



# New Program Proposal: Undergraduate Degree Program

**Form 2A**

Version 2017-08-28

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies<sup>1</sup>), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

## Table of Contents

**NOTE:** Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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<sup>1</sup>Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

<sup>2</sup>This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

<b>Section 1. General Information</b>	
<b>a) Institutional Information</b>	<i>Date of Proposal:</i> March 9, 2018
	<i>Institution's 6-digit SED Code:</i> 210500
	<i>Institution's Name:</i> University at Albany
	<i>Address:</i> 1400 Washington Ave Albany, NY 12222
	<i>Dept of Labor/Regent's Region:</i> Capital Region
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 210500
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, <b>or check here [X] if not applicable:</b>
<b>c) Proposed Program Information</b>	<i>Program Title:</i> Public Health
	<i>Award(s) (e.g., A.A., B.S.):</i> B.S.
	<i>Number of Required Credits:</i> Minimum [120] If tracks or options, largest minimum [ ]
	<i>Proposed HEGIS Code:</i> 1214.0
	<i>Proposed 6-digit CIP 2010 Code:</i> 51.2201
	<i>If the program will be accredited, list the accrediting agency and expected date of accreditation:</i>
	<i>If applicable, list the SED professional licensure title(s)<sup>3</sup> to which the program leads:</i>
<b>d) Campus Contact</b>	<i>Name and title:</i> Celine LaValley, Assistant to the Vice Provost and Dean for Undergraduate Education
	<i>Telephone:</i> 518-442-3950 <i>E-mail:</i> clavalley@albany.edu
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<i>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</i>
	<i>Name and title:</i> James R. Stellar, Ph.D. Senior Vice President for Academic Affairs and Provost
	<i>Signature and date:</i>
	<b><i>If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</i></b>
	<i>Partner institution's name and 6-digit SED Code:</i>
	<i>Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):</i>

<sup>3</sup> If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

<sup>4</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>5</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number
James R. Stellar, Ph.D. Senior Vice President for Academic Affairs and Provost	518- 956-8030

<sup>5</sup> The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

## Section 2. Program Information

### 2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time
- b) **Modes:**  Standard  Independent Study  External  Accelerated  Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a [Distance Education Format Proposal](#).*
- c) **Other:**  Bilingual  Language Other Than English  Upper Division  Cooperative  4.5 year  5 year

### 2.2. Related Degree Program

*NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.*

### 2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The BS in Public Health will prepare students for both graduate study in public health and other health-related disciplines, as well as for entry-level positions in the public health workforce. The program is designed to develop the knowledge and analytical skills necessary for addressing today's complex public health problems, but with a strong liberal arts base. It provides an introduction to population disease control and health promotion interventions, as well as the social and behavioral determinants of health from a global perspective. Students will have the opportunity to learn the socioeconomic, behavioral, biological and environmental factors that impact human health at the population level and the approaches and interventions that identify and address the major health-related needs and concerns of populations. Additional educational objectives include nurturing critical thinking, analysis, and synthesis of information, and recognizing the historical and societal associations of current trends in public health and health care delivery.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The program's educational objectives are derived from the Council on Education in Public Health (CEPH) Accreditation Criteria that describe undergraduate foundational knowledge domains and competencies, as well as University at Albany General Education Competencies.

#### **Public Health Foundational Domains (CEPH)**

1. Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and society
2. Identify basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. Gain an understanding of the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health related needs and concerns of populations
4. Gain an understanding of the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course

5. Explain the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
6. Describe the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
7. Explain the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
8. Identify basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
9. Identify basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

### **Undergraduate Public Health Foundational Competencies (CEPH)**

1. Demonstrate the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
2. Demonstrate the ability to locate, use, evaluate and synthesize public health information

### **Public Health Cross-Cutting Concepts and Experiences (CEPH)**

Students will gain skills in:

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
8. Organizational dynamics
9. Professionalism
10. Research methods
11. Systems thinking
12. Teamwork and leadership

### **University at Albany General Education Competencies**

#### **Advanced Writing**

1. Demonstrate increasingly sophisticated writing according to the conventions of their academic discipline.
2. Be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline.
3. Be able to evaluate critically a variety of written texts, including their own.
4. Demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process.

#### **Critical Thinking**

1. Formulate complex questions, problems, and hypotheses clearly and precisely, and apply familiar and new concepts in developing solutions and conclusions.
2. Gather and assess relevant information/data.
3. Test hypotheses against relevant criteria and standards, accounting for the facts.
4. Develop well-reasoned arguments and communicate them effectively to others.
5. Demonstrate habits of reflection upon their own and others' thinking—identifying, analyzing, and evaluating their

own and others' arguments; and challenging conclusions with alternative explanations or points of view.

### **Oral Discourse**

1. Communicate ideas effectively appropriate to a specific context and according to a specific set of criteria.
2. Establish and maintain an appropriate performer/audience relationship in a given oral exercise, and actively engage with listeners/audience.
3. Respond to, and where appropriate, incorporate listener's comments and questions.
4. Evaluate, orally or in writing, an oral performance.
5. Regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal).

### **Information Literacy**

1. Understand the information environment and information needs in the discipline in today's society, including the organization of and access to information, and select the most appropriate strategies, search tools, and resources for each unique information need.
2. Demonstrate the ability to evaluate content, including dynamic, online content if appropriate.
3. Conduct ethical practices in the use of information, in ways that demonstrate awareness of issues of intellectual property and personal privacy in changing technology environments.
4. Produce, share, and evaluate information in a variety of participatory environments.
5. Integrate learning and research strategies with lifelong learning processes and personal, academic, and professional goals.

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The proposed program is directly relevant to many of the University at Albany's current strategic goals and priorities. Several strategic imperatives emerged from a strategic planning process carried out in 2016-2017. One such strategic imperative involves offering innovative programs to meet 21<sup>st</sup> century societal challenges. The BS in Public Health is one such program. This is an opportune time to establish and grow a major in public health. In recent years, the public health workforce has been increasingly called upon to examine emerging and complex issues such as Zika virus, pandemic influenza, obesity, cardiovascular disease, autism, tobacco control, and cancer. Addressing these requires a well-trained workforce with the educational background and problem solving skills to systematically approach and manage complex problems. Additionally, with the aging of the existing public health workforce, the Centers for Disease Control and Prevention predicts that by 2020, there will be a need for 250,000 replacement public health professionals.

In addition, public health is one of the fastest growing undergraduate disciplines nationally, and there are almost no undergraduate public health programs in the SUNY system. This proposed program gives UAlbany the opportunity to be a leader in this emerging undergraduate discipline.

A second strategic imperative is to fuse research and learning at all levels. An undergraduate major in public health naturally integrates research and learning, as the discipline of public health is based on an evidence-based approach. Preparation in public health will involve teaching students to think like scientists, and to evaluate and use empirical evidence to make decisions and set priorities.

The University at Albany has also set a goal to increase enrollment to 20,000 by 2020. Given the rising popularity of public health at the undergraduate level, and the fast growing nature of programs at other universities around the country, the proposed program has the potential to attract new students to UAlbany, contributing to these enrollment goals. We anticipate

that these incremental enrollments will be high quality students, consistent with the population that public health undergraduate majors are known to attract nationally.

UAlbany has also incorporated a growing emphasis on engaged and experiential learning, especially at the undergraduate level. The School of Public Health has extensive experience in establishing experiential learning opportunities for our graduate level degrees and we will leverage this knowledge for our undergraduate program. The SPH partnership with the New York State Department of Health (NYSDOH) and our continued work with local centers and community organizations have provided opportunities for all of our students at both the graduate and undergraduate levels. In the period 2012-2016, over 60 of our undergraduate students completed internships at the Regional Epidemiology and Investigations Program, NYSDOH; the Bureau of Immunization, NYSDOH; the Global Institute of Health and Human Rights, University at Albany; and they have also completed research projects with faculty at the School of Public Health. New opportunities are being developed within the Center for Environmental Health at the NYSDOH. This program is also directly relevant to the Power of SUNY Strategic Plan as it addresses three of the Big Ideas that emerged from that plan. First, it is directly relevant to SUNY and a Healthier NY. Public health plays a major role in ensuring the health of populations. The current public health workforce lacks enough employees with a specific public health background, and with the aging of the current public health workforce, New York has a great need for more people trained in public health at all levels, including the undergraduate level. A BS in Public Health speaks directly to the SUNY and the Vibrant Community initiative which highlights the ability of SUNY to provide applied learning opportunities to foster community partnerships. As stated on its website (<http://www.suny.edu/powerofsuny/vibrant-community/>), “SUNY graduates become teachers, healthcare professionals, first responders and public servants – who illuminate vibrant communities across the globe”, a perfect fit for our undergraduate students in Public Health. Finally, this program will be an important part of SUNY and the Seamless Education Pipeline. There are many community college programs in community health and related disciplines that represent natural transfer pathways into public health, and UAlbany has a strong record in providing seamless transfer options for many undergraduates. We already have several articulations with community colleges (Orange, Rockland and Sullivan Community Colleges) with our existing interdisciplinary public health concentration; these will be updated for the new program and we expect the number of such transfer articulations to grow, as several additional community colleges are interested in creating such agreements with us.

This program is an integral part of the current direction of program growth for UAlbany. Disciplinary growth is planned for UAlbany in Engineering, Homeland/Cybersecurity and in Health Sciences. Public health is one of a set of options for undergraduates interested in the health sciences, and data indicate that there is need to expand the current options for these students. An analysis provided by Vice President for Health Sciences Laura Schweitzer suggests that there are 800-900 freshmen annually who indicate an interest in “medicine” who will benefit from expanded pre-health curricula.

Given that Public Health focuses on the myriad components that contribute to health at the population level, understanding the interrelationships between social determinants, racial and ethnic inequalities, gender disparities and environmental exposures are critical for understanding risk factors for disease and health promotion at the national and international levels. Thus, our undergraduate program includes the critical evaluation of health disparities in the United States. Further, many of our faculty members are affiliated with the University’s Center for the Elimination of Minority Health Disparities, which focuses on efforts to prevent health problems in underserved, largely minority populations and offers students the opportunity to become directly involved in work that addresses the public health needs of diverse communities.

The Center for Global Health plays an important leadership role in driving and promoting the comprehensive internationalization of our School of Public Health. The success of these efforts is critical to ensuring the School remains competitive in today’s higher education “marketplace.” The Center’s overall mission is to work with partners across the university, in the local community and around the world to create opportunities for faculty and students to engage in academic programs, innovative research, capacity building, and experiential learning. In line with its 2016-2020 Strategic Plan, the Center is working aggressively and collaboratively with the School’s faculty and staff, and the Center for International Education and Global Strategy, to significantly increase the range of experiential learning and study abroad

opportunities as well as global health academic courses offered by the School at the undergraduate level. The SPH has a growing portfolio of faculty research and student experiential learning with an emphasis on Global Health with undergraduate learning opportunities in Costa Rica and Dominican Republic.

**d)** How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

In 2007, we established a faculty-initiated concentration in Public Health within the Interdisciplinary Studies Major at the University at Albany. At the time, faculty within each Department at the School of Public Health provided input, and each department was responsible for the development of one or more core course(s). An Undergraduate Steering Committee was developed, and formally established in the SPH By-Laws in 2012. This committee, together with the Faculty Director of the Undergraduate Program, is responsible for the overall administration of the Undergraduate Program and oversees the curriculum and the initial approval of new undergraduate public health courses. The Steering Committee is also responsible for making recommendations to the Dean of the School on issues pertaining to program development and planning in relation to the Undergraduate program. The Committee is comprised of the Associate Dean for Academic Affairs, the Faculty Director of the Undergraduate Program, at least one, but no more than two faculty members from each academic department at the SPH, the Assistant Dean for Admissions and Student Affairs, the Coordinator of the Undergraduate Program, and one undergraduate public health major.

In 2016, the Council on Education in Public Health revised the accreditation criteria for undergraduate public health degrees. Given these new criteria and the plan to develop a formally registered BS in Public Health, the SPH Undergraduate Steering Committee launched a full year review of the program to ensure compliance with CEPH standards. The committee met monthly to review the existing core curricula and program learning objectives and their alignment with the newly developed CEPH standards. The committee also reviewed and discussed operational function of the program including admissions requirements, advisement, development of new courses and future plans to include a dual degree (BS + MPH) program to be developed at a later date.

The final proposal was also reviewed and approved by the SPH Academic Committee, which is the faculty governance body at the school charged with reviewing all new curriculum proposals.

**e)** How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the Profession](#), **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

The proposed undergraduate Public Health major will enjoy the established accrediting privileges of UAlbany. UAlbany's School of Public Health, including all the degree programs offered by the school, is accredited by the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education.

CEPH accreditation criteria for Undergraduate Programs in Public Health mandate that programs address a number of foundational domains and competencies. The Curriculum Map provided in Appendix 2 illustrates how each is addressed within the proposed curriculum.

CEPH accreditation criteria requires that all students complete a "cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience." Students in the new program will complete a two-course capstone sequence. The first course, 341z (Promoting Healthy People and Communities) focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. This is a writing intensive course that teaches students how to synthesize the literature and write a research paper using a scholarly writing style which will provide the students with necessary tools for written communication that will be essential for either graduate school or



future employment. The second course in the sequence (SPH 460: Evidence Based-Public Health) will focus on public health planning and evaluation. This course in the capstone sequence will provide students with practical guidance on how to identify and implement public health programs that are known to be effective based on rigorous study and testing (i.e., evidence-based programs), how to develop new programs that are based on a strong foundation of existing knowledge, and how to evaluate programs and policies so that they can be improved, retained, or discontinued. The course will include presentations and discussions led by public health researchers and practitioners from community, county and state level public health agencies who will present and discuss planning and evaluation practices used in their respective agencies, consistent with CEPH accreditation requirements that all students will be exposed to local-level public health professionals and agencies engaged in Public Health practice.

The long-standing partnership between the University at Albany School of Public Health and the New York State Department of Health, as well as the large number of full-time faculty engaged in community-engaged work in the Capital District, has provided our existing undergraduate students with strong, consistent exposure to the local public health community and opportunities for experiential activities, and this program aspect will be continued in the proposed program. Some of the faculty in the undergraduate program are full-time public health practitioners. In addition, most of the required public health courses include guest lectures/presentations from colleagues working in local public health agencies, and students are encouraged to attend SPH-sponsored seminars and programs, including our SPH Poster Day where graduate students present their research and internship placement projects.

While not required, students in the proposed program will have the opportunity to complete field and/or research placements with SPH faculty and affiliated organizations (e.g. NYS Department of Health) for academic credit. Because the graduate programs within the SPH have an extensive internship requirement, the school has existing relationships with a wide variety of placement organizations which will facilitate providing applied learning opportunities to undergraduates who seek them.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount			Estimated FTE
	Full-	Part-time	Total	
Before Start	90			90
<b>1</b>	150		150	150
<b>2</b>	250		250	250
<b>3</b>	350		350	350
<b>4</b>	375		375	375
<b>5</b>	400		400	400

Enrollment estimates were based on recent enrollment patterns in our existing undergraduate public health concentration, enrollment in similar majors at UAlbany, enrollment experience in public health majors nationally, and on feedback from external reviewers of the program. These enrollment estimates are based on the assumptions that (1) when required courses are offered every semester (beginning in 19-20), enrollment in the major will increase, and (2) enrollment growth will mirror growing enrollment in undergraduate public health programs nationally, where public health is the fastest growing undergraduate major. No contingencies are needed if we don't achieve enrollments of 400, as a major with 100-200 students is viable, and because we will have 90 majors in our existing public health concentration at the start of 2018-2019, we are very confident that we will at least achieve an enrollment of 100-200 during the program's first few years.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

The curriculum will largely mirror the existing Interdisciplinary Studies concentration curriculum.

Course Title	Credits	Course Title	Credits
<b>Prerequisite Core:</b>	<b>6</b>	<b>Public Health Electives (continued)</b>	
BIO 130: General Biology	3		
MAT 108: Elementary Statistics	3	ANT 119: The City and Human Health	3
		ANT 211: Human Population Biology	3
<b>Public Health Core:</b>	<b>24</b>	ANT 418: Culture, Environment, and Health	3
SPH 201: Intro to Public Health	3	BMS 505: Biological Basis of Public Health	3
SPH 231: Concepts in Epidemiology	3	BMS 622: Cancer Biology	3
SPH/BMS 305: Biological Basis of Personal and Public Health	3	COM 340: Health Communication	3
SPH 321: Global Environmental Issues and their Effects on Human Health	3	EHS 590: Introduction to Environmental Health Sciences	3
SPH 332: Intro to Biostatistics	3	EPI 501: Principles and Methods of Epidemiology	3
SPH 341Z: Promoting Healthy People and Communities	3	EPI 503: Principles of Public Health	3
SPH 342: How US Health Care Works	3	EPI 514: Computer Programming for Data Management and Analysis in Public Health	3
SPH 460: Evidence-Based Public Health	3	HPM/PAD/POS 486 International Health and Human Rights: An Interdisciplinary Approach	3
		HPM 500: Health Care Organizations, Delivery and Finance	3
<b>Public Health Electives (choose from):</b>	<b>9</b>	HPM 525: Social Behavior Aspects of Public Health	3
SPH 202: From Cholera to Cancer: History, Challenges and Achievements in Public	3	HPM 531: Childhood Obesity from a Public Health Perspective	3
SPH 203 Integrative Care in Public Health	3	HPM 550/BUS 681: Financial Management of Health Care Institutions	3
SPH 323: Environmental Lab Perspectives of Public Health	3	PHI 338: Moral Problems in Medicine	3
SPH 343: Mass Media and Health Behavior	3	PHI 417: Bioethics	3
SPH/ECO/HPM 381: Economics of Health Care	3	PSY 329: Health Psychology	3
SPH 397 Independent Study in Public Health	1 - 3	SOC 359: Medical Sociology	3
SPH 421/HPM 521: Preventing Disease, Disability and Death	3	<b>Total required credits:</b>	<b>39</b>
SPH 490 Public Health Field Placement	3		
SPH 499: Research Placement in Public Health	1-3		

h) Program Impact on SUNY and New York State

**h)(1) Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Public health is one of the fastest growing undergraduate majors nationwide growing from 159 undergraduate public health degrees conferred in 1992 to 9,661 undergraduate degrees conferred in 2015 (Kiviniemi and Mackenzie, 2017), and the proposed program will help meet the demand from current and future undergraduate students in New York. Currently, in NY, SUNY Buffalo is the only SUNY Center with an undergraduate degree program in Public Health and additional public programs are needed in NYS to provide opportunities for NYS residents.

Recent reports examining the Public Health Workforce have enumerated the current and future needs of the profession. The public health workforce encompasses a wide-range of disciplines (e.g. community health educators, community organizers, health advocacy specialists, public health nutritionists, epidemiologists, and environmental health workers and inspectors ). The public health workforce is the first line of prevention when working to reduce chronic disease, workplace injury, mental illness and infectious disease. Similarly, public health specialists are called on to protect the health of the environment, provide surveillance, and conduct emergency preparedness activities. Due to the growing U.S. population and a substantial portion of the current workforce reaching retirement in the next few years, it is estimated that we will need 250,000 more public health workers by 2020 (Rosenstock et al, 2008; Nelson R., 2008; Holsinger, 2015).

Further, the educational pipeline into public health to meet the on-going education and training needs of the public health workforce has been determined to be inadequate and requiring additional attention. More recent evidence points to a 38% percent reduction in the state public health workforce due to retirement by 2020 (<http://www.astho.org/Press-Room/Signs-Point-to-Imminent-Public-Health-Workforce-Exit/10-21-15/> and Leider et al, 2015; Beck et al, 2017; Kiviniemi and Mackenzie, 2017).

Students graduating with a Bachelor of Science degree in Public Health are prepared to work in entry level positions in hospital or healthcare delivery organizations and local and state health departments. A recent study by the Association of State and Territorial Health Officials (Beck et al, AJPH 2017) surveyed Local and State Health Departments and identified high priority workforce needs including the following: epidemiologists, laboratory workers, public health informatics specialists, public health manager, public health enforcement worker (inspector) and environmental health scientists. A recent search of [www.healthcareersinfo.net/degrees/10-req-bachelors](http://www.healthcareersinfo.net/degrees/10-req-bachelors) which provides information for current and future health professionals in New York State, yielded the following career options for students graduating with an undergraduate Bachelor of Science degree in Public Health: community health worker, environmental health workers, health care managers, health educators, medical records and health information technicians, social and human services assistants, all projecting an increased need in New York State and in the Capital Region during the period 2014-2024 as presented in Table 1 and Figure 1. Similar trends were observed in a recent Education Report for Public Health (see Appendix 3; Chmura Economics & Analytics, 2017).

Table 1. Number of projected Job Openings for selected Public Health Job Titles in New York and the Capital Region for the period 2014-2024.

Job Title	Number of Openings in New York State (Projected 2014-2024)	Number of Openings in the Capital Region (Projected 2014-2024)
Health Educator	206	20
Health Care Administrator and Medical and Health Services Manager	1191	80
Environmental Health Worker	189	10
Community Health Worker	90	20
Social and Human Services Assistant	1290	80
Medical Records and Health Information Technician	356	30
<b>Total:</b>	<b>3322</b>	<b>240</b>

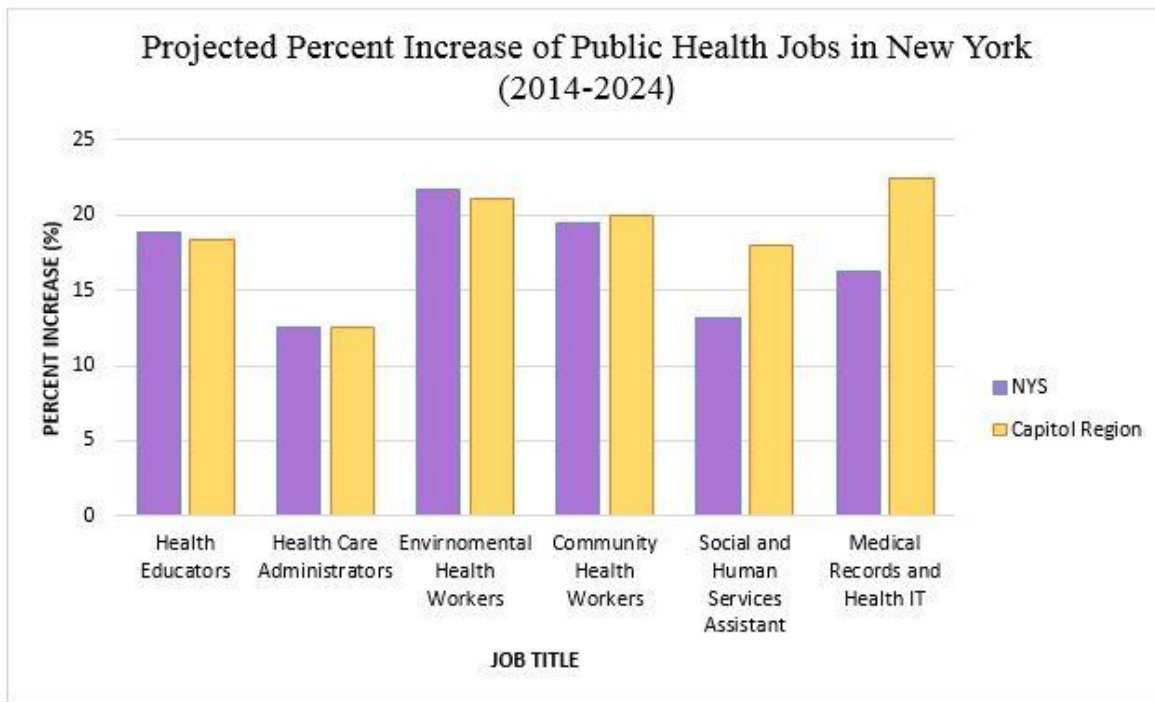


Figure 1. Projected Percent Increase in Selected Public Health Job Titles for New York State and the Capital Region for the period 2014-2024.

