				
HLTH 570	Introduction to Research	3				
HLTH 571	Health Education Research Problem	3				
HLTH 581	Public Health Seminar	1				
HLTH 586	Field Experience and Internship	6				
	TOTAL REQUIRED COURSES	42				
Dept/ Course#	ELECTIVES	Cr. Hrs				
	Course Title					
	TOTAL REQUIRED ELECTIVES	3				
	MINIMUM TOTAL FOR MPH DEGREE	45				
School/Cr#	GRADUATE COURSE TRANSFER CREDIT	Cr. Hrs	Student's Signature		Date	
	Course Title					
			Advisor's Signature		Date	
			Last Updated		Date	

For Office Use Only: _____

Revised 1/2011

NOTE REGARDING COMPLETION OF MPH PLANNED COURSEWORK FORM

The purpose of the Planned Coursework Form is to ensure that MPH students are taking coursework in an appropriate sequence, and to help faculty plan and ensure that courses offered during a particular semester have sufficient enrollment. Thus, these forms are critical for helping faculty and administration plan so that course enrollments are high enough for courses to be offered, which in turn helps students meet their graduation plans.

Upon entry into the program, new MPH students will be given a template demonstrating how to properly complete the Department of Health Studies Planned Coursework Form. Once new students have been assigned a student mentor within the MPH Program, mentors will contact new students and arrange a meeting. New students are advised to complete the Planned Coursework Form to the best of their abilities, and consult their student mentors with any questions they might have during this meeting.

Once complete, Planned Coursework Forms will be on file in the Department of Health Studies. If circumstances change and require a student to significantly deviate from their Planned Coursework Form, a new form should be requested, completed, and submitted.



**EAST STROUDSBURG
UNIVERSITY**
of Pennsylvania

200 Prospect Street
Zimbar-Liljenstein, Rm 154
East Stroudsburg, PA 18301-2999
(570) 422-3536 toll-free (866) 837-6130
Email: grad@po-box.esu.edu

Graduate College

Plan of Study and Application for Candidacy for Master's Degree

ESU Graduate College - Our mission is your future!

The Graduate College core values include...

Excellence Innovation Leadership Critical Thinking Integrity

Requirements for Plan of Study and Application for Candidacy

1. All Graduate students who have been admitted as “Admission, Pre-Candidacy (Full)” are expected to complete a Plan of Study no later than the semester they are enrolled in their 12th credit hour of graduate coursework.
2. Approval of the Plan of Study constitutes Admission to Candidacy to the master's degree and academic major, and is what establishes the requirements for graduation. Specifically, the Plan of Study delineates the coursework, examinations, and research required for graduation.
3. All requirements identified in the Plan of Study must be fulfilled for conferral of the degree.

Process

1. Meet with your graduate advisor or degree program graduate coordinator, as assigned by your academic department, to discuss your Plan of Study for your degree and major program within the first 6-9 credit hours of your matriculation.
2. Complete the Plan of Study form accurately and neatly. **It is the responsibility of the student** to assure the accuracy of all information on the Plan of Study consistent with the requirements for the degree program as outlined in the Graduate Catalog in effect the semester of enrollment.
3. Submit your Plan of Study, with any required or supporting documents, for faculty and administrative approval and signature, as designated on the form (see Section IV). The Graduate College receives the signed copies for final approval by the Graduate Dean.
4. Once approved by the Graduate Dean, the Graduate College will mail the approved copy of your Plan of Study to you and the Graduate Coordinator of your program. File your copy in a secure place and be sure to adhere to the approved program as you progress through your degree program. As a reminder, all requirements identified on your approved Plan of Study must be completed to earn your revised Plan of Study or Plan of Study Change Addendum and approved by your Graduate Advisor, Graduate Coordinator, Department chair, and the Graduate Dean.

I. Applicant Information

LAST NAME

FIRST NAME

MIDDLE

FORMER NAME

MAILING ADDRESS

CITY

STATE

ZIP CODE + 4 DIGITS

HOME PHONE

PROFESSIONAL EMAIL ADDRESS

II. Program Information

1. Master's Degree: M.A. M.Ed. M.P.H. M.S.
2. Major (Academic Program): _____
3. Area of Concentration (if applicable): _____
4. Option: Thesis/Research Non-Thesis/Non-Research Other _____
5. Semester & Year of 1st Matriculation into Degree, Major, & Concentration/Option: _____
6. Catalog Year in Effect: _____ Projected Semester & Year of Graduation: _____
7. Coursework Requirements:
Credits in Major Courses
Credits in Concentration/Related Area
Credit Electives
Credits Transfer _____
Total # of Credits Required in Degree Program
8. Examination Requirements: Comprehensive Exam Oral Exam NA
9. Research Requirements: Thesis Research Problem NA

III. Applicant Signature

Signature below acknowledges responsibility of the student to adhere to the established academic policies, program requirements, and other procedures as stated in the Graduate Catalog in effect at the time of the matriculation in the program. Further, once approved, any changes to the program requirements must be delineated and fully approved in a Plan of Study Change Addendum. Finally, all requirements identified in the Plan of Study must be fulfilled for conferral of the degree.

Signature

Date

IV. Faculty and Administrative Approval

Signature designates approval of the applicant's Plan of Study and admission to candidacy for the stated graduate degree and academic major.

Graduate Advisor *Date*

Department Chair *Date*

Graduate Coordinator *Date*

Graduate Dean *Date*

MPH Oral Examination

Requirements:

The MPH program requires that graduate students take an oral examination in the last semester of their degree program. Students will receive a “pass”, “pass with remediation”, or “fail” assessment at completion of the oral exam. Re-examination of a candidate following an unsatisfactory oral examination is at the discretion of the examining committee and will be conducted at a time and under such circumstances as the committee determines appropriate. If a student fails the oral exam a second time, the student may petition the Department of Health Studies for permission to take the exam a third time.

The oral examination is scheduled for the candidate by the MPH Program Director. The student must make a written request for the oral exam to be scheduled. All oral examinations must be requested by the 10th week of the fall/spring semester or 3rd week of the summer session in which the student plans to complete the exam to allow enough time for faculty to reserve a time slot for the oral exam. The oral must be completed prior to the candidate's commencement exercises.

Oral examinations may not be scheduled until the final semester of study. Exceptions can be made for students to complete their MPH oral exam prior to completing internships that are beyond a 100 mile radius of the ESU campus.

Guidance Regarding the MPH

Comprehensive Oral Exam

Purpose:

The MPH Oral Exam is a one hour examination normally administered by three Department of Health Studies faculty. Students are expected to be able to: 1) demonstrate competence across the required curriculum; 2) synthesize and integrate course competencies and concepts; and 3) apply course concepts and competencies to settings in which the students have worked or are likely to work. Students will normally be asked to describe their previous work, internships, and projects. Students will then be asked questions within the context of these experiences or likely areas of future work. Students will also be asked exit interview questions which will not be graded. These questions will be asked after the candidate has been informed that he/she has passed the oral exam.

Grades for Oral Exams:

Each student will be given a grade for the oral exam immediately following the exam and a brief faculty conference on the students' performance. The possible grades and the outcomes are as follows:

Pass - Graduate College will be notified that the student has successfully completed this requirement for award of the MPH degree.

Pass with Remediation- In this situation, the student performed satisfactory on most questions asked within the exam. The student will be informed that a certain question or questions were answered in an unsatisfactory manner, and he/she will be asked to remediate those questions by submitting a written document (i.e., 5-10 single spaced typed pages; 12 pt font; 1" margins) answering question(s) provided by the committee. The remediation will be submitted to the Oral Exam Committee for review, and final approval. If the remediation is acceptable, the Graduate College will be notified that the student has successfully completed this requirement for award of the MPH degree.

Fail - The student did not perform in an acceptable manner. The student will be required to scheduled another MPH Oral Exam. Feedback will be provided to the student on areas of improvement for the next oral exam. Award of the MPH degree is delayed until the student successfully completes the MPH Oral Exam. Should a student fail the exam twice, he/she must formally request in writing that a 3rd exam be allowed to be taken. No degrees are awarded until the student completes this comprehensive MPH Oral Exam.

Examples of questions: (answers should be grounded in your previous work, internship or future work experiences):

1. Identify and explain **theories** that were applied or could have been applied in specific health education or public health situations (situations will be specified by faculty and will be based on the students' individual learning, internship or work experiences described during the introduction).
2. Give examples of how three dominant **theories** have influenced public health education **planning, implementation, evaluation and/or research** in your work or internship setting.
3. Explain how a dominant public health education **planning model** is used or could be used in your work, project, or internship.
4. Define and explain how **process and outcome evaluation** are applied or might have been applied to specific circumstances (to be selected by faculty) in your work site, project or internship.
5. Describe how a **community assessment** approach was (or could have been) used in your work site, project or internship.
6. Provide examples of how **epidemiological principles** were or could have been applied in public health interventions at your work site or internship setting.
7. Describe how a public health education intervention (intervention may be identified by faculty from student experience or career goals) might have been enhanced with the application of specific approaches to facilitating **community collaboration, empowerment or participation**.
8. Discuss the application of various **research methods** to public health education assessment, evaluation or program improvement. Pick one quantitative design and one qualitative design.
9. Identify and describe how the **administrative and policy** context of the US health system facilitate and/or hinder the implementation of health education or public health interventions.
10. Identify the public health **interventions** that you have been involved with that you think were most effective and explain why you think they were effective.
11. How have you used specific **statistical** software to manage, analyze and present data? Give examples.
12. Describe and apply the **socio-ecological model** of public health and how the factors associated with the model have impacted the health of the people you have interacted with through your work, a project, or your internship.
13. Explain how an ethical theory or tradition in health care or public health applies to a modern public health issue that you have encountered or are likely to encounter.
14. Explain how a legal doctrine or tradition in health law applies to a modern public health issue that you have encountered or are likely to encounter.

Modified 2011

GRADUATE THESIS GUIDELINES
(NOT REQUIRED FOR PUBLISHABLE PAPER)

(HLTH 572 ONLY)

All students in MPH degree program may negotiate with the PHFC to complete a master's level thesis instead of a publishable paper. Students may choose their preferred research chair from the Department of Health Studies Faculty providing the selected faculty member agrees. The problem/thesis committee (two additional faculty members) may also be selected by the student providing there is agreement by those faculty members.

ESU Graduate School Thesis Guidelines

The following guidelines are for all theses. Copies will be returned to you for corrections if errors or flaws are found.

1. Contact your individual Department Graduate Coordinator for different/additional guidelines that may be required.
2. Pages of the thesis must be clearly printed on one side of white 8½" by 11" paper.
3. Use the following margins: 1" top, bottom & right 1½" left for binding
 4. ALL PAPER MUST BE TWENTY POUND BOND WITH 25% RAG CONTENT. The paper can be purchased at a stationery store, or check with the printer you will be using.
 - 5a. If no other guide book is recommended by your department (see 5b), "The Thesis Writer's Handbook: A Complete One-Source Guide for Writers of Research Papers" is on reserve at the front desk of Kemp Library for further reference. If you wish to purchase your own copy, the authors are Joan I. Miller and Bruce J. Taylor; the publisher is Alcove Publishing Company of West Linn, Oregon.
 - 5b. BIOLOGY THESIS GUIDELINES are found in the following book: Council of Biology, editors, 1983 CBE Style Manual, 5th Edition, published by The Council of Biology Editors, Inc.
6. There should be no typos or white-outs.
7. There should be no smudges or extra marks on the paper, including no marks from the duplicator.
8. EACH signature page must have ORIGINAL SIGNATURES, not copies.

9. All pages must be facing the same direction, and must be numbered correctly without any missing pages (the abstract page is not numbered).
10. Use a high quality printer and duplicator. If in doubt, have a printed sample page approved by the Dean of the Graduate School. Our campus Multilith Department cannot print thesis.
11. Each copy of the thesis must be in an individual large envelope.
12. A summary shorter than the abstract must be taped to the outside of each envelope.
13. An abstract of between 200 and 400 words **MUST BE BOUND** at the **END** of each copy of the thesis. There are no page numbers on the abstract.
14. An extra copy of the summary and abstract should be included to keep on file at the Graduate School.
15. The attached Thesis Binding form must be submitted with the thesis.
16. Submit at least four copies of your thesis (2 for the library, 1 for the Advisor, and 1 for the Department) to the Graduate School Office **NO LATER THAN THE WEDNESDAY PRECEDING COMMENCEMENT**. The more time we have prior to Commencement to process your thesis, the sooner you will be notified if corrections are to be made.
 - Personal copies to be bound must be provided with the four required copies.
 - **EACH** copy must have been approved by the examining committee chairperson and must be of binding quality. Additional copies cannot be ordered at a later date.
 - Any theses not of binding quality will delay the sending of the diploma up to four weeks.
 - All copies are bound at the student's expense. Special permission must be secured from the Graduate School Dean to submit theses after the above deadline.
17. Binding checks are to be made payable to the **WERT BOOKBINDING COMPANY**. The current price per copy will be given when submitting theses.

