

# ARTICULATION AGREEMENT

Between

University at Albany  
School of Public Health

And

Albany Law School

For

A Collaborative Juris Doctor and Master of Public Health

The University at Albany School of Public Health, hereinafter "UASPH," is an academic unit within the University at Albany, hereinafter "the University," which provides graduate study leading to a Master of Public Health degree. Albany Law School, hereinafter "Albany Law School", provides a course of study leading to the Juris Doctor degree. Because some UASPH students are interested in pursuing a J.D. degree, and some law students are interested in pursuing a Master of Public Health degree, together the University and Albany Law School hereby enter into the following articulation agreement effective as of July 20, 2017 governing the matriculation of Albany Law School students into a Master of Public Health program at the University, hereinafter the "UASPH Program," and the matriculation of UASPH students into the J.D. program at Albany Law School:

1. Albany Law School students seeking admission to the UASPH Program will be subject to all standards and requirements for admission as may be established by the University from time to time. The University and the UASPH Program will accept LSAT scores in lieu of GRE scores for Albany Law School students. UASPH students seeking admission to the Albany Law School J.D. program will be subject to all standards and requirements for admission as may be established by Albany Law School from time to time, including the submission of LSAT scores.
2. UASPH will credit Albany Law School students with up to 9 elective credits (depending on MPH concentration) and up to 3 professional development course credits toward the requirements for completion of the Master of Public Health for completion of any of the law school courses set forth in Appendix A, attached hereto and incorporated herein. Albany Law Students will also be able to cross-register for up to 6 internship credits, in accordance with expectations, standards and registration practices at and between the two institutions. Other law school courses may be

approved as electives by the student's faculty advisor in the UASPH Program. Students must have earned a B or better in any law school course that is credited toward their Master of Public Health degree. Students may not be credited for a course taken at Albany Law School that substantially overlaps with a course taken in the UASPH Program. (Some MPH concentrations allow fewer electives to be transferred. See Appendix A for details.)

3. Albany Law School will credit law students who are in the UASPH Program with up to twelve (12) elective credits toward the requirements for completion of the Juris Doctor degree for completion of any of the UASPH Program courses set forth in Appendix B, attached hereto and incorporated herein, or other UASPH Program courses that may be approved by the student's Albany Law School faculty advisor. Students must have earned a B or better in any UASPH course that is credited toward their JD degree. Students may not be credited for a course taken in the UASPH Program that substantially overlaps with a course taken at Albany Law School.
4. Albany Law School students who are admitted to the Master of Public Health Program must complete their first year of studies at Albany Law School before they are eligible to transfer credits toward their J.D. from the Master of Public Health program. Students may start the UASPH Program and then matriculate to Albany Law School, but only credits earned after matriculation to the law school may be transferred toward the J.D. degree.
5. UASPH reserves the right to make changes in its UASPH Program, without advance notice to Albany Law School students, and such changes may be subject to approval by the New York State Education Department.
6. Albany Law School and University at Albany will make reasonable efforts to publicize this articulation agreement among their students, alumni, faculty, counseling staff, and administration.
7. Albany Law School and UASPH agree to: monitor the academic performance of students enrolled under this articulation agreement, identify problems, and work cooperatively with each other to adjust course sequence and content as appropriate.
8. Albany Law School and UASPH agree to meet periodically or as otherwise may be necessary to update major course equivalencies between their curricular offerings and to notify each other concerning any contemplated curricular changes that would affect the future of this agreement.
9. This agreement is subject to Albany Law School's retaining its accreditation standing with the American Bar Association and maintaining its registration status

with New York State Education Department Office of Higher Education and the Office of the Professions. In addition, this agreement is subject to the University at Albany retaining its accreditation standing with the Middle States Association of Colleges and Schools and maintaining its registration status with New York State Education Department Office of Higher Education.