**h)(2) Employment:** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
SUNY Buffalo*	Public Health	BS	New
SUNY Cortland*	Community Health	BS	158
SUNY Old Westbury	Health and Society	BS	211
CUNY Hunter	Community Health	BS	
CUNY Lehman	Public Health	BS	
CUNY York	Public Health	BS	
Albany College of Pharmacy	Public Health	BS	
College of St Rose	Public Health	BS	
D’Youville College	Public Health	BS	
Excelsior College	Public Health	BS	
Hartwick College	Public Health	BA	
Ithaca College	Public & Community Health	BS	
Marymount Manhattan College	Public Health	BS	New
Nazareth College	Public Health	BS	
New York University	Global Public Health	BA/BS	
New York University	Public Health	BS	
Syracuse University*	Public Health	BS	
The Sage Colleges	Public Health	BS	
University of Rochester	Health Policy	BA	

\*SUNY Buffalo and Syracuse University are the only programs listed that are certified by CEPH. SUNY Cortland has a number of health related programs certified by CEPH, but their Community Health program is not.

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

An informal consultation was conducted with SUNY Buffalo while they were developing their BS in Public Health program.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns or objections were raised during the comment period.

- h)(6) *Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY’s student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

## 2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s

minimum admissions requirements and explain why they differ.

All students eligible for admission to the University at Albany may opt to major in Public Health.

b) What is the process for evaluating exceptions to those requirements?

N/A

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

University at Albany is a minority serving institution with approximately 40% of students belonging to historically underrepresented racial/ethnic groups. Our current interdisciplinary studies major and minor reflect the larger student population; in the Fall 2016 31% of enrolled Public Health majors were African-American, 14% were Hispanic and 9.5% were Asian. We expect the student population in the proposed program to be similar. The SPH will continue to work with the Educational Opportunities Program and other UAlbany programs to reach out to students from underrepresented groups and make them aware of opportunities for study in these areas.

The School works to attract and retain a diverse student body by offering academic opportunities which reflect its appreciation for the importance of diversity in public health. Racial/ethnic, socioeconomic, and gender disparities in health are a topic of interest and expertise among many of the school's current faculty. Many of our faculty members are affiliated with the University's Center for the Elimination of Minority Health Disparities, which focuses on efforts to prevent health problems in underserved, largely minority populations and offers students the opportunity to become directly involved in work that addresses the public health needs of diverse communities.

## 2.5. Academic and Other Support Services

### **Summarize the academic advising and support services available to help students succeed in the program.**

Upon acceptance to the University at Albany, students are advised through the University at Albany Academic Advisement Center. Students who intend to major in public health will be advised according to an established public health M.A.P. (Major Academic Pathway) which lays out a route for completing the required courses within four years. The Undergraduate Program Coordinator and Faculty Director will provide additional advisement to all declared majors, who will also be encouraged to seek mentorship from their professors. Once enrollment growth reaches 100 students, we will seek to hire a staff person that will serve as a dedicated Academic Advisor for the program (SL3: Academic Advisor). This staff member will oversee students' academic progress, provide ongoing advisement, and assist the students in identifying appropriate electives to match their interests. In addition, this Academic Advisor will be responsible for coordinating internship placements and other experiential learning opportunities for students interested in completing an optional applied learning experience.

Because the SPH is located on the Health Sciences Campus, the program will utilize the university's stop-in contact center on the Uptown campus, which is intended for programs located on remote campuses to schedule office hours. Our Program Coordinator currently has a permanent office in this center space and will continue to be available full-time on the Uptown campus for the undergraduate students. Faculty members will continue to use this center for office hours. As enrollment grows, office space on the Uptown campus will be needed for the Academic Advisor, and ideally the Faculty Director of the program would have access to an office on the Uptown campus on a part-time basis to enhance her accessibility to students. Because all of our graduate courses are taught on the Health Sciences campus, students interested in taking 500-level graduate courses in-class may commute to the Health Science Campus by the University shuttle.

## 2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The Public Health Undergraduate Program will adhere to the evaluation program policies and guidelines set forth by the Office of Institutional Planning and Effectiveness. (Please see link for specific guidelines: [http://www.albany.edu/assessment/prog\\_review.html](http://www.albany.edu/assessment/prog_review.html)) as well as those set forth by our accrediting body, CEPH. UAlbany conducts program reviews on a seven-year cycle. However, since this is a new program we plan an initial assessment at the completion of its second year which coincides with the School of Public Health's reaccreditation self-study timing. This will ensure that the program is meeting the educational objectives and accreditation criteria while maintaining high quality across the program.

As mandated by our accreditation requirements, we will assess the achievement of student learning outcomes and student success. Metrics will include student retention and graduation rates and teaching evaluation data, among other measures.

Appendix 2 provides a table of the programs SLOs and indicates the courses/learning experiences that address each learning objective.

## Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found [here](#). Rows for terms that are not required can be deleted.

### EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule

and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

**b)** For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document,.

Please see Appendix 4.

**c)** For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

**d)** If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.



**SUNY Undergraduate Program Schedule** (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

**Program/Track Title and Award: Public Health BS**

- Indicate **academic calendar type**: [ X] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path**, if one exists:   n/a   See [Transfer Path Requirement Summary](#) for details
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Fall 1:								Spring 1:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BIO 130 General Biology - R	3	NS	3	3				Humanities Gen Ed - RE	3	HU	3				
MAT 108 Elementary Statistics - R	3	M	3	3				Basic Communication Gen Ed - RE	3	BC	3				
SPH 201 Intro to Public Health - R	3	SS	3	3				Elective	3						
Arts Gen Ed - RE	3	AR	3					Elective	3						
Elective	3							Elective	3						
Term credit totals:	15	12	12	9				Term credit totals:	15	6	3				
Fall 2:								Spring 2:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Foreign Language Gen Ed - RE	4	FL	4					SPH 231 Concepts in Epidemiology - R	3		3	3			Pre: AMAT 108
US History Gen Ed – RE	3	AH	3					SPH 321 Global Env. Issues and Effects on Human Health – R	3		3	3			Pre: one semester of college-level BIO or CHEM
Local Gen Ed– RE	3	CH	3					International Perspectives Gen Ed – RE	3	OW	3				
Minor Course 1 (18 cr minor required) - RE	3							Minor Course 2 - RE	3						
Elective	2							LAS Elective - RE			3				
Term credit totals:	15	10	10					Term credit totals:	15	3	12	6			
Fall 3:								Spring 3:							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
SPH/ EPI 332 Introduction to Biostatistics - R	3		3	3			Pre: B or better in AMAT 108	SPH 305 Biological Basis of Personal and Public Health - R	3		3	3			

SPH Elective 1 of 3 - RE	3		3	3					SPH Elective 2 of 3 U/L - RE	3		3	3				
Minor Course 3 - RE	3								Minor Course 4 U/L - RE	3							
Elective U/L	3								Elective	3							
Elective	3								Elective	3							
Term credit totals:	15		6	6					Term credit totals:	15		6	6				
<b>Fall 4:</b>	See KEY.									<b>Spring 4:</b>	See KEY.						
<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GER</b>	<b>LAS</b>	<b>Maj</b>	<b>TPath</b>	<b>New</b>	<b>Co/Prerequisites</b>		<b>Course Number &amp; Title</b>	<b>Cr</b>	<b>GER</b>	<b>LAS</b>	<b>Maj</b>	<b>TPath</b>	<b>New</b>	<b>Co/Prerequisites</b>	
SPH 342 How U.S. Health Care Works: Myths and Realities - R	3		3	3					SPH 460 Evidence-Based Public Health - R	3		3	3			Pre: HSPH 201, 231, 341	
SPS 341z Promoting Health People and Communities - R	3		3	3					SPH Elective 3 of 3 U/L - RE	3		3	3				
Minor Course 5 U/L - RE	3								Minor Course 6 U/L - RE	3							
Elective U/L	3								Elective U/L	3							
Elective U/L	3								Elective	3							
Term credit totals:	15		6	6					Term credit totals:	15		6	6				
<b>Program Totals (in credits):</b>	<b>Total Credits:</b>	<b>SUNY GER:</b>		<b>LAS:</b>	<b>Major:</b>	<b>Elective &amp; Other:</b>	<b>Upper Division:</b>	<b>Upper Division Major:</b>	<b>Number of SUNY GER Categories:</b>								
	120	31		61	39	60	45	24	9								

**KEY** Cr: credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

## Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

c) What is the institution's definition of "full-time" faculty?

A full-time faculty member is one who holds an appointment with a 100% time commitment.

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Erin Bell*	37.5%	<b>SPH 321</b> Global Environmental Issues <b>SPH 460</b> Evidence Based Public Health	Ph.D UNC Chapel Hill	Epidemiology	Environmental exposures & adverse birth outcomes and child development
Michael Bloom	12.5%	<b>EHS 590</b> Introduction to Environmental Health	Ph.D SUNY Buffalo	Epidemiology & Community Health	Reproductive toxicity of toxic metals, metalloids & synthetic organic compounds; thyroid disruption
Christine Bozlak	12.5%	<b>SPH 341</b> Promoting Healthy People and Communities <b>SPH 499</b> Research Placement in Public Health <b>HPM 525</b> Social Behavior Aspects of Public Health	Ph.D U Illinois- Chicago	Community Health Science/Maternal & Child Health	maternal and child health, childhood obesity prevention, wellness promotion, and positive youth development.
Magdia de Jesus	6.25%	<b>BMS 305</b> Biological Basis of Personal and Public Health <b>BMS 505</b> Biological Basis of Public Health	Ph.D Albert Einstein College of Medicine	Microbiology and Immunology	early events and immunological consequences of antigen and microbial interactions with gut associated lymphoid tissues (GALT) such as Peyer’s patches (PPs).

Diane Dewar	12.5%	<b>SPH 342</b> How U.S. Health Care Works <b>SPH 310</b> Health Care in the U.S. <b>HPM 500</b> Health Care Organizations, Delivery and Finance	Ph.D.- Johns Hopkins	Economics	Health economics / Econometrics
Beth Feingold	12.5%	<b>SPH 321</b> Global Environmental Health	Ph.D, MPH, MEdSc Johns Hopkins Yale	Environmental Health Sciences	Global environmental health, with a focus on the use of spatial epidemiologic methods, interdisciplinary research to understand disproportionate risks of disease, particularly due to variations in environmental characteristics.
Jason Herschkowitz	12.5%	<b>SPH 202</b> From Cholera to Cancer <b>BMS 305</b> Biological Basis of Personal and Public Health	Ph.D. University of North Carolina at Chapel Hill	Genetics and Molecular Biology	Cancer, RNA, stem cells, therapy-resistant cancer cells
Akiko Hosler	12.5%	<b>SPH 231</b> Concepts in Epidemiology <b>SPH 501</b> Principles and Methods of Epidemiology	Ph.D UAlbany	Sociology	Epidemiology of diabetes; evaluation research and survey methods
Janine Jurkowski	12.5%	<b>SPH 341z</b> Promoting Healthy People and Communities <b>HPM 525</b> Social Behavior Aspects of Public Health	PH.D U Illinois-Chicago	Health Promotion	Health disparities; community-based research; aging adults
Igor Kuznetsov	12.5%	<b>SPH 332</b> Introduction to Biostatistics	Ph.D Mount Sinai School of Medicine	Biomathematics	Bioinformatics

Ricky Leung	12.5%	<b>SPH 342</b> How U.S. Health Care Works <b>HPM 500</b> Health Care Organizations, Delivery and Finance	Ph.D U Wisconsin Madison	Sociology	Health management, technological innovation, global health, and transnational studies
Jennifer Manganello	12.5%	<b>SPH 343</b> Mass Media and Health Behavior <b>SPH 499</b> Research Placement in Public Health	Ph.D Johns Hopkins	Health Policy & Management	Child & adolescent health; health communication & media effects; violence & injury
Roxanna Moleshi	12.5%	<b>SPH 231</b> Concepts in Epidemiology <b>EPI 501</b> Principles and Methods of Epidemiology	Ph.D U British Columbia	Medical Genetics	Genetic Epidemiology
Xiabao Xue	12.5%	<b>SPH 321</b> Global Environmental Health <b>EHS 590</b> Introduction to Environmental Health Sciences	Ph.D U Pittsburgh	Civil Engineering	Life cycle assessment, resource recovery, water-energy nexus, and risk assessment.
Elizabeth Vasquez	25.0%	<b>SPH 231</b> Concepts in Epidemiology , <b>SPH 421</b> Preventing Disease, Disability and Premature Death <b>Epi 503</b> Principles of Public Health	DrPh New York Medical College	Epidemiology	Aging population; physical activity; bone health; chronic pain; social determinants  bone health; chronic pain; social determinants

Wendy Weller	12.5%	<b>SPH 342</b> How U.S. Health Care Works <b>HPM 500</b> Health Care Organizations, Delivery and Finance	PhD, Johns Hopkins	Health Services Research	Chronic care, health care financing and access for persons with chronic conditions
<b>Part 2. Part-Time Faculty</b>					
Temilayo Adeyeye	12.5%	<b>SPH 202</b> From Cholera to Cancer	PhD, University at Albany	Epidemiology	
Cate Teuten Bohn	25.0%	<b>SPH 201</b> Introduction to Public Health	MPH University of California at Berkeley	Public Health/Health Administration	NYS Council on Children and Families
Marcie Fraser	12.5%	<b>SPH 341z</b> Promoting Healthy People and Communities	DrPH University at Albany	Public Health/Social Behavior and Community Health	
Brenda Kirkwood	12.5%	<b>SPH 202</b> From Cholera to Cancer	DrPh George Washington University	Health Behavior	
Bruce McEwen	12.5%	<b>SPH 203</b> Integrative Care in Personal and Public Health	PhD Cornell University	Biochemistry	
Blanca Angelica Parker	12.5%	<b>SPH 421</b> Preventing Disease, Disability and Premature Death			
Patrick Parsons	12.5%	<b>SPH 323</b> Environmental Laboratory Perspectives	Ph.D. U London, England	Chemistry	Trace Elements and human health effects, Director of the Inorganic and Nuclear Chemistry Laboratory, Wadsworth Center
<b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b>					

## Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

We do not anticipate any need for new full-time faculty hiring during the first years of the program. However, we do anticipate faculty growth in the School of Public Health over the next few years, and our prioritization for these searches will be informed by the growth of the undergraduate program. Since we are proposing to create a regular major from our current Interdisciplinary Studies major, without any major change in the program structure, we do not anticipate significant changes in faculty needs when the proposed program begins. We anticipate enrollment in the major will begin with approximately 150 students (equivalent to our projections for our existing program) and will grow to approximately 350 students during the first three years, and to approximately 400 by the fifth year. This will necessitate enlargement of some of our required classes and the offering of additional sections of other required courses. The required core courses will be offered each semester beginning in AY 2018-2019 (the year prior to beginning the proposed program). Thus, these courses will be part of the normal teaching load for SPH faculty members, and can be absorbed by our current complement of full-time and contingent faculty at the School of Public Health. It is anticipated we may need to hire up to 6 additional part-time faculty on a per course basis when enrollment reaches 350. As is the case with our existing program, some (fewer than half) of our courses will be taught by part-time contingent faculty members; these are professionals currently working in public health who bring a beneficial perspective to the classroom. In fact, our accreditation criteria require that we expose students “to local-level public health professionals and/or agencies that engage in public health practice.”

Enlargement of the major will lead to the need for additional teaching assistants. In addition, our proposed curriculum will emphasize writing skills, and TAs will be essential to support this element of our undergraduate classes as well. During the first five years, 11-14 full-time teaching assistants will be needed each year to support undergraduate classes. The SPH currently receives GSS stipends for 11 PhD students; most of these students are needed to serve as TAs for the core courses in our MPH program, which has a total enrollment of approximately 200 students. Therefore, we will need approximately 7-10 new teaching assistantships per year to support the proposed program. These teaching assistantships will benefit our graduate programs as well, as they will enhance our ability to attract high-quality PhD candidates. In addition, our newly revised CEPH accreditation requirements for the Doctor of Public Health (DrPH) degree mandate that our students attain competencies in “delivering training or educational experiences that promote learning in academic, organizational or community settings,” and “use best practice modalities in pedagogical practices.” These competencies will be addressed by providing DrPH students with teaching assistantships for which they will support the undergraduate courses.

### **Budget Justification**

The budget was prepared estimating 90 students before the start of the program, 150 students in Year 1, 250 students in Year 2, 350 students in year 3, 375 students in year 4, and 400 students in year 5.

The personnel costs for “Before Start” represent current expenses for the existing Interdisciplinary Studies concentration, including full-time and part-time faculty costs for 15 sections of required courses, 5 electives, the full-time undergraduate coordinator, and partial salary for the existing faculty director. Personnel costs are



adjusted for subsequent years to account for additional sections needed (21 sections for 150 students, increasing to 24 sections for 350-400 students, and additional TAs to accommodate the larger class sizes), plus the hiring of an Academic Advisor/Experiential Learning Coordinator in Year 1 (SL3; \$50,000). Full-time faculty salary costs per course were calculated as 12.5% of an average salary of \$85,000. All salaries include a 3% increase per year for planning purposes. Part-time faculty costs were calculated with a \$4000 per course rate for Years 1 and 2 and a \$5000 per course rate for remaining years. Beginning in Year 2, personnel costs also include \$5000 per course to pay for additional sections of Math 108.

University Libraries was consulted, and they prepared a report regarding their expenses for the public health program. During the most recent fiscal year, the University Libraries spent \$1,900.00 on books in the subject of public health. They recommend adding \$2,000.00 to the public health firm order budget to support the increased number of new students that are anticipated to enroll in this new B.S. program. This has been phased in during years 1-2 (\$1000 in year 1, \$2000 in years 2-5) as the growth in the major is expected to occur over time. The library also purchases access to numerous journals and databases relevant to public health which support our undergraduate and especially our large graduate programs. The two additional journals suggested by the Library are specialized journals not likely to be used by our undergraduate students. Thus, it is not anticipated that any new journals would be needed for this BS program, but journal article requests will be monitored over time to determine if new journals are needed.

The equipment needs for the new major will occur with the administrative hire in Academic Year 1. This figure includes a computer, printer and software for one staff member at \$1,500. Supplies have been estimated at \$500 in Year 1, rising to \$750 in Year 3. Student costs were calculated using the current SPH stipend amount of \$19,500. Costs were calculated for 11 full-time Teaching Assistants in Years 1 and 2, 11.5 full-time Teaching Assistants in Years 3 and 4, and 14 full-time Teaching Assistants in Year 5. We recognize that there could be potential cost savings in this area, as the GSEU minimum required TA stipend amount is currently \$9,764, but we prepared the budget to be consistent with current SPH stipend amounts.

We estimate costs of \$1000 each year for marketing and recruitment activities to attract new enrollments who are interested in this major. In addition, the University at Albany Chapter of Delta Omega, the Public Health Honor Society, will induct up to 10% of eligible senior undergraduate into the society. Funds (\$50 per student) are included in the other category to subsidize the enrollments fees for these graduating students.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

### SUNY Program Expenses Table

*(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)*

Program Expense Categories	Before Start	Academic Year 1: 19-20	Academic Year 2: 20-21	Academic Year 3: 21-22	Academic Year 4: 22-23	Academic Year 5: 23-24
<i>Personnel</i>						
Faculty	\$106,250	\$116,875	\$153,213	\$157,809	\$162,543	\$167,419
Adjunct Instruction	\$36,000	\$36,000	\$40,000	\$65,000	\$65,000	\$65,000
Math 108		\$5,000	\$5,000	\$10,000	\$10,000	\$10,000
Adjunct Instr Fringe	\$22,493	\$25,830	\$29,025	\$48,375	\$48,375	\$48,375
Faculty Director	\$24,260	\$24,988	\$25,737	\$26,510	\$27,305	\$28,124
Staff	\$68,811	\$65,725	\$67,697	\$69,728	\$71,820	\$73,974
Staff	\$0	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
<i>Total Personnel</i>	\$257,814	\$324,418	\$372,172	\$430,467	\$439,679	\$449,167
Library	\$1,900	\$2,900	\$3,900	\$3,900	\$3,900	\$3,900
Equipment		\$1,500				
Laboratories						
Supplies	\$250	\$500	\$500	\$750	\$750	\$750
Capital Expenses						
Student Stipends/ or Scholarships	\$8,000	\$214,500	\$214,500	\$224,250	\$224,250	\$273,000
Other	\$1,150	\$1,250	\$1,400	\$1,600	\$1,600	\$1,600
<b>Total</b>	\$269,114	\$545,068	\$592,472	\$651,217	\$670,189	\$728,417

## Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

### Introduction

The University Libraries collect, house, and provide access to all types of published materials in support of the research and teaching of the schools, colleges, and academic departments of the University. This evaluation considers those portions of the libraries' collections and services that would provide support for a B. S. in Public Health.