Graduate

Internship Guidelines

(See MPH Internship Manual for more details)

1. Prerequisites include: department approval, a 3.25 Quality Point Average in coursework, and successful completion of all required MPH course work. The internship is a culminating experience, where the student applies content learned within the coursework to the applied setting.
2. The internship requires a minimum of 50 hours of fieldwork for every one credit of internship. The MPH program requirement is SIX credits of internship, or 300 hours of fieldwork. This requirement can be completed by interning F/T (35-40 hours per week) or P/T (i.e. 15-20 hours per week) until the total 300 hours are finished. See Section J regarding of Agency Responsibility). Students may request substitution of the 3-credit elective requirement with a 9-credit internship. With a 9-credit internship, the total number of hours is 450 hours (9 credits * 50 hours per credit).
3. The internship must be able to provide opportunities for the student to build both the competencies for Graduate Community Health Education and the emerging public health competencies (see pages 39-49).
4. It is recommended that students complete the degree requirements for a full-time internship in one to two semesters. Part-time internships can be arranged based on need, desire for specific experience or previous work experience.
5. An internship may be paid or non-paid.
6. All interns must have liability insurance. (See internship manual for format.)
7. Student must have an Agency Supervisor with a Masters Degree. This supervisor must be able to ensure student will gain required experience.
8. Students may accomplish their internship in agencies with established working relationships with the university or students may initiate contact with newly selected agencies. Students who initiate their own contacts must obtain prior approval by the MPH Coordinator. The internship location must be able to offer the intern opportunities for public health experiential learning. All students must obtain a signed affiliation agreement for use of facility as an internship site with the agency. (See internship manual.)
9. Attendance is mandatory. Students who cannot attend because of sickness are required to contact (by phone) their Faculty Supervisor and their Agency Supervisor.
10. The student shall plan to meet on campus or by phone with their Faculty Supervisor as advised. It is the student's responsibility to schedule the appointments with the Faculty Supervisor. This requirement may be waived by the Faculty Supervisor if the internship is being completed out of the area.

11. The student shall provide the Faculty Supervisor with a general schedule within 10 working days after the internship begins.
12. Students are responsible for submitting weekly reports of their specific internship activities and experiences to the Faculty Supervisor. The student will keep a daily log of their experiences, including a critique of those experiences and submit this weekly to the Faculty Supervisor.
13. The students will meet other requirements as described in the Internship Manual.
14. The student shall be responsible for designing, in cooperation with the Agency Supervisor, a "special project" to be conducted by the student.

MPH PROGRAMS

Internship Approval Timelines

	<u>Fall Internship</u>	<u>Spring Internship</u>	<u>Summer Internship</u>
Student begins search for internship site:	1 year in advance	1 year in advance	1 year in advance
Student request approval of Public Health Coordinator for dates of potential internship and location of internship by:	February 1 st of same year	September 15th of preceding year	December 1st of preceding year
Student reviews manual with Agency Coordinator and submits " <u>Application for Internship</u> " (P. 13 in Graduate Internship Manual) to Public Health Coordinator by:	March 1 st of same year	October 15th of preceding year	February 1st of same year
Student submits " <u>Agency Survey</u> " (Pgs. 23-24 in Graduate Internship Manual) form to Agency by:	March 15 th of same year	November 1st of preceding year	February 15th of same year
Agency returns " <u>Agency Survey</u> " (Pgs. 23-24 in Graduate Internship Manual) form by:	April 1 st of same year	November 15th of preceding year	March 1st of same year

MPH Coordinator approves internship by:	April 10 th of same year	November 20th of preceding year	April 1st of same year
Student registers for internship hours by:	April 15 th of same year	November 30th of preceding year	April 30th of same year
Student sends " <u>Affiliation Agreement</u> " (Pgs. 9-12 in Graduate Internship Manual) to Agency for signatures by:	April 30 th of same year	November 30th of preceding year	May 5th of same year
Agency returns signed " <u>Affiliation Agreement</u> " (Pgs. 9-12 in Graduate Internship Manual) by:	May 30 th of same year	December 15th of preceding year	May 20th of same year

Each student is responsible for securing their own internship site, providing their own transportation and housing, paying any and all required fees, and providing insurance required by ESU (see Graduate Internship Manual for details).

Special Circumstances for Internships

1. Sometimes a student is required to complete an internship which extends over more than one semester. In this case, the student must request approval for this modification by the dates required for the first semester in which the internship would begin.
2. Sometimes a student wishes to do an internship at more than one agency. In this case, we need an agency form and a Memorandum of Agreement from each agency on the dates required for internships in that specific semester.

Internship Waiver Policy

Community Health Education

Master of Public Health Program

Students who are currently employed in a public health position may be granted a partial waiver of the internship requirement upon request. Waivers will be based upon (1) the student's employment experience (2) A suitable academic experience to replace the internship such as an acceptable special project in which the student applies the principle of course work to an employment situation (3) The student's needs for academic and professional growth as determined by the Public Health Coordinator and the student.

Students who seek a waiver should submit a letter requesting a waiver to the Department Public Health Coordinator. Each of the above criteria must be addressed in the letter. Granting of the waiver is subject to approval.

Independent Study

IN-DEPTH STUDY OF A SPECIFIC TOPIC (HLTH 577)

Policies and Procedures

1. Student submits written request for proposed independent study to a faculty member agreeing to supervise the study. This request must be submitted prior to the beginning of the semester.
2. Supervising faculty member must approve the study.
3. The supervising faculty member presents this request to the Department of Health Studies faculty for final vote. This approval will be given by majority vote of the faculty either at the department meeting or through the faculty routing process. The vote result will appear in the minutes of the next department.

Outline of Student's Written Request

Follow form instructions on pages 43-44.

REQUEST

FOR

INDEPENDENT STUDY/INDIVIDUALIZED INSTRUCTION (HLTH 577)

Guidelines: The student must prepare a preliminary request for and Independent Study/ Individualized Instruction and then review it with the professor. If agreement is reached, the student will prepare and submit this form to the appropriate academic dean. Copies will be kept by the student and professor.

Student's Name _____ Social Security Number _____

Total Credits Earned _____ Cumulative QPA _____ Major QPA _____

Requested Course Name, Number and Credits _____

Requested Professor _____

1. Reason for requesting independent study or individualized instruction.

2. Student Responsibilities and Professor's Expectations (information to be learned, curriculum to be covered, desired outcomes, grading criteria, etc.)

3. *Timeline (conference dates with professor, guidelines to be followed, exit target dates, etc.)*

4. Culminating activities (written report, final production, demonstration, project, etc.)

Agreement statement and signature of student and professor.

Student _____ Professor _____

A "Request for Non-Classroom Credit" card should accompany this request.

Independent Study is a senior level course consisting of directed research and study on an individual basis. It is designed to provide in-depth coverage of subject matter not covered in courses offered by the department and must be justified to meet a specific need.

Individualized Instruction is a regular course offered by the department that is not available during a particular semester. Course requirements need to be satisfied through an individualized format of study. If the regular course is offered the same semester, the individualized instruction request must be taken to Article IX.

Faculty Name

Date

Approval

<i>Faculty Name</i>	<i>Date</i>	<i>Approval</i>
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<i>Faculty Name</i>	<i>Date</i>	<i>Approval</i>
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<i>Faculty Name</i>	<i>Date</i>	<i>Approval</i>
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Policy

on

“Incomplete” Grades

If a student requests an “I” for a class, the student must negotiate this with the professor prior to the final week of the class. If you choose to request an “I” you must negotiate when and how the course requirements will be completed. The student has 12 months to complete the course where an “I” has been given; failure to do so will result in a failure grade assigned by the Graduate College.

Be sure to discuss this with the faculty member so that a time frame that meets everyone’s needs can be set. This will facilitate a better outcome for all. (Faculty members may not have the time flexibility to review and rethink your coursework [i.e., papers, proposal, etc.] in a short time period unless you are able to meet the negotiated time frames for completion.) It is your responsibility to keep in touch with the faculty member who agreed to give you the “I” (incomplete). Again, East Stroudsburg University requires all incompletes to be completed within one year.

MPH STUDENT CODE OF ACADEMIC CONDUCT

The Department of Health Studies is committed to promoting a climate of academic integrity and excellence. It is imperative that all members of our academic community uphold the ethical principles in all scholarly endeavors. MPH students are solely responsible for their work and actions while being a member of the ESU community. Furthermore, it is their responsibility for knowing the rules and conditions under which graduate credits may legitimately be obtained. The ESU Graduate Catalog provides a listing of “academic offenses.” It is recommended that students read the “academic integrity policy” described in the graduate catalog. In an effort to assure understanding of what constitutes academic misconduct, examples are provided below.

Examples of Academic Misconduct:

1. Cheating on an in-class, or distance education quiz, or exam.
2. Plagiarizing written work. (An example of plagiarism is submitting other's written work, such as cutting and pasting narrative off the Internet and submitting the work of others as your own).
3. Stealing, buying, or otherwise obtaining all or part of an unadministered quiz or test.
4. Selling or giving away all or part of a previous submitted paper, or a previously administered test, including answers to an administered quiz or test.
5. Bribing, or attempting to bribe, pressuring, or simply requesting from any other person to obtain an unadministered quiz or test or any information about the quiz/test.
6. Buying, or otherwise acquiring, another's course paper and submitting it as one's own work, whether altered or not.
7. Entering a building, office, or computer for the purpose of changing a grade in a grade book, on a quiz or test, or on other work for which a grade is given.
8. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, on a “Change of Grade” form, or on an internship supervisor's evaluation form, or other official academic University record which relates to grades.
9. Entering a building, office, or computer for the purpose of obtaining an unadministered quiz or test.
10. Continuing to work on an examination or project after the specified allotted time has elapsed. It is unethical to ignore a faculty member's request to submit work at the time deadline.
11. Taking a test or class, or on-line course for someone else or permitting someone else to take a test or course in one's place.

12. Giving or taking unauthorized aid in the completion of a take home exam or paper.
13. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from your previously submitted class work.
14. Fabricating a supervisor's evaluation and/or forging supervisor's signatures on internship forms.
- 15) Forging faculty signatures in an attempt to register for courses, or fieldwork.

Violations of any of the above examples of student academic misconduct is viewed with the utmost seriousness and appropriate sanctions will be applied. The Office of Student Judicial Affairs will be contacted, and formal complaints will be filed. After which, the student will undergo due process to determine if a violation was made. Consequences typically include the failure of a given course, and/or dismissal from the graduate school. Other consequences may include a one or two semester suspension from the graduate college. Note that students who are dismissed will still be held accountable for their financial obligations (i.e., tuition/fees owed) to the University.

CODE OF ETHICS
FOR THE
HEALTH EDUCATION PROFESSION

Preamble

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. The Code of Ethics provides a framework of shared values within which health education is practiced. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Article I: Responsibility to the Public

A health educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Article II: Responsibility to the Profession

Health educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Article III: Responsibility to Employers

Health educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Article IV: Responsibility in the Delivery of Health Education

Health educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Article V: Responsibility in Research and Evaluation

Health educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of health educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

** Adopted by the SOPHE (Society for Public Health Education) Board of Trustees on June 17, 1999.*

Graduation Checklist

Qualified degree candidates must submit application for graduation and pay the graduation fee at the Graduate School office according to the following time schedule:

Expected Graduation Spring Semester (May)	Apply By March 1
Summer Semester (August)	June 15
Fall Semester (December)	October 1

Students may apply before all requirements are met in anticipation of completing all requirements before the graduation date.