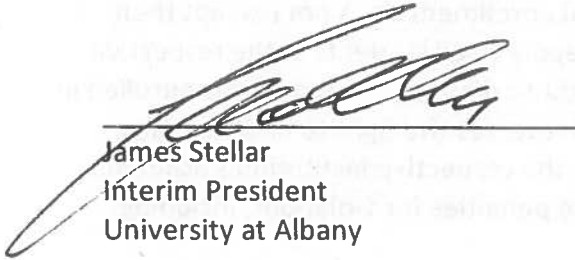
10. Albany Law School students who are admitted and enrolled in the UASPH Program shall be afforded all of the rights and responsibilities of the University at Albany students. UASPH students who are admitted and enrolled in the Albany Law School J.D. program shall be afforded all of the rights and responsibilities of Albany Law School students. Students' dual enrollment does not exempt them from academic and behavioral codes that apply to all students at the respective institutions. The University reserves the right to discipline any students enrolled in its UASPH Program and Albany Law School reserves the right to discipline any students enrolled in its J.D. program under the respective institution's academic and behavioral code of conduct and impose penalties for violations, including dismissal from the program.
11. Either Party may terminate this Agreement by serving a written notice of its election to terminate on the other Party at least ninety (90) days prior to the commencement of either the fall or spring academic semester of the other Party, with such termination being effective on the date specified in such notice (the "Termination Date"); provided that the Parties hereto may agree to make any such termination effective upon less than ninety (90) days' notice.
12. Upon termination of this agreement, students who are participating in the UASPH Program under this agreement shall be given the opportunity to complete the UASPH Program without interruption in their studies, and upon the same terms and conditions as set forth in this agreement; and students who are participating in the Albany Law School J.D. program under this agreement shall be given the opportunity to complete the Albany Law School J.D. program without interruption in their studies, and upon the same terms and conditions as set forth in this agreement.
13. Students in the UASPH Master of Public Health program pay tuition to the University for courses taken at the University and pay tuition to Albany Law School for courses taken at the law school. Tuition, room, board and other fees which may be due to the University at Albany for enrollment in the UASPH Program shall be billed at the University's then current tuition rates and charges, and paid directly to the University by the students. All tuition rates, room and board rates and other fees are not guaranteed and are subject to change. In-state students shall be billed at in-state rates, and out-of-state students shall be billed at out-of-state rates. All regulations, policies and procedures regarding payment of these charges and

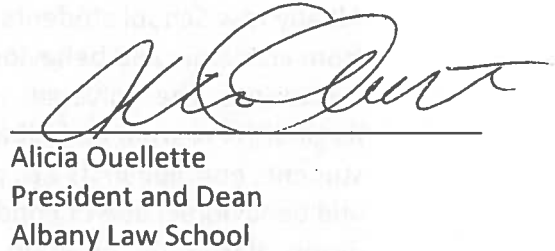
withdrawal from academic programs at the University shall apply to the Albany Law School students enrolled in the UASPH Program pursuant to this agreement.

14. This agreement may be amended from time to time by the mutual consent of both parties. Amendments shall be in writing, and signed by both parties.

15. This agreement shall be governed by the laws of the State of New York.

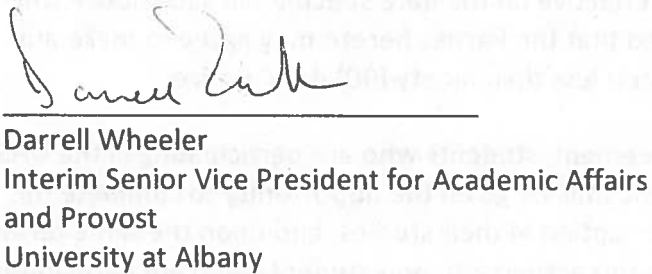
In witness thereof, the parties hereto affix their signatures on the dates indicated below.