Currently, the University Libraries, along with the Dickerman Library of the New York Dept. of Health, provide collections that are used by undergraduate, masters, and doctoral students, as well as faculty research, in the School of Public Health.

## **Library Collections**

The University Libraries are among the top 115 research libraries in the country and support a number of degree programs in the sciences, as well as in public health. The University Library, the Science Library, and the Dewey Graduate Library contain more than two million volumes and over 2.9 million microforms. The Libraries provide access to more than 97,000 online serials and over 340,000 online books. Whenever possible, current subscriptions are available online. Additionally, the Libraries serve as a selective depository for U.S. Government publications and house collections of software and media.

The Science Library, which opened in September 1999, occupies 61,124 square feet on four floors. The Science Library serves the entire University at Albany community, but contains collections used by the departments of Atmospheric and Environmental Sciences, Biological Sciences, Chemistry, Computer Science, Geography and Planning, Mathematics and Statistics, Physics, and Psychology, as well as the School of Public Health. Approximately 600,000 volumes in the science and technology subject areas (Q-TP of the Library of Congress classification scheme) are housed in this library. Online resources (journals, databases, e-books, streaming video, digital libraries) are available on and off campus, all hours of the day.

## **Books**

The University Libraries acquire books at a basic level that are used in the teaching and research at the School of Public Health. Currently, the Science Library houses about 2,250 books specifically in the public health call number range RA 421-RA 790.5. Books in print and ebook formats are acquired via firm order and standing order for series. During the most recent fiscal year, the University Libraries spent \$1,900.00 on books in the subject of public health. Many of the books acquired would be useful for students in the B.S. in Public Health program. We recommend adding \$2,000.00 to the public health firm order budget to support the increased number of new students that are anticipated to enroll in this new B.S. program. Books may also be purchased by other departments and programs that would be useful for public health. These subject areas include biology, social welfare, business, public policy, and psychology.

## **Journals**

The database *Incites Journal Citation Reports* was used to derive a list of the twenty most important journals for public health, as ranked by Impact Factor. The following public health journals in the list are available through the University Libraries:

*American Journal of Epidemiology*  
*-American Journal of Preventive Medicine*  
*-American Journal of Public Health*  
*Annual Review of Public Health*  
*Bulletin of the World Health Organization*  
*Environmental Health Perspectives: EHP*  
*Epidemiologic Reviews*  
*International Journal of Hygiene and Environmental Health*  
*Journal of Adolescent Health*

*Journal of Clinical Epidemiology*  
*Lancet Global Health*  
*Morbidity & Mortality Weekly Report: MMWR*

Several journals on the list are available, but have restrictions on accessing the latest issues. Prices are added which would provide most current content:

*Epidemiology* – (2017 cost: \$1,699.00)  
*European Journal of Epidemiology* – (2017 cost: \$1,916.00)  
*Indoor Air* – (2017 cost: \$1,116.00)  
*Journal of Epidemiology and Community Health* – (2017 cost: \$1,621.00)  
*Nicotine & Tobacco Research* – (2017 cost: \$1,563.00)  
*Tobacco Control* -- (2017 cost: \$1,282.00)

If a decision is made to order these journals, \$9,197.00 in additional funding would be required.

Two journals on the list are not currently available through the University Libraries. Prices to add a subscription to these journals have been listed:

-*International Journal of Epidemiology* (2017 cost: \$813.00)  
-*Journal of Toxicology and Environmental Health – Part B-Critical Reviews* (2017 cost: \$1,429.00)      If  
a decision is made to order these two journals, \$2,242.00 in additional funding would be required.

The University Libraries also have subscriptions to several of the most important basic medical journals. These are: the *New England Journal of Medicine*, *Lancet*, *JAMA: The Journal of the American Medical Association*, and *BMJ: British Medical Journal*. Elsevier's ScienceDirect full-text database offers an additional 134 journals tagged with the subject "public health and health policy". Besides the journals in the area of public health and related subjects that the University Libraries subscribe to, other full text is found in databases such as *MEDLINE*, *Academic Search Complete*, *CINAHL Plus with Full Text* and *Business Source Complete*.

If any new journals are needed to support the B.S. in Public Health, additional funding would be required.

## **Reference Collection**

The reference section of the Science Library houses a collection of resources which could be used by students in the new B.S. program. Some of the resources are available in the Science Library and some are available online. There are several reference books related to public health, including these titles:

*A-Z of Public Health*  
*Chronology of Public Health in the United States*  
*Dictionary of Epidemiology*  
*Dictionary of Public Health*  
*Encyclopedia of Aging and Public Health*  
*Encyclopedia of Epidemiologic Methods*  
*Encyclopedia of Epidemiology*  
*Encyclopedia of Global Health*  
*Encyclopedia of Plague and Pestilence*  
*Epidemiological Research: Terms and Concepts*  
*Gale Encyclopedia of Public Health*  
*Handbook of Epidemiology*

*International Encyclopedia of Public Health*  
*Pandemics and Global Health*  
*World Atlas of Epidemic Diseases*  
*World Epidemics*

If additional reference resources are needed, the Subject Librarian for Science Reference should be able to acquire them by firm order.

### **Databases and Digital Collections**

The University Libraries currently subscribe or offer access to a number of databases and digital collections which are used by students, faculty and staff in public health. Those databases are listed and described below.

#### Important Databases/Digital Collections

*MEDLINE/Pubmed* – MEDLINE is the primary medical/biomedical database for the United States. Coverage goes back to the 1960s. This database provides some full- text and also links to the Libraries’ full-text journal subscriptions.

*Academic Search Complete* - It is a scholarly, multidisciplinary, database, that contains more than 7,000 full-text periodicals (6,000+ are peer reviewed) in social sciences, humanities, mathematics, science, and technology.

*Web of Science* - *WoS* indexes numerous journals for all science and technology subjects, including public health. Besides keyword and author searching, one of its key features is the ability to track an author’s citation and determine who has cited that work.

*ScienceDirect* - Contains the full-text of over 1,100 Elsevier journals, which have strong coverage in medical/biomedical/public health journals. Backfile coverage starts with 1995.

#### Related Databases

Research in public health can cross over to into a number of related fields. Some of the most important databases in this category available through the University Libraries include:

*Abstracts in Social Gerontology* covers elder health as well as elder abuse.

*Business Source Complete* - covers workplace health and safety issues broadly. Provides full-text to more than 1,600 journals.

*CINAHL Plus with Full Text* - This database covers health, nursing, allied health and alternative health treatments. Over 3,100 journals are covered, along with selected full-text journal articles.

*PAIS International* covers international policy and public policy broadly.

*PsycINFO* covers psychology and behavior issues.

*Social Services Abstracts* – covers social work as well as human services.

These databases should be sufficient to support the proposed B.S. in Public Health. If additional databases are required, funding would be needed.

## Interlibrary Loan and Delivery Services

The University Libraries' Interlibrary Loan (ILL) Department borrows books and microforms, and obtains digital copies of journal articles and other materials not owned by the Libraries from sources locally, state-wide, nationally, and internationally. ILL services are available at no cost to the user for faculty, staff, and students currently enrolled at the University at Albany. Users can manage their requests through the use of ILLiad, the University Libraries' automated interlibrary loan system, which is available through a Web interface at <https://illiad.albany.edu/>.

The University Libraries also provide delivery services for books and articles housed in any of the three libraries. Books can be delivered to one of the libraries or for faculty, to departmental addresses. Articles are scanned and delivered electronically via email. The Libraries also provide free delivery services to the home addresses of online learners and people with disabilities. Delivery services are managed through ILLiad as well.

### Summary

The University Libraries, along with the Dickerman Library, provide collections that are used in the research and teaching in the School of Public Health. The databases that we currently have access to should be sufficient to support the students in the proposed B.S. degree. We also do not need funds to purchase additional public health reference material. In the latest fiscal year, the University Libraries spent nearly \$1,900.00 on books in the subject of public health. This should be sufficient to provide very basic materials to support the B.S. in Public Health. However, since the enrollment of students in the proposed B.S. degree is expected to greatly increase, **we recommend adding \$2,000.00 to the public health firm order book budget** to support these new students. **To add the two journals on the list that we do not have would cost \$2,242.00. To add current subscriptions to the six journals on the list would cost \$9,197.00.** If additional journals or databases are required, however, additional funds would be needed. Materials the University Libraries does not own or provide access to can be obtained using interlibrary loan services.

- a) Describe the institution's response to identified collection needs and its plan for library development.

It was recommended by the Library Staff that \$2,000.00 be added to the public health firm order budget to support the increased number of new students that are anticipated to enroll in this new B.S. program. This was added to the budget and phased in over years 1-2 as the growth in the major is expected to occur over time. The two additional journals, as well as the 6 journals in which current content is restricted, suggested by the Library are specialized journals not likely to be used by our undergraduate students. Any minor needs for content from these journals can be met through Interlibrary Loan/Article Delivery Service. Thus, it is not anticipated that any new journals would be needed for this BS program, but journal article requests will be monitored over time to determine if new journals are needed.

## Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [ ] No [ X ] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

<b><u>Evaluator #1</u></b>	<b><u>Evaluator #2</u></b>
Name: Dr. Karen Perrin, PhD, MPH, CPH	Name: Dr. Stephen Roth, PhD
Title: Associate Professor and Interim Associate Dean for Academic and Student Affairs	Title: Professor and Associate Dean for Academic Affairs, Director Public Health Science Program
Institution: University of South Florida	Institution: University of Maryland, College Park

## Section 8. Institutional Response to External Evaluator Reports

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

## Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
- two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
  - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as [SUNY Transfer Course Equivalency Tables](#) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Rockland Community College	38165 Public Health	A.S.
Sullivan Community College	38165 Public Health	A.S.

**NOTE:** *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs [here](#).*

## Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [ X ] No [ ] Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [ X ] No [ ] Yes



**Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization**

a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.

No  Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

No  Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

***SUNY Guidance on Degree Authorization.*** Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

## List of Appended and/or Accompanying Items

- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <a href="#">Commissioner's Regulations for the Profession</a>, or other applicable external standards</i>	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
1	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 h)(2)
2	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2.3, Item (e) Section 2.7
3	Jobs EQ Education report for Public Health	Section 2.3, Item h)(1)
4	<i>For all programs, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)</i>	Section 3, Item (b)
5	<i>For all programs with new courses in the major, syllabi for all new courses in a proposed undergraduate major</i>	Section 3, Item (c)
	<i>For programs requiring external instruction, a completed <a href="#">External Instruction Form</a> and documentation required on that form</i>	Section 3, Item (d)
	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
6	<i>For all A.A. and A.S. programs, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; for baccalaureate programs that anticipate transfer student enrollment, documentation of seamless transfer with at least two SUNY two-year programs</i>	Section 9
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a <a href="#">Distance Education Format Proposal</a></i>	Section 10
	<i>For programs requiring an MPA, a <a href="#">Master Plan Amendment Form</a></i>	Section MPA-1

- b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to [program.review@suny.edu](mailto:program.review@suny.edu) that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

## References

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University at Albany  
New Program Proposal  
BS in Public Health

Appendix 1 Letters of Support:

Albany County Department of Health  
Capital District Physician's Health Plan  
Ellis Hospital  
HANYS  
Hixny  
MVP Health Care  
New York State Department of Health  
New York State Public Health Association

University at Albany  
New Program Proposal  
BS in Public Health

Appendix 2 Curriculum map detailing educational objectives

### Degree Competencies for BS Degree

	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341z Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
<b>Undergraduate Public Health Program Foundational Domains</b>											
The history and philosophy of public health as well as its core values, concepts, and functions across the globe and society			X	X	X	X		X			
The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice			X	X			X			X	SPH 203, 323, 421
The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health related needs and concerns of populations			X		X			X	X		SPH 203
The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course	X		X	X			X				SPH 203, 323, 421
The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities			X	X	X			X	X		SPH 202, 203, 421
The fundamental concepts and features of project implementation, including planning, assessment, and evaluation										X	SPH 421
The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries			X					X	X		SPH 421

	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341Z- Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government			X						X		
Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology								X			SPH 323
<b>Undergraduate Degree Foundational Competencies</b>											
The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences						X		X	X	X	SPH 203, 343, 421
The ability to locate, use, evaluate and synthesize public health information				X		X		X	X	X	SPH 203, 343, 397, 421, 499
<b>Undergraduate Degree Cross-Cutting Concepts and Experiences</b>											
Advocacy for protection and promotion of the public's health at all levels of society					X						
Community dynamics								X			SPH 421

	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341Z- Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
Critical thinking and creativity				X				X		X	SPH 203, 397, 421, 499
Cultural contexts in which public health professionals work			X	X				X			
Ethical decision making as related to self and society			X	X							SPH 203
Independent work and a personal work ethic								X		X	SPH 203, 397, 499
Networking								X		X	SPH 203
Organizational dynamics								X		X	SPH 490
Professionalism				X				X		X	SPH 490
Research methods				X			X			X	SPH 397, 499



	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341Z- Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
Systems thinking									X		SPH 203, 490
Teamwork and leadership			X					X		X	SPH 203, 421, 490
<b>University at Albany General Education Competencies:</b>											
<b>Advanced Writing</b>											
Demonstrate increasingly sophisticated writing according to the conventions of their academic discipline.								X		X	SPH 203
Be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline.					X			X	X	X	SPH 397, 421, 499
Be able to evaluate critically a variety of written texts, including their own.								X			SPH 203
Demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process.								X			SPH 203

	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341Z- Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
<b>University at Albany General Education Competencies:</b>											
<b>Critical Thinking</b>											
Formulate complex questions, problems, and hypotheses clearly and precisely, and apply familiar and new concepts in developing solutions and conclusions.		X			X		X	X	X		
Gather and assess relevant information/data.			X	X				X		X	SPH 203, 343, 397, 421
Test hypotheses against relevant criteria and standards, accounting for the facts.							X	X			SPH 203
Develop well-reasoned arguments and communicate them effectively to others.					X			X	X		SPH 203, 343
Demonstrate habits of reflection upon their own and others' thinking—identifying, analyzing, and evaluating their own and others' arguments; and challenging conclusions with alternative explanations or points of view.			X						X	X	SPH 203

	BIO 130 –General Biology	MAT 108- Elementary Statistics	SPH 201- Introduction to Public Health	SPH 231- Concepts in Epidemiology	SPH 321- Global Environmental Issues and their Effects on PH	SPH 305- Biological Basis of Personal and Public Health	SPH 332- Intro to Biostatistics	SPH 341Z- Promoting Healthy People and Communities	SPH 342- How US Healthcare Works	SPH 460- Evidence-Based Public Health	SPH Electives
<b>University at Albany General Education Competencies:</b>											
<b>Oral Discourse</b>											
Communicate ideas effectively appropriate to a specific context and according to a specific set of criteria.				X	X				X	X	SPH 203, 343
Establish and maintain an appropriate performer/audience relationship in a given oral exercise, and actively engage with listeners/audience.					X				X	X	SPH 343, 421
Respond to, and where appropriate, incorporate listener’s comments and questions.					X				X	X	
Evaluate, orally or in writing, an oral performance.					X				X	X	SPH 343, 421
Regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal).			X		X			X	X	X	SPH 203



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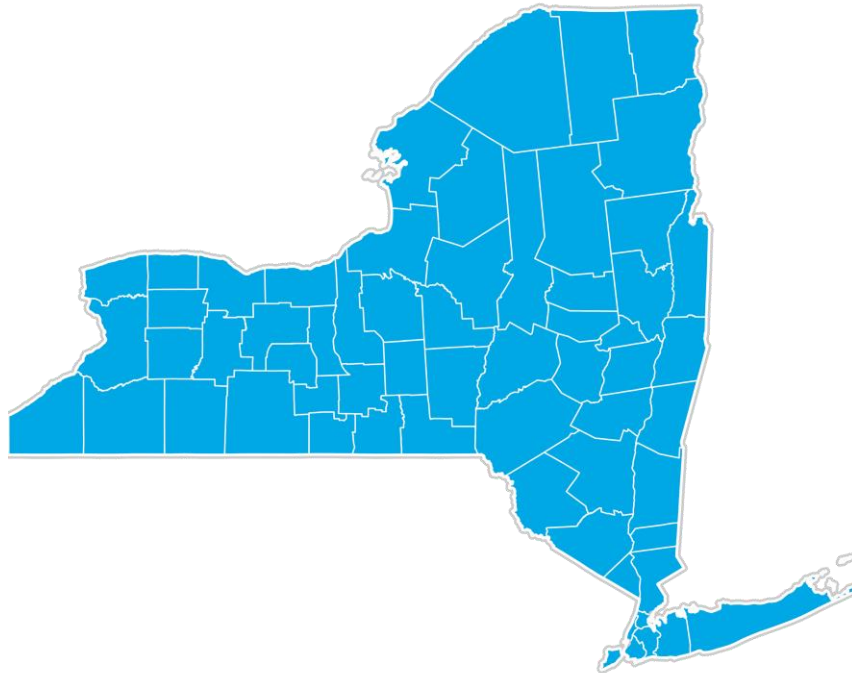
Appendix 3

Education Report

October 13, 2017



**Education Report for Public Health,  
General  
New York**



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# Definition of Public Health, General, CIP 51.2201

A program that generally prepares individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. Includes instruction in epidemiology, biostatistics, public health principles, preventive medicine, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics.

## Awards

The table below is a list of postsecondary awards in CIP 51.2201 that were granted by institutions located in New York in the 2016 academic year.

Annual Awards, CIP 51.2201 - New York			
Regions and Schools	Certs & 2yr Awards (Aggregate)	4yr Awards (Aggregate)	Post-Grad Awards (Aggregate)
Adelphi University (188429)			10
Columbia University in the City of New York (190150)			374
CUNY Bronx Community College (190530)	31		
CUNY Brooklyn College (190549)			31
CUNY Graduate School and University Center (190576)			12
CUNY Hunter College (190594)			84
CUNY Lehman College (190637)			14
Daemen College (190725)			4
Hofstra University (191649)			24
Icahn School of Medicine at Mount Sinai (193405)			57
Ithaca College (191968)		18	
LIU Brooklyn (192439)			19
Monroe College (193308)		103	10
New York Institute of Technology (194091)	19		
New York Medical College (193830)		7	
New York University (193900)		64	86
St John's University-New York (195809)			6
Stony Brook University (196097)			25
SUNY at Albany (196060)			121
SUNY Downstate Medical Center (196255)		32	61
Syracuse University (196413)		2	22
Touro College (196592)		6	
University at Buffalo (196088)			32
University of Rochester (195030)		7	17



**Annual Awards, CIP 51.2201 - New York**

<b>Regions and Schools</b>	<b>Certs &amp; 2yr Awards (Aggregate)</b>	<b>4yr Awards (Aggregate)</b>	<b>Post-Grad Awards (Aggregate)</b>
Upstate Medical University (196307)			19
New York-All Schools (36)	50	239	1028

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2016 academic year. Any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

# Occupation Crosswalk

The below table lists all occupations linked with the program, Public Health, General, CIP 51.2201. The educational attainment mix data shown are based upon survey data for the years 2014-2015.

Occupations Related to Public Health, General, CIP 51.2201									
		Education and Training Requirements			Educational Attainment, Age 25+				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
11-9111	Medical and Health Services Managers	Bachelor's degree	Less than 5 years	None	9%	15%	12%	32%	32%
21-1091	Health Educators	Bachelor's degree	None	None	14%	22%	9%	32%	23%
21-1094	Community Health Workers	High school diploma or equivalent	None	Short-term on-the-job training	14%	22%	9%	32%	23%
25-1071	Health Specialties Teachers, Postsecondary	Doctoral or professional degree	Less than 5 years	None	0%	2%	2%	16%	79%

## Definition of Medical and Health Services Managers (11-9111)

Plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.

## Definition of Health Educators (21-1091)

Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. May serve as resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs. Excludes "Community Health Workers" (21-1094).

## Definition of Community Health Workers (21-1094)

Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs. Excludes "Health Educators" (21-1091).

## Definition of Health Specialties Teachers, Postsecondary (25-1071)

Teach courses in health specialties, in fields such as dentistry, laboratory technology, medicine, pharmacy, public health, therapy, and veterinary medicine. Excludes "Nursing Instructors and Teachers, Postsecondary" (25-1072) and "Biological Science Teachers, Postsecondary" (25-1042) who teach medical science.

# Occupation Details

As of 2017Q2, total employment for occupations linked to Public Health, General in New York was 51,705. Over the past three years, linked occupations added 3,253 jobs in the region and are expected to need in aggregate approximately 2,141 newly trained workers per year over the next ten years.