Checklist for Graduation

Requirements:

1. ___ Submitted Plan of Study
2. ___ Maximum of 6 Hours Transferred With Official Transcripts to Graduate School (If applicable: Transfer Credits Recorded - Student must provide the Graduate School with an official transcript of the course(s) being transferred.)
3. ___ Course Work and Research Completed Within Six-Year Limitation (Date on Approved Plan of Study)
4. ___ Completed All Qualifying Work
5. ___ Submitted 3 Verifiable Letters of Recommendation to MPH Coordinator
6. ___ Submitted GRE Scores to MPH Coordinator
7. ___ Maintained a 3.0 GPA in All Courses
8. ___ Final revision of the Plan of Study to be at the Graduate School thirty(30) days before date of graduation.
9. ___ Graduation Fee Paid and Application Filed with Graduate School* by deadline above.
10. ___ Cap and Gown Ordered (or letter requesting graduation in abstentia to the Graduate Dean)
11. ___ Final Oral Exam Requested and Successfully Completed and Publishable Paper Presentation Completed (if began coursework Fall 1999 or later)
12. ___ Completion of all Required Course Work
13. ___ Degree Program Completed (including deficiencies)
14. ___ Thesis and Abstract in Graduate Office for Binding (3 days in advance of graduation). IF THIS OPTION WAS CHOSEN (HLTH 572).

It is the responsibility of the Graduate student to initiate and complete all of the items on the checklist.

* *The "Application for Graduation" form may be secured from the Graduate School Office or online.*



**EAST STROUDSBURG
UNIVERSITY
of Pennsylvania**

200 Prospect Street
Zimbar-Liljenstein, Rm 154
East Stroudsburg, PA 18301-2999
(570) 422-3536
Email: grad@po-box.esu.edu

Graduate College

Application for Graduation

No forms accepted after deadline

Application Fee for Graduation: **\$30.00** Payable by Check/MO to: **East Stroudsburg University**

DEADLINES:

Fall Graduation (December)	October 1
Spring Graduation (May)	March 1
Summer Graduation (August)	May 9

Summer Graduates wishing to participate in a graduation ceremony: Students completing degrees at the end of summer are permitted to participate in the following fall graduation ceremony. If this is your intention, please submit the *Application for Graduation* form by May 9.

Before the deadline...

- Make an appointment with Department Graduate Advisor.** It is important that you make an appointment to meet & review graduation requirements. Requirements are found in the appropriate ESU Graduate Catalog. Comprehensive/Oral exams & Thesis requirements must be satisfied as described in the catalog.

- If participating in a graduation ceremony, order cap/gown/hood from the University Store (570-422-3454) by the deadline.** No student may participate in the ceremony without having ordered a hood. Due to the codified color of the hoods associated with the different disciplines, borrowing from friends or family is not permitted. Please contact the University Store to find out the deadline for ordering cap/gown/hood.

- Complete graduate application by typing in all answers & signing the completed form.** Please read the application carefully and answer all questions.

- Submit completed form to the Graduate College before the deadline.** Deadlines are strictly enforced to allow time for ordering hoods and printing diplomas & commencement programs. **NO FORMS WILL BE ACCEPTED AFTER THE DEADLINE.**

Commencement Ceremony:	A letter will be mailed to you with commencement information and tickets approximately three weeks before the ceremony.
Degree Completion:	Degree conferral occurs after all grades are posted and, if applicable to your program, comprehensive/oral exam results are received and final copies of theses are submitted. Diplomas are mailed out approx. 6-7 wks after graduation & thesis copies are mailed out approx. 12 wks after graduation.
Completion Letter:	If needed for a salary increment or job interview before degrees are conferred on transcripts, you may request a completion letter stating you have fulfilled all degree requirements. This letter can be sent only after all grades and comprehensive/oral/thesis results have been submitted. Request a <i>completion letter request</i> form from the Graduate College.

To be completed by applicant

Print name as it will appear on diploma

Diploma and/or Thesis will be mailed to address on application

LAST NAME FIRST NAME MIDDLE

MAILING ADDRESS CITY STATE ZIP CODE + 4

HOME PHONE WORK PHONE EMAIL ADDRESS

UNDERGRADUATE DEGREE COLLEGE/UNIVERSITY YEAR

<p>Expected Graduation Date: Check term. Add Year: _____</p> <p><input type="checkbox"/> FALL (Dec) <input type="checkbox"/> Marching <input type="checkbox"/> Not Marching</p> <p><input type="checkbox"/> SPRING (May) <input type="checkbox"/> Marching <input type="checkbox"/> Not Marching</p> <p><input type="checkbox"/> SUMMER (Aug) <i>Please select only one of the following choices.</i></p> <p style="padding-left: 40px;"><input type="checkbox"/> Not marching in any ceremony</p> <p style="padding-left: 40px;"><input type="checkbox"/> Marching in May ceremony</p> <p style="padding-left: 40px;"><input type="checkbox"/> Marching in Dec ceremony</p>	<p>Expected Degree: Check one.</p> <p><input type="checkbox"/> M.A.</p> <p><input type="checkbox"/> M.Ed.</p> <p><input type="checkbox"/> M.P.H.</p> <p><input type="checkbox"/> M.S.</p> <p>Degree Major: (Ex: Reading)</p>
---	--

Check List: Make sure you can answer Yes or NA to all questions.

1. Do you have evidence that a plan of study was approved and filed with the Graduate College? Yes No NA

2. **If transferring credits into your degree program, did the Graduate College receive an official copy of your transfer transcript?** Yes No NA

Name of College/University: _____

3. Did you meet with your program advisor and will you be able to complete all degree requirements before graduation? Yes No NA

4. Is your comprehensive/oral examination scheduled before the graduation date?

Yes No NA

Expected date of examination:

5. Is your thesis defense scheduled before the graduation date?

Yes No NA

Thesis Title:

Thesis Chair:

6. Have you ordered cap/gown/hood from the University Store? (All participants must have appropriate regalia or they will not be permitted to take part in the ceremony.)

Yes No NA

7. Have you included \$30.00 graduation fee (non-refundable) with this application?

Yes No NA

Applicant Signature

Date

Points of Interest about the MPH

Community Health Education Program

1. The East Stroudsburg University Master of Public Health Program received its CEPH Accreditation in 1990 as one of 15 MPH programs in the country specializing in Community Health Education.
2. As a graduate student, it is your responsibility to be familiar with the MPH Graduate Manual, our Internship Manual and the ESU Graduate Catalog. As with any institution, there are rules, timelines, and regulations you must follow. It would be helpful to periodically review these materials to ensure a problem-free graduate experience.
3. Our required courses have been conceptualized to facilitate developing the public health competencies expertise and graduate competencies for community health educators. Courses are designed to include skill building to perform the “CHES” roles and competencies of a graduate health educator as well as the emerging Public Health Core Competencies. Both of these documents are included in this manual (Pages 38-48).
4. A master degree level student needs a certain degree of flexibility (in both your job and personal lives), time (to dedicate to course work), support, and money to be successful. We can do our best

to accommodate your academic needs, and we are always interested in how we can improve the responsiveness of our program. But, the bottom line is, you will need flexible work hours. You may need to dedicate some vacation time or personal time to your studies. The level of your flexibility, the amount of time you have, and the support you have in place will determine your success as a graduate student.

5. A quality graduate program requires a faculty commitment to teaching, service, and scholarship. East Stroudsburg University Department of Health Studies Faculty in general and members of the Public Health Faculty Council have exceptional records of service, research, and scholarship which complement their dedication to teaching. These qualities are essential to maintain accreditation and other national recognition the program has received. We must be successful researchers to be successful public health faculty.
6. Some students have expressed a desire to become more involved in research projects. Because our faculty members are conducting diverse research projects, it is possible for you to participate in this research. Credit for this involvement can be obtained through independent study or research problems. This can be a great opportunity and can possibly lead to your publishable paper, grant writing experience, publications and presentations for students. You are encouraged to discuss your interests in research with faculty, so they can support your efforts as a mentor and/or through involvement with their research efforts.
7. In addition to the research, scholarship, and service expectations of the faculty, they are assigned heavy undergraduate teaching loads. Faculty have set office hours and are required to be in their offices for 5 hours per week to support student needs. While faculty are available in excess of the minimum expectations, making appointments in advance is advised. You can call the Secretary at 570-422-3702 to learn our individual office hours. There are no regularly scheduled summer office hours. If you leave a message with the Secretary, or send an email, you will hear back from us.

ESU Department of Health Studies

Statement about Smoking and Other Tobacco Use for Department of Health Studies Graduate Tracks (MPH in Community Health Education, MS in Health Education)

The East Stroudsburg University Department of Health Studies exists to educate students who will promote the health of the public throughout their careers. Current research on tobacco and health clearly demonstrates the link to greatly increased morbidity, mortality and disability for people who use tobacco and those who are exposed to environmental tobacco pollution. Current research on health promotion indicates the importance of environmental change and role modeling to the success of all health promotion efforts. Professional public health practitioners are role models both personally and professionally. They are also facilitators of environmental change.

As our students enter the workforce, it has been brought to our attention by our professional colleagues that some of our students have been smokers. Some professional colleagues have been concerned that we have sent students who smoke or use tobacco to their professional organizations for internships. The reputation of the Department of Health Studies rests on the employability of our graduates and it has become more difficult for a person who smokes or uses tobacco to get or keep a public health position. In corporate America it is even more difficult for a smoker to get any employment. Smokers are not a legally protected class of people.

Therefore, we are encouraging the following:

1. Students who smoke or use tobacco should consider making this fact known to a potential faculty student teaching or internship supervisor. The supervisor will, with the student's permission, make the tobacco use status of the student known to the potential site supervisor or co-op so the organization can make an informed choice about accepting the potential student.
2. Students who negotiate their own internship site should consider making their tobacco use status known to the site supervisor prior to requesting an internship or student teaching experience at an organization. This is in your best interest as organizations resent "discovering" this later.

It is not enough to not smoke or use tobacco at the internship site or at the student teaching placement. Anyone who smokes or uses tobacco carries with them an odor or behaviors that are impossible to disguise. The odor and the behaviors are offensive to many people working to enhance public health. Smoking is the number one preventable cause of death and disease throughout the world, and, the statistics are getting worse, not better. As faculty within the Department of Health Studies, we are

obligated to recommend to students that they discontinue smoking. Smoking cessation is not only good for your health, but it also plays a very important role in your employability as a health educator.

Students who smoke or use tobacco and wish to have support with smoking cessation can get information on how to quit from the Department of Health Studies. Smoking cessation classes or support will be made available through the American Cancer Society by contacting 570-421-7010.

GRADUATE STANDARDS IN HEALTH EDUCATION

Preface

Impetus from many segments of the health education profession has led to developing the set of graduate health education standards you will see in this document. University faculty and administrators, professional organization members, and practitioners from a variety of work settings, all contributed to the formation of this document. Professionals were given the opportunity to review and comment on the standards at professional meetings during the three years of the project.

The graduate level standards presented in this document reflect the consensus of stakeholders who will utilize these responsibilities and competencies to validate and/or refine their programs. The Responsibilities, Competencies, and Sub-competencies presented in this draft are meant to describe the abilities of the trained Masters-level health education. This document reflects new Responsibilities and Competencies added to the original framework. There were two reasons for this. First, it ensured that all competencies would be inherent in the total preparation of graduate health educator. Second, the original framework was a copyrighted document which belonged to the National Commission for Health Education Credentialing, and could not be broken up or rewritten. The National Commission is aware of the need for revising the undergraduate framework.

The development of these standards was guided by a number of assumptions. These assumptions, generated by the Joint Graduate Standards Committee, included:

- The entry-level roles, responsibilities, and competencies reflect undergraduate preparation. The graduate-level student should possess those entry-level competencies when they enter a graduate program or the program will require students to master the entry level competencies, as well as the graduate level competencies, before completion of the Masters degree program.
- The newly developed responsibilities and competencies are for Masters level preparation. Inherent within the concept of Masters level competencies are higher cognitive process such as analysis, synthesis, and evaluation. Consequently, the behavioral taxonomy chosen to describe the competencies reflect higher level competencies that are more difficult to measure.
- The competencies reflect judgment associated with the abstract knowledge that is inherent in what sociologists identify as a profession (Abbott, 1988). Consequently, less explicable terms such as “appropriate” and “effective” are used rather than terms describing more simplistic, defined benchmarks of competence.
- The standards were not developed with the intention that they would be used for testing, accreditation, or credentialing.
- The Joint Graduate Standards Committee recognizes that the development and refinement of Roles and Competencies is an on-going process which has and will involve many segments of the health education profession.

Academic programs may use this document as they engage in self-study to examine their programs and the knowledge and skills their graduates possess. It is not expected that all programs will undergo radical change. It is expected that some programs already prepare Masters level health educators to achieve the competencies. The Joint Graduate Standards

Committee envisions that programs will evolve at different rates as they incorporate curricular innovations to prepare their graduates with the knowledge and skills described herein.

