PROGRAM IN PUBLIC HEALTH BULLETIN

ACADEMIC YEAR 2025-2026

PROGRAM CONTACT INFORMATION

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PROGRAM IN PUBLIC HEALTH

Thank you for your interest in the Program in Public Health (PPH) at Stony Brook University. We are committed to ensuring that the educational experience of our students is intellectually challenging and provides the skills needed to contribute to health and healthcare improvements through excellence in research and/or as part of the public health and/or health care administration workforce. We are very proud of the graduate programs that we offer and the quality of students who train with us, the scholarly work we produce to promote innovations and best practices, the impact of our research on evidence-based practice and decision-making to improve the health of populations, and the contributions of our network of alumni. Our faculty and staff work tirelessly in collaboration with the broader University community and beyond to deliver on our commitment to excellence in teaching, research and service. We have a positive and sustained impact on the professional lives of our students. Together we promote access to resources for optimum health and well-being for all locally, regionally, nationally, and globally.

This year the PPH turns a page on its first 20 years as an academic unit at Stony Brook University, having welcomed the first cohort of students in 2004. This is an exciting time for PPH. When I started as Director in 2012, the Program offered one degree (the Master of Public Health, MPH) and we had a small community (about 25 students, and about 10 full-time faculty and staff). We now have a thriving community of over 230 students and 30+ full-time faculty and staff, including expanded course offerings available to all students as well as new concentrations and dual degrees for MD, MSW, MBA, MA-Public Policy, MS-Nutrition, DDS concurrent, and BA/BS in Women and Gender Studies, Applied Mathematics, and Marine/Atmospheric Sciences. We also offer several degrees in addition to the MPH including the Master of Health Administration (MHA), the PhD in Population Health and in Clinical Outcomes Research, the MS in Epidemiology and Clinical Outcomes Research, and our Advanced Graduate Certificate in Health Education and Promotion and in Aging Populations and Healthcare Administration. We promote a culture of collaboration and research, and inter-professional learning opportunities built into curricula, community engagement, and/or scholarship activities.

The MPH is accredited (since 2008) by the Council on Education for Public Health (CEPH), the only accrediting body for public health programs and schools in the United States. CEPH is recognized by the U.S. Department of Education, to accredit and assure that a school or program has met accepted standards established by and with the public health profession. In addition, the PPH is a founding member of the Association of Schools and Programs of Public Health (ASPPH). I am proud to currently serve on the Board of Directors of ASPPH, elected in 2021 by the membership and re-elected in 2024 as a public health program representative. ASPPH is the voice of academic public health among CEPH-accredited schools and programs.

The Master of Health Administration (MHA) Program is accredited by the Commission on Accreditation Healthcare Management Education (CAHME) and is the only nationally accredited MHA program offered by a SUNY campus at this time. The MHA Program is a participant in the American College of Healthcare Executives (ACHE) Higher Education Network (HEN). The MHA Program also is an active member of The Association of University Programs in Health Administration (AUPHA).

The Doctor of Philosophy (PhD) in either (1) Population Health or (2) Clinical Outcomes Research, and the Master of Science (MS) in Epidemiology and Clinical Research are both mentor-matched research training programs for individuals seeking a career as a scientist in these fields of inquiry. PPH faculty in population health studies and collaborating clinician scientists at Stony Brook Medicine provide a mentored research training experience and coursework leading to the design, conduct and successful defense of a dissertation project (PhD) or research practicum (MS). We also continue to offer an advanced graduate certificate in Health Education and Health Promotion that is intended to support the public health workforce dedicated to educational strategies.

The PPH is located in the Stony Brook University Health Sciences Center at Stony Brook Medicine, the only academic health sciences center on Long Island. The Health Sciences Center includes the Schools of Medicine, Nursing, Dental Medicine, Social Welfare, and Health Professions, in addition to the Stony Brook University Hospital and Health System. Together, we generate collaborative research and practice-based innovations that have contributed to an improved quality of life for many individuals and communities. Stony Brook Medicine also is a partner in scientific research with the Brookhaven National Laboratory, Mount Sinai Health System and has expanded to include Stony Brook Southampton, Eastern Long Island Hospital, as well as many collaborations with the Stony Brook University schools and colleges representing the arts and sciences, humanities, biomedical engineering, public policy, business, applied mathematics, and many other disciplines that contribute to a thriving campus community.

A unique feature of Stony Brook University is its emphasis on multidisciplinary and inter-professional education and research combined with community service. The PPH shares this emphasis. The Program's educational, service, and research initiatives emphasize an ecological understanding of health promotion, health protection, and disease prevention. In keeping with this orientation, our Program draws its full and part-time faculty from many disciplines representing the clinical, social, and behavioral sciences, as well as the humanities. We also have over 50 affiliates in public health practice who support aspects of the program's mission, vision, values, goals and objectives.

We believe our graduates are prepared to have the skills to design novel and innovative programs, and to implement and evaluate population health and/or health care outcomes in a variety of settings, to inform and use evidence-based interventions, and to conduct and translate research into beneficial programs and policies.

The PPH offers a stimulating learning environment for full and part-time students who are inquisitive and passionate about making a difference in the health of all people. The PPH seeks applicants to our programs who are academically competitive and likely to be successful in a rigorous and professional graduate program.

Lisa Benz Scott, PhD, FNAP
Executive Director and Professor, Program in Public Health

PUBLIC HEALTH FACULTY & STAFF

Program in Public Health Leadership

Lisa Benz Scott, PhD, FNAP – PPH Executive Director; Professor, Schools of Health Professions

Olga C. Aroniadis, MD, MSc - Director, MS in Epidemiology and Clinical Research Program, Professor of Clinical Medicine, Division of Gastroenterology and Hepatology

Michele Bayley, MPH - Director, MPH Applied Practice and Director, Advanced Graduate Certificate for Health Education and Promotion; Instructor, Department of Family Population & Preventive Medicine

Sean Clouston, PhD – Director for Research, Program in Public Health; Professor, Department of Family, Population & Preventive Medicine

Alina Denham, PhD - Director, Advanced Graduate Certificate Program for Aging Populations and Healthcare Administration; Assistant Professor, Department of Family, Population & Preventive Medicine

Lauren Hale, PhD – Director for Faculty Development, Program in Public Health; Professor, Department of Family, Population & Preventive Medicine

Rachel Kidman, Phd - Director of Doctoral Studies Program in Public Health; Professor, Department of Family, Population & Preventive Medicine

Dylan Smith, PhD – Director, MPH Program; Professor, Department of Family, Population & Preventive Medicine

Lesley Tomaszewski, PhD – Director, MHA Program, Research Associate Professor, Department of Family, Population & Preventive Medicine

Program in Public Health Administrative Staff

Paige Corwin – Practicum Placement and Community Engagement Coordinator

Kimberly Hine – Pre-Award Grants Coordinator

Jiayi (Joyce) Li, MBA, MA – Graduate Program Coordinator for MHA Program

Catherine Polster, MA – Senior Staff Assistant for Admissions and Recruitment

Lakshmi Ramsoondar, MA, MAPP – Associate Director for Academic & Student Affairs

Melissa Thornton – Post-Award Grants Coordinator

Christine Ziman, MA – Associate Director for Administration and Finance

Program in Public Health Core Faculty

Michele Bayley, MPH
Director, MPH Applied Practice and Director, Advanced Graduate Certificate for Health Education and Promotion; Instructor, Department of Family, Population & Preventive Medicine

Blake Benz, MHA
Clinical Instructor, Department of Family, Population & Preventive Medicine

Lisa A. Benz Scott, PhD
Executive Director, Program in Public Health; Professor, Schools of Health Professions

Sean Clouston, PhD
Director of Research, Professor, Department of Family, Population & Preventive Medicine

Mahdieh Danesh Yazdi, PhD
Epidemiology and Biostatistics Concentration Head, Master of Public Health Program; Assistant Professor, Department of Family, Population & Preventive Medicine

Alina Denham, PhD
Director, Advanced Graduate Certificate Program for Aging Populations and Healthcare Administration; Assistant Professor, Department of Family, Population & Preventive Medicine

Norman H. Edelman, MD
Professor, Department of Family, Population & Preventive Medicine; Internal Medicine

Andrew Flescher, PhD
Professor, Department of Family, Population & Preventive Medicine; English