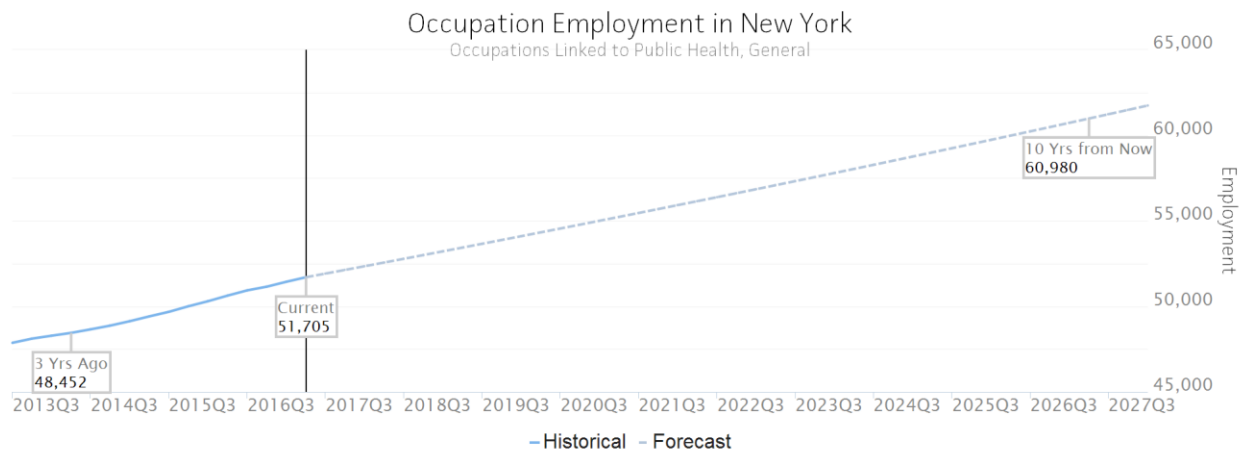
Snapshot of Occupations Linked to Public Health, General in New York											
		Current					Historical	Forecast			
		Four Quarters Ending with 2017q2			2017q2		Avg Ann % Chg in Empl 2014q2-2017q2	Over the Next 10 Years			
SOC	Title	Empl	Avg Ann Wages <sup>1</sup>	Location Quotient	Unempl	Unempl Rate	Empl	Current Online Job Ads <sup>2</sup>	Total Repl Demand	Total Growth Demand	Avg Ann Growth %
11-9111	Medical and Health Services Managers	26,110	\$135,600	1.16	501	2.0%	2.1%	3,581	7,131	4,509	1.6%
21-1091	Health Educators	4,265	\$55,300	1.11	40	1.0%	2.1%	77	840	510	1.1%
21-1094	Community Health Workers	4,234	\$43,700	1.14	93	2.3%	2.7%	67	1,053	606	1.3%
25-1071	Health Specialties Teachers, Postsecondary	17,096	\$125,000	1.44	336	2.0%	2.2%	1,064	3,112	3,651	2.0%
	Total - Linked Occupations	51,705	\$118,000	1.23	969	1.9%	2.2%	4,789	12,136	9,275	1.7%
	Total - All Occupations	9,848,498	\$58,000	1.00	n/a	n/a	1.6%	302,830	2,543,719	539,414	0.5%

Source: [JobsEQ®](#)

Data as of 2017Q2 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Occupation wages are as of 2016 and should be taken as the average for all Covered Employment

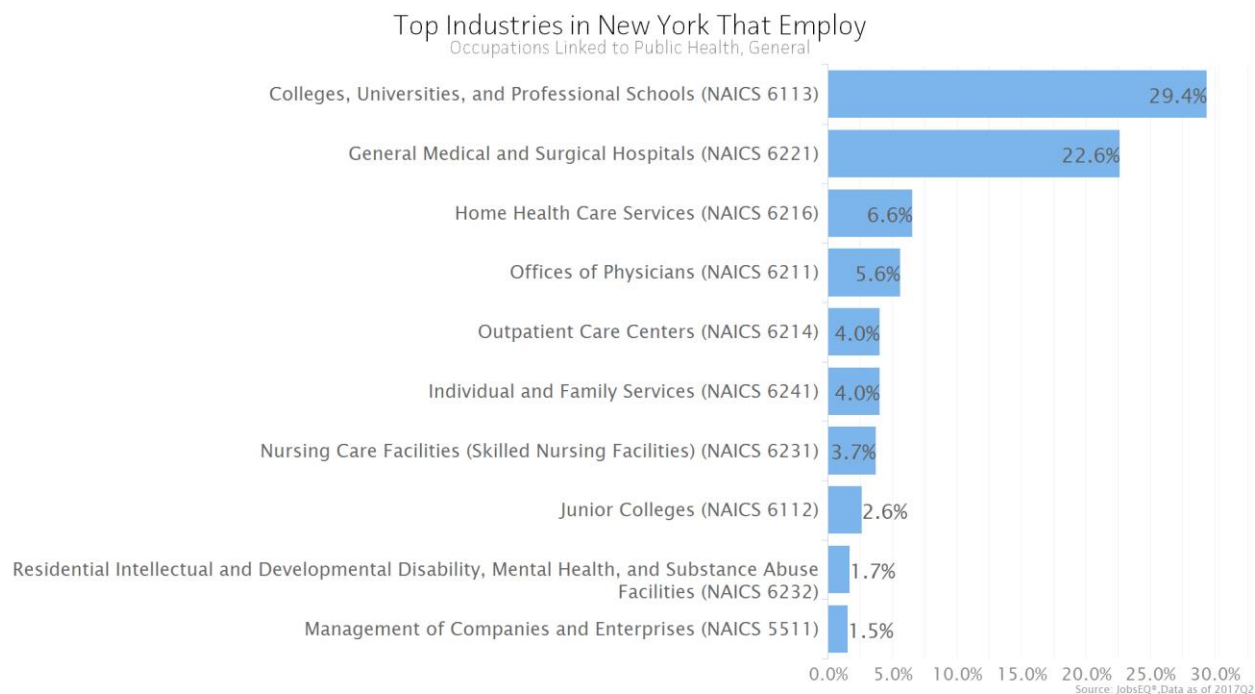


Source: JobsEQ®, Data as of 2017Q2, The shaded areas represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2016Q4, imputed where necessary with preliminary estimates updated to 2017Q2. Wages by occupation are as of 2016 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

# Employment by Industry

The following chart and table illustrate the industries in New York which most employ occupations linked to Public Health, General. The single industry most employing these occupations in the region is Colleges, Universities, and Professional Schools, NAICS 6113. This industry employs 15,197 workers in the linked occupations—employment which is expected to increase by 3,255 jobs over the next ten years; furthermore, 2,830 additional new workers in these linked occupations will be needed for this industry due to replacement demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.



Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2016Q4, imputed where necessary with preliminary estimates updated to 2017Q2.

Industry Distribution for Occupations Linked to Public Health, General in New York					
NAICS Code	Industry Title	Current Occupation Employment	10-Year Repl Demand	10-Year Growth Demand	10-Year Total Demand
6113	Colleges, Universities, and Professional Schools	15,197	2,830	3,255	6,085
6221	General Medical and Surgical Hospitals	11,694	2,802	187	2,989
6216	Home Health Care Services	3,399	1,163	2,165	3,328
6211	Offices of Physicians	2,912	786	586	1,372
6214	Outpatient Care Centers	2,090	618	945	1,563
6241	Individual and Family Services	2,087	513	350	863
6231	Nursing Care Facilities (Skilled Nursing Facilities)	1,918	495	159	655
6112	Junior Colleges	1,352	244	252	497
6213	Offices of Other Health Practitioners	717	233	393	626
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	864	238	229	467
5511	Management of Companies and Enterprises	798	194	10	204
9211	Executive, Legislative, and Other General Government Support	785	176	-10	165

**Industry Distribution for Occupations Linked to Public Health, General in New York**

<b>NAICS Code</b>	<b>Industry Title</b>	<b>Current Occupation Employment</b>	<b>10-Year Repl Demand</b>	<b>10-Year Growth Demand</b>	<b>10-Year Total Demand</b>
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	519	142	125	267
9221	Justice, Public Order, and Safety Activities	544	125	8	134
8132	Grantmaking and Giving Services	502	107	32	139
5241	Insurance Carriers	479	116	12	129
6219	Other Ambulatory Health Care Services	338	99	141	240
8133	Social Advocacy Organizations	397	89	20	109
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	283	88	126	214
6215	Medical and Diagnostic Laboratories	306	89	96	185
	-All Others-	4,526	1,043	192	1,235

Source: JobsEQ®

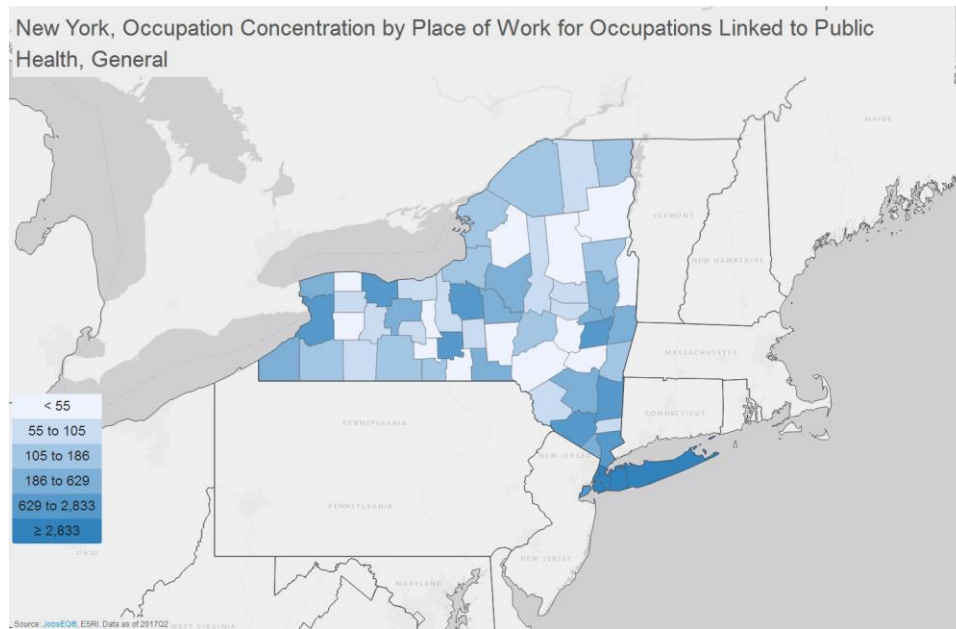
Data as of 2017Q2 except wages which are as of 2016. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2016Q4, imputed where necessary with preliminary estimates updated to 2017Q2. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

# Geographic Distribution

The map below illustrates the county-level distribution of employed workers in New York in occupations linked to Public Health, General. Employment is shown by place of work.



**Top Counties with Employment Linked to Public Health, General, 2017Q2**

Region	Employment
New York County, New York	12,702
Kings County, New York	4,949
Nassau County, New York	3,704
Queens County, New York	3,509
Suffolk County, New York	2,930
Bronx County, New York	2,834
Monroe County, New York	2,793
Erie County, New York	2,495
Westchester County, New York	2,342
Albany County, New York	1,659

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2016Q4, imputed where necessary with preliminary estimates updated to 2017Q2.

# Demographic Profile

In 2016, the population in New York was 19,745,289.

Of individuals 25 to 64 in New York, 36.6% have a bachelor's degree or higher which compares with 31.3% in the nation. Per Census 2010 estimates, the region has about 269,018 students enrolled in grade 12.

Summary <sup>1</sup>				
	Percent		Value	
	New York	USA	New York	USA
<b>Demographics</b>				
Population <sup>6</sup>	—	—	19,745,289	323,127,513
Population Annual Average Growth <sup>6</sup>	0.3%	0.8%	64,066	2,474,760
Median Age <sup>2,4</sup>	—	—	38.0	37.2
Under 18 Years <sup>4</sup>	22.3%	24.0%	4,324,929	74,181,467
18 to 24 Years <sup>4</sup>	10.2%	9.9%	1,983,517	30,672,088
25 to 34 Years <sup>4</sup>	13.7%	13.3%	2,659,337	41,063,948
35 to 44 Years <sup>4</sup>	13.5%	13.3%	2,610,017	41,070,606
45 to 54 Years <sup>4</sup>	14.9%	14.6%	2,878,691	45,006,716
55 to 64 Years <sup>4</sup>	11.9%	11.8%	2,303,668	36,482,729
65 to 74 Years <sup>4</sup>	7.0%	7.0%	1,360,602	21,713,429
<b>Educational Attainment, Age 25-64</b>				
No High School Diploma	12.3%	11.8%	1,306,879	19,736,243
High School Graduate	24.9%	26.4%	2,641,113	43,982,863
Some College, No Degree	16.8%	21.7%	1,787,450	36,187,232
Associate's Degree	9.4%	8.8%	998,201	14,742,654
Bachelor's Degree	21.3%	19.9%	2,264,242	33,245,950
Postgraduate Degree	15.2%	11.4%	1,617,475	18,952,103
<b>Social</b>				
Enrolled in Grade 12 (% of total population)	1.4%	1.4%	269,018	4,451,334
Disconnected Youth <sup>5</sup>	3.1%	3.0%	32,468	518,859
Children in Single Parent Families (% of all children)	35.6%	34.8%	1,444,567	24,408,909
Speak English Less Than Very Well (population 5 yrs and over)	13.5%	8.6%	2,491,216	25,410,756

Source: [JobsEQ®](#)

1. ACS 2011-2015, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. 2016; Current Population Survey, unionstats.com, and Chmura; county- and zip-level data are best estimates based upon industry-, MSA-, and state-level data

4. Census 2010

5. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

6. Census 2016, annual average growth rate since 2006

# FAQ

## What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education's National Center for Education Statistics (NCES).

## What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 840 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 97 minor groups, and 461 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

## What is training concentration?

Training concentration analysis compares local postsecondary training output to the national norm. As an example consider registered nurses. If in the nation, one RN award is granted for every twelve RNs employed, that 1:12 ratio is the national norm. If in your region your schools also grant one RN award for every twelve RNs employed, then your region will be right at the national norm, or we say at 100% of the national norm which is termed a 100% training concentration. If your region grants two RN awards for every twelve employed, your region would be at twice the national norm or have a 200% training concentration. Similarly, if your region grants one RN award for every twenty-four employed, your region would be at half the national norm or have a 50% training concentration. (Note that this analysis, relying on data provided by Title IV postsecondary schools, provides an incomplete training picture for occupations receiving much of their training from other sources.)

## What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

## What is replacement demand?

Replacement demand is the number of jobs required due to replacements—retirements and turnover resulting from workers moving from one occupation into another. Note that replacement demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The replacement demand shown in this report may also be understated; thus, it can be taken to be a minimum measure of the number of workers who will need to be trained for the occupation due to replacements. The total projected demand for an occupation is the sum of the replacement demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

## What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

## What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the "all industry" level to the 6-digit level. The first two digits define the top level category, known as the "sector," which is the level examined in this report.

## About This Report

This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.



University at Albany  
New Program Proposal  
BS in Public Health

Appendix 4

Catalog Descriptions for Existing Courses in the Public Health Major

## Public Health BS Course Descriptions

**ANT 119 The City and Human Health (3)** Survey of the history of health and disease from the earliest humans before the development of settlements to contemporary populations living in industrialized cities. Emphasizes the role of culture and behavior in disease.

**ANT 211 (formerly ANT 411) Human Population Biology (3)** Biological variation in human populations, with emphasis on genetics, adaptability, demography and related aspects of population dynamics. Prerequisite(s): A ANT 110; or A BIO 110; or A BIO 120 recommended.

**ANT 418/418Z Culture, Environment, and Health (3)** Anthropological study of health and disease patterns in human populations with emphasis on human-made influences on the health of contemporary societies. The effects of societal and cultural factors on disease patterns, and the assessment of health status through epidemiological and anthropological methods are explored. Only one version of A ANT 418 may be taken for credit. Prerequisite(s): A ANT 119.

**BIO 130 (formerly BIO 121) General Biology: Molecular and Cell Biology and Genetics (3)** Formerly A BIO 121. First course in a two semester sequence which offers a comprehensive survey of the structures and functions common to all living systems at the molecular, cellular, organismal, and population levels. This course emphasizes molecular and cell biology, and genetics. May not be taken for credit by students who have credit for A BIO 111 or A BIO 121.

**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 622 (EHS 630) Cancer Biology (3)** This course will introduce second year students to the complexity of cancer as a disease. It will focus on the basic molecular cell biology mechanisms that underlie the origin and progression of cancer, the epidemiological aspects and the principles of clinical management of the disease. Prerequisites: Basic undergraduate biology; Bms 500 and Bms 500B or equivalents; or permission of instructor.

**COM 340 Health Communication (3)** Students explore the role of communication in the delivery and receipt of health care, especially with respect to physician-patient encounters, organizations in the health care system, and the design and execution of health care campaigns. Prerequisite(s): A COM 265 or permission 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.

**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 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 course 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.

**HPM 486 (= PAD 486 & POS 486) International Health and Human Rights: an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit.

**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 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 531 Childhood Obesity From a Public Health Perspective (3)** This course will examine the epidemic of obesity, particularly childhood obesity, and how various behavioral and environmental factors place children at risk of becoming overweight. Sources of influence that will be examined include: children's nutrition and physical activity behaviors, the family environment, the school environment, and community characteristics such as fast food restaurants and access to safe walking and bicycling paths. In addition, this course will examine ethnic and socioeconomic differences in the prevalence of obesity and its predictors among children and adolescents. At its conclusion, this course will examine obesity prevention programs and their effectiveness.

**HPM 550/BUS681 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.

**MAT 108 Elementary Statistics (3)** Frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression, and correlation. Only one of A MAT 108 and B ITM 220 may be taken for credit. Not open for credit by students who have taken A MAT 308. Prerequisite(s): three years of high school mathematics.

**PHI 338 Moral Problems in Medicine (3)** An investigation of moral problems in medicine, such as the health professional–patient relationship, medical paternalism, informed consent, social justice and health policy, the treatment of severely defective newborns, and the withholding of life-prolonging treatment. Prerequisite(s): junior or senior standing.

**PHI 417 Bioethics (3)** Critical study of one or more topics in bioethics. Possible topics include: advance directives; assisted reproductive technologies; death; genetic engineering; screening and testing; health care reform; informed consent; maternal-fetal conflicts; medical experimentation; medical futility; organ transplantation; physician-assisted suicide; proxy consent; and the right to refuse treatment. Prerequisite(s): A PHI 338 or permission of instructor.

**PSY 329/329T Health Psychology (3)** Survey of psychological theory and research in the promotion and maintenance of health, the prevention and treatment of illness, and the improvement of health care delivery. Topics include health-enhancing and health-compromising

behaviors, stress and coping, patient-provider communication, pain management, and psychosocial aspects of specific illnesses such as cancer, heart disease, and AIDS. Only one version of A PSY 329 may be taken for credit. Prerequisite(s): A PSY 101.

**SOC 359/359W/359Y/359Z Medical Sociology (3)** Comprehensive introduction to sociological factors in disease etiology and illness behavior and to the sociology of the organization of medical practice and the health professions. Only one version of A SOC 359 may be taken for credit. Prerequisite(s): A SOC 115.

**SPH 201 Introduction to Public Health (3)** A general introduction to what public health is, its importance for everybody's health, and how it functions as a combination of science and politics. The role of the public health system will be illustrated by describing issues confronting New York State and what is being done about them.

**SPH 202 From Cholera to Cancer: History, Challenges, and Achievements in Public Health (3)** Public health crosses political, disciplinary, social, and economic borders. Within this context, students will discuss key events in the history of public health and the philosophical basis of studying the health of populations. Readings and outside assignments include popular plays and books, as well as films and various self-teaching streaming videos.

**SPH 203 Integrative Care in Personal and Public Health (3)** This course examines the role of yoga, meditation, and optimal nutrition in managing stress and maintaining a sense of health and wellbeing. Students will be guided in personally practicing these lifestyle interventions and examining their emerging role in public health.

**SPH 231 Concepts in Epidemiology (3)** This course is designed to introduce students to the science of epidemiology. Specific subjects will include causal thinking, the epidemiologic framework, and study designs utilized in epidemiologic studies and the role of epidemiology in public health. Prerequisite(s): A MAT 108.

**SPH 321 Global Environmental Issues and Their Effect on Human Health (3)** Globalization has made the earth a much smaller place so that we can no longer focus merely on issues in the United States. This course will address global environmental concerns and their impact on human change, atmospheric pollution, sanitation, etc., within the context of their impacts on populations throughout the world. Faculty and invited lecturers will be guest presenters. Prerequisite(s): one semester of college-level course in biology or chemistry.

**SPH 323 (= EHS 323) Environmental Laboratory Perspectives in Public Health (3)** The course will define current public health issues in environmental health sciences, highlighting emerging concerns faced by researchers and practitioners. This course will explore environmental agents of disease, including elemental, organic and biological current and emerging contaminants from an environmental laboratory perspective. The course will define characteristics of and describe toxicological and analytical considerations of disease derived from environmental agents. Heavy emphasis will be placed on how laboratory techniques have

driven policy and regulation. Only one version may be taken for credit. Prerequisite(s): one year of college-level biology.

**SPH 332 (=EPI 332) Introduction to Biostatistics (3)** This course will be a basic introduction to statistics as used in the field of public health. Students will learn basic descriptive statistics, measures of central tendency and dispersion, basic rules of probability spaces, binomial and normal probability distributions, sampling distributions, estimation and hypothesis testing. In addition, students will learn how to use a computer program to analyze data. Only one version may be taken for credit. Prerequisite(s): A MAT 108.

**H SPH 397 Independent Study in Public Health (1-3)** Independent study or research on selected topics in public health will be offered under the direction of a faculty member. The student is responsible for locating an appropriate faculty member who is willing to direct the research of independent study. An independent study or research assignment may be repeated for credit, but no more than 6 credits may be earned. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior standing. *S/U* graded.

**SPH 342 How U.S. Health Care Works: Myths and Realities (3)** This course will introduce students to everyday realities of the U.S. health care system related to current issues like health care quality, access to care, the uninsured, patient safety, health care inflation, prescription drugs, physician-patient interaction, use of health care technology, and end-of-life care. The course is intended to provide students with an understanding of the various actors, stakeholder interactions, and functions of the U.S. health care system, through a case-based approach interweaving real world events, practice experience, and research about those events.

**SPH 343 Mass Media and Health Behavior (3)** The course will focus on examining how entertainment media, including the Internet, influences health behavior, including topics such as tobacco use, obesity, and violence. The course will also look at the role that advertising has on health, and discuss how the media can be used to educate people about healthy behavior.

**SPH 381 (= HPM 381 & ECO 381) Economics of Health Care (3)** Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Only one version may be taken for credit. Prerequisite(s): A ECO 300 or permission of instructor.

**SPH 397 Independent Study in Public Health (1-3)** Independent study or research on selected topics in public health will be offered under the direction of a faculty member. The student is responsible for locating an appropriate faculty member who is willing to direct the research of independent study. An independent study or research assignment may be repeated for credit, but no more than 6 credits may be earned. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior standing. *S/U* graded.

**SPH 421 Preventing Disease, Disability, & Premature Death (3)** This course discusses the major health behaviors and demographic factors that lead to death, disease & disability throughout the lifespan. It describes policies and programs that address those underlying causes

of ill health and provides a framework for developing strategies for promoting health and wellness. Prerequisites: H SPH 201; H SPH 341 preferred.

**SPH 490 Field Placement in Public Health (3)** Supervised placement in a public health agency or organization. Provides practical experiences to engage students in the application of public health principles and practices to complement knowledge gained in the classroom.

Prerequisite(s): open only to public health seniors; at least 9 credits of public health major core coursework, including H SPH 201 and H SPH 231, which must be completed prior to enrolling in H SPH 490; G.P.A. of 3.00 or above; permission of instructor. *S/U* graded.

**SPH 499 Research Placement in Public Health (1-3)** Research Placement in Public Health will provide a supervised research experience with a School of Public Health faculty member. The goal of the placement is to provide an opportunity for students to integrate and apply the knowledge learned in the public health major courses while learning about public health research. May be repeated for up to 6 credits. Prerequisites: seniors in the public health major with an overall GPA of 3.00 or above; at least 9 credits of public health major coursework, including H SPH 201, H SPH 231 and one other public health course must be completed prior to enrolling; permission of instructor. *S/U* graded.