ESU MPH PROGRAM COMPETENCIES

PLEASE NOTE

*FROM THIS PAGE TO PAGE 57 THIS MANUAL INCLUDES
THE PUBLIC HEALTH & HEALTH EDUCATION COMPETENCIES IDENTIFIED IN APPENDICES 9 AND 10*

Past/Current MPH Publishable Paper Topics

- Enhancing Youth Development Through School/Community Collaboration
- Knowledge and Attitudes of College Students Towards Advanced Directives
- Electronic Medical Records – Assessing the Health Providers’ Attitudes Toward EMRs
- Community Perceptions of the Effectiveness of Services Offered by the Dr. Alejo Martinez Garcia Hospital in Ramon Santana, Dominican Republic, and Their Possible Impact on Realized Access
- Rocky Mountain Spotted Fever in Monroe County, PA
- Policy Analysis – Lehigh & Northampton Bi-County Department of Health Studies Initiative
- Public Health Preparedness
- HIV Education As It Relates to Key Opinion Leader Training
- Barriers to Implementing the CLAS Standards in 10 Regional Hospitals
- The Effect of Mobile Clinics on Access to Care
- Social Capital and Health Status for Latinos in the Lehigh Valley.
- A Policy Analysis of the Implementation of the "Safe Harbor" Program at Lehigh Valley Hospital.
- The Knowledge, Attitudes, and Practice for Voluntary Counseling and Testing for HIV Among College Students in Ghana
- Protecting the Community’s Health: A Policy Analysis of Megan’s Law in New Jersey
- College Students’ Knowledge, Attitudes and Behaviors toward Contraceptive Use

- Perceived Barriers to Seeking Dental Care for Participants in the Pre-Term Pregnancy Prevention Project
- What are the Barriers and Supports to Health Literacy of 18-21 year old College Students within Warren County, New Jersey
- Management of Maternal Mortality in Ghana, From the Perspective of Midwives
- Healthcare Professionals' Perceptions to Barriers to Medical Nutrition Therapy in Managing Type 2 Diabetes in the State of Pennsylvania
- Worksite Wellness Interest Survey on ESU Faculty Members
- Prevalence of Metabolic Syndrome among Adult Participants in the 2007-2008 United States National health and Nutrition Examination Survey (NHANES)
- Social Capital and Health Status of Latino Immigrants in the Lehigh Valley
- Intuitive Eating and its Relationship to College Students' Academic Year and Field of Study
- Assessment of Interests, Barriers, and Readiness to Change Health Behaviors among ESU Employees
- ESU Alcohol Use Needs Assessment: Factors Related to Heavy Consumption in Female Undergraduate Students
- Effects of Work and Related Injuries among ESU Students
- SCREEN (Skin Cancer Reduction – Early Education Network): Impact of a Community-Based Social Marketing Intervention on Children's Sun Safety Behaviors
- Factors Related to Staff's Perceived Benefits of Electronic Health Records (EHRs) in a Northeast Medical Center
- Quality Assurance Assessments of the 50 United States' Bioterrorism and Public Health Preparedness Websites

REMINDER

The Graduate School requires a written graduation application in order to graduate.

	Application Expected Graduation Deadlines	
Spring Semester (May)		March 1
Summer Semester (August)		June 15
Fall Semester (December)		October 1

Students must apply early in their last semester to take their Oral Examination and present their Publishable Paper. See details on pages 21-25(Publishable paper) and pages 34-36 (Oral Exam).

Appendix 9

Public Health Competencies & Course Crosswalk

Required Courses

HLTH 509	Skills for Applied Community Health Practice
HLTH 537	Community Health Practice for Health Educators
HLTH 538	Public Health Administration
HLTH 553	Health Policy for Ethics and Law
HLTH 555	Health Education Evaluation
HLTH 557	Computer Application for Health Education
HLTH 560	Scientific Foundations of Health Behavior
HLTH 561	Epidemiology
HLTH 562	The Physical Environment and Community Health
HLTH 563	Public Health Measurement Science
HLTH 570	Introduction to Research
HLTH 571	Health Education Research Problem
HLTH 581	Public Health Seminar
HLTH 586	Field Experience and Internship

Public Health Competencies Course Crosswalk

Analytic and Assessment Skills	509	537	538	553	555	557	560	561	562
1B1. Assesses the health status of populations and their related determinants of health and illness									
1B2. Describes the characteristics of a population-based health problem									
1B3. Generates variables that measure public health conditions									
1B4. Uses methods and instruments for collecting valid and reliable quantitative and qualitative data									
1B5. References sources of public health data and information									
1B6. Examines the integrity and comparability of data									
1B7. Identifies gaps in data sources									
1B8. Employs ethical principles in the collection, maintenance, use, and dissemination of data and information									
1B9. Interprets quantitative and qualitative data									
1B10. Makes community-specific inferences from quantitative and qualitative data									
1B11. Uses information technology to collect, store, and retrieve data									
1B12. Uses data to address scientific, political, ethical, and social public health issues									

Policy Development/Program Planning Skills	509	537	538	553	555	557	560	561	562
2B1. Analyzes information relevant to specific public health policy issues									
2B2. Analyzes policy options for public health programs									
2B3. Determines the feasibility and expected outcomes of policy options									
2B4. Describes the implications of policy options									
2B5. Uses decision analysis for policy development and program planning									
2A5. Describes the public health laws and regulations governing public health programs									
2A9. Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality									
2A10. Demonstrates the use of public health informatics practices and procedures									
Communication Skills	509	537	538	553	555	557	560	561	562
3B1. Assesses the health literacy of populations served									
3B2. Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency									
3A3. Can Describe how to solicit community-based input from individuals and organizations									
3A4. Conveys public health information using a variety of approaches									
3B5. Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences									

3B6. Applies communication and group dynamic strategies in interactions with individuals and groups									
Cultural Competency Skills	509	537	538	553	555	557	560	561	562
4B1. Incorporates strategies for interacting with persons from diverse backgrounds									
4A2. Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services									
4B4. Explains the dynamic forces that contribute to cultural diversity									
4B5. Describes the need for a diverse public health workforce									
4A6. Describes how to assess the cultural competence of the public health organization									
Community Dimensions of Practice Skills	509	537	538	553	555	557	560	561	562
5B1. Assesses community linkages and relationships among multiple factors (or determinants) affecting health									
5A2. Demonstrates the capacity to work in community-based participatory research efforts									
5A3. Identifies stakeholders									
5A4. Collaborates with community partners to promote the health of the population									
5A6. Uses group processes to advance community involvement									
5B7. Distinguishes the role of governmental and non-governmental organizations in the delivery of community health services									

5A8. Identifies community assets and resources									
5A9. Describes how to gather input from the community to inform the development of public health policy and programs									
5A10. Describes how to inform the public about policies, programs, and resources									
Public Health Sciences Skills	509	537	538	553	555	557	560	561	562
6C1. Critiques the scientific foundation of the field of public health									
6B2. Distinguishes prominent events in the history of the public health profession									
6B3. Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health									
6B4. Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs									
6B5. Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or, intervention									
6C6. Synthesizes scientific evidence from a variety of text and electronic sources									
6C7. Critiques the limitations of research findings									
6A8. Describes the laws, regulations, policies and procedures for the ethical conduct of research									
Financial Planning and Management Skills	509	537	538	553	555	557	560	561	562

7B1. Interprets the interrelationships of local, state, and federal public health and health care systems for public health program management									
7B2. Interprets the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management									
7B4. Implements the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization									
7B5. Develops a programmatic budget									
7C8. Determines budgetary priorities for the organization									
7B8. Evaluates program performance									
7A8. Translates evaluation report information into program performance improvement action steps									
7B10. Prepares proposals for funding from external sources									
7B12. Demonstrates public health informatics skills to improve program and business operations									
7A13. Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making									
Leadership and Systems Thinking Skills	509	537	538	553	555	557	560	561	562
8A1. Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals									

8A2. Describes how public health operates within a larger system									
8B4. Analyzes internal and external problems that may affect the delivery of Essential Public Health Services									
8A5. Uses individual, team and organizational learning opportunities for personal and professional development									
8A6. Describes importance of mentoring and peer review or coaching opportunities									
8A7. Participates in the measuring, reporting and continuous improvement of organizational performance									
8A8. Describes the impact of changes in the public health system, and larger social, political, economic environment on organizational practices									

Appendix 10

Community Health Education Competencies & Course Link

Required Courses

HLTH 509	Skills for Applied Community Health Practice
HLTH 537	Community Health Practice for Health Educators
HLTH 538	Public Health Administration
HLTH 553	Health Policy for Ethics and Law
HLTH 555	Health Education Evaluation
HLTH 557	Computer Application for Health Education
HLTH 560	Scientific Foundations of Health Behavior
HLTH 561	Epidemiology
HLTH 562	The Physical Environment and Community Health
HLTH 563	Public Health Measurement Science
HLTH 570	Introduction to Research
HLTH 571	Health Education Research Problem
HLTH 581	Public Health Seminar
HLTH 586	Field Experience and Internship

MATRIX OF GRADUATE HEALTH EDUCATION COMPETENCY LINKS TO COURSEWORK

GRADUATE HEALTH EDUCATION RESPONSIBILITIES AND COMPETENCIES	CLASSES WHERE COMPETENCIES DEVELOPED
Responsibility I – Assessing Individuals and Community Needs for Health Education	HLTH 509, HLTH 537, HLTH 555, HLTH 560, HLTH 562, HLTH, 570, HLTH 571
COMPETENCY 1.1: Plan Assessment Process	HLTH 509, HLTH 537, HLTH 560, HLTH 570
COMPETENCY 1.2: Access Existing Information and Data Related to Health	HLTH 555, HLTH 560
COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health.	HLTH 537, HLTH 555
COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health	HLTH 509, HLTH 537, HLTH 560
COMPETENCY 1.5: Examine Factors That Influence the Learning Process	HLTH 509, HLTH 537, HLTH 560
COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education	HLTH 509, HLTH 537, HLTH 560
COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings	HLTH 555, HLTH 537
Responsibility II – Planning Effective Health Education Programs	HLTH 509, HLTH 537, HLTH 555, HLTH 560
COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process	HLTH 509, HLTH 537
COMPETENCY 2.2: Develop Goals and Objectives	HLTH 509, HLTH 555, HLTH 560
COMPETENCY 2.3: Select or Design Strategies and Interventions	HLTH 555
COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education	HLTH 555
COMPETENCY 2.5: Address Factors That Affect Implementation	HLTH 509, HLTH 560
Responsibility III – Implementing Health Education Programs	HLTH 509, HLTH 537, HLTH 553, HLTH 555, HLTH 557, HLTH 560, HLTH 571, HLTH 586
COMPETENCY 3.1: Implement a Plan of Action	HLTH 537, HLTH 555, HLTH 557, HLTH 586
COMPETENCY 3.2: Monitor Implementation of Health Education	HLTH 555, HLTH 560
COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education	HLTH 555, HLTH 557, HLTH 586

GRADUATE HEALTH EDUCATION RESPONSIBILITIES AND COMPETENCIES	CLASSES WHERE COMPETENCIES DEVELOPED
Responsibility IV – CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION	HLTH 537, HLTH 555, HLTH 557, HLTH 562, HLTH 563, HLTH 570, HLTH 571, HLTH 586
COMPETENCY 4.1: Develop Evaluation/Research Plan.	HLTH 557, HLTH 562, HLTH 563, HLTH 570
COMPETENCY 4.2: Design Instruments to Collect	HLTH 555, HLTH 586
COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data	HLTH 563, HLTH 570
COMPETENCY 4.4: Interpret Results of the Evaluation/Research	HLTH 563, HLTH 570
COMPETENCY 4.5: Apply Findings From Evaluation/Research	HLTH 563, HLTH 570
Responsibility V – Administer and manage Health Education.	HLTH 509, HLTH 538, HLTH 553, HLTH 557, HLTH 563
COMPETENCY 5.1: Manage Fiscal Resources.	HLTH 538, HLTH 553, HLTH 557
COMPETENCY 5.2: Obtain Acceptance and Support for Programs	HLTH 538, HLTH 553
COMPETENCY 5.3: Demonstrate Leadership	HLTH 509, HLTH 538, HLTH 553
COMPETENCY 5.4: Manage Human Resources	HLTH 538, HLTH 553
COMPETENCY 5.5: Facilitate Partnerships in Support of Health Education	
Responsibility VI – Serve as a Health Education Resource Person	HLTH 509, HLTH 537, HLTH 538, HLTH 557, HLTH 560, HLTH 562, HLTH 563, HLTH 586
COMPETENCY 6.1: Obtain and Disseminate Health-Related Information	HLTH 538, HLTH 557
COMPETENCY 6.2: Provide Training	HLTH 509, HLTH 537, HLTH 538
COMPETENCY 6.3: Serve as a Health Education Consultant	HLTH 509, HLTH 537
Responsibility VII – Communicate and Advocate for Health and health Education	HLTH 509, HLTH 537, HLTH 538, HLTH 555, HLTH 557, HLTH 560, HLTH 570, HLTH 538, HLTH 553, HLTH 571, HLTH 586
COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs	HLTH 555, HLTH 560, HLTH 563, HLTH 570
COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques	HLTH 509, HLTH 537, HLTH 560, HLTH 570
COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques	HLTH 509, HLTH 557, HLTH 560, HLTH 571
COMPETENCY 7.4: Engage in Health Education Advocacy	HLTH 560, HLTH 586
COMPETENCY 7.5: Influence Policy to Promote Health	HLTH 509, HLTH 553, HLTH 570, HLTH 571

Appendix 11
Course Learning Objectives

LEARNING OBJECTIVES FOR REQUIRED COURSEWORK

HLTH 509: SKILLS FOR APPLIED COMMUNITY HEALTH PRACTICE

Course Description:

The purpose of this 2-credit course is to provide public health education professionals with the skills needed to practice culturally competent public health education, communicate effectively with communities and conduct community based participatory research. These skills include: oral and written communication, coalition development, collaborative consultation with stakeholders, interviewing with key informants, focus group development, advocacy, social marketing, technology based communication and the use of media advocacy. Students will also develop familiarity with health literacy issues. An additional purpose of the course is to integrate various communication strategies, including technology based strategies, into the roles and initiatives of public health practitioners.