Lauren Hale, PhD
Director, PhD Program and Faculty Development; Professor, Department of Family, Population & Preventive Medicine

Amy Hammock, PhD
Associate Professor, School of Social Welfare, Faculty Advisor and Liaison to the MSW/MPH Dual-Degree Program

Douglas Hanes, PhD
Lecturer, Department of Family, Population & Preventive Medicine

Guanyu Huang, PhD
Assistant Professor, Department of Family, Population & Preventive Medicine

Rachel Kidman, PhD
Community Health Concentration Head, Master of Public Health Program; Professor, Department of Family, Population & Preventive Medicine

Jaymie R. Meliker, PhD
Climate Solutions and Health Concentration Head, Master of Public Health Program; Professor, Department of Family, Population & Preventive Medicine

Minghao Qiu, PhD
Assistant Professor, School of Marine and Atmospheric Sciences

John A. Rizzo, PhD
Professor, Department of Family, Population & Preventive Medicine

Laura Sampson, PhD
Assistant Professor, Department of Family, Population & Preventive Medicine

Marie Sillice, PhD
Assistant Professor, Department of Family, Population & Preventive Medicine

Dylan Smith, PhD
Director, Master of Public Health Program; Professor, Department of Family, Population & Preventive Medicine

Susan Somerville, RN, MA
Associate Director, Health Policy & Management Practice; Instructor, Department of Family, Population & Preventive Medicine

Lesley Tomaszewski, PhD
Director, Master of Health Administration, Research Associate Professor, Department of Family, Population & Preventive Medicine

MPH Concentration Heads

Lesley Tomaszewski, PhD – Health Policy and Management

Rachel Kidman, PhD - Community Health

Yuri T. Jadotte, MD, PhD, MPH – Generalist

Jaymie R. Meliker, Ph.D. – Climate Solutions and Health

Mahdieh Danesh Yazdi, PhD – Epidemiology & Biostatistics

Instructional Faculty (2025-2026)

In addition to our PPH Core Faculty, we have many outstanding members of our instructional faculty who are a lead instructor for courses provided by the Program in Public Health.

Christopher Berner, Esq - Instructor, Department of Family, Population & Preventive Medicine; Vice President of Human Resources, Mount Sinai Beth Israel and New York Eye and Ear Infirmary (HPA 508 Human Resources Management in the Health Sector)

Ernest Conforti, MS, MBA, CPC, CPHQ, FACHE –Instructor, Department of Family, Population & Preventive Medicine; Associate Director of Operations, The Heart Institute, Stony Brook Medicine (HPA 510 Health Finance & Accounting, HPA 529 Fundamentals of Healthcare Management, HPA 542 Capstone)

Carol Gomes, MS, FACHE, CPHQ – PPH Subject Matter Expert; Instructor, Department of Family, Population & Preventive Medicine; Chief Executive Officer, Stony Brook University Hospital (HPA 520 Health Governance and Accounting

Jean Gordon, RN, DBA - Instructor, Department of Family, Population & Preventive Medicine; Clinical Practice, Westcare LLC (HPA 529 Fundamentals of Healthcare Management**)**

Harry D. Holt, JD, MBA - Adjunct Associate Professor, Department of Family, Population & Preventive Medicine; Associate Professor, Department of Health, College of Sciences, West Chester University (HPA 536 Health Law and Compliance and HPA 586 Health Management Professionalism)

Halim Kaygisiz, MHA – Manager, Business Operations, Heart Institute, Stony Brook University Medical Center; Instructor, Department of Family, Population & Preventive Medicine (HPA 510 Health Finance and Accounting**)**

Christine Migliaro, MBA - Instructor, Department of Family, Population & Preventive Medicine; Vice President, Revenue Cycle Operations, Northwell Health System (HPA 599 Physician Practice Management)

Eric Morley, MD, MHA, MS, CPHQ – Chief Quality Officer, Professor of Medicine, Department of Emergency Medicine, Stony Brook Medicine (HPA 564 Health Quality and Information Systems Management)

Heidi Preis, MSW, PhD - Research Scientist, Department of Psychology, Stony Brook University; Assistant Professor of Research, Department of Obstetrics, Gynecology, and Reproductive Medicine, Stony Brook Medicine (HPH 506 Biostatistics I and HPH 507 Biostatistics II)

Alyeah Ramjit, MS, MHA –Instructor, Department of Family, Population & Preventive Medicine; Associate Director and Chief of Staff, Office of the Chief Transformation Office, Mt. Sinai Health System (HPA 530 Health Operations Management)

A. Laurie W. Shroyer, PhD, MSHA — Professor of Surgery, Vice Chair for Research, Assistant Dean for Educational Research, Stony Brook Medicine

Maggie Tadrous, MHA, LNHA –Instructor, Department of Family, Population & Preventive Medicine; Administrator, St. Mary's Health Care System for Children (HPA 575 Long-Term Care in the Health Sector and HPA 576 Aging and Health)

Evelio Velis, MD, PhD, MS - Instructor, Department of Family, Population & Preventive Medicine; Professor, College of Nursing and Health Sciences, Barry University (HPA 585 Introduction to Biostatistics & Epidemiology)

Ricky Wallace, DSc, FACHE - Clinical Assistant Professor, Department of Family, Population & Preventive Medicine; Chief Executive Officer, Western Plains Medical Complex (HPA 527 Health Economics and Policy, HPA 541 Health Strategic Planning and Management and HPA 586 Health Management Professionalism and Ethics)

<u>**PPH Affiliates**</u>

The Program in Public Health has the commitment of many outstanding affiliates, which includes faculty appointed in other schools and departments at Stony Brook University, and those working outside of the University as healthcare leaders, public health practitioners, and scholars who support our mission in excellence in teaching, research and service.

Elliott Bennett-Guerrero, MD –Professor, Department of Anesthesiology, Vice Chair for Clinical Research, Medical Director, Perioperative Quality & Patient Safety; Stony Brook Medicine

Cordia Beverley, MD - Assistant Dean for Community Health Policy, Clinical Associate Professor, Department of Family, Population and Preventive Medicine

Rachel Boykan, MD – Clinical Associate Professor, Department of Pediatrics, Stony Brook Medicine; Associate Residency Director for the Stony Brook Pediatric Residency Program

Frances L. Brisbane, PhD, MSW – Professor, School of Social Welfare

Rebekah Burroway, PhD – Associate Professor, Department of Sociology; Director of Graduate Studies, Stony Brook University

Dolores Cannella, PhD – Associate Professor, Director of Behavioral Sciences, Associate Dean for Education**,** Stony Brook School of Dental Medicine

Sunny Chung, MS, MLS – Health Sciences Librarian, Stony Brook University

Debra Cinotti, DDS – Associate Professor, Department of General Dentistry, Director General Practice Residency Program, Stony Brook School of Medicine

Josephine Connolly-Schoonen, PhD – Clinical Associate Professor, Department of Family, Population & Preventive Medicine; Head of the Nutrition Division and Executive Director of the Nutrition Service for Stony Brook Medicine

Lulu Dong, PhD, MHS - Assistant Professor, Department of Psychology

Karen Goldsteen, Ph.D., MPH – Research Associate Professor (Retired), Department of Family, Population & Preventive Medicine

Raymond L. Goldsteen, DrPH – Professor Emeritus, Department of Family, Population & Preventive Medicine

Fred Guttenberg – Co-founder of non-profit Orange Ribbons for Jaime, Co-founder of non-profit Orange Ribbons for Gun Safety

Erin Healy, MS, MPH, RN– Deputy Chief Medical Information Officer, Stony Brook Medicine

Leah Holbrook, MS, RD – Clinical Instructor, Department of Family, Population & Preventive Medicine; Associate Director, Graduate Nutrition Program

Pam Hurst-Della Pietra, DO - Affiliated Faculty, Program in Public Health; Founder, Chair of the Board, and Director of Strategic Projects, Children and Screens: Institute of Digital Media and Child Development

Steven Jonas, MD, MPH, MS – Professor Emeritus, Department of Family, Population & Preventive Medicine

Aldustus Jordan, EdD – Associate Professor (Retired), Department of Family, Population & Preventive Medicine