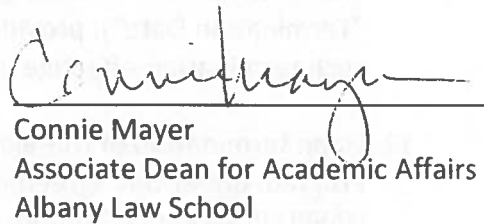
  
James Stellar  
Interim President  
University at Albany

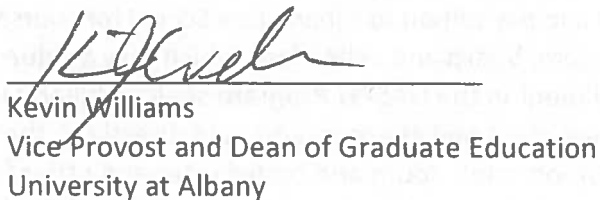
  
Alicia Ouellette  
President and Dean  
Albany Law School

Date: 7/20/17

Date: 7/20/17

  
Darrell Wheeler  
Interim Senior Vice President for Academic Affairs  
and Provost  
University at Albany

  
Connie Mayer  
Associate Dean for Academic Affairs  
Albany Law School

  
Kevin Williams  
Vice Provost and Dean of Graduate Education  
University at Albany

Date: 7/20/17

## Appendix A: Albany Law School Courses that can be credited toward the Master of Public Health degree

### Approved Electives from Albany Law School

The following ALS courses may be transferred in as elective credits for the MPH degree, with advisor approval

- 8-9 elective credits may be transferred in for MPH concentrations in
  - Health Policy, Management & Behavior
  - Social Behavior and Community Health
  - Public Health Practice
  - Environmental Health Sciences
  - Biomedical Sciences
- 3 elective credits may be transferred in for the MPH concentration in
  - Epidemiology
- 6 elective credits may be transferred in for the MPH concentration in
  - Biostatistics

#### Health Law Courses

##### **Health Law**

##### **Elective**

##### **3 credits**

This survey course covers several topics essential to an understanding of the health-care system and the issues confronting health-care lawyers today. The topics are: health-care delivery systems; quality of and access to health care (including medical malpractice and institutional liability); health-care professionals' rights and responsibilities (including professional licensure/discipline and institutional peer review); and patients' rights (including informed consent, advance directives, and surrogate decision making).

##### **Public Health Policy: Law, Finance, and Ethics**

##### **Elective**

##### **3 credits**

This course will explore the origins of the current healthcare crisis, systematically examine some of the current methods for containing healthcare spending (including those contained in the Affordable Care Act), and probe whether those methods are successful and equitable. The course will also explore long-term care and the government's role in dealing with bioethical issues regarding, inter alia, physician assisted suicide, reproductive technologies, cloning, stem cell research, and organ transplantation

**Public Health Law****Elective****3 credits**

Explores role of government in protecting and promoting public health and safety. Examines legitimacy of public health activities and explores sources of authority for public health action. Introduces the sciences of biostatistics and epidemiology.

**Applied Health Policy****Elective****3 credits**

This problem-solving course in health policy integrates doctrinal instruction with experiential learning. Students visit facilities and offices providing health care and analyze the legal issues they face. Students also write a memorandum of law related to the issues they encounter. The course includes visits to Albany Medical Center, an IVF Clinic, Wadsworth Bioterrorism Labs and other health-related offices and businesses. These visits give students exposure to the real-life workings of the health care system and an opportunity to determine how to approach a legal issue and give appropriate, practical advice.

**Legal Issues in Medicine****Elective****2 credits**

Focuses on in-class presentations by students on legal and ethical issues present in the medical records of hypothetical obstetrical or gynecological patients. Law students work in teams with resident physicians in obstetrics and gynecology.

**Bioethics Seminar****Elective****2 credits**

Explores bioethics issues such as clinical decision making, informed consent, organ donation and transplantation, physician assisted suicide, ethics in managed care, death and dying, and medical research.

**Genetics and the Law****Elective****3 credits**

Describes the medico-legal paradigm within which genetic technologies are presently pursued or restricted. Discusses the scientific basis of the genetic technologies providing students with basic appreciation of potential issues and a guide to the scientific, rather than the legal, literature related to the growing area of genomics. The course will be organized along six areas of the law: criminal law, family and property law, tort law, insurance law, labor law, and intellectual property law. No science background is required.

**Human Reproduction: Legal and Moral Issues****Elective****3 credits**

Discusses the moral and legal issues concerning both ordinary and assisted reproduction. Covers constitutional and common law doctrine on reproductive liberty, government regulation, and medical control over procreative choice, the reproductive autonomy of minors, the effects of

advances in cell biology on reproductive issues, and the rights and responsibilities of gamete contributors.