University at Albany  
New Program Proposal  
BS in Public Health

Appendix 5 Syllabi for new courses, revised courses or courses listed in catalog which were not part of other program registrations

SPH 203	Integrative Care in Public Health
SPH/BMS 305	Biological Basis of Personal and Public Health
SPH 323	Environmental Lab Perspectives of Public Health
SPH 341Z	Promoting Health People and Communities
SPH 397	Independent Study in Public Health
SPH 460	Evidence-Based Public Health
SPH 499	Research Placement in Public Health
PHI 338	Moral Problems in Medicine
PHI 417L	Bioethics
SOC 359	Medical Sociology



**HSPH203, Class 8372**  
**Integrative Care in Personal and Public Health**  
**Course Syllabus**  
**Spring Semester 2018**  
**MW 4:15 – 5:35; HU132**

Instructor: Dr. Bruce F. McEwen PhD  
Lecturer and former Associate Professor of Biomedical Sciences  
School of Public Health  
University at Albany, State University of New York

Email: [bmcewen@albany.edu](mailto:bmcewen@albany.edu); Phone 518 491 9432  
Office hours: HU016, Monday 2:00 – 4:00. Other hours by appointment.

**Course Description:**

Integrative Care incorporates meditation, whole foods plant based diet, yoga and other lifestyle adjustments for prevention and treatment of a number of systemic disorders. These same elements are also effective for stress management and relief from the effects anxiety and depression.

Integrative Care emerged in the late twentieth century as a strategy to address the change in the leading causes of illness and mortality in the USA and other developed countries from infectious diseases, such as tuberculosis, pneumonia and influenza, to systemic disorders such as cardiovascular disease, cancer, stroke and diabetes. An increasing number of studies have implicated high stress, poor diet, and sedentary lifestyle in the rise of systemic disorders. Consequently, public health policy and health care providers are increasingly looking towards a model of integrated care that includes lifestyle intervention.

In this course students will learn about both the promise and challenge of lifestyle intervention in public health and receive instruction in meditation, yoga, dietary choices, and strategies for stress management and long-term health. Students will develop their own daily meditation and yoga practice, and weekly aerobic exercise program, and set and follow dietary goals. Most of the practices taught in this course are evidenced-based and most reading assignments contain ample references to the primary studies in reputable peer-reviewed journals.

**Course objectives**

In this course students will:

1. Establish and monitor a consistent daily meditation practice.
2. Develop a balance personal exercise program that includes a safe and effective yoga practice.
3. Effectively use mindfulness meditation and yoga postures to manage stress and promote a sense of well-being.
4. Be empowered to make healthy dietary choices and critically evaluate fad diets.
5. Be able to effectively advocate for lifestyle modification and preventative medicine to have a significant role in personal and public health care.

These course objectives will be established through 5 learning sequences (described below), daily practice logs and yoga classes.

**Prerequisites:** None

**Required Reading Sources:**

- Full Catastrophe Living (FCL), Jon Kabat-Zinn
- Spectrum, Dean Ornish
- Articles and handouts provided by the instructor

**Recommended Reading:**

- The China Study, T. Collin Campbell and T. Campbell

**Grading:**

This course will be taught using team-based learning (TBL). Students are responsible for doing the assigned reading before they come to class. Student comprehension will be assessed through quizzes taken individually then again as teams at the start of each learning sequence.

(Percentages are approximate)

Daily Practice Logs		35%
Team-Based Learning Assignments	25%	
Peer evaluation		5%
Written Assignments	25%	
Participation in yoga classes	10%	

Each of these course elements will be graded using a points system with a total of 200 points possible in the course. Letter grades are assigned based on the percentage of 200 points the student accumulates during the semester, according to University guidelines. For example, if you get a total 182 points for the semester your percentage is 91% and your letter grade is A-.

**Daily Practice Logs – 35% of your grade:**

Daily practice logs record the amount of meditation and exercise you do each day. Daily practice logs are due each week starting with the week beginning on Jan 28 ending through the week beginning on April 29, including the week of spring break. This weekly report will consist of short daily entries recording the amount of meditation and yoga practiced that day along with a few sentences describing special insights and/or challenges the student experienced. The daily log will also include a record of aerobic exercise and the experiences you have working with the different attitudinal foundations of mindfulness.

Note that although the goal is to get students to actually try out meditation, yoga, aerobic exercise, there is no practical way to monitor compliance. Even if compliance could be monitored, health providers tell us that fear and coercion are poor motivators for lifestyle change. Thus, while you need to meditate regularly to get the full benefit of this course, I can't require it. However, for full credit on the daily practice log you are required to record how long you meditated each day and if you didn't meditate, tell me why not. You are also required to answer

any questions on the log concerning the attitudinal foundations of mindfulness and your overall reflection of your progress. In general, if you provide all of the requested information you will get full credit for the log.

There are a total of 14 daily practice logs during the semester and they are due at the end of the day on the Sunday immediately following the week recorded in the log (logs end on Saturdays).

### **Team-based learning – 25% of your grade**

There will be a Readiness Assessment Test (RAT) on the first day of each learning sequence. The RAT is a quiz covering the assigned reading for the beginning of the learning sequence. You will first take the quiz individually. You will then take the same quiz as team discussing each answer among yourselves to get a broader perspective on the question. Your grade on the RAT will be equally weighted between your individual and team score.

Successive days will be 4S style team questions worth 15% of your grade. Some of these will be multiple choice, others short answers. You need to be present to receive the team points for the day. ***Most classes will have graded in-class work – unexcused absences will lower your grade!***

There is no final in this course.

### **Peer Evaluation – 5% of your grade**

Part of your grade will be determined by your teammates assessment of how much you contribute to the team effort on in class questions and problem solving. This is an assessment of how well you carry your own weight without dominating conversations.

### **Written Assignments - 25% of your grade**

There will be a written assignment at end of each learning sequence consisting of short answer questions. The written assignments are meant to promote deeper understanding and personal reflection upon the material covered in the learning sequence. Written assignments are due at the end of the day on the Sunday following conclusion of the learning sequence.

### **Attendance Policy**

Class attendance is vital to this class because of the highly interactive and participatory nature of most of the instruction. Since each class will consist of quizzes and other team-based learning activities or yoga classes, ***students will lose points for unexcused absences.***

Students will be exempt from class for medical reasons, athletic participation and certain other personal emergencies. In general I need to be notified before the missed class. The University Medical Absence policy can be found at:

[https://www.albany.edu/health\\_center/medicalexexcuse.shtml](https://www.albany.edu/health_center/medicalexexcuse.shtml)

In case of athletic participation, I need the standard letters that the university provides athletes to give to their instructors. Exemption from a class means that the class neither counts for or against you in calculating the percentages that determine your final grade.

### **Late Submissions**

I strongly encourage you to keep up with your written submissions. As mentioned above, daily practice logs and written assignment are due on Sundays at 11:59 PM. In practice, submission anytime Sunday night will be accepted without late penalty. Submissions after 9:00 AM Monday but before 9:00 AM Tuesday will lose 0.5 points. Submissions after 9:00 AM Tuesday but before the following Sunday at 11:59 PM will lose 1.0 point  
Submissions 1 to 2 weeks late lose 1.5 points  
Written assignments more than 2 weeks late lose 2.0 points.  
Daily practice logs will not be accepted beyond 2 weeks overdue.

Extensions on specific assignments will be granted for medical reasons, documented disability concerns and other exceptional circumstances. In rare incidences students may be granted exemptions from assignments. It is your responsibility to contact me if exceptional circumstances prevent you from completing an assignment on time.

### **Other Class Policies**

Cell phones and other electronic devices must be turned off or in “Airplane Mode” during yoga classes and in class meditations. Use of electronic devices during other class times will be strictly limited to class discussions and note taking. Students using electronic devices inappropriately, especially to the distraction of others, will be asked to turn the device off.

All yoga poses taught can be adapted to match the needs of each student based on their flexibility, strength and range of motion. Students with special conditions are encourage to contact the instructor at the beginning of the course so appropriate modification and contraindications can be suggested. Students with special disabilities should also contact me by the second week of class so appropriate modifications can be made.

### **Academic Dishonesty**

The University and I take academic integrity very seriously. Plagiarism, cheating on exams, submitting work of another student, etc. will not be tolerated. Students could be required to resubmit the work will a lower grade and even receive a 0 for the assignment. Direct quotes from published material must be clearly indicated and appropriately cited. Students are expected to be familiar with U Albany’s “Standards of Academic Integrity” as detailed on the university website: [https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html).

In general students are encouraged to put their thoughts into their own words and limit the use of direct quotes in written assignments.

### **Learning Sequences:**

1. Mindfulness meditation and breath centered yoga poses (2 weeks)
  - a. Breath awareness meditation
  - b. Foundational attitudes of mindfulness
  - c. Body scan and other fundamental meditations
  - d. Informal meditations and meditating through the day.
  - e. Assigned reading

- i. “Full Catastrophe Living” by Jon Kabat-Zinn; Selected sections from Chapters 1-2
  - ii. “Full Catastrophe Living” by Jon Kabat-Zinn; Selected sections from Chapters 3-5,7.
- 2. Basic principles of healthy eating (2 ½ weeks)
  - a. The spectrum of choices
  - b. Key attitudes of sustainable food choices
  - c. Basic principles of healthy eating
  - d. Assigned reading:
    - i. “The Spectrum” Dean Ornish chapters 1-3, 5
    - ii. USDA dietary guidelines
    - iii. Dr. T. Campbell’s principles of healthy eating
    - iv. Dash diet.
- 3. Balance physical exercise program (2 weeks)
  - a. Components of a balanced exercise program
  - b. Fundamental yoga poses with safety and alignment cues
  - c. Basic skeletal and muscular anatomy for stabilizing the joints and the back
  - d. Principles of safety in yoga and physical exercise
  - e. Assigned reading
    - i. “The Spectrum” Dean Ornish chapter 8
    - ii. Handouts from the instructor on yoga anatomy, and cues for alignment and safety
- 4. Changing perspectives on nutrition and emotional health (3 ½ weeks)
  - a. Uncertainties in epidemiological studies
  - b. Critical evaluation of fad diets and nutritional recommendations
    - i. The protein myth
    - ii. Carbs and fats
    - iii. Supplements
  - c. Influence of financial interests on nutritional information
  - d. Environmental impact of food choices
  - e. Major causes of mortality in industrialized communities
  - f. Paradigm shift: Reductionism vs. Integrative Whole.
    - i. Application to cardiac diseases and cancer
  - g. Assigned reading:
    - i. Material from the instructor for statistical significance
    - ii. Instructor summary of material from Dr. T Colin Campbell and others.
    - iii. Full Catastrophe Living” Selections from Chapters 11 -13.
    - iv. Instructor Summary of “Radical Remission” by Kelly Turner
    - v. The Spectrum” Chap 13
- 5. Self-compassion and stress management (3 ½ weeks)
  - a. Social and medical factors affecting public health
    - i. Opioid crisis

- ii. Stress related illnesses
- b. The role of love, relationships and community support in health
- c. Self compassion vs. self-esteem
- d. Managing the stress response through awareness.
- e. Affirmations and mantra meditations.
- f. Integrative stress management.
- g. Assigned reading:
  - i. “The Spectrum” Chap 6
  - ii. Newsweek article about Dean Ornish
  - iii. Ted talk by Kristin Neff
  - iv. “Full Catastrophe Living” Selections from Chapters 17-20
  - v. Other sources provided by the instructor.

### **Public Health Program Knowledge Domains and Competencies:**

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve. In HSPH203 we will address the following Knowledge Domains and Competencies.

#### **Public Health Foundational Domains (CEPH)**

1. Identify basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
2. Gain an understanding of the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health related needs and concerns of populations
3. Gain an understanding of the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
4. Explain the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities

#### **Undergraduate Public Health Foundational Competencies (CEPH)**

1. Demonstrate the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
2. Demonstrate the ability to locate, use, evaluate and synthesize public health information

#### **Public Health Cross-Cutting Concepts and Experiences (CEPH)**

1. Critical thinking and creativity
2. Ethical decision making as related to self and society
3. Independent work and a personal work ethic
4. Networking
5. Systems thinking
6. Teamwork and leadership

## **University at Albany General Education Competencies:**

### **Advanced Writing**

1. Demonstrate increasingly sophisticated writing according to the conventions of their academic discipline.
2. Be able to evaluate critically a variety of written texts, including their own.
3. Demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process.

### **Critical Thinking**

1. Gather and assess relevant information/data.
2. Test hypotheses against relevant criteria and standards, accounting for the facts.
3. Develop well-reasoned arguments and communicate them effectively to others.
4. Demonstrate habits of reflection upon their own and others' thinking—identifying, analyzing, and evaluating their own and others' arguments; and challenging conclusions with alternative explanations or points of view.

### **Oral Discourse**

1. Communicate ideas effectively appropriate to a specific context and according to a specific set of criteria.
2. Regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal).

### **Information Literacy**

1. Understand the information environment and information needs in the discipline in today's society, including the organization of and access to information, and select the most appropriate strategies, search tools, and resources for each unique information need.
2. Demonstrate the ability to evaluate content, including dynamic, online content if appropriate.
3. Integrate learning and research strategies with lifelong learning processes and personal, academic, and professional goals.

# **BMS 305: BIOLOGICAL BASIS OF PERSONAL AND PUBLIC HEALTH**

**Fall 2019**

**Contents: Course Information and Syllabus**

Magdia De Jesus, Ph.D., Course Director  
Jason Herschkowitz, Ph.D., Course Director

Mon and Wed 9:00 am -10:20 am

**UAlbany Main Campus  
Room TBD**

**(3 Credits)**



**BMS 305- BIOLOGICAL BASIS OF PERSONAL AND PUBLIC HEALTH**  
**Syllabus – Fall 2019**

**Meeting times: Tuesday & Thursday, 9:00am – 10:20am**

**Location: UAlbany Main Campus**

**Room: TBD**

**Course Directors:**

Magdia De Jesus, Ph.D.  
Department of Biomedical Sciences  
Wadsworth Center, David Axelrod Institute  
(518) 486-4179  
[mdejesus2@albany.edu](mailto:mdejesus2@albany.edu)  
[magdia.dejesus@health.ny.gov](mailto:magdia.dejesus@health.ny.gov)

Jason Herschkowitz Ph.D.  
1 Discovery Drive  
Room 342E  
Rensselaer, NY 12144-3456  
(518)-591-7204  
[jherschkowitz@albany.edu](mailto:jherschkowitz@albany.edu)

**Teaching Assistants: TBD**

**Office Hours:** Students should contact instructor by email to arrange meetings.

**Course Description:**

This course is designed to provide students with a foundation of how biological processes, infectious diseases, pathologies and immunological tools impact personal and public health. This course is designed for students with minimal formal training in the biological sciences. The primary emphasis of this course is to provide the necessary information to students with diverse backgrounds such that they learn both the breadth and depth of how biological processes are important in the health sciences and public health.

**Prerequisite:** One semester of college level biology is required.

This course covers a broad range of topics. Students are **highly encouraged** to reach out to the faculty if class material is unclear. Students should do this **early** in the semester in order to keep up with the material. Below is the contact information of the instructor.

**Instructor Contact Information:**

<b>Faculty Member</b>	<b>Institution</b>	<b>Email address</b>
Dr. Magdia De Jesus	UAlbany/WadsworthCenter	<a href="mailto:mdejesus2@albany.edu">mdejesus2@albany.edu</a>
Dr. Jason Herschkowitz	Cancer Research Center	<a href="mailto:jherschkowitz@albany.edu">jherschkowitz@albany.edu</a>

**Office Hours:**

By appointment, location to be determined.

## Course Web Site

Lecture and reading material will be made available via Blackboard and the MyUAlbany web site (<http://www.albany.edu/myualbany/>). Access requires a current UAlbany netID.

## Learning objectives:

- You will be able to communicate basic biological terminologies that are relevant to the health sciences and public health.
- You will learn about the emergence of infectious diseases and their threats to personal and human health.
- You will learn the basic biology of major viral diseases.
- You will begin to understand the importance of immunology as a tool in health sciences and public health.
- You will learn about endemic diseases in NYS and worldwide.
- You will learn about the ethical issues of working with stem cells and the importance of the cell cycle.
- You will learn about the role of genetics and infectious diseases in cancer.
- You will be able to describe existing and proposed programs in newborn, genetic screening and cancer screening, and discuss pros and cons of each program, including medical, economic, ethical, social and political factors.
- You will be able to communicate about personalized medicine and its implications.
- You will learn where to acquire accurate and practical biological information that impacts health sciences and public health issues.

## Public Health Program Knowledge Domains and Competencies:

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve prior to graduation. In BMS 305 we will address the following Knowledge Domains and Competencies

- The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
- The history and philosophy of public health as well as its core values, concepts, and functions across the globe and society.
- Demonstrate the ability to locate, use, evaluate and synthesize public health information.
- Demonstrate the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

**Grading: NOTE: THE GRADES IN THIS COURSE ARE NOT CURVED.**

Exam 1	Exam 2	Exam 3	Exam 4	Assignment
20%	20%	20%	20%	20%
Lectures 1-4	Lectures 5-8	Lectures 9-15	Lectures 16-21	Due:

**Grading Scale:**

A = 93-100    A- = 90-92  
B+ = 87-89    B = 83-88    B- = 80-82  
C+ = 77-79    C = 73-78    C- = 70-72  
D+ = 67-69    D = 63-68    D- = 60-62  
E = 0-59

**Note 1:** The “earned” grade of “E” is treated mathematically as a “30”.

**Note 2:** Plagiarism without proper citation from any and all sources will result in a grade of “E” for the course. Consult the Student Bulletins or the course Instructors if you have any questions.

**Attendance:** There will be a sign in sheet at every lecture, please make sure to sign it. **Three or more unexcused absence from a class will result in loss of three or more points on your final grade.** If a student misses class for an extenuating circumstance (e.g. medical emergency) please let the instructor/course directors know as soon as possible. Non-emergencies will be handled on a case-by-case basis.

**Reasonable Accommodations:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 137, 442-5490) **at the beginning of the semester.** That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. See <http://www.albany.edu/disability/> for more information.

**Student Concerns:** Students are encouraged to discuss any concerns they have about grading and other academic issues with the instructors. The first step you should take in the appeals process is to discuss the concern with the instructor directly involved. Grade appeals must be initiated within two weeks of the graded assignment. If the concern is not resolved satisfactorily with the instructor, the student should consult the course director(s). If the concern is still not resolved, the course director(s) may request a meeting with the faculty mentor. Any decision made by the faculty mentor is final.

**Academic integrity:** Every student has the responsibility to become familiar with the standards of academic integrity at the University. The University’s Standards of Academic Integrity as defined in the Undergraduate Bulletin can be found at: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

All standards of academic integrity will be strictly enforced and cheating will not be tolerated. Any student cheating on an assignment, plagiarizing assignments, or committing other violations of the code will fail the course and be reported to the Dean of Undergraduate Studies for disciplinary action.

Unless specifically stated, students are to work alone on all graded assignments. All but casual conversation about a particular assignment is considered working together and is a violation of the Academic Integrity Policy.

## **Assignment 1: Brochure and Public Service Announcement to Reinforce the NEED for Vaccination**

### **Due:**

This assignment will be worth 20% of your final grade.

### **Learning Outcomes:**

Students will learn how to communicate the need for vaccination by (1) developing a written brochure and (2) a 30 second public service announcement video.

### **Assignment instructions:**

Pretend that you have just been hired by a non-profit organization (Vaccination Works) whose goal is to increase vaccination rates in the capital region. You have been asked by your boss to develop a brochure and public service announcement to increase vaccination rates in a certain target population.

- (1) Choose your audience and a specific vaccine (choose one)**
  - (a) First time moms at pediatrician's office who are considering vaccinating their children against Hepatitis B, Polio, Diphtheria, Pertussis, Measles or Mumps (choose one disease for this scenario). Why is it important that they vaccinate their children according to the recommended schedule?
  - (b) Health care workers for yearly flu vaccination. Why is it important that they receive the influenza vaccination every year?
  - (c) Parents of teenagers for vaccinations targeting human papillomavirus (HPV) Why is it important that they vaccinate their teen-aged children?
- (2) Write a 400-500 word brochure targeted to your chosen audience on why individuals should be vaccinated. Consider all the pros and cons before you write it. The brochure can be a fact sheet, bi-fold or tri-fold document.
- (3) Develop a 30 second public service announcement video to convey the importance of your chosen topic. You can be as creative as you would like! You can use a cell phone video camera or a video camera, invite your friends and family to participate, use background music, whatever you would like to convey the message. You can even show your brochure in the video telling the audience if they want more information they can call and obtain a free brochure.

## **Turning in the assignment:**

Videos and Brochure should be uploaded unto blackboard inside an individual folder with your name on it. More details about this to follow.

## **Grading:**

The maximum grade that you can obtain for this assignment is 100 points. This grade will then count towards 20% of your final grade.