Evonne Kaplan-Liss, MD, MPH – Clinical Associate Professor, Department of Family, Population & Preventive Medicine; Assistant Dean, Narrative Reflection and Patient Communication and Professor, Texas Christian University and University of North Texas Health Science Center School of Medicine

Jessica Koos, MS, MLS – Health Sciences Librarian, Stony Brook University

MaryEllen LaSala, Ph.D., RN – Chair, Undergraduate Studies, Clinical Assistant Professor, School of Nursing, Stony Brook University

Valerie Lewis – Administrator for Outreach Services, Suffolk Cooperative Library System

Marci Lobel, PhD – Professor, Department of Psychology, Stony Brook University

Janine Logan, MS, APR– Senior Director, Communications and Population Health, Nassau-Suffolk Hospital Council, Northern Metropolitan Hospital Association, Suburban Hospital Alliance of New York State, LLC, and Director, Long Island Population Health Improvement Program and the Long Island Health Collaborative

Frank Mann, PhD – Senior Research Scientist, PPH

Jennifer Manganello, Ph.D. – Adjunct; Professor, School of Public Health, University at Albany, Department of Health Policy, Management and Behavior

Catherine Marrone, PhD – Advanced Senior Lecturer, Department of Sociology; Director of Undergraduate Studies, Stony Brook University

Sharon Martino, PT, PhD – Clinical Associate Professor, School of Health Professions; Department of Physical Therapy

Gina Mathew, PhD – Post-doctoral Associate, PPH

Michael McClain, MS – Director of Communications, Department of Psychiatry and Behavioral Science, Stony Brook University; Senior Lecturer in Philosophy, St. Joseph's College

Anne E. McElroy, PhD – Professor, School of Marine and Atmospheric Sciences

Linda Mermelstein, MD, MPH – Director, Stony Brook Medicine Cancer Center; Clinical Assistant Professor, Department of Family, Population & Preventive Medicine; Retired Director of Compliance, Suffolk County of Department Health Services

Catherine Messina, PhD –Research Associate Professor, Department of Family, Population & Preventive Medicine

Anne Moyer, PhD – Associate Professor, Department of Psychology; Co-Director of Social and Health Program, Stony Brook University

Barbara Nemesure, PhD – Professor and Division Head, Epidemiology and Biostatistics, Department of Family, Population & Preventive Medicine; Stony Brook Cancer Center, Director, Cancer Prevention & Control Program; Director, Lung Cancer Program

Lester Paldy, MS – Guest Lecturer; Distinguished Service Professor, Technology and Society, College of Engineering and Applied Sciences, Stony Brook University

Gabriella Pandolfelli, PhD, MPH - Director of Epidemiology and Public Health Analytics at Catholic Health; Voluntary Faculty Program in Public Health

Michael Pearl, MD – Professor, Department of Obstetrics, Gynecology and Reproductive Medicine; Director of Gynecology Oncology, Stony Brook Medicine

Gregson H. Pigott, MD, MPH – Guest Lecturer; Clinical Assistant Professor, Department of Family, Population & Preventive Medicine; Commissioner of Health, Suffolk County Department of Health

Chole Puett, PhD – Research Assistant Professor, Department of Family, Population & Preventive Medicine; Collaborator, International Food Policy Research Institute; Senior Research Advisor, Action Against Hunger

Charles L. Robbins, DSW – Professor, School of Social Welfare; (Retired) Executive Director, Center for Changing Systems of Power

Pablo Ros, MD – Professor and Vice Chair, Department of Radiology, Stony Brook Medicine

Jordana Rothschild, MD, MPH – Attending Physician, Preventive Medicine, Public Health, Occupational and Environmental Medicine, Northwell Health

Peter D. Salins, PhD – Professor, Department of Political Science, Stony Brook University

Joel Saltz, MD, PhD –Cherith Professor and Founding Chair, Department of Biomedical Informatics, Vice President for Clinical Informatics, Stony Brook Medicine, Associate Director, Stony Brook Cancer Center

Mary Saltz, MD – Chief Clinical Integration Officer, Stony Brook Medicine; Assistant Clinical Professor of Radiology; Assistant Clinical Professor of Biomedical Informatics

Warren Sanderson, Ph.D. – Professor Emeritus, John S. Toll Professorship, Department of Economics, Stony Brook University

Howard Schneider, MS – Professor, School of Journalism; Founding Dean and Executive Director, Center for News Literacy, Stony Brook University

Elinor R. Schoenfeld, PhD, MS – Research Professor, Department of Family, Population & Preventive Medicine

Mark J. Sedler, MD, MPH – Professor, Department of Psychiatry and Behavioral Health; Associate Dean, Global Medical Education; Director, Alzheimer's Disease Assistance Center of Long Island

Hal Skopicki, MD, PhD – Chief of Cardiology in the Department of Medicine and Deputy Director of Operations, Stony Brook Heart Institute

Christopher Sellers, PhD, MD – Professor, Department of History; Director, Center for the Study of Inequality and Social Justice, Stony Brook University

Fred Sganga, MPH, FACHE, LNHA – Lecturer, School of Health Technology and Management; Executive Director, Long Island State Veterans Home

Carrie Shandra, Ph.D. – Associate Professor, Department of Sociology, Stony Brook University

Kenneth R. Shroyer, MD, PhD – The Marvin Kuschner Professor and Chair, Department of Pathology, Stony Brook Medicine; President, Stony Brook Pathologists, UFPC, Vice Chair, SB Clinical Practice Management Plan, Inc.

Henry Thode, PhD – Research Professor of Emergency Medicine, Department of Emergency Medicine, Stony Brook Medicine

Nancy J. Tomes, PhD – Distinguished Professor, Department of History; President, University Senate, Stony Brook University

Leah Topek-Walker, LCSW – Field Education Coordinator, School of Social Welfare, Stony Brook University

Marie Ciacco Tsivitis, MPH - Research Scientist/ Regional Representative, Bureau of Health Care Associated Infections

Ryan Vander Wielen, PhD –Professor, Political Science Department; Director of Master of Arts in Public Policy

James Winslow, MD, MPH – Medical Director, North Carolina Office of EMS; Associate Professor and Attending Emergency Medicine Physician, Wake Forest University Baptist Medical Center

Jie Yang, PhD – Assistant Professor, Department of Family, Population & Preventive Medicine; Director, Renaissance School of Medicine at Stony Brook University Biostatistical Consulting Core

ABOUT THE PROGRAM

The PPH was established at Stony Brook to train people who wish to integrate the knowledge, skills, vision, and values of public health into their careers and provide leadership in the field. The Program offers the Master of Public Health (MPH) degree, the Master of Health Administration (MHA) degree, the MS in Epidemiology and Clinical Research, the PhD with a focus on either Population Health or Clinical Outcomes Research degree, and there also are a number of combined and concurrent programs available, as well as an Advanced Graduate Certificate.

The Program advocates a population health approach to public health. The hallmarks of population health include an ecological understanding of the determinants of health and a systems approach to solving health problems; emphasis on proactively stabilizing and improving health among all populations; and insistence on accountability, evidence-based practice, and continuous performance improvement. The population health approach requires multi-disciplinary collaboration among scholars in the social, behavioral, clinical, and basic sciences and humanities. Furthermore, it incorporates the development of comprehensive health information systems, and the use of advanced analytical tools to examine health problems and evaluate solutions.

The population health orientation is consistent with the traditions of public health and with the Institute of Medicine (IOM) recommendations for public health education, although it expands upon them. The IOM (2002) recommends these areas of action for those who work in public health:

"Adopting a population health approach that considers the multiple determinants of health; Strengthening the governmental public health infrastructure; Building a new generation of intersectoral partnerships; Developing systems of accountability; Making evidence the foundation of decision making and the measure of success; Enhancing and facilitating communication within the public health system."[1]

The population health orientation of the Program also is compatible with the educational philosophy of Stony Brook University which includes the five schools of the Health Sciences (Medicine, Nursing, Dental Medicine, Social Welfare, and School of Health Professions) and the Program in Public Health. The Health Sciences Center emphasizes the need for interdisciplinary education and collaboration, and recognizes the critical importance of training health professionals to work together. The PPH values a collegial atmosphere at an early stage in a student's education and fosters an environment of mutual respect among students who represent diverse backgrounds and competencies.