### **Fraud and Abuse in the Health Care Industry**

**Elective**

**3 credits**

Covers the federal healthcare fraud protection laws relating to false claims, kickbacks, physician self-referrals, and hospital emergency treatment requirements. Examines the unique ways in which the healthcare industry is regulated to protect consumers and the federal healthcare programs (Medicare and Medicaid) from fraud.

### **Malpractice in Health Care**

**Elective**

**2 credits**

Focuses on professional liability and cases concerning numerous health-care professionals, including physicians. In addition, students study statutory reforms enacted to modify the common law so as to decrease the costs of malpractice liability. Explores the relationship between malpractice and professional misconduct. Institutional liability is addressed as a complement to (and possibly a future replacement for) professional liability.

### **Retirement Planning and Health Care in the Age of Obamacare**

**Elective**

**3 credits**

The number of elderly Americans is projected to increase significantly over the next few decades. Life expectancy is still increasing; the economy and job growth are sluggish; millions of Americans lack adequate health insurance; health care costs are rising at a rate far higher than the general inflation rate; and the Administration and state governments are attempting to implement the Affordable Care Act in the face of budgetary constraints and implacable opposition from certain groups. In view of these factors, issues involving retirement planning, health care, and the elderly will continue to be important for the foreseeable future. This course will cover:

1. Federal pension law under ERISA and the Internal Revenue Code;
2. Social Security and Medicare coverage and benefits, including policy and financial issues; and
3. The major new rules under the Affordable Care Act relating to access to health care, how health care is provided and financed, patient protections, employer-provided benefits and quality improvement.

### **Elder Law**

**Elective**

**2 credits**

Provides an overview of legal and policy questions relating to aging individuals and an older and aging society.

### **Other Law Courses**

#### **Environmental Law**

Elective 3 credits

Focuses on developing general analytical framework for understanding environmental law, including development of common law, with emphasis on statutory and regulatory techniques for pollution control.

#### Environmental Law, Policy, and Ethics

Elective 2 credits

This course will examine the underpinnings of environmental and natural resources law by exploring the foundational ideas governing the use, protection and allocation of the environment and natural resources. Among the subjects covered will be competing theories of entitlement, including those represented in the concept of property in the common law tradition, humans as conquerors or citizens of nature, the public trust, and nature as an economic resource. Drawing from both legal and non-legal sources, students will examine the historical circumstances of laws governing nature, will consider the modern application of those laws, and will investigate in depth the social, political and economic policy implications of regulating nature.

#### International Human Rights Law

Elective 2 credits

This seminar examines the origin, scope, and protection of international human rights both internationally and in domestic litigation. Students write a research paper on a topic of their choice. The paper is eligible to satisfy the upper year writing requirement, and the course satisfies the international law requirement.

#### Law of Climate Change

Elective 3 credits

This course is a general introduction to the body of domestic and international law developing daily to grapple with catastrophic anthropogenic climate change. The course begins with a general overview of current climate science, and the policy, economics, and legal framework of the law of climate change. The next module covers an introduction to international environmental law, including the climate treaties and current negotiations. We will explore the growing theories of international human rights to a clean environment and stable climate, and the attempts to locate and enforce these rights in international and U.S. law. Turning to domestic law we will examine the sources of law that govern the principal sources of greenhouse gases, both federal judicial and administrative law. Our exploration begins with the Clean Air Act, public nuisance theory, and other litigation concerning transportation and energy generation, two of the greatest contributors to greenhouse gas emissions. We will examine pending federal legislation. The course will then turn to regional, state and local initiatives to mitigation of and adaptation to the effects of climate change. The course will be conducted two-thirds in the classroom and one-third online. We will conduct several exercises and a simulated litigation of a climate change-related case.

#### State and Local Environmental Law

Elective 3 credits

This course will examine environmental regulation and enforcement by state and local governments relating to storm water and erosion control, forest and groundwater resources, essential public facilities siting, habitat protection and open space provision, among others. The course will consider sources, scope and limitations in the authority of local governments to pursue an environmentally protective regime, the potential constitutional liabilities of government in regulating the use of the natural environment, and the conservation potential of the traditional tools that local governments wield (including planning and zoning, exactions,



eminent domain, building codes). This course will also look to emerging trends in local environmental law, including green buildings, sustainable development ordinances, environmental planning and climate change strategies.