## **Written brochure (total: 50 points)**

- Contains accurate information (10 points)
- Information is compelling and targeted to appropriate audience (10 points)
- Writing is concise (400-500 words) and well-structured for easy comprehension (10 points)
- Correct spelling and grammar are used throughout (10 points)
- Brochure is visually appealing (10 points)

## **Public service announcement video (total: 50 points)**

- Captivating within the first 10-15 seconds. Does the video have a hook? (10 points)
- Contains accurate information (15 points)
- Does the message in the video make the viewer want to get vaccinated (10 points)
- The video is creative and unique (10 points)
- Is the video well made, can you hear and see the message clearly (5 points)

## **For some ideas: Brochure:**

<http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/brochures/main>

## **Video:**

<http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main>

Look at YouTube there are some good examples however if you plagiarize the brochure or copy off a video on You Tube we will know

Schedule:						
Lec #	DATE	DAY	MODULE	TOPIC (Instructors)		
1	8/27	M	<b>Biomolecules</b>	Course Organization and Introduction to Personal and Public Health		
2	8/29	W		Cells and Biomolecules, Prokaryotes vs Eukaryotes, DNA and RNA		
	9/3	M		<b>NO CLASS LABOR DAY</b>		
3	9/5	W		Biomolecules: Proteins		
	9/10	M		<b>NO CLASS ROSH HASHANAH</b>		
4	9/12	W		Mendelian Genetics		
	9/17	M	<b>Infectious Diseases</b>	<b>EXAM 1</b>		<b>EXAM 1 (Lectures 1-4)</b>
	9/19	W		<b>NO CLASS YOM KIPPUR</b>		
5	9/24	M		Bacteria: The problem antibiotic resistance		
6	9/26	W		Viruses: Structure, Entry and Lifecycles Influenza, Zika and AIDS		
7	10/1	M		Endemic Diseases in NYS-Tickborne		
8	10/3	W		Eukaryotes: Fungi the underestimated pathogen		
	10/8	M		<b>EXAM 2</b>		<b>EXAM 2 (Lectures 5-8)</b>
9	10/10	W	<b>Immunological Tools</b>	Immunological tools for Public Health		
10	10/15	M		Vaccines		
11	10/17	W	<b>Chronic Diseases</b>	Asthma		
12	10/22	M		Cardiovascular Diseases		
13	10/24	W		Obesity		
14	10/29	M		Diabetes		
15	10/31	W		Autoimmunity		
	11/5	M		<b>EXAM 3</b>		<b>EXAM 3 (Lectures 9-15)</b>
16	11/7	W		Cancer: The Cell Cycle		
17	11/12	M		Cancer and Tobacco		<b>ASSIGNMENT DUE</b>
18	11/14	W	Cancer: HPV			
19	11/19	M	<b>Personalized Medicine</b>	Personalized Medicine Human Sequencing		
	11/21	W		<b>THANKSGIVING BREAK</b>		
20	11/26	M		The Human Microbiome		
21	11/28	W		Stem Cells		
22	12/3	M	<b>Assignment Grading</b>	ASSIGNMENT 1 Class Grading Groups		
23	12/5	W		ASSIGNMENT 1 Class Grading Groups		
	12/10	M		<b>EXAM 4</b>		<b>EXAM 4 (Lectures 16-21)</b>

University at Albany  
School of Public Health

**HSPH 341 Z (class number TBD): Upper-Level Writing Intensive**

**Promoting Healthy People and Communities**

**Tuesdays and Thursdays: 8:45am – 10:55am;  
Office Hours Location: HU BO16**

**INSTRUCTOR:** Janine M Jurkowski, MPH, PhD  
School of Public Health  
402-0420  
jjurkowski@albany.edu

**OFFICE HOURS:** Tuesday and Thursday from 8:15-8:45 and 10:05-10:35am or by appointment

**COURSE PREREQUISITES:** None

**Course Overview:**

This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the multilevel causes of different health behaviors. Health inequalities will be weaved into most topics.

To meet requirements for a BS in Public Health, all students must have the opportunity to: integrate, synthesize and apply knowledge through cumulative and experiential activities, and must complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. In addition, students should have exposure to local level public health professionals engaged in the practice of public health.

HSPH 341z and HSPH 460 fulfill this capstone requirement. As the first course in the two-course capstone sequence, HSPH 341z, provides students with the opportunity to integrate their public health coursework by synthesizing the literature and writing an evidence-based final research paper. As the second course in the capstone sequence, HSPH 460 will focus on how to apply the knowledge gained in 341z to in public health practice.

**Learning Objectives:**

- 1.) To understand the basic concepts, methods and tools of public health data collection, application and analysis and why evidence based approaches are an essential part of public health practice
- 2.) To understand how to evaluate information data for public health decision making

- 3.) To understand and discuss the impact of study design, outcome and exposure measurement and data collection on interpretation of results.
- 4.) To understand how to develop a research question
- 5.) To be able to describe and defend the choice of research tools (e.g. study design, outcome and exposure assessment and statistical methods) for a particular research proposal.
- 6.) To be able to describe public health indicators.
- 7.) To be able to evaluate and write a literature review as justification for a proposed evaluation.
- 8.) Develop an improved understanding of how to conceptualize cause-and-effect relationships in designing public health interventions.
- 9.) To understand the impact of data implications on one's environment (zip code), socio-economic (race, culture, education etc. on community health).

### **Public Health Program Knowledge Domains and Competencies:**

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve. In HSPH341z we will address the following Knowledge Domains and Competencies.

- Explain the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- Identify basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
- Demonstrate the ability to locate, use, evaluate and synthesize public health information
- Community dynamics
- Cultural contexts in which public health professionals work
- Critical thinking and creativity
- Demonstrate the ability to evaluate content, including dynamic, online content if appropriate
- Develop well-reasoned arguments and communicate them effectively to others.
- Demonstrate habits of reflection upon their own and others' thinking—identifying, analyzing, and evaluating their own and others' arguments; and challenging conclusions with alternative explanations or points of view.
- Demonstrate increasingly sophisticated writing according to the conventions of their academic discipline.
- Be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline.
- Be able to evaluate critically a variety of written texts, including their own.
- Demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process.
- Develop well-reasoned arguments and communicate them effectively to others.
- Communicate ideas effectively appropriate to a specific context and according to a specific set of criteria.



## **Required Readings**

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. University of Chicago press, 2003.

McKenzie, James F., and Robert R. Pinger. *An introduction to community and public health*. Jones & Bartlett Publishers, 2014.

There will be articles required for class reading for different class session. All articles will be provided on Blackboard. Information from these articles will be necessary for class participation and assignments.

Important Resource but will not have assigned readings:

Strunk, W., & White, E. B. (1979). *The elements of style* (3<sup>rd</sup> ed.). New York: Allyn and Bacon.

## **Evaluation**

This course combines lectures, assignments, in-class group exercises, and written assignments for evaluation. It is essential that the readings and exercises are completed on time so that each student is fully engaged in the class discussions. The course attempts to take each student through the process of 1) identifying and defining a public health problem 2) identifying and defining the population at-risk 3) creating a purpose statement and research question, 4) researching the issue through an extensive literature review 5) presenting a critical discussion justifying recommended public health strategies and 4) completing a final paper

**Please thoroughly acquaint yourself with the terms of this syllabus.** You are responsible for the total of its content.

## **COURSE MATERIALS and REQUIREMENTS:**

Research Articles and other readings will be posted to the Blackboard class website.

### **Lectures:**

The course will consist of two one-hour and twenty minute lectures per week. In class, we will apply the concepts covered in the reading assignment due that day; therefore, completing the reading on time is essential for success in the course.

### **Assignments**

There will be **6** class assignments during the semester and a quiz on the readings. Assignments will consist of 3 short assignments, 2 drafts and one final draft of your paper. This course is designed to help the student in developing their final paper. Your assignment should be typed. A plagiarized assignment will be assigned a zero. We will discuss appropriate source material and the assignments in greater detail in class. Late assignments will not be accepted.

### **Final Paper:**

Students will produce a compressive paper that had been submitted and critiqued in developmental stages throughout the semester.

The final paper shall consist of three sections, described below.

Section 1. Literature Review summarizing known risk factors/contributors for your assigned Public Health Indicator

This section must not be limited to a simple listing of study results. Rather, the student is expected to summarize the methodologies and results of the studies (study design, exposure assessment, outcome definition and selection etc.) and thoroughly discuss the strengths and limitations of the methodological approaches and implications of bias as a result of the chosen methods. Creating a table with columns for study design, outcome definition, exposure, results and statistical methods will help you in framing your discussion. An example will be presented and discussed in class.

Section 2. Description of Public Health Indicator for an assigned community

Each student will be assigned a public health indicator (e.g. infant mortality) and will be responsible for describing its distribution and impact on a designated community.

Section 3. Discuss what you think should be the next step in addressing the public health issue and why you think the next proposed step is appropriate.

At every stage of the writing process it is understood that the paper is a work in progress. Instructors are willing to read and provide feedback on rough drafts throughout the semester. Students are encouraged to share drafts with fellow students and instructors for comments and feedback.

Papers should be formatted with 1 inch margins, 11 point font and 1.5 spacing. Additional direction will be provided in class.

**Oral Presentation**

Each student will be assigned to a group defined by their public health indicator. Each group will prepare a 20 minute presentation describing their public health indicator, their summary of the literature and proposed next steps. Each lecture will be followed by a 5 minute question and answer period. The presentation will be graded by the Professor and each member of the group on comprehension, organization, design and use of overheads or other visual aids, clarity, timeliness and response to questions.

**Grading:**

The written assignments and drafts will contribute a total of 30%, final paper 50%, group presentation 20%.

Total score for the class:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	E

Dr. Jurkowski reserves the right to move the grading cut-points, however the cutpoints will not be changed to a lower letter grade (e.g. a 90 will not result in a grade below A-).

**Web-site:**

Lecture notes, assignments, and other course materials will be posted on the Blackboard Learning System course web-site. Students registered for the class can access the course material by logging on through the MyUalbany link to Blackboard Learning System. Notes and readings will be posted as Adobe Acrobat files (i.e., with .pdf extensions). Workshop assignments will be distributed as Word (.doc) files so that you can use the files as a template for typing your assignments.

**Academic Integrity** Students are expected to abide by the University at Albany's Code of Academic Integrity. Collaboration is encouraged in many instances; however, work submitted for academic credit must be the **student's own work**. Academic dishonesty (refer to [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) ), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.

Talking, discussions and the use of any electronic device are **not permitted** during exams or quizzes. It will be assumed that students who are talking are cheating and will be given a failing grade for the exam or quiz, which may lead to failure of the course and additional disciplinary action by the University.

**Plagiarism:**

As stated on the Undergraduate Academic Regulations website ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)) plagiarism is defined as:

*“**Plagiarism:** Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.*

*Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project **or website**; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.”*

Students are strongly advised to avoid placing themselves in situations where academic integrity may be compromised. Please refer to the University's website regarding Undergraduate Academic Regulations ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)).

**Accommodations:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

This statement appears on our University website as part of our Statement of Reasonable Accommodation Policy In Response to the Americans with Disabilities Act that can be found at the following link: <https://portal.itsli.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer2016.pdf>

<b>CLASS</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS DUE</b>
Class 1	January 23	<b>Introduction – Overview and Discussion of the use of Research</b>  Group assignments	The Craft of Research, Prologue pp 3-6, Chapter 1 pp 9-15  Introduction to Community and Public Health Chapter 1, pp2-9	
Class 2	January 25	<b>Organizations that Help Shape Community and Public Health</b>  Connecting with Your Audience: In Class exercise	Introduction to Community and Public Health Chapter 2  The Craft of Research, Chapter 2	
Class 3	January 30	<b>Community Organizing/Building and Health Promotion Programming</b>	Chapter 5 pp117-133 Minkler, Meredith, and Nina Wallerstein. "Improving health through community organization." <i>Community organizing and community building for health</i> (2005): Chapter 13, pp26-51.	
Class 4	February 1	<b>Asking Questions/Finding Answers</b> Developing your research question	The Craft of Research, Part II:29-63	
Class 5	February 6	<b>School as a Component of Community Health</b> In Class Activity	Introduction to Community and Public Health, Chapter 6, pp138-155	Assignment 1: Topic, Research Question, Potential Practical Significance Due
Class 6	February 8	<b>Synthesizing health literature</b> In Class Assignment Summarizing two community health articles	The Craft of Research, Part II, Chapter 4	
Class 7	February 13	<b>From Problems to Sources</b>	The Craft of Research, Part II, Chapter 5	

		Literature searches and Citations Guest Speaker Sue Kaczor		
Class 8	February 15	<b>Community Health and the Environment</b> Guest Speaker	Introduction to Community and Public Health Chapter 14	
Class 9	February 20	<b>Making and Writing an Argument</b>	The Craft of Research, Part III, Chapter 7,8	Assignment 2: Literature Review Table
Class 10	February 22	<b>Writing Day</b> In-class exercise	Developing an outline	
Class 11	February 27	<b>Injuries as a Community Health Problem</b>	Introduction to Community and Public Health Chapter 15	Assignment 3: Outline due
Class 12	March 1	<b>Race/Ethnic Communities</b>	Introduction to Community and Public Health Chapter 10  Jacobs-Wingo, Jasmine L., David K. Espey, Amy V. Groom, Leslie E. Phillips, Donald S. Haverkamp, and L. Sandte. "Causes and disparities in death rates among urban American Indian and Alaska Native populations, 1999–2009." <i>American journal of public health</i> 106, no. 5 (2016): 906-914.	
Class 13	March 6	<b>Planning your paper</b>	The Craft of Research, Part II, Chapter 12  Bring outline and literature table to class	
Class 14	March 8	<b>Writing Day and Feedback</b>	The Craft of Research, Chapter 16  Bring outline, literature table and draft of paper to class	
	March 13-17	Spring Break		
Class 15	March 20	<b>Community wealth and Poverty</b>	McKee, Martin, and David Stuckler. "Health and Wealth in the United States and England—Two Very	Assignment 4: Draft 1 due

			Different Countries With Similar Findings." <i>JAMA internal medicine</i> 177, no. 12 (2017): 1753-1754.	
Class 16	March 22	In class exercise	Bring introduction and research question to class	
Class 17	March 27	<b>Community Mental Health</b>	Introduction to Community and Public Health Chapter 11	
Class 18	March 29	<b>Workplace Health</b>	Introduction to Community and Public Health Chapter 16	
Class 19	April 3	Writing Day and Feedback	The Craft of Research, Part II, Chapter 17, read 17.1-17.4  Bring Draft 1 to class	
Class 20	April 5	<b>Discrimination in community health</b>	Williams, David R., Naomi Priest, and Norman B. Anderson. "Understanding associations among race, socioeconomic status, and health: Patterns and prospects." <i>Health Psychology</i> 35, no. 4 (2016): 407.  Krieger, Nancy. "Discrimination and health inequities." <i>International Journal of Health Services</i> 44, no. 4 (2014): 643-710.	
Class 21	April 10	<b>Social Capital in Communities</b>	Aldrich, Daniel P., and Michelle A. Meyer. "Social capital and community resilience." <i>American Behavioral Scientist</i> 59, no. 2 (2015): 254-269.  Waverijn, Geeke, Monique Heijmans, Peter Spreeuwenberg, and Peter P. Groenewegen. "Associations between neighborhood social capital, health literacy, and self-rated health among people with chronic illness." <i>Journal of health communication</i> 21, no. sup2 (2016): 36-44.	Assignment 5: Draft 2 due
Class 22	April 12	<b>Empowering Communities</b>	Cashman, Suzanne B., Sarah Adeky, Alex J. Allen III, Jason Corburn, Barbara A. Israel, Jaime Montañó,	

			Alvin Rafaelito et al. "The power and the promise: working with communities to analyze data, interpret findings, and get to outcomes." <i>American journal of public health</i> 98, no. 8 (2008): 1407-1417 THOMPSON, Beti, Yamile Molina, Kasisomayajula Viswanath, Richard Warnecke, and Michael L. Prelip. "Strategies to empower communities to reduce health disparities." <i>Health Affairs</i> 35, no. 8 (2016): 1424-1428	
Class 23	April 17	<b>Quiz</b>	Quiz on readings up until April 12th	
Class 24	April 19	Writing Day and Feedback		
Class 25	April 24	<b>Adolescents and Young Adults</b> In class activity	Introduction to Community and Public Health Chapter 8, pp 204-219 <b>Need extra reading</b>	
Class 26	April 26	<b>Maternal and Child Health</b> Guest Speaker	Introduction to Community and Public Health Chapter 7 Additional reading by speaker	
Class 27	May 1	<b>Gun Violence as a Public Health Issue</b>	Jashinsky, Jared Michael, Brianna Magnusson, Carl Hanson, and Michael Barnes. "Media agenda setting regarding gun Violence before and after a Mass shooting." <i>Frontiers in public health</i> 4 (2017): 291.  Hemenway, David, and Matthew Miller. "Public health approach to the prevention of gun violence." <i>N Engl J Med</i> 368, no. 21 (2013): 2033-2035.	
Class 28	May 3	<b>Contemporary Topic in College Health</b>	Jouriles, Ernest N., Alison Krauss, Nicole L. Vu, Victoria L. Banyard, and Renee McDonald. "Bystander Programs Addressing Sexual Violence on College Campuses: A Systematic Review and Meta-Analysis of Program Outcomes and Delivery Methods." <i>Journal of American College Health</i> just-accepted (2018).	



Class 29	May 8	<b>Course De-Brief</b> In class activity		Assignment 6: Final Paper Due
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## **HSPH 397, Independent Study, Public Health (Course #6501)**

**Faculty:** TBD

**Semester, Meeting Location and Time:** Determined by Faculty and student (see attached form to be completed with mentor)

**Course Credits:** 1-3 credits

**Prerequisites:**

Permission of instructor and undergraduate program director, and junior or senior standing.

**Course Description/Overview:**

This course provides public health major independent study and research students opportunities to enhance their knowledge of public health topics of interest under the supervision of an appropriate faculty member. Students will identify the topic and faculty member willing to mentor them through the independent and/or research experience. Independent study on selected topics in public health will be offered under the direction of a faculty member. The student is responsible for locating an appropriate faculty member who is willing to direct the independent study. An independent study may be repeated for credit, but no more than 6 credits may be accumulated.

**Course Grading:**

The course grade will be S-U. Students will be evaluated based on accomplishments of the learning objectives, a final written paper describing tasks performed, and their overall gained public health knowledge and application of the independent study and/or research topic. The grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements. The grade of *U* (*C*- or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements.

**Learning Objectives:**

As determined by the project.

**Public Health Program Knowledge Domains and Competencies:**

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve prior to graduation. The following Knowledge Domains and Competencies will be addressed.

The ability to locate, use, evaluate and synthesize public health information  
Critical thinking and creativity

Independent work and a personal work ethic  
Research Methods

Be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline.  
Gather and assess relevant information/data

**COURSE MATERIALS:** As determined by the project

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**Accommodations:**

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<https://portal.itsli.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer2016.pdf>

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**University at Albany School of Public Health**  
**Registration for Independent Study**

This form must be completed by the student in consultation with the Research Mentor and the student's Faculty Advisor. The student, mentor and faculty advisor should sign and agree to this learning contract prior to the student beginning work on the independent study as it serves as the basis for the mentor's evaluation of the student, assignment of grades, and the student's evaluation of the internship experience and host organization. Students must obtain faculty advisor approval prior to accepting or beginning an independent study and will not be permitted to register until this approval is obtained.

\*\*All students should also submit a copy of this form to their department\*\*

**Student Information**

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_

Degree Program: B.S. \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Advisor Email \_\_\_\_\_

Semester of Independent Study \_\_\_\_\_ Year \_\_\_\_\_

For Credit: Y \_\_\_ N \_\_\_      Number of Credits \_\_\_\_\_

Title of Independent Study: \_\_\_\_\_

**Mentor for the Independent Study**

Name \_\_\_\_\_ Position \_\_\_\_\_

Phone Number \_\_\_\_\_ Email: \_\_\_\_\_

Agency Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Location and Schedule**

Site of Independent study \_\_\_\_\_  
(If NYSDOH, please include Bureau & Program)

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Schedule of Independent Study (hours and days each week):

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday \_\_\_\_\_

Friday: \_\_\_\_\_

**Project Description:** Students should attach a typed detailed description of the internship project(s). Project descriptions should include the following:

- Project Background and Goals;
- Student's Role in Project;
- Expected Student Outcomes and Deliverables;
- Project Duration and Scheduling Considerations;
- Statements to describe the Public health impact

University at Albany  
School of Public Health

**HSPH 460 (Class number TBD)**  
**Public Health CAPSTONE: Evidence-Based Public Health**

**Time and location TBD**

**INSTRUCTORS:** TBD  
School of Public Health  
Phone: TBD  
TBD@albany.edu

**OFFICE HOURS:** TBD

**COURSE PREREQUISITES:** Introduction to Public Health (HSPH 201), Concepts in Epidemiology (HSPH 231), and Promoting Healthy People and Communities (HSPH 341z)

**Course Overview:**

Public health programs and policies typically aim to influence, facilitate, or promote healthy behavior change. However, not all programs are equally effective at changing behavior and improving population health. Therefore, a critical skill for public health practitioners is the ability to determine which programs or policies are likely to be the most effective, as well the ability to develop and improve programs in order to maximize their effectiveness.

To meet requirements for a BS in Public Health, all students must have the opportunity to: integrate, synthesize and apply knowledge through cumulative and experiential activities, and must complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. In addition, students should have exposure to local level public health professionals engaged in the practice of public health.

HSPH 341z and HSPH 460 fulfill this capstone requirement. As the first course in the two-course capstone sequence, HSPH 341z, provided students with the opportunity to integrate their public health coursework by developing an evidence-based final research paper. As the second course in the capstone sequence, HSPH 460 will focus on how to apply that knowledge in public health practice. Namely this course will provide students with practical guidance on how to identify and implement public health programs that are known to be effective based on rigorous study and testing (i.e., evidence-based programs), how to develop new programs that are based on a strong foundation of existing knowledge, and how to evaluate programs and policies so that they can be improved, retained, or discontinued.

These objectives will be achieved by exposing students to lectures, workshops, and class presentations by local public health practitioners from County and State Health Departments. These practitioners will engage students in presentations and discussions regarding the development and evaluation of public health programs implemented locally. Students will have the opportunity to reflect on these discussions and provide input and feedback to each other and the Public Health agencies. Students are expected to be active and engaged learners.

### **Learning Objectives:**

- 1.) To understand the basic concepts, methods and tools of public health data collection, use and analysis and why evidence based approaches are an essential part of public health practice
- 2.) To understand how to evaluate information data for public health decision making
- 3.) To understand and discuss the impact of study design, outcome and exposure measurement and data collection on interpretation of results.
- 4.) To understand how to develop a research question
- 5.) To be able to describe and defend the choice of research tools (e.g. study design, outcome and exposure assessment and statistical methods) for a particular research proposal.
- 6.) To be able to describe public health indicators
- 7.) To be able to evaluate and write a literature review as justification for a proposed evaluation
- 8.) Develop an improved understanding of how to conceptualize cause-and-effect relationships in designing public health interventions.

### **Public Health Program Knowledge Domains and Competencies:**

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve prior to graduation. In HSPH 460 we will address the following Knowledge Domains and Competencies.

- Identify basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- Describe the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- Demonstrate the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- Demonstrate the ability to locate, use, evaluate and synthesize public health information
- Critical thinking and creativity
- Independent work and a personal work ethic
- Networking
- Organizational dynamics



- Professionalism
- Research methods
- Teamwork and leadership
- Demonstrate increasingly sophisticated writing according to the conventions of their academic discipline.
- Be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline.
- Gather and assess relevant information/data.
- Demonstrate habits of reflection upon their own and others' thinking—identifying, analyzing, and evaluating their own and others' arguments; and challenging conclusions with alternative explanations or points of view.
- Communicate ideas effectively appropriate to a specific context and according to a specific set of criteria.
- Establish and maintain an appropriate performer/audience relationship in a given oral exercise, and actively engage with listeners/audience.
- Respond to, and where appropriate, incorporate listener's comments and questions.
- Evaluate, orally or in writing, an oral performance.
- Regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal).
- Produce, share, and evaluate information in a variety of participatory environments.