The emphasis of the PPH reflects the changing environment in which public health practice occurs, and recent thinking about how to respond to these changes. Public health retains its distinct role as the specialty emphasizing prevention, with the object of its work being populations, in contrast to the historical role of medicine, dentistry, and other clinical disciplines that focus on healing, with the object of their work being individuals.

Since the 1980s, the three main functions of public health are identified as assessment, policy development, and assurance. However, the knowledge and skills needed to perform these functions optimally has changed radically in light of advances in information technology and increased knowledge about the determinants of health and disease. These changes are occurring at all levels of inquiry - from the micro (genetics and microbiology) through the macro (the social and behavioral sciences). Changing political, economic, demographic, and social conditions make the application of new knowledge and technologies all the more important.
As one Institute of Medicine (2002)[1] report states,

"The beginning of the twenty first century provided an early preview of the health challenges the United States will confront in the coming decades. The systems and entities that protect and promote the public's health, already challenged by problems like obesity, toxic environments, a large uninsured population and health disparities, must also confront emerging threats, such as antimicrobial resistance and bio-terrorism. The social, cultural, and global contexts of the nation's health are also undergoing rapid and dramatic change. Scientific and technical advances, such as genomics and informatics, extend the limits of knowledge and human potential

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[1] Institute of Medicine. *The Future of the Public's Health in the 21st Century.* Washington, D.C.: The National Academies Press, 2002.

more rapidly than their implications can be absorbed and acted upon. At the same time, people, products, and germs migrate and the nation's demographics are shifting in ways that challenge public and private resources."

Influential reports regarding public health education suggest ways to address the evolving training needs of public health professionals. These publications include one report issued by the Centers for Disease Control and Prevention - Public Health's Infrastructure - and three reports from the Institute of Medicine - Who Will Keep the Public Healthy?; The Future of Public Health in the 21st Century; and Crossing the Quality Chasm. The recommendations in these reports challenge new public health programs to train public health leaders to be boundary spanners - able to use the new tools and knowledge available in order to formulate solutions to the complex public health problems facing us.

These recent recommendations regarding public health can be synthesized as follows. In addition to the traditional knowledge, including epidemiology and biostatistics, public health leaders need:
1. An ecological understanding of the causes of poor health including, social, behavioral, environmental, occupational, demographic, policy, economic, and genetic factors as well as the interrelationship of these factors;
2. A thorough understanding and appreciation of the cultural heterogeneity of populations, its impact on public health initiatives, and tools to deal with issues arising from cultural heterogeneity;
3. A thorough understanding of the current system of addressing poor health - medical, dental, and public health - including organization, financing, regulation, accessibility, quality, effectiveness, and efficiency;
4. An orientation toward policy, as well as programmatic, solutions to public health problems and the skills to assess, develop, implement, and evaluate policies;
5. An orientation favoring evidence-based decision-making and the skills to develop evidence for public health decision-making including study design and analysis of data;
6. An orientation favoring accountability and continuous quality improvement in public health and the skills needed to measure accountability and assess performance;
7. Informatics skills including application of information technology to obtain, organize, and maintain useful data for public health decision-making;
8. Leadership skills including the conceptual and analytical tools to prioritize problems and make sound decisions.

Instilling a population health orientation and fostering the skills necessary to act upon it provide the Program's graduates with the ability to meet the basic needs of public health today – defined as provision of the 10 Essential Public Health Services and the three core public health functions (assessment, policy development, and assurance) - as well as to expand the work of public health to achieve its broad mission "to fulfill society's interest in assuring conditions in which people can be healthy."[2]

PPH MISSION, VISION, VALUES

Our vision is of a society of healthy communities in which all people are able to live up to their full human potential.

The mission of the Program in Public Health is to promote the health of populations at the regional, national, and global levels by developing the next generation of public health practitioners and health management leaders, as well as through programs of excellence in research, community engagement, and service.

Our mission is informed by the following values:

Excellence: Throughout all of our programs, we seek to earn and maintain the highest degree of excellence, which is verified by the most rigorous external metrics and standards.

Synergy: We strive to incorporate all of the dynamic disciplines that fall under the purview of public health into intellectually stimulating curricula and innovative research endeavors.

Support: We design our educational programs and PPH support systems with intentionality, so that all students have the tools to ensure their academic success. Our obligation to our students also extends to professional development; we aim to facilitate career success at any stage, whether it is initiating a new career, advancement in a current career, or attainment of leadership positions.

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[2] Institute of Medicine. *The Future of Public Health*. Washington, DC: National Academy Press, 1988.

Equity and inclusiveness: We strive to empower communities. We work to promote health equity and environmental justice for all people and populations.

MISSION, VISION, VALUES:
MPH DEGREE PROGRAM

The mission of the *Master of Public Health* degree program is to train the next generation of public health practitioners, scholars and leaders so as to promote improvements in the health of all populations - including the elimination of health disparities across the life-course through excellence in education, research, community engagement, service and empowerment locally, nationally, and globally.

The vision of the PPH's *Master of Public Health* degree program is to improve the health of all people on Long Island and globally through leading and collaborating on impactful public health research, training competent public health professionals and developing future leaders, and engaging with diverse communities.

The specific goals and measurable objectives developed by the faculty (with feedback and contributions from our public health community and constituents) of the *Master of Public Health* degree program are contained in Table 1 of this bulletin (pg 34). The Program's website also contains this table with all associated measurable objectives, at:
 http://publichealth.stonybrookmedicine.edu/about/visionmissionandgoals

To achieve its general educational, research, and community benefit goals, the *Master of Public Health* degree program trains public health professionals who:
1. Understand the multiple determinants of health and illness including the social, behavioral, environmental, demographic, occupational, policy, economic, genetic, and health care determinants; and
2. Appreciate the need for interdisciplinary collaboration in order to understand population health problems and develop optimal strategies to address them; and,
3. Have the strongest analytical, conceptual, and communication skills in order to facilitate development and implementation of optimal strategies for addressing population health problems.

Master of Public Health Degree Program Values
The *Master of Public Health* degree program embraces as a core value adherence to all ethical standards of conduct and academic integrity. The *Master of Public Health* degree program's culture inherently values: beneficence, diversity and inclusiveness, reduction of health disparities, protection of vulnerable populations, the balance of public health with human rights, and community engagement. In support of the mission statement, the Program values the training of students as public health problem solvers with a population health orientation by a multi-faceted team of faculty, staff, and public health practitioners. The Program operationalizes its values through the following pillars upon which the Program stands: instruction, scholarship, and service.

Instruction
The *Master of Public Health* degree program values high-quality instruction that moves beyond the simple transmission of information to produce creative and critical thinkers. This value is operationalized through the provision of a competency-based Core and Concentration curricula that lead to the MPH degree. The program emphasizes the development of analytical and critical thinking skills and an ecological approach to health improvement and disease prevention.

Scholarship
The *Master of Public Health* degree program values scholarship and research that contributes to the health improvement of all populations and the elimination of health disparities. This value is operationalized by leading and facilitating interdisciplinary and collaborative scholarly research by the faculty and students, including work that emphasizes health improvement through community engagement and community-based participatory research (CBPR).

Service
The *Master of Public Health* degree program values three types of service: Community; Professional; and University.
1. Community: The *Master of Public Health* degree program values direct service to communities. This value is operationalized as advocating for improving population health and eliminating health disparities; and providing needs assessments and guidance for solutions to community health problems, and assisting the public health workforce.
2. Professional: The *Master of Public Health* degree program values faculty members' contributions to organizations that advance their professional fields. This value is operationalized by the faculty promotion and tenure criteria and by expectations for annual performance evaluations.

3. University: The *Master of Public Health* degree program values service to the University, which is operationalized as mentoring other faculty and serving as members or leaders on committees that advance the mission and goals of the University and the *Master of Public Health* degree program.

MPH ACCREDITATION

The PPH's *Master of Public Health* degree program received its initial accreditation by the Council on Education for Public Health (CEPH) in 2008 and reaccredited in 2014. Between 2020 and 2021 the PPH conducted a thorough self-study process whereby we engaged students, staff, faculty, and community stakeholders in an assessment of our program. We had a successful site visit in April 2021 (virtual) and we are re-accredited until 2028.