## **Approved ALS Professional Development Courses**

SPH 680 (the 2-credit, year-long MPH professional development sequence) may be replaced by one of the following Professional Responsibility courses plus the completion of the SPH non-credit online certificate in Foundations of Public Health Practice

### **Classes in Professional Responsibility**

#### **Legal Profession**

##### **3 credits**

An examination of the Code of Professional Responsibility and Model Rules of Professional Conduct; a study of the organization of the bar and the function of the organized bar; and consideration of the individual attorney's professional responsibility for public service.

#### **Professional Responsibility Seminar**

##### **3 credits**

Provides a comprehensive overview of the rules of legal ethics and an opportunity for in-depth study of a particular professional responsibility issue selected by the student. An alternative to the required course, the Legal Profession.

## **Approved ALS Internship and Field Placement Courses**

ALS students may satisfy up to 6 UASPH internship credits through dual enrollment. To accomplish this, ALS students may cross-register for two 3-credit internships through UASPH. With UASPH faculty advisor approval, each UASPH internship can be satisfied by the student also enrolling in either the Albany Law School Health Law Clinic (student must enroll in the Clinic for 6 law school credits) or in an Albany Law School Field Placement at one of the agencies listed below (student must also enroll in the Field Placement for 6 law school credits). For each internship, students may earn 6 law school credits and 3 UASPH credits.

#### **Health Law Clinic**

##### **Elective**

The Health Law Clinic is designed to teach student interns to identify and address the legal issues which poor individuals living with chronic health conditions often face. Through faculty supervised representation of clients living with, or affected by, HIV or cancer, participating students acquire a broad range of practical lawyering skills in the areas of client interviewing, factual investigation, case planning, client counseling, and litigation advocacy. Student interns are admitted to practice under the Student Practice Rule which allows them to help clients access necessary health care, obtain public benefits, secure or maintain stable housing, establish court-approved emergency plans for the future care of children, and develop proxies which authorize health care agents to make health decisions. Participating interns typically take from this

experience both a heightened confidence in their lawyering abilities and a broader perspective of their role in ensuring access to justice for the needy. Clinic clients typically report that the legal services provided relieve stress and allow them to focus their limited energy on their underlying health problems.

#### **Field Placements/ Summer & Semester in Practice**

- New York State Office of Temporary and Disability Assistance, Counsel's Office
- New York State Office of Temporary and Disability Assistance, Office of Hearings and Appeals
- Healthcare Association of New York State (HANYS)
- New York State Attorney General – Medicaid Fraud Control Unit
- New York State Department of Health, Division of Legal Affairs, Bureau of Administrative Hearings
- New York State Department of Health, Division of Legal Affairs, House Counsel
- New York State Department of Health, Hearings and Appeals
- New York State Office for People with Developmental Disabilities
- New York State Office of Alcoholism and Substance Abuse Services
- New York State Office of the Medicaid Inspector General
- St. Peter's Health Partners
- Mental Hygiene Legal Service
- Disability Rights New York
- New York State Department of Financial Services - Health Bureau
- CDPHP
- County Department of Social Services Offices (e.g. Albany County DSS)
- Legal Aid Offices and Empire Justice (health issues such as disability and SSI)
- New York State Attorney General

## **Appendix B: University at Albany School of Public Health Courses that can be credited toward the Juris Doctor Degree**

### **Bms 505 Biological Basis of Public Health (3)**

Introduction to field of biomedical sciences and public health, including infectious and transmissible vectors, genetic disease and chronic disorders. Explanation of laboratory based procedures for detection, monitoring, and treating such diseases. Concepts of basic, relevant laboratory methods and data interpretation introduced. Discussion of impacts of nanotechnology on biomedical sciences, medicine and public health. Prerequisite: College level biology or biochemistry or genetics or molecular biology or permission of instructor.