Course Objectives:

The student will:

1. Examine and practice effective oral and written communication skills used in public health education including the ability to listen to others and respect other points of view.
2. Develop a flexible, systematic interviewing style for individual support and community assessment, emphasizing key informant and stakeholder interviewing.
3. Be introduced to varied approaches for collaborative consultation across professional disciplines.
4. Examine differences in theories of coalition development and effectiveness and the role of the public health practitioner in coalition development.
5. Recognize the importance of health literacy and develop skills to document the appropriateness of health-related communications.
6. Examine differences between approaches used to develop, implement and analyze data from focus group and community based participatory research methods
7. Demonstrate knowledge of the importance of and demonstrate skills for culturally competent public health practice.
8. Examine ethical and legal issues in health-related interviewing and data collection for community assessment and community based research.
9. Demonstrate practitioner level skills in planning and conducting focus group data collection.
10. Develop understanding of and demonstrate skills for developing and implementing social marketing
11. Develop understanding of and demonstrate skills for planning and implementing media advocacy efforts.

12. Develop skills for communication in emergency response situations.
13. Demonstrate skills for communication through technology such as newsletter development and brochure development

HLTH 537: COMMUNITY HEALTH PRACTICE FOR HEALTH EDUCATORS

Course Description

This course is a study of the theory and principles of community health practice and the application of those principles to contemporary health organization and problems. Approaches to successful community health practice are examined with the various factors that influence or are influenced by community health education programs.

Course Objectives:

Upon completion of this course, the student should be able to:

1. Define a health problem in terms of key parameters, including population, location, time, and magnitude.
2. Assess and define the health status and needs of a specific group or population.
3. Determine factors contributing to health promotion and disease prevention and factors influencing the use of health services in a population-community assessment.
4. Communicate effectively and ethically in writing and in oral presentations.
5. Demonstrate the ability to listen to others in an unbiased manner, respect points of views of others, and promote the expression of diverse opinions and perspectives.
6. Understand how cultural and social roles and behavioral factors contribute to disease and injury prevention and service delivery.
7. Understand the importance of a diverse public health workforce.
8. Introduce goal directed public health programs.
9. Establish and maintain, via leadership, team building, key informant assessment, negotiation, and conflict resolution skills, community partnerships with key stakeholders to support and assist in program development, implementation, evaluation and policy development.
10. Enhance community capacity building and empowerment through stakeholder decision-making and participation in all aspects of program development, implementation, and evaluation.
11. Facilitate and participate on a team to develop group consensus on a priority health problem.
12. Identify community assets and needs for health services.

13. Identify how public and private organizations operate within a community.
14. Demonstrate skills for community based participatory research (CBPR) and empowerment research such as interview, focus group, and survey development, implementation and analysis among community stakeholders.
15. Understand how cultural and social roles and behavior contribute to disease and injury prevention and service delivery.
16. Explain the relationship of a community's culture (i.e. health values, beliefs and practices) to that community's health problems and approaches to solution.
17. Analyze local community meetings for the group dynamics and processes.

HLTH 538: HEALTH POLICY AND ADMINISTRATION

Catalog Description

This course is designed to assist the student in Health with an understanding of the history, legislation, organization, administration, financing and programming of public health services. Emphasis is placed on the dynamic nature of public health within the total physical, social, economic, and political context.

Course Summary

Organization and management theory and principles will be applied across a wide range of health service organizations. Organizations will be viewed as open systems. That is, management requirements will be considered based not just on the internal requirements of an organization, but on the intra- and inter-organizational communications, coordination and integration requirements of health service organizations. The course introduces the different aspects and actors involved in the development of federal, state and local health organization, health care financing, and health care policy. The course also provides the student with practical analytical, planning, and management tools that will help the student improve their capacity to diagnose and react to different policy and administrative issues. The material will be delivered through lectures, classroom discussions, case studies, student briefings, and class projects.

Course Objectives

This course should assist students in meeting the following objectives:

1. To describe the organization, financing and delivery in the healthcare system.
2. To describe the history and development of public health in the United States.
3. Understand the role of federal, state and local government involvement in public health
4. To differentiate health services organizations by mission, constituencies, scope of activity, and organizational structure.
5. To apply organization theory in understanding the relationship between structure, design, and organizational performance.

6. To apply the steps in the strategic planning process and draft vision, mission statements as well as goals and objectives.
7. Relate current and planned needs to funding levels and develop strategies for determining budget priorities as they apply to the distinct environment of health service organizations;
8. Prepare proposals for funding from external sources and how to administer grants and contracts
9. Develop, justify and present a budget for annual operation of a health services program, and for extramural funding request

HLTH 553: HEALTH ETHICS, POLICY AND LAW

Course Description

This course is designed to help individuals planning a career in the health care sector or for persons presently working in the field understand the ethical, political and economic engines that drive the development of health policies and laws. The course will allow students to explore the issues that are at the core of the debate that rages around the issues of health ethics, public policy development and the enactment and enforcement of law. The solutions to our health problems are not clear cut. Health problems and their solutions are molded by cross flowing and often divergent opinions and beliefs. Economics, and ethical considerations as well as cultural, political and personal factors all play a role in the development of the fabric that we call the U.S Health Care System.

Objectives

1. Compare and contrast major theories of moral philosophy and health related codes of ethics
2. To understand the values and ethical basis for public health practice and managerial decision making
3. Understand the practical and dynamic models of the policy process.
4. Understand the role of citizens, lobbying interests, public agencies, and health professionals in the policy-making system.
5. Apply policy analysis frameworks that measure the feasibility, effectiveness and impact of a health policy.
6. Write policy statements that recognize the scientific, political, economic, and ethical public health concerns.
7. Identify and understand the implications of the major legal cases that guide public health practice.
8. Find and review copies of current as well past health legislation and judicial reviews of health related cases.
9. Concisely describe and interpret the ethical, political and legal concerns of a public health problem.

HLTH 555: HEALTH EDUCATION EVALUATION

Course Description

This course is designed to familiarize students with the methods of evaluation used in health education and the implications for student evaluation and program planning. A strong emphasis is placed on the development of various types of instruments of evaluation used in health education.

Course Objectives:

This course should assist students in meeting the following objectives:

1. Determine the appropriate use and limitations of qualitative data for community health enhancement and health problem identification and resolution.
2. Determine the appropriate use and limitations of quantitative data for health problem identification and resolution.
3. Explain the different uses of basic study designs, the assumptions of these designs, the limitations of these designs and the selection of variables used in public health studies.
4. Make relevant inferences from research on the basis of validity and reliability of data and research.
5. Review the literature to identify the scientific underpinnings and outcomes of published public health studies.
6. Locate existing local/state/national print and electronic primary data resources and information systems.
7. Determine factors contributing to health promotion and disease prevention and factors influencing the use of health services in a population-community assessment.
8. Use data in the planning, implementation, and evaluation of a program.
9. Understand and apply health education theories, adult learning theories, and other theoretical models when designing, implementing, and evaluating programs.
10. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan and budget, and implementations steps.
11. Quantitatively define the scientific, political, economic, and ethical public health concerns related to policy or program issues.

12. Understand how to implement a policy-level public health prevention initiative.

HLTH 557: COMPUTER APPLICATIONS IN PUBLIC HEALTH

Course Description

This course provides health education professionals with selected PC compatible software packages that are used in a variety of professional settings where community and school-based health education and promotion are being conducted. Particular emphasis will be placed on the application of various software packages to: 1) safeguard data; 2) apply spreadsheets and statistical software in assessing program effectiveness of community and school-based health education interventions; 3) Using mapping software to communicate met and unmet needs; and 4) Using software to communicate research findings to professional and lay audiences.

COURSE OBJECTIVES

The student will be able to:

- 1) Understand protocols used to document and maintain accurate data storage/record keeping using ethical standards for scientific and programmatic review (such as for IRB and funding sources).
- 2) Use computers and computer software (i.e., ExCel; ACCESS; Arc-view-Business Map III/GIS; SAS) to manage data, perform statistical analysis, and create presentations to describe research findings.
- 3) Using software (MS-Word; PowerPoint; ExCel) to present demographic, statistical, programmatic, and scientific information accurately to professional and lay audiences.
- 4) Make relevant inferences from research on the basis of validity and reliability of data and research.
- 5) Determine the appropriate use and limitations of quantitative data for health problem identification and resolution.
- 6) Identify and understand appropriate use of data sources and evaluate the integrity and comparability of data sets.
- 7) Explain the different uses of basic study designs, the assumptions of these designs, the limitations of these designs and the selection of variables used in public health studies.

HLTH 560: SCIENTIFIC FOUNDATIONS OF HEALTH BEHAVIOR

Course Description

Purpose:

This course is designed as the core course to familiarize students with the social and behavioral health sciences as they are applied in public health education and research. It is also designed to provide experience in the use of the literature related to the application of social sciences and applied social science research to the public health sciences. The primary focus of the course is on human and community behavior as it influences health, on the settings/situations across the entire ecological spectrum in which health can be experienced, and on how health behavior is influenced by community health education and promotion initiatives.

Course Objectives:

1. Identify and assess the application of the social science research, theory, approaches and models that influence public health education.
2. Identify appropriate sources of scientific information for use by the public health workforce and public health education and promotion practitioners.
3. Describe the implications of application of findings from different types of research for public health practitioners and public and community health education/promotion programs.
4. Identify the philosophical foundations of research that is applied to population health, community health and health behavior change.
5. Identify the assumptions of major research paradigms and how these assumptions impact research conducted within population health, community health and health behavior change and within interdisciplinary research teams.
6. Identify and explain the most frequently applied theoretical foundations of research that contribute to program development and planning for public health education at the individual, group and community levels.
7. Review and analyze research concerning/assessing the effects of public health education/promotion programs on health-related behaviors.
8. Demonstrate the ability to draw appropriate conclusions from health and social - behavioral science research literature.

HLTH 561: EPIDEMIOLOGY

Course Description:

This course is a study of the basic principles and methods of epidemiological investigations for human health problems. The incidence and prevalence of both

infectious and non-infectious health problems are covered. Emphasis of this course is on student application of the principles of epidemiology.