Because the *Master of Public Health* degree program is accredited, our alumni are eligible to be certified in public health by the National Board of Public Health Examiners (NBPHE). This organization was established in September 2005 for the purpose of ensuring that students and graduates from schools and programs of public health accredited by CEPH have mastered the knowledge and skills relevant to contemporary public health. The certification exam serves this purpose. More information about NBPHE and the certification exam can be found at: https://www.nbphe.org/

MISSION, VISION, VALUES:
MHA DEGREE PROGRAM

Master of Health Administration Degree Program Mission
The Mission of the MHA Program is to prepare entry level and mid-career healthcare management professionals who have the competencies necessary to lead in the health care sector in response to emerging administrative leadership and population health needs. We endeavor to achieve this mission through the successful delivery of a comprehensive course of graduate study in health care management and population health. Our students learn from health care leaders who value scholarship, research, evidence-based practice, and integrate innovative teaching methods in an online environment. Graduates are prepared to contribute as healthcare administrators to support the delivery of high-quality care throughout the health services sector.

Master of Health Administration Degree Program Vision
The Vision of the MHA Program is to be the program of choice for health care leaders in pursuit of a society in which all people have equitable access to high quality healthcare locally, nationally and globally.

Master of Health Administration Degree Program Values
The Values of the MHA Program are:
- Lifelong Learning
- Scholarly Excellence
- Leadership and Professionalism
- Collaboration
- Innovation
- Quality Improvement
- Diversity, Inclusion and Equity.

The specific goals and measurable objectives developed by the faculty (with feedback and contributions from our health administration community and constituents) of the *Master of Health Administration* degree program are contained in Table 2 of this bulletin (pg. 46).

MHA ACCREDITATION

The MHA Program is nationally accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The MHA Program successfully received CAHME re-accreditation in Spring 2025 for an eight-year term, extending to 2033 when the program will be reviewed for re-accreditation.

The MHA curriculum uses an adapted version of the National Center for Healthcare Leadership (NCHL) Healthcare Leadership Competency Model. The primary domains of the MHA Competency Model include assessment of student capabilities at a beginner, intermediate, or advanced level in four key areas at multiple points throughout the curriculum. These key domains include competency assessment in:
- Management Functions
- Health Systems and Policies
- Leadership and Professionalism

- Business and Analytic Skills

ADMISSION TO THE MPH AND MHA DEGREE PROGRAMS

Although admission requirements are rigorous, the PPH aims to develop camaraderie, cooperation, and cohesiveness among students in each cohort. For this reason, admission to the MPH and MHA degree programs is during the Fall semester only.

We are from different socioeconomic, educational, racial, and ethnic backgrounds who can provide special contributions to the field of public health, health management and the Program. Admission processes consider the potential contribution of each MPH and MHA applicant to the student body and the public health or health management field. Applicants are evaluated on academic achievement, leadership potential, professional accomplishment, and personal attributes. Excellent written and oral communication skills are expected. Fluency in more than one language is not required for admission, but it is becoming increasingly desirable for the practice of public health and health administration.

The PPH reserves the right to limit MPH and MHA class size in order to maintain a faculty/student ratio that ensures a high-quality academic program. Therefore, admission to the MPH and MHA programs is highly selective, and all qualified applicants may not be accepted.

The degree programs are open to students from all academic disciplines. MPH students can select from one of three concentrations: Community Health, Epidemiology & Biostatistics, and Health Policy and Management. A Generalist concentration is also available to a select group of students (primarily clinicians and clinical students).

The admission requirements for the MPH and MHA Programs are:
1. Bachelor's degree from an accredited college or university with a 3.0 GPA or better. Admitted students usually have GPAs that are higher than 3.0. The major must have an equivalent at the State University of New York (SUNY).
2. Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services. See section on International Students for more information about this process. The requirement for evaluation of transcripts is waived for graduates of foreign medical schools with a current license to practice in the U.S.
3. Three references from persons who can address the applicant's capacity to provide leadership in public health and/or health management and complete a course of graduate study. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied. If the applicant is a member of the public health workforce, at least one letter must be from a senior administrator in the organization who is familiar with his/her work.
4. One essay, no more than 500 words. *Topic provided.*
5. Completion of the online application, SOPHAS or HAMPCAS, by the deadline of each admission cycle.
6. A personal interview, if requested by the Admissions Committee.
7. Any other requirements of the Graduate School not stated here.

Note: See individual program websites for additional information regarding quantitative skills.

Note: This program requires a field experience for degree completion. Students previously convicted of a felony are advised that their prior criminal history may impede their ability to participate in specific placements. If applicants have concerns about this matter please contact the Program in Public Health office.

For international students:
1. International students who trained in non-English speaking schools and do not reside in an English-speaking country are required to take the TOEFL exam. The expected minimum score is 213 for the Computer-Based Test, 90 for the Internet-Based Test, and 550 for the Paper-Based Test. In addition to the minimum score of 90 on the internet-based exam, each subsection score must be at least a 22.
2. International students are required to have a course-by-course educational credential evaluation completed by an agency accredited by the National Association of Credential Evaluation Services (http://www.naces.org). We require using World Education Services (http://www.wes.org). This evaluation provides a U.S. course equivalent including semester hours earned, course content, and corresponding letter grade for all courses listed on the international applicant's transcript. This evaluation must be completed before the application is considered.

The Admissions Committee considers all factors including grades, standardized test scores, recommendation letters, essay, prior training, and professional experience. It is a goal of the Committee to select applicants who have the academic capability, aptitude, character, personal qualities, and commitment to provide future value to society through leadership and creative contributions to public health.

The Admissions Committee encourages applications from persons in the public health and health administration workforce and weighs their professional experience heavily in its decisions.

ADMITTED STUDENTS
Once admitted, the PPH has the following requirements that must be completed:
1. All entering students must complete both the Health Sciences Compliance Training and the online Protection of Human Subjects training before the PPH Orientation. The course is offered by the Collaborative Institutional Training Initiative (CITI). More information can be found on page 41 of this bulletin.
2. All entering students must complete the online training in Academic Integrity and Avoidance of Plagiarism within 3 weeks of Orientation
3. All entering students must complete an initial self-assessment based on their respective programs' competency model(s).
4. All entering students must meet conditions as outlined in the offer of admission. Conditions are either required prior to the start of semester or prior to continuation in the program. Admitted students with questions regarding their conditional offers should speak with the Associate Director for Academic & Student Affairs.

Also, it is expected that incoming students will be computer literate and email capable, and have library skills sufficient for graduate work. For students with deficiencies in these areas, resources are available through the Health Sciences Center Library to acquire or update them.

MPH DEGREE CURRICULUM
The curriculum for the MPH degree ensures that students are grounded in the 12 Foundational Public Health Knowledge Areas, as identified and required by CEPH. A table with a complete list of the Foundational Public Health Knowledge Areas is on the PPH website at https://publichealth.stonybrookmedicine.edu/academics/competencies.

Students receive training in the five-core discipline-specific competency areas of public health: biostatistics, environmental health, epidemiology, health policy and management, and the social and behavioral sciences. The curriculum for the MPH degree is competency-based in order to comply with current national efforts to improve the quality and accountability of public health training programs. The curriculum for MPH degree ensures that students attain mastery of the 22 CEPH identified Foundational Competencies which are informed by the core competency areas noted above and which fall under the following competency domains: Evidence-based approaches to Public Health, Public Health and Health Care Systems, Planning and Management to Promote Health, Policy in Public Health, Leadership, Communication, Interprofessional Practice, and Systems Thinking. The MPH Epidemiology & Biostatistics, Health Policy and Management, and Community Health concentration areas are also informed by concentration specific competencies identified by the Program which enhance or expand on the Foundational Competencies

All students are assessed at least once, on each CEPH-defined foundational competency. In addition, the Program's success in training students to be able to demonstrate the competencies achieved is also measured before and after completion of the Program (Orientation and Graduation Competency Assessments), as well as at the beginning and end of each academic year. A table with the complete list of MPH Foundational and Concentration Competencies is on the PPH website at https://publichealth.stonybrookmedicine.edu/academics/competencies.

The PPH reserves the right to approve alternate courses that meet core and concentration competency requirements. Approval for such courses is at the discretion of the MPH Director in consultation with the PPH Curriculum Committee and/or concentration heads.