### **Bms 601 Biomedical Science Horizons (3)**

This course will discuss important concepts for students considering a future career in biomedical sciences and public health. Students will gain an understanding of cutting edge technologies in molecular biology, genomics, proteomics, and cell biology and their role in future improvements in public health. Students will also become familiar with the all important first step in future biomedical public health studies: scientific proposal writing and review.

### **Ehs 520 Principles of Environmental Chemistry (3)**

A survey of known environmental pollutants undertaken to familiarize students with the processes of evolution, emission, transport and disposition of these compounds in the environment. Prerequisite: Two years of college chemistry or the consent of the instructor.

### **Ehs 530 Principles of Toxicology (3)**

Fundamentals and principles of toxicology including absorption, distribution, metabolism and excretion of chemicals and drugs in mammalian systems. The toxicology of specific organ systems and of classes of compounds which produce similar toxic effects presented. Current governmental regulations concerning foods, drugs, and environmental policies discussed. Prerequisite: Two years of undergraduate chemistry and one year of undergraduate biology or consent of instructor.

### **Ehs 590 Introduction to Environmental Health (3)**

Basic concepts of the modes of transmission of environmental stressors from source or reservoir to host and methods of reducing their impact on human population; basic concepts, methods and premises of environmental risk management. Prerequisite: College level biology course or permission of instructor.

### **Ehs 665 Risk Assessment (3)**

Introduces the science that is used in assessing human health risks from chemical exposures. It includes: (a) hazard identification; (b) dose- response assessment; (c) exposure assessment; (d) risk characterization; and (e) risk communication. Imparts analytical skills that students can use in developing, interpreting, and understanding risk assessment for individual chemical or specific contamination incidents involving human exposure. Prerequisites: Ehs 530 and Epi 501.

### **Epi 500 (Ant 516) Basic Principles and Methods of Epidemiology (3)**

Introduction to epidemiology for students majoring in any aspect of public health other than epidemiology; covers the principles and methods of epidemiologic investigation including describing the patterns of illness in populations and research designs for investigating the etiology of disease. Introduces quantitative measures to determine risk, association and procedures for standardization of rates. Other topics include bias, confounding, causality, ethics, and screening.

### **Epi 501 Principles and Methods of Epidemiology I (3)**

Introduction to epidemiology for students majoring in any aspect of public health; covers the principles and methods of epidemiologic investigation including describing the patterns of illness in populations and research designs for investigating the etiology of disease. Introduces quantitative measures to determine risk, association and procedures for standardization of rates.

### **Epi 502 (Ant 517) Principles and Methods of Epidemiology II (3)**

Application of basic principles and methods (as covered in Epi 501 and Sta 552) in the design and conduct of epidemiologic studies. Topics include the development of research questions; overview of epidemiologic study designs; sampling, sample size, and selection bias; techniques for data collection, sources of secondary data, and the evaluation of measurement and information bias; confounding and effect modification; techniques for simple and stratified analyses; and an introduction to mathematical modeling in epidemiology. Prerequisite(s): Epi 501, Sta 552 or their equivalents.

### **Epi 503 Principles of Public Health (3)**

This course introduces the students to the basic principles of public health and their application to the development of activities that benefit the health status of populations. The skills of epidemiology, biostatistics, health care planning and policy development, health care administration, and community organization are applied to the assessment of public health needs and the development of prevention and control initiatives.

### **Epi 514 (Hpm 514) Computer Programming for Data Management and Analysis in Public Health (3)**

The courses covers a major statistical computer program (e.g. SAS) used for the management, analysis and reporting of public health data. Topics include, how to access data stored in a variety of formats; techniques for identifying errors and outliers in data sets; combining data from

multiple sources into a single data file; calculating statistical and epidemiologic measures; and report writing.

### **Epi 552 Principles of Statistical Inference I (3)**

An introduction to descriptive statistics, measures of central tendency and variability, probability distributions, sampling estimation, confidence intervals and hypothesis testing. Computing will be introduced and used throughout the course. Sta 552 and Sta 553 will satisfy the core requirement in statistics for programs in the School of Public Health.