### **Required Readings**

There will be articles required for class reading. All articles will be provided on Blackboard. Information from these articles will be necessary for class participation.

### **Evaluation**

This course combines lectures, oral presentations, peer reviews, and a variety of written assignments for evaluation. It is essential that the readings and assignments are completed on time so that each student is fully engaged in the class discussions.

**Please thoroughly acquaint yourself with the terms of this syllabus.** You are responsible for the total of its content.

### **COURSE MATERIALS and REQUIREMENTS:**

Articles and other readings will be posted to the Blackboard class website.

### **Lectures:**

The course will consist of two one-hour and twenty minute lectures per week. In class, we will apply the concepts covered in the reading assignment due that day; therefore, completing the reading on time is essential for success in the course.

### **Assignments**

Each student will deliver 4 in-class presentations and will submit 4 brief written assignments. All presentations will be prepared and delivered in groups formed by the instructor.

- Presentation #1 (January 30) will focus on needs assessment and will be developed and presented by student pairs. The presentations will consist of 1 slide and a 3 minute oral presentation.
- For presentation #2 (February 8, 13, and 15), student groups (3-4 students) will have approximately 10-15 minutes each to present an overview of an evidence-based program that they think is well-suited to addressing a specific problem and target population assigned to them in class.
- For presentation #3, each student group (3-4 students) will have 10 minutes to present the outline of a basic logic model for a program idea that they have been instructed to work on. The logic model will include process and outcome evaluation measures.
- For the final presentation, #4, student groups (3-4 students) will prepare and present their ideas of a new health promotion program that they think could be effective at UAlbany, and a basic plan for both process and outcome evaluation of the program.

All students will provide anonymous peer reviews of each other students' presentations.

The short writing assignments will be assigned one week prior to the scheduled due date. Each student will be responsible for preparing and submitting their own written assignment. The written assignments will have a variety of formats (e.g., professional letters, letter to the editor, white paper), and will focus on each student's reflection on the work of the public health professionals who have visited our class. Each written assignment should be typed, and formatted with 1 inch margins, 11 point font and 1.5 spacing. A plagiarized assignment will be assigned a zero. We will discuss appropriate source material and the assignments in greater detail in class. Late assignments will not be accepted. Additional direction will be provided in class.

### **Grading:**

The written assignments and drafts will contribute a total of 30%, final paper 50%, group presentation 20%.

Total score for the class:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+

64-66	D
60-63	D-
<60	E

The professor reserves the right to move the grading cut-points, however the cutpoints will not be changed to a lower letter grade (e.g. a 90 will not result in a grade below A-).

**Web-site:**

Lecture notes, assignments, and other course materials will be posted on the Blackboard Learning System course web-site. Students registered for the class can access the course material by logging on through the MyUalbany link to Blackboard Learning System. Notes and readings will be posted as Adobe Acrobat files (i.e., with .pdf extensions). Workshop assignments will be distributed as Word (.doc) files so that you can use the files as a template for typing your assignments.

**Academic Integrity** Students are expected to abide by the University at Albany’s Code of Academic Integrity. Collaboration is encouraged in many instances; however, work submitted for academic credit must be the **student’s own work**. Academic dishonesty (refer to [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) ), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.

Talking, discussions and the use of any electronic device are **not permitted** during exams or quizzes. It will be assumed that students who are talking are cheating and will be given a failing grade for the exam or quiz, which may lead to failure of the course and additional disciplinary action by the University.

**Plagiarism:**

As stated on the Undergraduate Academic Regulations website ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)) plagiarism is defined as:

*“**Plagiarism:** Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.*

*Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project **or website**; the*

*unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else."*

Students are strongly advised to avoid placing themselves in situations where academic integrity may be compromised. Please refer to the University's website regarding Undergraduate Academic Regulations ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)).

**Accommodations:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

This statement appears on our University website as part of our Statement of Reasonable Accommodation Policy In Response to the Americans with Disabilities Act that can be found at the following link:

<https://portal.itsli.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer2016.pdf>

Class	Date	Topic	Due
Class 1	January 23	Introduction – Overview of course	
Class 2	January 25	Needs assessment: Public Health indicators and databases	
Class 3	January 30	Rapid-fire needs assessment presentations	Presentation #1 and peer reviews
Class 4	February 1	Identifying evidence-based programs	
Class 5	February 6	Choosing an evidence-based program	
Class 6	February 8	Presenting and justifying the use of an evidence based program	Presentation #2 and peer reviews
Class 7	February 13	Presenting and justifying the use of an evidence based program	Presentation #2 and peer reviews
Class 8	February 15	Presenting and justifying the use of an evidence based program	Presentation #2 and peer reviews
Class 9	February 20	Introduction to theory-based program planning	
Class 10	February 22	Theory-based program planning, part 2	
Class 11	February 27	Introduction to logic models	
Class 12	March 1	Classroom work session: Developing logic models	
Class 13	March 6	Logic model presentations	Presentation #3 and peer reviews
Class 14	March 8	Logic model presentations	Presentation #3 and peer reviews
	March 13-17	Spring Break	
Class 15	March 20	Introduction to process evaluation	
Class 16	March 22	Introduction to impact evaluation	
Class 17	March 27	Visit from Albany County Health Department	

Class 18	March 29	Class discussion and reflection on Albany County programs	Written analysis of Albany County programs (in form of professional thank you letter) <b>-due April 5</b>
Class 19	April 3	Visit from New York State Department of Health	
Class 20	April 5	Class discussion and reflection on NYSDOH programs	Written analysis of NYSDOH programs (in form of white paper) <b>-due April 12</b>
Class 21	April 10	Visit from Community Based Organization	
Class 22	April 12	Class discussion and reflection on CBO programs	Written analysis of CBO programs (in form of letter to the editor) <b>-due April 19</b>
Class 23	April 17	Visit from workplace health promotion program in private industry	
Class 24	April 19	Class discussion and reflection on workplace programs	Written analysis of workplace programs (in form of professional thank you letter) <b>-due April 26</b>
Class 25	April 24	Visit from student health center	
Class 26	April 26	Class discussion and reflection on student health center programs	
Class 27	May 1	Classroom group work session: Outlining new idea for UAlbany health promotion program	
Class 28	May 3	Group Presentations: New idea for UAlbany health promotion program	Presentation #4 and peer reviews

Class 29	May 8	Group Presentations: New idea for UAlbany health promotion program	Presentation #4 and peer reviews
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## **HSPH 499, Research Placement in Public Health**

**Faculty:** TBD (Course # varies by instructor)

**Semester, Meeting Location and Time:** Determined by Faculty and student (see attached form)

**Course Credits:** 3 credits

### **Prerequisites:**

Seniors in the public health major. At least 9 credits of public health major coursework, including HSPH 201, HSPH 231 and one other public health course must be completed prior to enrolling in HSPH 499. Permission of instructor is required. Students must have an overall GPA of 3.0 or above.

### **Course Description/Overview:**

Research Placement in Public Health will provide a supervised research experience with a School of Public Health faculty member. The goal of the placement is to provide an opportunity for students to integrate and apply the knowledge learned in the public health major courses while learning about public health research. May be repeated for credit but no more than 6 credits may be accumulated.

### **Course Assignments and Grading:**

The course grade will be S-U. Students will be evaluated based on accomplishments of the learning objectives, a final written paper describing their project and tasks performed, and their overall gained public health knowledge and application of the research topic. The grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements. The grade of *U* (*C*- or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements.

### **Learning Objectives:**

As dictated by specific project.

### **Public Health Program Knowledge Domains and Competencies:**

The Public Health Program and the University at Albany have both established Knowledge Domains and Competencies that all graduating students need to achieve prior to graduation. This course will address the following Knowledge Domains and Competencies.

Research Methods

Independent work and a personal work ethic

Critical Thinking and creativity

The ability to locate, use, evaluate and synthesize public health information



Be able to communicate clearly in writing, employing fundamental rules of usage, style and mechanics in the context of their discipline

**COURSE MATERIALS:** As determined by the project

***Academic Integrity*** Students are expected to abide by the University at Albany's Code of Academic Integrity. Collaboration is encouraged in many instances; however, work submitted for academic credit must be the **student's own work**. Academic dishonesty (refer to [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.

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*“**Plagiarism:** Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.*

*Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project **or website**; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.”*

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**Accommodations:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; [drc@albany.edu](mailto:drc@albany.edu)). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations. This statement appears on our University website as part of our Statement of Reasonable Accommodation Policy In Response to the Americans with Disabilities Act that can be found at the following link:

<https://portal.itsli.albany.edu/documents/14702/27405/ep-hp-RAP-UpdatedSummer2016.pdf>

**University at Albany School of Public Health**  
**Registration for Research Placement**

This form must be completed by the student in consultation with the Research Mentor and the student's Faculty Advisor. The student, mentor and faculty advisor should sign and agree to this learning contract prior to the student beginning work on the project(s) as it serves as the basis for the mentor's evaluation of the student, assignment of grades, and the student's evaluation of the internship experience and host organization. Students must obtain faculty advisor approval prior to accepting or beginning a research placement and will not be permitted to register until this approval is obtained.

\*\*All students should also submit a copy of this form to their department\*\*

**Student Information**

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_

Degree Program: B.S. \_\_\_\_

Faculty Advisor \_\_\_\_\_ Advisor Email \_\_\_\_\_

Semester of Research Placement \_\_\_\_\_ Year \_\_\_\_\_

For Credit: Y \_\_\_\_ N \_\_\_\_

Title of Research Placement Project: \_\_\_\_\_

**Mentor for the Research Placement**

Name \_\_\_\_\_ Position \_\_\_\_\_

Phone Number \_\_\_\_\_ Email: \_\_\_\_\_

Agency Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Research Location and Schedule**

Site of Research Placement \_\_\_\_\_  
(If NYSDOH, please include Bureau & Program)

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Schedule of Research placement (hours and days each week):

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday \_\_\_\_\_

Friday: \_\_\_\_\_

**Research Placement Project Description:** Students should attach a typed detailed description of the internship project(s). Project descriptions should include the following:

- Project Background and Goals;
- Student’s Role in Project;
- Expected Student Outcomes and Deliverables;
- Project Duration and Scheduling Considerations;
- Statements to describe the Public health impact

# Moral Problems in Medicine

**Professor:** Monika Piotrowska

**Office:** Department of Philosophy, HU 251

**Email:** mpiotrowska@albany.edu

**Phone:** 518-442-4230

**Course Number:** APHI 338 Sec 6690

**Course Time:** Fall 2016, MWF 11:30 am-12:25 pm

**Course Location:** Business Administration (BA) 225

**Office Hours:** Weds. 9:00 – 11:00 am and by appointment

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**Course Description:** This course investigates moral problems in medicine. In the first few weeks, students are introduced to theories and concepts used in biomedical ethics, which will serve as background aid for thinking through the particular issues to be discussed. Topics to be covered include the doctor-patient relationship, biomedical enhancement, experimentation on human and nonhuman subjects, end-of-life care, human reproduction, and access to healthcare. The aim is to help students develop views on these topics by critically analyzing arguments advanced by academics, judges, and healthcare professionals.

**Required Text:** *Biomedical Ethics* (7th edition), David DeGrazia, Thomas A. Mappes, & Jeffrey Brand-Ballard, ISBN: 978-0073407456

**Evaluation Criteria:** **Class Participation (20%):**

In order to receive class participation points you will have to speak up, but speaking up too much can also hurt your grade. Participation includes a variety of things, such as listening respectfully, making references to the assigned readings in your comments, engaging with other students, etc.

**Reading Reflection Assignments (40%):**

On each day there is a debate, you have a reading reflection assignment due (see calendar for due dates). Choose one of the following options for each of the two assigned readings, without repeating any of the options on any given assignment.

**Option 1. Raise a question:** Compose what you take to be an important question left unanswered by the author. Write down the question and then explain why answering this question would be valuable given the context of the reading.

**Option 2. Connect to past readings:** Make a connection between something covered in this reading and something covered in one of our previous readings. Make sure to name the relevant authors so that it's clear what two readings are being compared.

**Option 3. Raise an objection:** Focus on a claim made by the author and raise an objection to it. Start by referencing the relevant claim (e.g., "On pg. 86, the author claims that...") and then explain what you think is wrong with this claim. Make sure to be fair to the author by not taking her claim out of context.

Each of your options should start with the following **bold** heading: title of the reading (in quotes), author of the reading, option number (e.g., "**Why Doctors Should Intervene,**" Terrence F. Ackerman, **Option 3**). Now you are ready to address the option you have chosen, in 5-7 sentences.

Reading reflection assignments must be typed using Times New Roman 12 pt. font, single spaced, with one-inch margins on top, bottom and right, and two-inches on the left. Do not type your name at the start of the assignment. Instead, write your name with a pen on the back of

the page (in the center of the page) so that I can grade blindly. Blind grading helps me eliminate bias. You are allowed to drop two of these assignments, thus either miss two or drop your two lowest scores. I WILL NOT ACCEPT READING REFLECTIONS VIA EMAIL. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

**Debate Presentation (20%):**

Each of you will do a presentation that will loosely resemble a debate. A sign-up sheet for the presentations will be distributed in class. You will present in pairs, with each student presenting on one of two assigned readings due on **Debate** day (see calendar). Since the two readings will advance opposing arguments on a single topic, it is not necessary for you to collaborate with the other presenter. However, you should study your opponent’s position to understand how the two readings differ.

Presentations will be done using Pecha Kucha style. Pecha Kucha presentations are precisely 6 minutes and 40 seconds long (20 slides shown for 20 seconds each). To learn how to prepare a Pecha Kucha presentation, please watch the following tutorial: “Creating a Pecha Kucha Presentation Using PowerPoint,” provided by the Department of Teaching, Learning, and Technology at the College of Charleston, <https://youtu.be/l9zxNTpNMLo>.

Note that the goal of these presentations is NOT simply to summarize the article, but to convince the audience that the author of the article is right. To achieve this goal, it is best to focus on the most convincing arguments in the reading and to present these arguments in an interesting and engaging fashion (supplying additional evidence to strengthen the arguments whenever necessary). See attached presentation grading rubric for criteria I will use to evaluate each presentation.

**Final Exam (20%)**

The final exam will take place on Wednesday, December 14, 3:30 pm – 5:30 pm. NO EARLY OR MAKE-UP EXAMS WILL BE OFFERED. The exam will be short essay format and will directly cover material from your readings and the material discussed in class. There will be a review session on the last day of class, before the final exam.

Grading Scale: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = 59% and below

Grading Policy: You do not get graded on effort but on the quality of work you produce. If you produce work that is of poor quality, providing me with excuses is a waste of your (and my) time. If you need a good grade in this course (because you’re on a scholarship, for example) then get a good grade in this course. Trying to get me to sympathize with your situation is NOT an effective way of raising your grade.

On the other hand, if you are dissatisfied with your grade because you think my grading was unfair you are welcome to raise your concerns with me. I am willing to look over your work again, but be aware that I will re-evaluate it and provide you with a new grade. This means that there is a chance your grade will go down because I may decide that I was too generous the first time.

Attendance Policy: I will not take attendance in this class, but if you happen to be sick on an exam day, you should familiarize yourself with the University’s Medical Excuse Policy: [http://www.albany.edu/health\\_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml).

Missed Classes: If you miss a class and would like to know what you missed, it is your responsibility to obtain lecture notes from another student.

- Emails: I will respond to student emails once a day, Monday through Friday.
- Class Etiquette: I expect you not to disrupt me, or other students, during class, which means that if I catch you texting, reading the paper, surfing the Internet, or talking to another student you will be asked to leave. I don't allow students to use laptops, iPads, E-Readers, phones, smart watches or other screens in class. I expect you to treat your fellow students and their opinions with respect, and to show up on time.
- Academic Integrity: *Instructors have a duty to protect honest and hardworking students from the disadvantages they may incur as a result of the violations of academic integrity by their peers.* To learn how to preserve your academic integrity while at UAlbany, visit the University's Standards of Academic Integrity webpage: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html). Cheating, plagiarism, and unauthorized collaboration with other students on assignments, *whether intentional or unintentional*, are examples of violations of academic integrity.
- ADA Statement: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Location: BA 120, Phone: 518-442-5490). The office will provide me with verification of your disability and will recommend appropriate accommodations.
- Blackboard: I will regularly post links and supplemental readings to Blackboard.

**SEMESTER SCHEDULE**

	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Week 1 (August 29-Sept. 2)</b>	<i>Introduction</i>	<i>Fundamentals of Bioethics</i> (Ch. 1)	<i>Fundamentals of Bioethics</i> (Ch. 1)
<b>Week 2 (September 5-9)</b>	<b>NO SCHOOL</b>	<i>Fundamentals of Bioethics</i> (Ch. 1)	<i>Fundamentals of Bioethics</i> (Ch. 1)
<b>Week 3 (September 12-16)</b>	<i>Fundamentals of Bioethics</i> (Ch. 1)	<i>Fundamentals of Bioethics</i> (Ch. 1)	<i>Fundamentals of Bioethics</i> (Ch. 1)
<b>Week 4 (September 19-23)</b>	<i>Fundamentals of Bioethics</i> (Ch. 1)	<i>Paternalism &amp; Autonomy Debate</i> (Ch. 2 Childress and Siegler vs. Ackerman)	<i>Physicians' Obligations</i> (Ch. 2 The Hippocratic Oath & Higgs)
<b>Week 5 (September 26-30)</b>	<i>The Role of Nurses Debate</i> (Ch. 2 Newton vs. Kuhse)	<i>Confidentiality Debate</i> (Ch. 2 Justice Tobriner vs. Justice Clark)	<i>Intersex</i> (Ch. 3 Groveman (Morris))
<b>Week 6 (October 3-7)</b>	<b>NO SCHOOL</b>	<i>Cochlear Implants Debate</i> (Ch. 3 Crouch vs. Tucker)	<i>Amputation</i> (Ch. 3 Elliott)
<b>Week 7 (October 10-14)</b>	<i>Cosmetic Surgery Debate</i> (Ch. 3 Miller et al. vs. Little)	<b>NO SCHOOL</b>	<i>Psychopharmacology Debate</i> (Ch. 3 Kramer vs. Freedman)
<b>Week 8 (October 17-21)</b>	<i>Research Ethics</i> (Ch. 4 The Nuremberg Code & Declaration of Helsinki)	<i>Research Ethics</i> (Continued)	<i>Randomized Clinical Trials Debate</i> (Ch. 4 Hellmans vs. Litton and Miller)
<b>Week 9 (October 24-28)</b>	<i>Animal Research Debate</i> (Ch. 4 Cohen vs. Hettinger)	<i>Definition of Death Debate</i> (Ch. 5 Bernat vs. McMahan)	<i>Adults Refusing Life-Sustaining Treatment Debate</i> (Ch. 5 Powell and Lowenstein vs. Michel)
<b>Week 10 (October 31-Nov. 4)</b>	<i>End-of-Life Decisions</i> (Film)	<i>End-of-Life Decisions</i> (Film)	<b>NO CLASS</b>
<b>Week 11 (November 7-11)</b>	<i>Advance Directives</i> (Ch. 5 Mappes)	<i>The Morality of Suicide Debate</i> (Ch. 6 Kant vs. Brandt)	<i>Defining Euthanasia</i>
<b>Week 12 (November 14-18)</b>	<i>Defining Euthanasia</i> (Continued)	<i>Active Euthanasia Debate</i> (Ch. 6 Rachels vs. Callahan)	<i>Euthanasia of Infants Debate</i> (Ch. 6 Verhagen and Sauer vs. Kon)
<b>Week 13 (November 21-25)</b>	<i>Treating Infertility</i> (Ch. 8 The New York State Task Force...)	<b>NO SCHOOL</b>	<b>NO SCHOOL</b>
<b>Week 14 (November 28-Dec. 2)</b>	<i>Donation and Surrogacy Debate</i> (Ch. 8 Murray vs. Steinbock)	<i>Human Cloning Debate</i> (Ch. 8 Kass vs. Wachbroit)	<i>Genetics and Human Reproduction</i>
<b>Week 15 (December 5-9)</b>	<i>Genetic Enhancement Debate</i> (Ch. 8 Sandel vs. Brock)	<i>Justice and Health Care Debate</i> (Ch. 9 Buchanan vs. Nielsen)	<i>Bitter Pill: Why Medical Bills Are Killing Us</i> (TIME magazine article)
<b>Week 16 (December 12-16)</b>	<i>Review for Final Exam</i>	<b>FINAL EXAM</b> 3:30 pm-5:30 pm	

· Schedule is subject to change for pedagogical reasons



**Pecha Kucha Presentation Rubric<sup>1</sup>**

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginner</b>
<b>Script</b>	The presenter obviously prepared a compelling script, rehearsed, and demonstrated superior knowledge of the subject matter.	The presenter obviously prepared a script, rehearsed, and demonstrated strong knowledge of the subject matter.	It appears the presenter prepared a mediocre script, was not adequately rehearsed, or demonstrated marginal knowledge of the subject matter.	It appears that the presenter did not prepare a script, did not rehearse, or demonstrated minimal knowledge of the subject matter.
<b>Organization</b>	The Pecha Kucha was very well organized and the material transitioned seamlessly from slide to slide.	The Pecha Kucha was well organized, but there were perhaps jumps and transitions that were not entirely seamless.	The Pecha Kucha was poorly organized and not easy to follow. Ideas and images were put together in a way that made comprehension difficult.	The Pecha Kucha was unorganized and difficult to follow. Ideas and images were put together with little thought to audience understanding.
<b>Visuals</b>	The images/text chosen were appropriate and thoughtful to the topic and conveyed in an excellent manner the Pecha Kucha's purpose. The audience was informed and entertained.	The images/text chosen were appropriate and considered the topic in a thoughtful way. The presenter used good quality visual images.	The presenter used adequate quality visual images, but did not use a creative or interesting visual design for the presentation. The images/text chosen sometimes distracted from the presentation.	Visual images were poorly chosen, the quality of the images was not legible, or the images/text chosen often distracted from the presentation.
<b>Public Speaking</b>	Demonstrated outstanding presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, etc.).	Demonstrated sound presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, etc.).	Demonstrated fair presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, etc.).	Demonstrated poor presentation skills (pace/tone/volume, confidence/poise, gestures, eye contact, etc.).
<b>Philosophical Analysis</b>	Student persuasively defended the author's position and effectively brought together relevant but disparate points from the author's argument.	Student accurately presented the author's position, but also included some elements from the article that did not strengthen the author's argument.	Student did not accurately present the author's position or focused too much on the chronological rather than the logical structure of the article.	Student presented an incomplete or inaccurate account of the author's position. The audience struggled to understand what the article was about.