Curriculum Overview: https://catalog.stonybrook.edu/content.php?catoid=5&navoid=153

COMBINED AND CONCURRENT DEGREE PROGRAMS

Combined Undergraduate Programs
The *Master of Public Health degree program* offers several combined undergraduate degree programs including a Bachelor of Science (BS) in Applied Mathematics and Statistics/MPH; a Bachelor of Arts (BA) in Africana Studies/MPH; a Bachelor of Arts (BA) in Women's Studies/MPH; and a Bachelor of Arts (BA) in Earth and Space Sciences/ MPH.
For the first two or three years, students complete undergraduate coursework including General Education and undergraduate major requirements. During either their third or fourth year (once a majority of their undergraduate degree requirements are completed), students begin taking graduate courses as outlined by the plan of study. In their fifth and sixth years, students complete the remaining

graduate requirements for the MPH degree**.**

Admission Requirements
Under Stony Brook policy, students must complete 60 credits of undergraduate course work (Junior Status) with a minimum GPA of 3.0 in all college work before being admitted into any combined Bachelor/Master degree program. Additional entry requirements for the MPH combined degree consist of:

1. GPA of at least 3.3 for courses required in undergraduate major
2. Two letters of recommendation from faculty members in the undergraduate major
3. Completion of the MPH online application, using SOPHAS Express, the centralized application for schools and programs in public health, for review by the MPH Admissions Committee

Dual and Concurrent Graduate Programs
The *Master of Public Health degree program* collaborates with the following programs to offer dual or concurrent programs the Master of Public Health degree:
1. Master of Business Administration (MBA)
2. Master of Arts in Public Policy (MAPP)
3. Master of Science in Nutrition (MS) (online)
4. Master of Social Work (MSW)
5. Doctor of Medicine (MD)
6. Doctor of Dental Medicine (DDS)

MBA/MPH
In collaboration with the College of Business, we offer a dual MBA/MPH degree which prepares students for a management career in the health field. The MBA/MPH program includes about 20 credits of overlap, which reduces the total number of credits in the combined program to 81. Students select a MPH concentration in any of the four concentrations: Climate Solutions and Health, Community Health, Epidemiology and Biostatistics, or Health Policy and Management. Students receive both degrees upon completion of the entire program.
Special Note: Students in the combined MBA/MPH program pay the graduate MBA tuition rate. For more information visit: http://www.stonybrook.edu/bursar.

MPH/MAPP
In collaboration with the Political Science Department, we offer a combined MPH/MAPP degree that prepares students for a career in public health administration and policy-making. The MPH/MAPP program includes about 24 credits of overlap, which reduces the total number of credits in the combined program to 63-66. Students select an MPH concentration in any of the four concentrations: Climate Solutions and Health, Community Health, Epidemiology and Biostatistics, or Health Policy and Management. Students receive both degrees upon completion of the entire program.

MPH/MS in Nutrition
In collaboration with the Department of Family, Population and Preventive Medicine, Program in Nutrition, we offer a combined MPH/MS in Nutrition degree for individuals who are interested in leadership roles in which knowledge of nutrition is both marketable and practical. The MPH/MS Nutrition program includes 12-15 credits of overlap, which reduces the total number of credits in the combined program to 75-78 (depending on the MPH concentration). Students select an MPH concentration in Climate Solutions and Health, Community Health, Epidemiology and Biostatistics, or Health Policy and Management. Students receive both degrees upon completion of the entire program. All MPH courses are offered on-site. All Nutrition courses are offered online.

MSW/MPH
In collaboration with the School of Social Welfare, we offer a dual MSW/MPH. Public Health Social Work is a rapidly expanding field of practice. These professionals work directly with individuals to improve their lives and conduct rigorous data analysis to promote the well-being of local and global communities.
Public health social workers are comprehensively trained to understand and address social issues affecting the health of individuals, families, communities, and populations, such as homelessness, substance use, violence, and environmental contamination.
Students select an MPH concentration in any of the five concentrations: Climate Solutions and Health, Community Health, Epidemiology and Biostatistics, Health Policy and Management, or Generalist. Students receive both degrees upon completion of the entire program.

Students interested in this dual degree program should contact Dr. Amy Hammock, Faculty Advisor and Liaison to the MSW-MPH Dual Degree Program

Special Note: Students in the combined MSW/MPH program pay the graduate MSW tuition rate upon matriculation into the MSW program. For more information visit: http://www.stonybrook.edu/bursar.

Admission Requirements for Combined Degree Programs

Applicants who wish to be considered for admission into the combined MBA/MPH, MPH/MAPP, or MPH/MS in Nutrition degree program must comply with all admission requirements for the MPH degree alone. The MPH Admissions Committee reviews completed applications initially and recommends eligible applicants to the College of Business Admissions Committee, Political Science Department, or Nutrition Program, respectively, for final approval. Applicants to the MSW/MPH dual degree program must complete both the MSW and the MPH applications.

- *MPH/MS in Nutrition additional requirements:*
  - Physiology (laboratory not required)
  - A nutrition course if the undergraduate degree is not in nutrition/dietetics. Prospective students can take the *Survey of Nutrition* course offered by the Nutrition Program as a non-matriculated student or use a previously taken nutrition course with approval of the course syllabus by the Nutrition Program coordinator. Alternatively, prospective students can be admitted to the Nutrition Program with the condition that they successfully complete the Survey of Nutrition course. If the student successfully completes the Survey of Nutrition course they can proceed with registration for the subsequent semester.

For more information about these programs, contact the Associate Director for Student and Academic Affairs at (631) 444-2074.

MD/MPH (COMBINED) & DDS/MPH (CONCURRENT) Degree Programs

The combined MD/MPH and concurrent DDS/MPH are two programs in which Stony Brook University medical and dental students complete their MPH degree during medical or dental school (4-year program – not recommended) or during medical or dental school and an additional year (5-year program - highly recommended). All requirements of the MPH and MD or DDS degrees are met.

Admission Requirements

Applicants applying for admission to both the *Master of Public Health degree program* and the School of Medicine (SOM) or School of Dental Medicine (SDM) need the following information:

1. The application process for the *Master of Public Health degree program* is separate from the application to the SOM or SDM. Admission to one program is determined independently from admission to the other; and admission to one program does not guarantee admission to the other.
2. To avoid the need to send support documents to both programs, SOM or SDM applicants who also apply to the *Master of Public Health degree program* (using SOPHAS) can request in writing that the SOM or SDM provide to the MPH Admissions Committee a copy of their support documents including official transcripts from all post-secondary schools, and letters of recommendation for their application for admission to the *Master of Public Health degree program*.
3. **SOM and SDM applicants who apply to the *Master of Public Health degree program* must provide one additional reference that addresses the applicant's public health leadership potential.**

MHA DEGREE CURRICULUM

The curriculum of the MHA Program is designed to meet the growing need for health managers with competency in population health concepts, and experts in population health with an understanding of healthcare management principles. As the demand for high quality healthcare administrators grows, it is essential that health management professionals are able to articulate and apply managerial competencies that promote healthy populations. The MHA Program guides students to make connections and assess the intersection of these critical fields of study.

The MHA Program is a total of 51 credits, spanning 21 months or two academic years for students who are enrolled full-time. Part-time enrollment options are available as well.

Curriculum Overview: https://catalog.stonybrook.edu/content.php?catoid=5&navoid=153

ADVANCED GRADUATE CERTIFICATE

Aging Populations and Healthcare Administration

The Advanced Graduate Certificate in Aging Populations and Healthcare Administration is a 15-credit program that will equip students with knowledge and skills needed to excel in leadership roles in aging care settings. Whether seeking to advance their careers or transition into a new role, graduates will be prepared to make meaningful contributions to the delivery of high-quality care for older adults and individuals with chronic illnesses or disabilities. In particular, graduates will be able to

take leadership roles in settings such as nursing homes, assisted living facilities, and community-based care organizations. In addition, courses in this certificate fully address the academic record requirements to sit for the licensure exam administered by the New York State Board of Examiners of Nursing Home Administrators.