### **Epi 553 Principles of Statistical Inference II (3)**

Continuation of Sta 552. Topics will include correlation, regression, analysis of contingency tables and non-parametric statistics. Computing will be used throughout the course. Sta 552 and Sta 553 will satisfy the core requirement in statistics for programs in the School of Public Health. Prerequisite: Sta 552 or equivalent.

### **Hpm 500 Health Care Organization, Delivery and Financing (3)**

This is an introductory course intended to familiarize students with the organization, delivery and financing of the health care system. The course covers historical, societal, political and economic forces influencing the accessibility, cost and quality of personal and public health services. Descriptions of the current structures within the system, as well as changes occurring (the advent of managed care) and their effect are emphasized. Health care concepts and terminology, provider characteristics, methods of financing, government regulations and private sector services will be discussed. The course is designed to provide baseline understanding of the US health care system and its dynamics. But it is also meant to begin training the student on how to apply this understanding to issues in health policy and management.

### **Hpm 501 Health Policy Analysis (3)**

This course introduces students to policy analysis and management by examining issues in the health sector. It fosters an appreciation of the complexity of policy problems and provides the basic tools used in policy design, implementation and evaluation. Prerequisite: Hpm 500.

### **Hpm 520 Fundamentals of Research Design (3)**

This course introduces students to the steps involved in designing and/or evaluating a research paper. Topics include translating a curiosity into a researchable question and testable hypotheses, the logic of different modes of inquiry, choosing appropriate study designs and samples, measuring phenomena of interest, and interpreting results, as well as principles of research ethics.

### **Hpm 525 Social and Behavioral Aspects of Public Health (3)**

This course provides an introduction to the role of social, cultural, psychological, and behavioral factors in determining the health of populations. Students will: gain understanding of the

significance of social, cultural, psychological, and behavioral factors in relation to health status and well-being; learn to analyze public health problems in terms of the social, psychological, cultural, economic, and demographic factors that contribute to or protect from vulnerability to disease, disability, and death; and improve their ability to apply social science theory, research, and principals to the critical analysis of the appropriateness of public health interventions.

### **Hpm 535 Community Based Public Health (3)**

The goal of this course is to learn a community based perspective of public health and health promotion, stressing an understanding of social determinants of health. The course will include readings about the importance of working with diverse communities, concepts and best strategies for assessing community assets and needs, as well as approaches for community based public health interventions and strategies for collaborating with community members to improve the health of the community. Some topics that will be covered include; coalition building, community assessment approaches, community health workers, social capital, empowerment, and participatory health promotion approaches. The course is geared for students who are interested in working at community based organizations, government agencies, advocacy organizations, and in community based research.

### **Hpm 550 Financial Management of Healthcare Institutions (3)**

This course covers significant issues in the areas of working capital management, capital financing, cost analysis and rate setting, budgeting, reimbursement, managed care contracting, and cost controls. The course has been developed to maximize student opportunities for independent analysis, development of PC-based problem solving applications, and in-class discussion and evaluation of pertinent financial issues and problems. An emphasis is placed on uses of information generated through accounting and financial management systems to control operations in health care organizations. To promote such understanding, students receive problem oriented assignments and examinations in which they can apply knowledge and reasoning techniques gained from this and other courses to reach logical decisions that would effectively control operations in the simulated exercises. Prerequisites: Hpm 500 or Permission of instructor.

### **Hpm 571 Public Health Leadership (3)**

This course is designed to provide students an opportunity to acquire the knowledge and skills required for effective public health leadership. The student will gain an understanding of the attributes and skills/behaviors associated with successful public health leaders and the abilities to lead communities toward improved health status. Students will gain an understanding of various leadership styles and an appreciation for a diversity of leadership styles within an organization/work group/community. Each student will develop a strategic plan for personal and professional leadership growth and development. Prerequisite: Graduate standing.

### **Hpm 627 Program Development in Health Promotion (3)**

This course focuses on the development of theory- and evidence-based health promotion interventions. Students are introduced to the major steps of program planning, and apply these

steps to design their own health promotion intervention. Using an ecological perspective, the course also gives students the opportunity to critically evaluate a variety of health promotion interventions targeting change at the individual, interpersonal, organizational, community and policy levels, and to examine how behavioral science theories have been applied to the design of these interventions. Prerequisite: Hpm 525.