<sup>1</sup> Rubric modeled after: Weiss, D. M. (n.d.). *Pecha Kucha Presentation Rubric*. Retrieved from [http://faculty.ycp.edu/~dweiss/course\\_policies\\_links/Pecha%20Kucha%20Presentation%20Rubric.pdf](http://faculty.ycp.edu/~dweiss/course_policies_links/Pecha%20Kucha%20Presentation%20Rubric.pdf).

# APHI 417: Bioethics

**Professor:** Monika Piotrowska  
**Office:** Department of Philosophy, HU 251  
**Email:** mpiotrowska@albany.edu  
**Phone:** 518-442-4230

**Course Number:** APhi 417 Sec 9968  
**Course Time:** Spring 2017, TuTh 1:15 – 2:35 pm  
**Course Location:** BA 223  
**Office Hours:** Thurs. 9:00 – 11:00 am and by appointment

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**Course Description:** The age of biotechnology is here. Instead of relying on random mutations, we can now directly manipulate the genes of organisms to create new traits. That's an incredibly powerful fact, and with great power comes great responsibility. In this class, we will think about a range of ethical issues that arise from the application of modern biotechnology to plants, nonhuman animals, and humans. The goal is to introduce you to the current controversies surrounding biotechnology while sharpening your critical reading and writing skills.

**Readings:** We will not be using a textbook in this class. All reading assignments will be posted on Blackboard.

**Evaluation Criteria:** **Participation (20%)**  
The success of this class will strongly depend on your personal engagement with the material. Accordingly, I expect you to carefully read the assigned readings before each class and come prepared to discuss them. Participation will be graded on how often you participate and on the quality of your contribution to class discussion.

## **Reading Comprehension Assignments (40%):**

You must submit a total of 5 reading comprehension assignments. Only the readings with a black dot next to them are eligible for reading comprehension assignments (see "Class Schedule"). Reading comprehension assignments are due in class on Tuesdays the week of the assigned reading. I WILL NOT ACCEPT READING COMPREHENSION ASSIGNMENTS VIA EMAIL. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Each reading comprehension assignment must begin with the title and the author of the reading (in bold) followed by answers to the following three questions:

1. What is the main conclusion or thesis of the article? (In one sentence)
2. What is the author's argument for the main conclusion? In other words, what reasons does the author provide to convince the reader of his or her main conclusion?
3. What is one problem with the author's argument? Make sure to reference the page number that corresponds to the place in the reading where you want to insert your objection.

Reading comprehension assignments must be typed using Times New Roman 12 pt. font, single spaced, with one-inch margins on top, bottom and right, and two-inches on the left. Do not type your name at the start of the assignment. Instead, write your name with a pen on the back of the last page (in the center of the page) so that I can grade blindly. Blind grading helps me eliminate bias. Reading comprehension assignments must be between 1 ½ and 2 pages long.

## **Final Exam (40%)**

The final exam will take place on Monday, May 15, 10:30 am – 12:30 pm. NO EARLY OR MAKE-UP EXAMS WILL BE OFFERED. The exam will be short essay format and will directly cover material from your readings and the material discussed in class.

- Grading Scale: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = 59% and below
- Grading Policy: You do not get graded on effort but on the quality of work you produce. If you produce work that is of poor quality, providing me with excuses is a waste of your (and my) time. If you need a good grade in this course (because you're on a scholarship, for example) then get a good grade in this course. Trying to get me to sympathize with your situation is NOT an effective way of raising your grade.
- On the other hand, if you are dissatisfied with your grade because you think my grading was unfair you are welcome to raise your concerns with me. I am willing to look over your work again, but be aware that I will re-evaluate it and provide you with a new grade. This means that there is a chance your grade will go down because I may decide that I was too generous the first time.
- Absence Policy: I will not take attendance in this class, but if you happen to be sick on an exam day, you should familiarize yourself with the University's Medical Excuse Policy:  
[http://www.albany.edu/health\\_center/medicaexcuse.shtml](http://www.albany.edu/health_center/medicaexcuse.shtml)
- Missed Classes: If you miss a class and would like to know what you missed, it is your responsibility to obtain lecture notes from another student.
- Class Etiquette: I expect you not to disrupt me, or other students, during class, which means that if I catch you texting, reading the paper, surfing the Internet, or talking to another student you will be asked to leave. I don't allow students to use laptops, iPads, E-Readers, phones, smart watches or other screens in class. I expect you to treat your fellow students and their opinions with respect, and to show up on time.
- Academic Integrity: *Instructors have a duty to protect honest and hardworking students from the disadvantages they may incur as a result of the violations of academic integrity by their peers.* To learn how to preserve your academic integrity while at UAlbany, visit the University's Standards of Academic Integrity webpage: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html). Cheating, plagiarism, and unauthorized collaboration with other students on assignments, *whether intentional or unintentional*, are examples of violations of academic integrity.
- ADA Statement: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Location: BA 120, Phone: 518-442-5490). The office will provide me with verification of your disability and will recommend appropriate accommodations.
- Blackboard: I will regularly post links and supplemental readings to Blackboard.

## Class Schedule

### Week 1 (Jan. 24, 26): Introduction to Evolution

- Movie Assignment: *Darwin's Dangerous Idea*

### Week 2 (Jan 31, Feb. 2): Darwin's Influences

- Thomas Robert Malthus (1798) "An Essay on the Principle of Populations."
- William Paley (1802) "Natural Theology."
- Jean Baptiste Lamarck (1809) "Zoological Philosophy."
- Charles Lyell (1830-33) "Principles of Geology."

### Week 3 (Feb. 7, 9): The Origin and Nature of Species

- Charles Darwin (1859) "On the Origin of Species."
- Robert J. O'Hara (1997) "Population Thinking and Tree Thinking in Systematics."
- Kevin De Queiroz (1988) "Systematics and the Darwinian Revolution."

### Week 4 (Feb. 14, 16): Intrinsic Objections to Recombinant DNA

- Michael J. Reiss and Roger Straughan (1996) "The Practicalities of Genetic Engineering."
- Michael J. Reiss and Roger Straughan (1996) "Moral and Ethical Concerns."

### Week 5 (Feb. 21, 23): Extrinsic Objections to Recombinant DNA

- Paul Berg, D. Baltimore, and H. W. Boyer (1974) "Potential Biohazards of Recombinant DNA Molecules."
- Robert L. Sinsheimer (1979) "Two Lectures on Recombinant DNA Research."
- Stephen Stich (1979) "The Recombinant DNA Debate: Some Philosophical Considerations."

### Week 6 (Feb. 28, March 2): The Ethics of Labeling Genetically Engineered Food

- U. S. Food and Drug Administration (2001) "Guidance for Industry: Voluntary Labeling Indicating Whether Foods Have or Have Not Been Developed Using Bioengineering."
- Alan McHughen (2000) "Uninformation and the Choice Paradox."
- Robert Streiffer and Alan Rubel (2004) "Democratic Principles and Mandatory Labeling of GE Food."

### Week 7 (March 7, 9): Environmental Ethics and Genetically Engineered Crops

- J. Baird Callicott (1986) "The Search for an Environmental Ethic."
- Philip Dale, Belinda Clarke, and Eliana Fontes (2002) "Potential for the Environmental Impact of Transgenic Crops."
- John Losey (1999) "Transgenic Pollen Harms Monarch Larvae."
- Eric Niiler (1999) "GM Corn Poses Little Threat to Monarchs."
- Carol Yoon (1999) "No Consensus on Effect of Genetically Altered Corn on Butterflies."

### Week 8 (March 14, 16): (NO SCHOOL—SPRING BREAK)

### Week 9 (March 21, 23): Animal Applications of Biotechnology

- Sara Reardon (2016) "The CRISPR Zoo."
- Alta Charo and Henry Greely (2015) "CRISPR Critters and CRISPR Cracks."

- David E. Cooper (1998) "Intervention, Humility, and Animal Integrity."
- Bernard E. Rollin (1998) "On Telos and Genetic Engineering."

**Week 10 (March 28, 30): Human Genetic Engineering and Genetic Counseling**

- Benno Muller-Hill (1994) "Lessons from a Dark and Distant Past."
- Robert Wachbroit and David Wasserman (1995) "Patient Autonomy and Value-Neutrality in Nondirective Genetic Counseling."
- Dena S. Davis (1997) "Genetic Dilemmas and the Child's Right to an Open Future."

**Week 11 (April 4, 6): Human Genetic Engineering and Prenatal Diagnosis**

- Derek Parfit (1976) "Rights, Interests, and Possible People."
- Leon R. Kass (1973) "Implications of Prenatal Diagnosis for the Human Right to Life."
- Laura M. Purdy (1995) "Genetics and Reproductive Risk: Can Having Children Be Immoral?"
- Jeff McMahan (2005) "The Morality of Screening for Disability."

**Week 12 (April 13): Human Genetic Engineering and Enhancement**

- Thomas H. Murray (2007) "Enhancement."
- Julian Savulescu (2007) "Genetic Interventions and the Ethics of Enhancement of Human Beings."

**Week 13 (April 18, 20): Human Genetic Engineering and Immortality**

- Bernard Williams (1973) "The Makropulos Case: Reflections on the Tedium of Immortality."
- John Martin Fischer (1994) "Why Immortality is Not So Bad."
- Christine Overall (2010) "'From Here to Eternity': Is It Good to Live Forever?"

**Week 14 (April 25, 27): Graduate Student Presentations**

**Week 15 (May 2, 4): Graduate Student Presentations**

**Week 16 (May 9): Review for Exam**

**Week 17 (Monday, May 15): Final Exam**

- Exam time: 10:30 am – 12:30 pm.

**SOC 359 (#1986) –MEDICAL SOCIOLOGY**  
***Summer 2017 Syllabus***  
***Dates: 05/30/2017 - 06/23/2017***

**Instructor:** Kaya Hamer-Small

**E-mail:** [khamer-small@albany.edu](mailto:khamer-small@albany.edu)

**Communication:** Please contact me via the email address above or feel free to use the course *Ask a Question* discussion board. I will log on to the Blackboard Monday through Friday and the discussion forum is generally the best place to ask most questions. However, if you need to contact me on an individual basis, please email and I will try to reply within 24 hours. Your communication is important to me! To ensure that I see your message among my email, please use the class name and number SOC 359 in your subject line. If you are located in a different time zone than the instructor's eastern US location, you may have to allow up to 36 hours for a prompt reply.

*Course Description*

This course provides an introduction to the sociological study of health and illness, which is a broad field examining the social production of health, wellness, illness and mortality. This sub-discipline of sociology starts from the assumption that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but, instead, we must also consider a variety of social, political, economic, and cultural forces. This course will explore health, illness, and health care from a sociological perspective by surveying the central topics in the field with an emphasis on the following themes:

1. The social production and distribution of disease and illness, which will focus on how social structure influences the occurrence of illness and why some social groups suffer more sickness and disease than others;
2. The meaning and experience of illness, which will explore different models of illness (including cultural models) and how people decide when they are sick, respond and cope with the symptoms of various diseases, and make decisions about when and from whom to seek help;
3. The social organization of medical care, which will examine the challenges facing the US health care system, health care reform, and alternative global systems;
4. Contemporary Critical Debates, which will analyze current debates in society regarding the effects of medical marijuana, obesity, aging, disability, and incarceration on health.

In sum, this course will improve your understanding of the many ways that society and culture affects health and illness. This course emphasizes active learning in an engaged environment enabling students to become both consumers and producers of knowledge; the course also promotes critical thinking. Course prerequisites: Soc115 or 115Z.

**Course Objectives**

As a result of taking this course, students will:

1. Be able to identify the sociological dimension of health and illness-related phenomena in society;

2. Be able to distinguish the sociological perspective from biomedical models of disease and understand how social and cultural factors together affect who gets sick and who stays healthy;
3. Become familiar with the major concepts, methods, and theories medical sociologists use to understand the distribution of health and illness in society;
4. Be able to describe how gender, race, ethnicity, social class, and other social factors influence the likelihood a person will become ill and how individuals manage their health and respond to illnesses;
5. Have a basic familiarity with the social organization of the US health care system and other models across the globe, including how it developed and operates, the roles of major stakeholders in the system, and the health care related challenges we face as a society, including health care reform and the Affordable Care Act;
6. Challenge your individual critical thinking, analytical, reading and writing skills.

### Course Structure

This course will be delivered entirely online through the course management system Blackboard. You will use your UAlbany account information to login to the course from the Blackboard login page (<https://blackboard.albany.edu/>)

On Blackboard, you will access online lessons, course materials, and resources. Activities will consist of discussion forums, email, web posting, quizzes and a final writing assignment.

### Required Reading

All readings will be available on Blackboard (See Course Units). You can download and print the readings from Blackboard or you can read them online. There is no required textbook for this course

### Grade Breakdown and Assignments

Grading	Graded Points	% of Final Grade
Introduction	15	4%
Discussions (4 @ 25 pts. each)	100	32%
Reading Quizzes (4 @ 25 pts. each)	100	32%
Final Writing Assignment	100	32%
<b>Total</b>	<b>315</b>	<b>100%</b>

### Grading Scale

A 95-100	B- 80-82	D+ 69-66
A-90-94	C+77-79	D 65-63
B+ 87-89	C 73-76	
B 83-86	C-70-72	

### Discussions

Each student is expected to maintain an online dialog with the instructor and other students in the Medical Sociology discussion forum. Students' work in the discussion forum should reflect

their growing confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and critical reflection/thinking in Medical Sociology. Students can use a variety of strategies to reflect their growing understanding of the subject matter. Several suggestions are listed below:

- Post “cultural artifacts” (e.g. pictures of signs/billboards, Youtube videos, videos of commercials or links to TV shows, etc.) which relate to medical sociology;
- Post annotated bibliography entries of peer reviewed literature in medical sociology;
- Explore forms of art, music, poetry, etc. as they relate to medical sociology;
- Describe your own thoughts, perceptions, and feelings related to the course literature, activities, lectures, and films;
- Write your own stories/music/poetry that have relevance to medical sociology;
- Describe events in your life (or others’ lives) as they relate to medical sociology.
- This is your opportunity to reflect on your learning; just make sure you make mention of something that happened in class. However, do not simply summarize one of the weekly readings.

Your response can be as short or as long as you see fit. Although discussions are not due until Sunday night, it would make sense to complete them earlier while the class readings are fresh in your head. You are **required to respond to at least two classmates**. Students are required to post to the discussion forum weekly (minimum 4 entries total). Also, students are expected to comment on a minimum of two student’s posts each week (minimum of 8 entries total).

### **Reading Quizzes**

Each week there will be a reading quiz that covers the respective weekly materials (e.g. required readings and material from lectures. Each quiz will be 20-25 questions with a combination of true or false questions, multiple choice questions, and/or short answer questions.

### **Final Writing Assignment**

During the semester, each of you will be researching the four general trends appearing in developed countries, which are likely to have an effect on health care policy in the future and comparing health care systems of two developed countries to the U.S. More instructions will be posted on Blackboard.

### **Course Policies**

#### *Late Work Policy*

Be sure to pay close attention to deadlines. **Late work will be accepted for this course. Please contact me in advance if there are extenuating circumstances.**

#### *Viewing Grades in Blackboard*

Click on the My Grades link on the left navigation to view your grades. The online grades will be updated each time a grading session has been completed—typically 4 days following the completion of an activity.

#### *Build Rapport*

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can



help you find a solution.

### *Participation and Completing Assignments*

Students are expected to participate in all online activities as listed on the course calendar. Participation will be gauged by submitting all assignments before the deadlines. All discussion assignments must be completed by the assignment due date and time. Missing assignments will negatively affect the student's grade.

### *Inform Your Instructor of Any Accommodations Needed*

If you have a documented disability and verification from the [Disability Resource Center](#) (DRS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DRC and meet with a DRC counselor to request special accommodation *before* classes start or by the end of the first week.

DRC is located in BA 120 and can be contacted by phone at (518) 442-5490 (Voice) or via email at [emalloch@albany.edu](mailto:emalloch@albany.edu).

### *Commit to Integrity*

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### *University at Albany's Academic Honesty Policy & Procedures*

“The academic community needs to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.”

Read more about UAlbany's [Standards of Academic Integrity](#)

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

**Course policies are subject to change.** It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted on Blackboard.

### Weekly Schedule

\*All discussions and quizzes are due by 11:59pm on Sundays\*

\*Syllabus is subject to change as the needs of the class dictate\*

*Week 1: May 30<sup>th</sup> – June 4<sup>th</sup>*

Course Introduction and The Social Production And Distribution Of Disease And Illness

Readings:

- Instructor course slides for Unit 1 under Course Materials for Week 1
- Link, Bruce. G. and Jo C. Phelan. 1995. "Social conditions as fundamental causes of disease." *Journal of Health and Social Behavior* 35(Extra Issue): 80-94.
- Elo, Irma T. 2009. "Social Class Differentials in Health and Mortality: Patterns and explanations in Comparative Perspective." *Annual Review of Sociology* 35: 553-572.
- Burgard, Sarah A., and Katherine Y. Lin. 2013. "Bad Jobs, Bad Health? How Work and Working Conditions Contribute to health Disparities." *American Behavioral Scientist* 57:1105-1127.
- Williams, David R., and Michelle Sternthal. 2010. "Understanding Racial/ethnic Disparities in Health: Sociological Contributions." *Journal of Health and Social Behavior* 51(Suppl): S15–S27.
- Miech, Richard A., Shanahan, Michael J., Boardman, Jason, and Bauldry, Shawn. 2015. "The Sequencing of a College Degree during the Transition to Adulthood Implications for Obesity." *Journal of Health and Social Behavior* 56(2): 281–295.

Assignments:

- Introduce yourself in *Chit Chat Central* & Complete Syllabus Quiz (due: 06/02/17)
- Participate in unit 1 discussion forum
- Complete unit 1 quiz

*Week 2: June 5<sup>th</sup> – June 11<sup>th</sup>*

The Meaning And Experience Of Illness

Readings:

- Instructor course slides for Unit 2 under Course Materials for Week 2
- Brown, Phil. 1995. "Naming and Framing, the Social Construction of Diagnosis and Illness Shifting Engines of Medicalization." *Journal of Health and Social Behavior* 35: 34-52.
- Kleinman, Arthur, Leon Eisenberg and Byron Good. 1978. "Culture, Illness and Care: Clinical Lessons from Anthropologic and Cross-Cultural Research." *Annals of Internal Medicine* 88: 251-258.
- Smith, Kristen P., and Nicolas A. Christakis. 2008. "Social Networks and Health." *Annual Review of Sociology* 34:385-403.
- Thoits, Peggy A. 2005. "Differential Labeling of Mental Illness by Social Status: a New Look at an Old Problem." *Journal of Health and Social Behavior* 45: 102-119.

Assignments:

- Participate in unit 2 discussion forum
- Complete unit 2 quiz

*Week 3: June 12<sup>th</sup> – June 18<sup>th</sup>*

The Social Organization Of Medical Care

## Readings:

- Instructor course slides for Unit 3 under Course Materials for Week 3
- Light, Donald W. 2011. “Historical and Comparative Reflections on the U.S. National Health Insurance Reforms.” *Social Science & Medicine* 72(2): 129-132.
- Quadagno, Jill. 2011. “Interest-Group Influence on the Patient Protection and Affordability Act of 2010: Winners and Losers in the Health Care Reform Debate.” *Journal of Health Politics, Policy and Law* 36 (3): 449-453.
- Kikuzawa, Saeko, Olafsdottir, Sigrun, and Pescosolido, Bernice A. 2008. “Similar Pressures, Different Contexts: Public Attitudes toward Government Intervention for Health Care in 21 Nations.” *Journal of Health and Social Behavior* Vol 49: 385–399.
- Schoen, Cathy, Robin Osborn, David Squires, Michelle M. Doty, Roz Pierson and Sandra Applebaum. 2010. “How Health Insurance Design Affects Access to Care and Costs, by Income, in Eleven Countries.” *Health Affairs* 29(12): 2323-2334.

## Assignments:

- Participate in unit 3 discussion forum
- Complete unit 3 quiz

*Week 4: June 19<sup>th</sup> – June 23<sup>rd</sup>*

## Contemporary Critical Debates

## Readings:

- Instructor course slides for Unit 4 under Course Materials for Week 4
- Clark, Peter A. 2000. “The Ethics of Medical Marijuana: Government Restrictions vs. Medical Necessity.” *Journal of Public Health Policy* 21(1): 40-60.
- Iezzoni, Lisa I., Kurtz, Stephen G., and Roa, Sowmya R. 2014. “Trends in U.S. Adult Chronic Disability Rates Over Time” *Disability and Health Journal* 7(1): 402- 412.
- Boardman, Jason D., Jarron M. Saint Onge, Richard G. Rogers and Justin T. Denne. 2005. “Race Differentials in Obesity: The Impact of Place.” *Journal of Health and Social Behavior* 46(3): 229-243.
- Schnittker, Jason and Andrea John. 2007. “Enduring Stigma: The Long-Term Effects of Incarceration on Health.” *Journal of Health and Social Behavior* 48:115-130.
- Rosich Katherine J. and Janet R. Hankin. 2010. “Executive Summary: What Do We Know? Key Findings From 50 Years Medical Sociology.” *Journal of Health and Social Behavior* 51 (S): S1-S9.
- Horowitz, Michael D. and Rosensweig, Jeffrey A. 2007. “Medical Tourism – Health Care in the Global Economy.” *The Physician Executive*

## Assignments:

- Participate in unit 4 discussion forum
- Complete unit 4 quiz

## Last day of class

- June 23<sup>rd</sup>*, 6:00pm: Writing Assignment due
- Course Evaluations

**YOU SURVIVED!!! HAVE A GREAT SUMMER ☺**

University at Albany  
New Program Proposal  
BS in Public Health

Appendix 6

Articulation Tables and Letters of Community College Letters of Support