Course Objectives:

The student will:

1. Explain the different uses of basic epidemiological study designs including prospective studies, non-concurrent prospective studies, cross-sectional studies, retrospective studies and experimental studies. Explain the assumptions of these designs and the limitations of these designs used in quantitative public health studies.
2. Define a health problem in terms of key parameters, including population, location, time and magnitude. Calculate and interpret common measures of frequency and effect. Describe types of association and criteria for assessing causation. Calculate and interpret measures of association.
3. Use epidemiologic data to make relevant inferences from research on the basis of validity and reliability of data and research.
4. Use Data Desk for Students and Epi Info statistical computing packages to calculate and interpret selected epidemiological computations.
5. Develop relevant skills regarding Investigation of an Outbreak of Disease – Prepare, Establish occurrence, Verify diagnosis, Define/identify cases, Orient data (time, place, person), Develop hypotheses, Evaluate hypotheses, Refine with studies, Implement control, and Communicate findings.
6. Develop relevant skills regarding Public Health Surveillance – Definition, Monitoring, Health Events, Investigation, Prevention and Control.
7. Prepare to use this newly acquired technical knowledge of epidemiology (a basic public health science) to assess and define health status and needs of a specific group or population and thus, help to prevent diseases and injuries and promote health.

HLTH 562: THE PHYSICAL ENVIRONMENT AND COMMUNITY HEALTH

Course Description:

This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are solid waste, housing, water, air, injury prevention, sanitation, overpopulation, and global concerns.

Course Objectives

The student will:

1. Explain the relationship of the physical environment to public health, including the source of toxic agents and identify the role of environmental factors in the development of disease, for disease prevention and health promotion.
2. Describe the major types of environmental threats to public health, including the classification of toxic agents by their physical, chemical and biological properties.
3. Describe the causative and influencing factors for environmental threats to public health, including mechanisms of human toxicity and adverse effects of air and water pollutants, and toxic food contaminants.
4. Explain the methods of public health protection and control for environmental health concerns, and demonstrate how to use the acquired technical knowledge of environmental health to prevent diseases and injuries, and promote health.
5. Apply principles of public health to local environmental health concerns.
6. Demonstrate the ability to develop an environmental risk assessment and conduct risk communication.
7. Demonstrate knowledge of the public health role in emergency response.

HEALTH 563: PUBLIC HEALTH MEASUREMENT SCIENCE

Course Description

The purpose of this course is to develop applied statistical skills commonly used in public health measurement science. Students will develop statistical literacy, including the use of SPSS to solve research questions and hypotheses testing commonly found in public health practice and public health administration. Within a computer lab setting, students will develop the skills needed to apply appropriate statistical tools to work with electronic datasets. Classroom demonstrations and independent lab assignments will complement the material covered in lecture and the assigned readings.

Course Objectives

This course develops statistical literacy for public health professionals so they may describe and make inferences about health-related data. The course will emphasize data definition, verification, descriptive and inferential statistics and graphical presentation using selected PC compatible software packages.

Specific Objectives Include:

- 1) Students will be expected to electronically access and manage small and large data-sets (including the safe-guarding of data);
- 2) Students will perform statistical analyses to solve research questions, and hypotheses testing using appropriate statistical tools, and communicate relevant inferences from the analyses conducted. Communication of the findings include the use of graphical representation of the data for professional and lay audiences;
- 3) Students will make relevant inferences from statistical analyses on the basis of validity and reliability of the data, and research methods.
- 4) Apply statistical concepts and methods to experimental designs used in the public health practice, and public health administration literature.

HLTH 570: INTRODUCTION TO RESEARCH

COURSE DESCRIPTION

Purpose:

The course is to provide an orientation to research in public health education and to enhance capacity to design, participate in and critique research. Emphasis is on understanding the complexities of the research process and on developing and interpreting research projects with particular concern for the implication of design, methods, and procedures. Additional emphasis will be placed on creating an understanding of the development and assessment of research across the research paradigms. Students are expected to demonstrate research skills by developing a research proposal and presenting the proposal in a scholarly manner.

Course Objectives:

Student will:

1. Identify appropriate areas and issues of concern for research that will improve public health practice.
2. Develop skills to participate in transdisciplinary research.
3. Develop skills to assess the usefulness of research across the ecological view of public health education

4. Describe the relationship of published scientific literature to future research.
5. Apply the appropriate strategies for developing a research problem including literature reviews and methodological assessment.
6. Identify and describe the major paradigms of research that impact public health education.
7. Construct appropriate hypotheses and research questions for developing evidence-based public health education.
8. Identify and apply various research designs and methods that are appropriate to help solve public health education problems.
9. Identify the importance of and develop a plan for conducting quantitative, qualitative and mixed method research strategies
10. Describe relevant validity and reliability issues that impact data measurement and select appropriate instruments or measurement techniques for research projects.
11. Describe the issues that impact the trustworthiness of qualitative research
12. Select appropriate observation and analysis techniques for public health education research projects, including those involving communities.
13. Demonstrate ability to draw conclusions from and communicate findings of public health research.
14. Understand the limitations and delimitations of research designs for providing evidence-based strategies.
15. Describe appropriate approaches for critiquing the usefulness of public health education research
16. Demonstrate knowledge of ethical issues, including informed consent and data maintenance, of concern to quantitative and qualitative research.
17. Demonstrate skills to conduct evaluation research of community initiatives using goals and objectives as framework for developing evaluation research design

Appendix 12

Student Publishable Paper Topics

Public health faculty and other faculty from the Department of Health Studies and the Biology Department have mentored “publishable papers” for the MPH students. While some of these papers are products of the funded research and/or service programs within the department, the faculty members have been very supportive of student-initiated ideas for doing research. Below, sorted by year in a bulleted format, is a listing of the publishable quality paper titles with the names of the MPH students and faculty advisors:

2007

Heather Benamati

Research: What are the Barriers and Supports to Health Literacy of 18-21 year-old College Students within Warren County, New Jersey

Advisor: Dr. Steven Shive

Cynthia Kusorgbor

Research: Management of Maternal Morality in Ghana, from the Perspective of Midwives

Advisor: Dr. Lynn Woodhouse

Lisette Lahoz

Research: Reflections on Procedures Implemented as a Way to Promote the Integration of CLAS Standards into Healthcare Systems

Advisor: Dr. Alberto Cardelle

Leah Muriuki

Research: Predictors of Breastfeeding Incidence and Duration Rates among African-Americans Participating in Preterm Pretention Project in Philadelphia, Pennsylvania

Advisor: Dr. Steven Godin

Mary Bull

Research: Oral Health in Monroe County

Advisor: Dr. Steven Shive

Jane Huffman

Research: The medical and public awareness of tick borne infectious agents in Monroe County, PA.

Advisor: Dr. Lynn Woodhouse

Ann Kwiatkowski

Research: Health Literacy among Latinos

Advisor: Dr. Steven Shive

Diane Maalouf

Research: A Community Based Health Education Program to Positively Effect Selected Health Behaviors in Black Women
Advisor: Dr. Steven Shive

Susana Banson

Research: College Students' Knowledge, Attitudes and Behaviors towards
Contraceptive Use

Advisor: Dr. Steven Shive

Devi Prasad Botu

Research: Health Care Providers' Attitudes towards EMRs

Advisor: Dr. Steven Godin

Christa Ann Bruce

Research: Community Perception of the Effectiveness and Efficiency of Services
Offered by the Dr. Alejo Martinez Hospital in Ramon Santana, Dominican Republic, and
Their Possible Impact on Realized Access

Advisor: Dr. Alberto Cardelle

Aarthi Moorthy

Research: Perceived Barriers to Seeking Dental Care for Participants in the Pre-Term
Pregnancy Prevention Project

Advisor: Dr. Steven Godin

Ashley Young

Research: Protecting the Community's Health: A Policy Analysis of Megan's Law in
New Jersey

Advisor: Professor Elizabeth Brensinger

Liliana Molina

Research: Continuity of Care and the Impact of Mobile Health Clinics in the Dominican
Republic

Advisor: Dr. Alberto Cardelle

Ben Morumbwa

Research: Healthcare Professionals' Perceptions to Barriers to Medical Nutrition
Therapy in Managing Type 2 Diabetes in the State of Pennsylvania

Advisor: Prof. Christina Brecht

Roxane L. Beharry

Research: Adapting and Evidence-based Psychosocial Support Group Model for Hispanic Cancer Patients

Advisor: Dr. Steven Shive

Ian Kahn

Research: A Formative Evaluation Assessing Barriers to the Successful Implementation of a Health TEKS Curriculum Integration In-service for Region XIII School Districts

Advisor: Dr. Steven Godin

Leah Posivak

Research: Rocky Mountains Spotted-fever and Tularemia: Analysis of Tick-borne Diseases in Monroe County and Pike County, Pennsylvania

Advisor: Dr. Jane Huffman

Elizabeth Stetson

Research: A Right or a Privilege? A Global Study of Procedures and Polices Protecting the Sexual Rights and Health of Older, Institutionalized Adults, with Recommendations for Future Policy Development

Advisor: Professor Elizabeth Brensinger

Barbara Tornatore

Research: A Retrospective Policy Analysis on the Development of the Bi-county Health Department Initiative between Northampton and Lehigh Counties, Pennsylvania

Advisor: Dr. Alberto Cardelle

Victor Ogoe

Research: The Knowledge, Attitudes and Practices (KAP) of Voluntary Counseling and Testing (VCT) of HIV Among Students of the University of Ghana

Advisor: Prof. Elizabeth Brensinger

Laurie Bennett

Research: The Impact of Health and Wellness Policy on Students' BMIs in Five Elementary Schools in the East Stroudsburg Area School District

Advisor: Dr. Steven Godin

Derek Cegelka

Research: College Students Knowledge and Attitudes towards Advanced Directives

Advisor: Dr. Steven Godin

Jenni Florkiewicz

Research: Lyme Disease Prevention in the Commonwealth of Pennsylvania

Advisor: Dr. Adenike Bitto

Jennifer Van Doren Hoffman
Research: A Policy Analysis to Identify AARP's Influence Over Congresspersons' Votes on Health Care Legislation Affecting Older Americans
Advisor: Dr. Alberto Cardelle

Michael Danso
Research: Trends in Falls among the elderly in the Lehigh valley
Advisor: Dr. Alberto Cardelle

2010

Krista Anthony
Research: Intuitive Eating and Its Relationship to College Students' Academic Year and
Advisor: Professor Christina Brecht

Hayley Daubert
Research: Metabolic Risk Factor Reduction Through a Worksite Health Campaign: A Case Study Design
Advisor: Professor Christina Brecht

Christina Kolenut
Research: SCREEN (Skin Cancer Reduction - Early Education Network): Impact of a Community-Based Social Marketing Intervention on Children's Sun Safety Behaviors
Advisor: Dr. Steven Godin

Victoria Montero
Research: Social Capital and Health Status: A Study of Latino Immigrants in the Lehigh Valley
Advisor: Dr. Alberto Cardelle

Emily Mowl
Research: East Stroudsburg University's Alcohol Use Needs Assessment: Factors Related to Heavy Consumption in Female Undergraduate Students
Advisor: Dr. Steven Godin

Ahiga Mpesha
Research: Prevalence of Metabolic Syndrome among Adult Participants in the 2007-2008 United States National Health and Nutrition Examination Survey (NHANES)
Advisor: Dr. Adenike Bitto

Arshjyot Narula
Research: Factors Related to Staff's Perceived Benefits of Electronic Health Records (EHRs) in a Northeast Medical Center
Advisor: Dr. Steven Godin

Elizabeth Otieno
Research: The Effects of Work and Related Injuries among East Stroudsburg University Students
Advisor: Dr. Adenike Bitto

Melissa Watson
Research: Assessment of Interests, Barriers and Readiness to Change Health Behaviors among East Stroudsburg University Employees
Advisor: Professor Christina Brecht

Jeffery Johnson
Research: Quality Assurance Assessments of the 50 U.S. State's Bioterrorism and Public Health Preparedness Websites
Advisor: Dr. Steven Godin

Emily Maughan
Research: Continuing Education and Trainings among Local Health Departments
Advisor: Dr. Steven Shive

Linda Moyer
Research: Assessing Quality of Health Education Websites on Menopause
Advisor: Dr. Steven Godin

Aarthi Shanmugavel
Research: Oral Health Practices and Oral Cancer Knowledge, Attitudes and Behaviors among College Students
Dr. Steven Shive

Christine Baksovich
Research: East Stroudsburg University Student Teachers' Survey on Attitudes, Social Norms, and Perceived Control Relating to CPR Performance
Advisor: Dr. Steven Shive

2011

Tara Holland
Research: Assessing Social Norms Regarding Recycling of Students at East Stroudsburg University
Advisor: Dr. Steven Godin

Elizabeth Kuchinski
Research: Analyses of the Warren County Community Health Survey I
Advisor: Dr. Steven Godin

Kristina Rodriguez
Research: Assessing the HIV/AIDS Attitudes and Knowledge of Latino Women in Bethlehem, Pennsylvania
Advisor: Dr. Amar Kanekar