Health Education and Promotion

The Advanced Graduate Certificate in Health Education and Promotion is a 25-credit program that will enhance students' knowledge, experiences, and skills in health education and promotion and positively impact their chosen career pathway in public health. It is anticipated that graduates will find or enhance employment in academic settings, research facilities, public health organizations, or health care institutions. In addition, courses in this certificate address the health education competencies that are the basis for the nationally recognized Certified Health Education Specialist (CHES) certification offered by the National Commission for Health Education Credentialing, Inc. Students completing this certificate will obtain some of the credits necessary for eligibility to take the exam.

Notes for applicants and students also pursuing a certificate program:
- Students pursuing an Advanced Graduate Certificate concurrently with the MPH at Stony Brook may use approved courses to count towards both the certificate and degree.
- Students who have earned the Advanced Graduate Certificate prior to matriculation in the MPH will be held to the 12-credit rule outlined in the Non-Matriculated Students section of this bulletin (page 20.

Students who have completed the MPH prior to acceptance into the Advanced Graduate Certificate will not be able to count MPH credits towards the certificate. In this circumstance, students may take different courses than those counted towards the MPH degree.

For more information, visit our website: http://publichealth.stonybrookmedicine.edu/

Curriculum Overview: https://catalog.stonybrook.edu/content.php?catoid=5&navoid=153

ADMISSION TO THE PhD PROGRAMS IN POPULATION HEALTH AND IN CLINICAL OUTCOMES RESEARCH

- Primary applications are accepted through SOPHAS, the centralized application service for schools and programs of public health.
- For Admissions Deadlines, visit https://publichealth.stonybrookmedicine.edu/admissions.
- Bachelor's degree from an accredited college or university with a 3.0 GPA or better. Admitted students usually have GPAs that are higher than 3.0.
- Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services. See section on International applicants for more information about this process. The requirement for evaluation of transcripts is waived for graduates of foreign medical schools with a current license to practice in the U.S.
- Three references from persons who can address the applicant's capacity to complete a course of graduate study leading to a career in population health or clinical outcomes research.
- Cover Letter is required for the primary application. It should be no more than 500 words and should be submitted with the application in SOPHAS (under Statement of Purpose and Objectives).
  - Cover Letter should describe the applicant's research interest area(s).
    - Applicants are strongly encouraged to review the available funding opportunities and mentors, https://publichealth.stonybrookmedicine.edu/phcor/funding.
- Completion of the online application.

Note: The GRE is not required for admission to the PhD program in Population Health and Clinical Outcomes Research. An applicant's background in quantitative courses and applied skills found in the CV/Resume portion of the application will be considered in their review to provide evidence of quantitative ability.

Interview
- A personal interview, if requested, will be scheduled.

Additional information for international applicants

- International applicants who trained in non-English speaking schools and do not reside in an English speaking country are required to take either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) exam. Students who fail to meet this requirement must enroll in a course at the Intensive English Center and achieve satisfactory grades before admission to graduate study. Students whose scores on either of these exams are more than two years old must retake the test. The expected minimum score is for the IELTS exam is 7, with no subsection below 6. The expected minimum score on the TOEFL Internet Based Test is 90.
- International students are required to have a course-by-course educational credential evaluation completed by an agency accredited by the National Association of Credential Evaluation Services (http://www.naces.org). We require using World Education Services (http://www.wes.org). This evaluation provides a U.S. course equivalent including semester hours earned, course content, and corresponding letter grade for all courses listed on the international applicant's transcript. This evaluation must be completed before the application can be considered.
- For more information about international students services, see: http://www.stonybrook.edu/commcms/visa/

Financial Support for PhD Students

Research and/or teaching stipends are available on a limited and competitive basis, contingent upon an available research mentor who is offering financial support and/or a teaching assistantship funded by the PPH for doctoral students. Visit our website for current information regarding available funding. https://publichealth.stonybrookmedicine.edu/phcor/funding

PhD CURRICULUM AND REQUIREMENTS

The Population Health and the Clinical Outcomes Research (PHCOR) programs offer a doctoral degree with one of two possible concentrations: Population Health or Clinical Outcomes Research. Core requirements are the same for both concentrations. Students specialize through the different concentration requirements. With advisor approval, students may tailor their degree to their specific interests via the selection of elective course offerings in other departments on campus.

Population Health

The population health specialization will focus on understanding the community and the quality, effectiveness, and efficiency of public health and community-based interventions. It will emphasize methodology in observational study design, determinants of population health, and development of evidence-based public health practice including efficiency, effectiveness, and access studies. Students will identify a cognate area that provides theoretical and/or methodological depth related to a population health problem and its determinants. A cognate area may be multi-disciplinary or discipline-specific. As an example of a multi-disciplinary approach, a student might develop a family violence cognate through the selection of courses in psychology, sociology, public policy, and social welfare. Another example of a potential cognate area might be health communications, with courses found primarily in journalism or psychology.

Clinical Outcomes Research

The clinical outcomes specialization will provide students with the tools to enhance preventive or chronic care strategies, and analyze the patient care outcomes for clinical disciplines. Moreover, the students within the clinical outcomes specialization will be able to formulate policies, advance clinical practice, or identify patient-based opportunities to improve medical care. As an example of a multi-disciplinary approach, biomarkers for cancer may become a cognate emphasis with advanced courses selected from the graduate programs in Experimental Molecular and Cellular Biology or Molecular Genetics. Another cognate area might relate to evaluating the impact of e-health initiatives upon ischemic heart disease medication management, with advanced courses selected from the departments of Technology and Society or Pharmacologic Sciences.

Additional Requirements

In addition to the core and concentration requirements, doctoral students will be required to pass a comprehensive examination, submit and have approved a dissertation proposal, complete a dissertation, and complete a Practicum in Teaching.

Comprehensive Examination

Students will write a paper that does not present primary data analyses (i.e. systematic review, meta-analysis, propose new model or theory framework, etc.). The goal is a publishable paper (not a requirement to actually publish).

One section/chapter of the paper must connect the topic of the paper within the broader context of public health.

Students will submit a topic (brief description, including explanation of novelty, plus annotated bibliography) to a three-person committee (likely but not required to be the same as the dissertation committee). This committee should include the primary research

mentor and two others, at least one of whom must be PPH core faculty. If approved, they will have four months to turn in their paper. Failure to meet this deadline will result in a wait of one full calendar year before the paper can be submitted for approval.

Dissertation and Dissertation Proposal

The most important requirement for the Ph.D. degree is the dissertation, which must be an original scholarly investigation that meets the standards in the field for scholarly publications. Following the successful completion of the Preliminary Examination, students may be advanced to candidacy upon successful completion of all degree requirements of the Graduate School and program, other than the graduate seminars and the dissertation requirements. The Dean of the Graduate School confers this status upon recommendation from the Doctoral Program Director. Students must advance at least one year prior to the dissertation defense.

A proposal for the dissertation must be prepared, orally defended, and approved by the student's research supervisor or supervisory committee – appointed by the Doctoral Program Director in consultation with the student. The proposal will synthesize the literature on an important topic in population health or clinical outcomes research, and identify gaps in the literature that clearly demonstrate the importance for the student's planned dissertation research. The topic should be broad enough to allow for the preparation of at least two publishable papers in peer-reviewed journals.

The makeup of the dissertation committee includes the dissertation supervisor (faculty mentor), defense chairperson, a third member from the program, and at least one person outside of the program or University. To avoid any potential perception of a conflict of interest, the student's dissertation supervisor (faculty mentor) will not be able to chair their dissertation committee.

Preliminary research to develop a dissertation topic will normally begin in the second year of study and the third year will be mainly devoted to developing and refining the doctoral research. Seminars organized by the program related to research in progress (i.e., a formal research in progress presentation) will provide an opportunity for students to present their thesis material to other students and interested faculty. Upon approval of the research supervisor or chair of the supervisory committee (and approval of the Graduate Program Director), a public presentation with a defense of the dissertation will be scheduled. Additional requirements for the dissertation may be found in the Graduate School Bulletin under "Degree Requirements."

Practicum in Teaching

Doctoral students will be provided with teaching opportunities and are expected to develop their teaching skills through the "Practicum in Teaching," an advanced two semester sequence (6 credits total) typically completed after the Preliminary Examination is passed. Teaching opportunities for doctoral students will include graduate teaching.