### **Hpm 641 Principles of Health Organization Management (3)**

This course is designed to cover the major aspects of managing both public and private health care organizations. These aspects include managing external relationships with key stakeholders like patients and providers, understanding the individual and group dynamics that occur within health care delivery settings, and applying the business and emerging tools used in managing on an everyday basis in health care delivery settings. Topics that would be covered in this course include the strategic management process in health care (overview), forming organizational alliances, human resources issues in managing health care professionals, organizational behavior and culture, business essentials in the areas of marketing, accounting, and finance as they apply to specific health management needs, and emerging management tools like quality management and health information systems. Prerequisites: Hpm 500, Hpm 501, advanced standing or permission of Instructor.

### **Hpm 647 Program Evaluation (3)**

Provide students with a basic understanding of and skills in the uses and principles of evaluation models and methodologies. The course will provide an overview of evaluation, evaluation models, evaluation design methodology, principles of sampling, principles of measurement and data collection, the application of qualitative and quantitative analysis tools to evaluation data, as well as methods for enhancing the likelihood that evaluation results are utilized. Both quantitative and qualitative models and methods will be discussed. Prerequisites: Epi 501, Sta 552, or equivalent.

### **Hpm 650 Strategy & Leadership Applications in Health Management (3)**

This course deals with the application of strategic management principles, organization theory, and leadership skills to a variety of "real world" management issues in both private and public sector health organizations. Primary focus is placed on using a strategic framework for identifying, thinking about, and addressing these issues as a health care manager. The course emphasized group decision making processes and case-based learning. In addition, leadership and an understanding of organizational dynamics in health care are included as critical factors determining how well the strategic planning process will work. In this course, it is expected that students will bring knowledge learned in other courses to bear in making strategic assessments and decisions for various cases. Thus, it is strongly recommended that students take this course toward the end of their program of study.

### **Sph 589 Emergency Preparedness: The Public Health Perspective (3)**

Preparedness planning has been an essential but often overlooked aspect of public health. Events of this decade have clarified the need for preparedness training around issues such as bioterrorism and have emphasized a new role for public health workers in community response

activities. This course will serve as an introduction to the knowledge, skills and competencies needed by public health staff in being prepared for these new concerns. Prerequisites: Permission of instructor or Epi 501 and Ehs 590.

**Sta 554 (Mat 554) Introduction to the Theory of Statistics I (3)**

A mathematical treatment of principles of statistical inference. Topics include probability, random variables and random vectors, univariate and multivariate distributions and an introduction to estimation. Appropriate for graduate students in other disciplines and for preparation for the second actuarial examination. Prerequisites: Calculus and linear algebra.

**Sta 555 (Mat 555) Introduction to the Theory of Statistics II (3)**

Continuation of Sta 554. Topics include methods of estimation, theory of hypothesis testing, sufficient statistics, efficiency and linear models. Appropriate for graduate students in other disciplines and for preparation for the second actuarial examination. Prerequisite: Sta 554 or equivalent.

**Sta 556 (Mat 556) Introduction to Bayesian Inference I (3)**

Topics include subjective probability, axiomatic development and applications of utility, basic concepts of decision theory, conjugate and locally uniform prior distributions. Prerequisite: Sta 555 or equivalent.

**Sta 557 (Mat 557) Introduction to Bayesian Inference II (3)**

Continuation of Sta 556. Topics will include limiting posterior distributions, estimation and hypothesis testing, preposterior distributions and their application to the design of statistical investigations. Prerequisite: Sta 556 or equivalent.

**Sta 558 (Mat 558) Methods of Data Analysis I (3)**

Statistical methodology emphasizing exploratory approaches to data. Elementary notions of modeling and robustness. Overview of inferential techniques in current use. Criteria for selection and applications methods. Use of computing facilities to illustrate and implement methods. Regression and analysis of variance are the primary topics. Prerequisite: Minimum requirement: contents of Sta 552.

**Sta 559 (Mat 559) Methods of Data Analysis II (3)**

Continuation of Sta 558. Topics will include clustering, multivariate analyses, sequential and nonparametric methods. Prerequisite: Sta 558 or equivalent.