Pragati Jain
Research: Knowledge, Attitudes, and Behaviors towards Hepatitis B among East Stroudsburg University College Students
Advisor: Dr. Steven Shive

Charise Jones
Research: Evaluation of a Social Marketing Initiative to Improve Students' Hand Washing at East Stroudsburg University
Advisor: Dr. Steven Godin

Satya Marrey
Research: Fruit and Vegetable Intake among College Students
Advisor: Dr. Steven Shive

Iain Thompson
Research: Forest County Social Capital Assessment
Advisor: Dr. Alberto Cardelle

Candace White
Research: Understanding First Year Resident East Stroudsburg University Students' Alcohol Use, Consequences, and Beliefs
Advisor: Dr. Kathleen Hillman

2012

Kayleigh Delfino
Research: Methicillin-Resistant Staphylococcus aureus (MRSA) Knowledge of Severity, Risk Factors, and Prevention Behaviors Among Collegiate Football and Wrestling Athletes.
Advisor: Dr. Adenike Bitto

Sarah Pease
Research: Impact and Experiences of Post-Natal Care on Monroe County Women Who Have Given Birth in the Past Twelve Months.
Advisor: Dr. Alberto Cardelle

Nicole Bevacqua
Research: Preventing Bed Bugs on College Campuses: Increasing Students' Knowledge

through Social Marketing
Advisor: Dr. Steven Godin

Heather Koble
Research: Patient Factors that Result in Patients Seeking Non-Emergent Care at Urgent Care Centers Instead of a Primary Care Physician: The Patient's Perspective.
Advisor: Dr. Alberto Cardelle

Teresa James
Research: Analysis of Lyme Disease and Human Granulocytic Anaplasmosis Surveillance Data in Monroe County, Pennsylvania.
Advisor: Dr. Jane Huffman

Jocelyn Abraham
Research: Health Status, Obesity, Cardiovascular Disease, Diabetes and Social Determinants of Health as Correlated with Adherence to the Mediterranean Diet by Duration of Residency Among Members of a Faith-Based Syrian-American Community in Allentown, Pennsylvania.
Advisor: Dr. Adenike Bitto

Mildred Nunoo
Research: Assessing the Barriers to Seeking Prenatal Care in a Rural District in Ghana.
Advisor: Dr. Alberto Cardelle

Cynthia Bigley
Research: A Comparative Analysis of the Behavior Risk Factor Assessment for Latino Residents of Hunterdon County (2007 vs. 2011).
Advisor: Dr. Steven Godin

Lani Culley
Research: Serum 25-Hydroxyvitamin D (25OHD) Levels and Respiratory Health Among Participants Twelve Years and Older of the 2001-2004 National Health and Nutrition Examination Surveys (NHANES).
Advisor: Dr. Adenike Bitto

Eunice Juma
Research: Epidemiology, Prevention and Control of Concussion and its Sequelae Among Collegiate Athletes Engaged in Contact Sports: Implications for Health Education.
Advisor: Dr. Adenike Bitto

Rebecca Landucci
Research: Assessing Stigma and Mental Health Literacy Among College Students at East Stroudsburg University.
Advisor: Dr. Steven Godin

Nicole Demarco
Research: Assessing Health Knowledge and Literacy of Older Adults in Lackawanna

County: The Need for Effective Health Education Programs
Advisor: Dr. Steven Godin

Emilie Hruban
Research: Comparison of HIV Knowledge in 2001 vs. 2011 Among College Students at
East Stroudsburg University
Advisor: Dr. Steven Godin

Meredith McCracken

Research: Quality Assurance Assessment on Downloadable Applications and Their
Contribution to Cancer Prevention

Advisor: Dr. Steven Godin

Appendix 13

Student Involvement in Faculty Research

Key for Student Role:

WP — Work Precept: Students received tuition assistance and/or a stipend for working on the research project.

GA — Graduate Assistantship: Students received tuition waiver and stipend for working on the research project.

RF- Research Fellowship: Students were awarded a merit fellowship by the Graduate College to conduct faculty supervised research

Key for Type of Involvement:

A. data collection

B. data entry

C. data coding

D. data analysis

E. data interpretation

F. co-author in professional writing

G. preparation of professional presentation

H. co-presenter at professional meeting

I. author/co-author on publication

Year(s)	Student(s)	Project Name (Faculty)	Type of Involvement
2011-2012	Sarah Pease (GA); Joanne Torres (GA)	<i>Assessment of the Health of Non-profit Sector in Northeast Pennsylvania (Cardelle)</i>	A, B
2011-2012	Joanne Torres (GA); Cynthia Bigley	<i>Statewide Diabetes Control Program (Cardelle)</i>	A, B, C, D, E
2011-2012	Sarah Pease (GA)	<i>Return on Community Investment & Economic Impact Analysis for the Lehigh Valley Health Department Programs (Cardelle)</i>	A, B, C, D
2011-2012	Pragati Jain	<i>Analysis of Socio-Ecological Factors that Facilitate and Prevent Women from Completing Breast Cancer Screenings (Cardelle)</i>	A, B, C, D, E, F
2011-2012	Sarah Pease (GA)	<i>Community Health Assessment of Monroe County (Cardelle)</i>	A, B
2010-Ongoing	Sarah Pease (GA); Heather Koble (GA); Rebecca Landucci	<i>Statewide Asthma Control Program (Cardelle)</i>	A, B, C, D
2009-2010	Victoria Montero (GA); Micheal Danso	<i>Immigration Policies, Acculturation and Social Capital: An International Comparison (Cardelle)</i>	A, B, C, D, E, H

Year(s)	Student(s)	Project Name (Faculty)	Type of Involvement
2009-2010	Victoria Montero (GA); Kristina Rodriguez (GA)	<i>Pathways to Leadership of Rural Community Health Leaders (Cardelle)</i>	A, B
2008-2009	Barbara Tornatore (GA)	<i>Community Health Assessment of Northampton County and Foundation Strategic Plan (Cardelle)</i>	A, B, C, D, E, F
2005-2009	Christa Bruce; Lyndsey Nybeck (GA); Melissa Rehrig; Heather Benamati (GA)	<i>Steps to a Healthier US: Pennsylvania Steps (Cardelle)</i>	A, B, C, D
2005-2006	Lyndsey Nybeck (GA); Melissa Rehrig;	<i>Assessment and Development of Public Health Emergency Training (Cardelle)</i>	A, B
2011-2012	Elizabeth Kuchinski (GA); Cindy Bigley	<i>Assessing Hunterdon County Latino Residents' Community Health Needs (Godin)</i>	C, D, E, F
2011-2012	Pragati Jain (RF); Gary Fromert (GA; WP)	<i>Comparisons of Cancer Incidence and Mortality for Rural vs. Urban Counties in Pennsylvania and Rural Appalachia in the United States (Godin)</i>	A, B, C, D, E, F
2011	Aarathi Shanmugavel (RF); Elizabeth Kuchinski (GA); Kalkidan Mulugeta	<i>Marketing Oral Cancer Screening in New Jersey (Godin)</i>	A, B, C, D, E, F, G, H
2010-2011	Elizabeth Kuchinski (WP; GA)	<i>Assessing Warren County Residents' Community Health Needs (Godin)</i>	C, D, E, F
2010-2011	Tara Holland (GA); Christina Kolenut; Elizabeth Kuchinski (GA); Emily Mowl; Kalkidan Mulugeta; Kristina Rodriguez; Aarathi Shanmugavel	<i>ECO-ESU: Impact Evaluation of Data Driven Social Marketing Initiative to Increase Students' Recycling Behaviors (Godin)</i>	A, B, C, D, E, F, G, H
2007-2012	Jennifer Hoffman (GA; WP) Christina Kolenut (WP); Pragati Jain (WP); Mildred Nunoo (WP); Mary Obing (WP)	<i>SCREEN Sun Safety Program (Godin)</i>	A, B, C, D, E, F, G, H
2008-2009	Sarah Price ; James Stephenson	<i>Improving Colorectal Cancer Health Literacy in the Hispanic Community: A</i>	A, E, G, H

Year(s)	Student(s)	Project Name (Faculty)	Type of Involvement										
		<i>Faith-based Initiative (Godin)</i>											
2007-2010	Sarah Price ; James Stephenson ; Tawny Youtz	<i>Warren County Cancer Coalition- Building Capacity for Cancer Education & Early Detection in Warren Co. (Godin)</i>	A, E, G, H										
2006-2007	Aimie Young (WP)	<i>Developing an Electronic Database for Environmental Health Hazards (Godin)</i>	A, B, C										
2005-2006	Leah Posivak (WP); Deidre Holland (GA)	<i>Behavioral Risk Factor Surveillance Survey of Sussex County (Godin)</i>	A, B, C										
2005-2006	Deidre Holland (GA)	<i>MAPP Assessment of Warren County (Godin)</i>	A, B, C										
2010-2011	Gabriela Breitfeller	<i>Safer Sex Survey Among College Students (Kanekear)</i>	A										
2011	Pragati Jain	<i>CNP: Cancer Screenings at Center of Asian Health (Shive)</i>	A,B,C										
2008	Roxanne Beharry	<i>Cancer screenings at Center for Asian Health (Shive)</i>	A,B,C,D,E,F,G,H,I										
2005	Jennifer Zavislak	<i>Knowledge, Attitudes, and Barriers to HBV Screening among Chinese Americans in Philadelphia and New York City (Shive)</i>	A,B,C,D,E,F,G,H,I										
<p>Key: WP — Work Precept: Students received tuition assistance and/or a stipend for working on the research project. GA — Graduate Assistantship: Students received tuition waiver and stipend for working on the research project. RF- Research Fellowship: Students were awarded a merit fellowship by the Graduate College to conduct faculty supervised research</p> <p style="text-align: center;"><u>Key for Type of Involvement:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I. data collection</td> <td style="width: 50%;">M. data interpretation</td> </tr> <tr> <td>J. data entry</td> <td>N. co-author in professional writing</td> </tr> <tr> <td>K. data coding</td> <td>O. preparation of professional presentation</td> </tr> <tr> <td>L. data analysis</td> <td>P. co-presenter at professional meeting</td> </tr> <tr> <td></td> <td>I. author/co-author on publication</td> </tr> </table>				I. data collection	M. data interpretation	J. data entry	N. co-author in professional writing	K. data coding	O. preparation of professional presentation	L. data analysis	P. co-presenter at professional meeting		I. author/co-author on publication
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Appendix 14

Faculty Profile Information

PUBLIC HEALTH PROGRAM FACULTY

Adenike C. Bitto, Associate Professor of Health, holds an M.P.H. in Epidemiology and a Dr.PH in Population Dynamics and Reproductive Epidemiology from the Johns Hopkins University School of Hygiene and Public Health. Dr. Bitto is also a Physician with a Bachelor of Medicine, Bachelor of Surgery (M.B.B.S.) with Distinction in Preventive and Social Medicine. She earned the Sir Kofo Abayomi Prize and Gold Medal for the best final year medical student in community health from the University of Ibadan, Nigeria. Dr. Bitto completed the mandatory one-year internship, and after serving in the National Youth Service Corps Program, completed a residency in Community Medicine and Public Health. Dr. Bitto received her CHES certification in 1999, and her MCHES certification in 2011. Last, in 2005 she was accepted as a Fellow of the Royal Institute of Public Health (F.R.S.P.H.) in Britain.

Dr. Bitto has exceptional training and experience in epidemiology. Early in her career, she served in the Washington, D.C. Department of Health as the Acting Epidemiologist and Chief, Bureau of Epidemiology and Communicable Disease Control. Dr. Bitto also served as Interim Chief and Senior Epidemiologist in the Epidemiology Division of the Administration for HIV/AIDS with responsibility for AIDS surveillance and HIV seroprevalence activities in the District of Columbia. Dr. Bitto served as the Senior Epidemiologist in the D.C. Bureau of Injury and Disability Prevention and the D.C Linkage and Tracking System, and as a Senior Epidemiologist for the Social Indicator Needs Assessment Study, Addiction Prevention and Recovery Administration, Government of the District of Columbia, Department of Health, Washington D.C. Dr. Bitto has taught the “Epidemiology” and “The Physical Environment and Community Health” courses that are required for MPH students. In addition, she has taught an MPH elective- “Women’s Health Issues”. At the undergraduate level, Dr. Bitto routinely teaches: “Introduction to Community Health”; “Foundations of Epidemiology in Public Health”; and “The Environmental Determinants of Community Health”. On occasion, she has taught “International Health Science” and undergraduate electives: “Personal and Consumer Health” and “Nutrition for Healthy Living”.

Dr. Bitto’s clinical and professional expertise is further highlighted by extensive consulting experience with national, international, and multinational agencies and institutions. These include the World Bank and Georgetown University Institute for Reproductive Health (Breastfeeding Division and Natural Family Planning Division) in Washington, D.C., and the Charles R. Drew University of Medicine and Science in Los Angeles. Dr. Bitto has served as Consultant (Attending

Physician) to the University College Hospital, Ibadan, Nigeria, and as Professor of Preventive and Social Medicine at the University of Ibadan, Nigeria.

Dr. Bitto's recent scholarly work is in the areas of: West Nile Virus and Lyme Disease prevention. She has chaired numerous MPH publishable papers at ESU, and has had a number of graduate students as co-authors on the 26 presentations she made at refereed professional conferences during 2005-2012. She is also the author/co-author of research reports, monographs and five peer-reviewed journal articles.

Alberto J.F. Cardelle is a Full Professor and the Chair of the Department of Health Studies at East Stroudsburg University. He also is the Program Coordinator of the BS in Public Health (Health Services Administration Track). Dr. Cardelle received two BS degrees from Tulane University in Biology and Latin American Studies. He completed his MPH degree, with a concentration in Health Services and International Health, at Boston University in 1989. Dr. Cardelle completed his Ph.D. in International Studies at the University of Miami. Prior to his position at ESU, he lectured at Universidad Autonoma de Santo Domingo, Universidad Nacional de Honduras, St. Georges University, Nova Southeastern University, and Georgetown University.

While completing his doctoral program at the University of Miami, Dr. Cardelle was named Research Associate at the Dante Fascell North-South Center, where he coordinated the health research portfolio of the center. As a result of this work, he published a book on health care reform in Latin America titled "Health Care Reform in Central America and NGO-Government Collaboration." Also while at the University of Miami, Dr. Cardelle was awarded a Minority Research Fellowship by the Fogarty International Research Program at the National Institutes of Health. Through the work done within this fellowship, he documented the collaboration of NGOs and governments in the area of HIV/AIDS. His fellowship work was also presented at the International AIDS Conference in Havana, Cuba.

Dr. Cardelle's experiences in international health began in 1989 working with UNICEF in Nicaragua, and then with Aesculapius International Medicine in Guatemala. As a result of his efforts overseas, Dr. Cardelle was able to serve as an International Health Resident of the Pan-American Health Organization/World Health Organization in Washington D.C. He recently received intramural funding to study "Immigration Policies, Acculturation and Social Capital: an international comparison."

Over the course of his career, Dr. Cardelle has published multiple book chapters on international health care and public health. He has two chapters in a Pan American Health Organization publication entitled "Globalization and Health Opportunities and Threats." The chapters are based on his research on the link between global health

and international relations, and the impact of globalization on the health status of citizens of developing countries.

More recently, Dr. Cardelle's has diversified his research portfolio with funding in school-based obesity prevention, evaluation of diabetes and asthma prevention programs, ecological factors related to breast cancer screenings, and prevention of gambling addiction. He has maintained a continued commitment to build public health infrastructure with funding to study: 1) the non-profit sector in northeast Pennsylvania; 2) the economic impact analysis for the Lehigh Valley Health Department; and 3) community health assessments of Monroe County and Northampton County. Dr. Cardelle received a Robert Wood Johnson grant to study pathways to leadership of rural community health leaders. He received 13 grants/contracts which accumulated \$891,800 in the total amount of funding for the 2005-2012 time period.

Dr. Cardelle has a keen research interest in minority health issues. He has studied the health needs of Latinos in Monroe County, and completed an assessment of Spanish e-health materials available to Latinos. Dr. Cardelle has served as Vice-Chair and Chair of the Latino Caucus of the APHA and served two years as the Caucus's Scientific Program Chair. He was recently recognized by receiving the "Public Health President's Award" from the Latino Caucus of APHA. In addition, he was elected to serve on the Governing Council of the American Public Health Association. He is a founding Board Member and current President of the Latino American Alliance of Northeast Pennsylvania and volunteer executive director of the Latino Community Service Office of Monroe County. Both organizations promote the health and well-being of Latinos.

Steven Godin, Professor of Health Studies, MPH Program Director (since 2007), and Public Health Certificate Coordinator (since 2009) holds a BA in Psychology from California State University, Fullerton, an M.S. in Community Psychology and a Ph.D. in Clinical Psychology from the Illinois Institute of Technology. Dr. Godin completed a post-doctorate MPH (concentration in Health Education/ Behavior Science) in 1994 at UMDNJ/Robert Wood Johnson Medical School & the Edward Bloustein School of Planning & Public Policy of Rutgers University. During his sabbatical in 2006-2007, he received a post-graduate Certificate in Public Health Informatics from the University of Illinois, Chicago Circle School of Public Health. His background is particularly strong in program development and evaluation of population-based health promotion and prevention programs. During 2005 to 2012, Dr. Godin secured \$1,074,468 to coordinate health promotion prevention programs, conduct outcome research, and provide program evaluation services. Over the last 25 years, Dr. Godin has worked as a principal investigator, co-principal investigator, program evaluator, or statistician on numerous other health promotion research initiatives that have had cumulative budgets of more than \$11 million. During 2005-2012, Dr. Godin has taught "Public Health

Measurement Science”; “Computer Applications in Health Education,” “Introduction to Research”, “Epidemiology” (for the PH Certificate Program), “Public Health Practice Skills”, and “Scientific Foundations of Health Behavior” - all required courses for the MPH program. At the undergraduate level, Dr. Godin has taught “Pre-Practicum in Public Health”, “Introduction to Health Counseling”, “Modifying Health Behaviors” and “Community Health Organization”. Dr. Godin served as the Coordinator of the Undergraduate Program in Community Health Education from 1994 to 2009.

Since the last CEPH application, Dr. Godin has been active in providing program development and evaluation services in cancer prevention. His recent work in this area has included the development and coordination of a multi-county sun safety program (‘SCREEN’: Skin Cancer Reduction – Early Education Network) that uses a social marketing approach to improve children’s sun safety behaviors. Study sites include elementary schools and community parks, pools, and summer camps in seven counties in NJ. He has also used social marketing campaigns to improve recycling behaviors. With regard to public health informatics, Dr. Godin has copyrighted a needs assessment tool for assessing staff needs prior to the implementation of electronic health records. He wrote a RWJ grant in 2011 that received funding to provide a more efficient model of community assessments and implementation of the ‘CHIP’ through linking multiple assessments and secondary data online through a public health information exchange (PHIE or data sharing repository) and implementation software. Additional innovations include linking the electronic health records with the PHIE and providing Web 2.0 applications including a community Wiki, health education blogs along with interface to Facebook and LinkedIn networks. Last, he has conducted a number of community-based needs assessments to help counties develop their community health improvement plans. He is presently serving a three year term as Section Councilor of the Health Informatics- Information Technology Section of the American Public Health Association.

Dr. Godin’s additional scholarly contributions during the 2005-2012 time period include authorship or co-authorship of professional publications, evaluation-research reports, and numerous presentations (N=30) involving 24 MPH students and two undergraduate students as co-authors at national conferences in the public health field.

Amar Kanekar, Assistant Professor of Health Studies joined the faculty in the Department of Health Studies in Fall, 2009. He received his M.B.B.S. from the Mumbai University in India. His public health training includes a MPH in Public Health Education from Western Kentucky University and a Ph.D. in Health Promotion and Education from the University of Cincinnati in 2009. He has certifications as an MCHES, as well as a CPH. Since arriving at ESU, Dr. Kanekar

published 13 journal articles, most of which were in HIV/AIDS prevention and education. Along with his publications, he has also presented 13 conference presentations involving five MPH students as co-authors. With regarding to teaching responsibilities, Dr. Kanekar taught mostly undergraduate coursework including Program Planning and Evaluation in Public Health Practice; Health Project and Grant Development; Community Health Organization; and the elective Personal and Consumer Health. At the graduate level, taught one section of Health Education Evaluation and Public Health Seminar. Prior to the 2012 semester, Dr. Kanekar departed ESU to take another faculty position elsewhere where there was a greater emphasis on research and less emphasis on teaching. We are planning to conduct a national search for his replacement in Fall, 2012.

Steven Shive, Associate Professor, and Coordinator of the BS in Public Health (Community Health Education Track), holds a Ph.D. in Health Studies from Temple University in Philadelphia. Dr. Shive has also earned three master's degrees -- an MPH in Community Health Education, an MA in Philosophy (Ethics), and an MTS in Theology (Ethics). He has a BS in Psychology with a double major in Philosophy. Dr. Shive's background is particularly strong in cancer prevention, tobacco prevention, ethics, and changing health behavior. He has conducted extensive research in cancer screening and prevention, evaluating health inequities in cancer, and has published 30 professional journal articles and six book chapters in the last seven years.

Dr. Shive has secured external funding to conduct prevention and intervention research and program evaluation to reduce cancer disparities among special populations such as women and Asian American minorities. He also serves on the Steering Committee for the Center for Asian Health. Dr. Shive has taught the "Community Health Practice" and "Health Education Evaluation" required courses for the MPH program, and brings his multidisciplinary background and approach to these courses. At the undergraduate level, he teaches "Program Planning and Evaluation" and a number of electives in "Health Emergencies" and "Advanced Emergency Care".

**Core Public Health Faculty
Graduate Teaching Responsibilities
Fall, 2007 - Spring 2012**

Name/Degree/Rank	Required MPH Courses Taught
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Name/Degree/Rank	Required MPH Courses Taught
Adenike C. Bitto, MBBS, MPH, Dr.PH, MCHES Associate Professor	<ul style="list-style-type: none"> ♦ Epidemiology ♦ Physical Environment & Community Health ♦ Health Research Problem ♦ Internship/Field Experience
Alberto J.F. Cardelle, Ph.D., MPH Professor	<ul style="list-style-type: none"> ♦ Public Health Administration ♦ Health Ethics, Policy and Law ♦ Public Health Seminar ♦ Health Research ProblemHealth ♦ Global Public ♦ Internship/Field Experience
Steven Godin, Ph.D., MPH, PHI Certificate Professor	<ul style="list-style-type: none"> ♦ Public Health Practice Skills ♦ Computer Applications in Health Education ♦ Introduction to Research ♦ Public Health Measurement Science ♦ Epidemiology (Distance Ed) ♦ Scientific Foundations of Health Behavior (Distance Ed) ♦ Health Research Problem ♦ Internship/Field Experience
Amar Kanekar, MBBS, Ph.D., MPH, CPH, MCHES Assistant Professor	<ul style="list-style-type: none"> ♦ Health Education Evaluation ♦ Public Health Seminar • HIV and AIDS Education and Prevention
Steven E. Shive, Ph.D., MPH, CHES Professor	<ul style="list-style-type: none"> ♦ Health Education Evaluation ♦ Community Health Practice ♦ Internship/Field Experience

**Adjunct or Part-time MPH Faculty/Health Department Faculty
Graduate Teaching Responsibilities
Fall 2007 - Spring 2012**

Name/Degree/Rank	<i>Required MPH Courses Taught</i>	Elective Courses Taught
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Name/Degree/Rank	<i>Required MPH Courses Taught</i>	Elective Courses Taught
Christina Brecht, R.D., M.P.H. Assistant Professor	♦ Health Research Problem	♦ Nutrition Across the Life Span
Elizabeth Brensinger, MPH Assistant Professor	♦ Community Health Practice for Health Educators ♦ Health Education Evaluation ♦ Public Health Administration ♦ Health Research Problem	
Kathleen Hillman, Ph.D., MPH, CHES Professor	♦ Scientific Foundations of Health Behavior ♦ Health Research Problem	
Mary Jane O'Merle, MS		♦ Women's Health Concerns

Faculty Complement of Public-Health-Related Disciplines

Faculty Member	Background Training	Training From CEPH- Accredited Institution?
Adenike Bitto	Epidemiology, Medicine	Yes – Johns Hopkins University
Alberto J.F. Cardelle	Public Health Administration, Health Services Research	Yes – University of Miami and Boston University
Steven Godin	Health Behavior, Community Psychology, Biostatistics, Public Health Informatics	Yes – Rutgers University and University of Illinois, Chicago Circle
Amar Kanekar	Community Health Education, Epidemiology, Biostatistics, Medicine	Yes- Western Kentucky University
Steven Shive	Community Health Education, Ethics	Yes – ESU and Temple University