PhD Core Curriculum: https://catalog.stonybrook.edu/index.php?catoid=4/

ADMISSION TO THE MS in EPIDEMIOLOGY AND CLINICAL RESEARCH PROGRAM

- Primary applications are accepted through SOPHAS (www.sophas.org).
- For Admissions Deadlines, visit https://publichealth.stonybrookmedicine.edu/admissions.
- Bachelor's degree from an accredited college or university with a 3.2 GPA or better. Admitted students usually have GPAs that are higher than 3.0.
  - o Preferred: Doctoral degree in a medical, dental or other healthcare field from an accredited college or university.
- Official transcripts from all post-secondary schools. Transcripts for all degrees earned in schools outside the U.S. or Canada must be evaluated by an agency accredited by the National Association of Credential Evaluation Services.
- Three references from persons who can address the applicant's capacity to complete a course of graduate study. If the applicant is a student or has graduated within the last two years, at least one letter must be from a college or university faculty member with whom the applicant has studied.
- A Cover Letter is required for the primary application. It should be no more than 500 words and should be submitted with the application.
  - o Cover Letter should describe the applicant's research interest area(s) and identify a potential mentor. In addition, the letter should address how the applicant sees this program contributing to their career trajectory.
- Completion of the online application.
- Interview: A personal interview, if requested by the Research Mentor Matching committee, will be scheduled.

MS CURRICULUM AND REQUIREMENTS

Completion of the Master of Science in Epidemiology and Clinical Research requires a minimum of 33 credits and includes a research practicum.

*Other electives may be chosen with permission from the Program Director.

Curriculum Overview: https://catalog.stonybrook.edu/index.php

STATEMENT OF STUDENT RESPONSIBILITY

Students themselves are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in all official publications. These include the Graduate Bulletin, the Health Sciences Center Bulletin, as well as the *Program in Public Health* Bulletin, website, and handouts. Students should keep all bulletins, as well as any correspondence with Program and University personnel for reference.

ORGANIZATION OF PUBLIC HEALTH STUDENTS & ALUMNI (OPHSA)

The *Program in Public Health* graduated its first class of Master of Public Health degree program students in May 2006. Since that time, the alumni of the program have organized with students to create an association that serves both groups: Organization of Public Health Students & Alumni (OPHSA). The purpose of OPHSA is to achieve the following goals:

1. To promote the general welfare and professional image of Stony Brook University and the PPH.
2. To foster a strong relationship between the school, faculty and members of the organization.
3. To foster and sustain collegial relationships between members of the student body and alumni of the PPH.
4. To promote participation between alumni and students in educational, scientific and public health research activities.
5. To identify and develop resources to assist students, alumni and faculty in their careers.
6. To maintain student and alumni representatives who will advocate for the needs of the student population on standing committees of the PPH.
7. To promote educational activities necessary for the maintenance and promotion of certification in the public health professions.
8. To promote public participation and advocacy for public health issues.

The *Program in Public Health* strongly supports OPHSA and encourages alumni and student participation. OPHSA is a very important step in furthering the vision, mission, and goals of the Program.

FUTURE HEALTHCARE LEADERS OF STONY BROOK

The mission of the Future Health Care Leaders of Stony Brook organization is to provide students the opportunity to acquire health care management knowledge by offering educational forums, networking events, and other activities for members to enhance their professional skills and opportunities. The organization will explore health literature, processes of problem solving, and decision-making within health care while also fostering a community accepting of diversity and valuing patient care.

Future Health Care Leaders of Stony Brook, as a registered organization at Stony Brook University is committed to promoting a safe and vibrant campus. In receiving annual recognition through the Department of Student Engagement and Activities, no individual or group affiliated with Future Health Care Leaders of Stony Brook will take any action or create a situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with this organization. The leaders and members of Future Health Care Leaders of Stony Brook also agree to abide by all aspects of the Stony Brook University Conduct of Student Responsibility, University policies and Federal, New York State and Local laws.

PROGRAM AND UNIVERSITY POLICIES

GRADING

The following grading system is used in the *Program in Public Health*:
A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), and F (0.00).
Unless specified differently in the course syllabus, course grades on a 100-point scale are:
A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 or lower).

In order to encourage students to develop excellent writing skills, course grades will reflect the quality of writing in course assignments. The specific policy on grading the quality of writing will be the prerogative of the course instructor, and it must be explained in the course syllabus.

Incompletes: PPH follows the Graduate School guidance on Incompletes:

An "I" is an interim grade given at the discretion of the instructor at the student's request and upon evidence that good cause, such as serious illness, prevented the student's completion of course requirements. In granting a grade of "I" the instructor signifies a willingness to receive student work and submit grades in accordance with official deadlines and policies.

• Auditing a subsequent offering of the course may not make up an Incomplete.

• Final grades for students granted temporary grades of Incompletes "I", must be submitted by the subsequent term. The deadline for "I" grade completion is listed on the academic calendar each semester and is published by the Registrar's Office. However, the instructor may require that the work be completed at any time prior to the end of the Incomplete extension period. Students should confer with their instructors to establish the deadline for the work to be completed.

• An instructor may request an extension of the original Incomplete by sending written notification to the Office of Records/Registrar before the Academic Calendar deadline date. Any extension will usually be limited to the last day of classes of the semester following that in which the course was taken. Any subsequent extensions beyond the deadline must be approved by the Graduate School.

• If final grades are not reported to the Office of Records/Registrar by the specified dates, the grade of I will automatically change to I/F.

ACADEMIC PROGRESS & ACADEMIC STANDING

Students must maintain a B average (3.0) in their Core and a B average (3.0) in their Concentration courses. All electives must be listed as selective or approved by the student's faculty advisor in order to count toward completion of the degree. In evaluating a student's standing, the Program will not include electives in the GPA that are not listed as selectives or approved by the faculty advisor.

When a student's cumulative graduate GPA falls below B (3.0) for grades earned in courses numbered 500 and above taken at Stony Brook, the student shall be placed on probation. If the student's overall GPA has been raised to B (3.0) by the end of the next semester of enrollment after being first notified of probation, the student will be returned to regular status.

Students may be on probation for a maximum of two semesters. A student on academic probation who fails to achieve a 3.0 cumulative GPA by the end of the second semester on probation will usually not be permitted to re-enroll.

A student enrolled part time who has accumulated six semester credits with a cumulative average below 3.0 will have two semesters, or six additional credits (whichever comes first) to bring their cumulative GPA to 3.0.

Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are not calculated in determining the eligibility for academic probation. The degree requirements are rigorous, and students must be able to devote sufficient time to meet the performance standards required.

MPH and MHA: Part-time students typically complete the program in 3 years. The Program also accommodates full-time study leading to completion of the degree in as short a time as 21 months.

PhD: For full-time students, minimum time to completion is 3 years.

A. The Program Director will send a *Notification of Academic Standing* to all students facing academic probation or dismissal. The letter will also contain the procedure for requesting an *Academic Standing Hearing*. The letter must be sent via U.S. mail with return receipt requested, or Federal Express with signature required, or hand delivered. If mailed, the letter will be sent to the student's mailing address indicated in SOLAR.
B. The *Notification of Academic Standing* will be sent to full-time students at the end of the fall and spring semesters, following the policy outlined above.
C. The *Notification of Academic Standing* will be sent to part-time students after the completion of 6 credits and then the subsequent 6 credits, following the policy outlined above.

Any appeal of academic standing must follow the procedure outlined here:
● The student will have three days to submit an appeal in writing to the director. The letter must include reasons for the appeal.
● The Committee on Academic Standing (composed of the Affiliated Program Director and the Associate Director for Academic Affairs) will determine whether to uphold or reverse the academic standing decision.
● A meeting will be scheduled between the student and the committee to inform them of their decision. The faculty member who initially submitted the charge may choose whether to be present.

ENROLLMENT NOTIFICATION POLICY
● Students must enroll in at least one course per semester (Fall and Spring) unless they complete a Change of Enrollment Form and submit this form to the Associate Director for Academic & Student Affairs.
● A Leave of Absence (LOA) of more than one year requires a written justification that must be approved by the Program Director.
● When a student wishes to return to active status after a LOA, a Term Activation Form must be completed and submitted to the Associate Director for Academic & Student Affairs in order to enroll in courses.

TIME AND LOCATION OF COURSES
In-person courses are taught on the Health Sciences Center campus. In-person and online synchronous coursesare offered in the late afternoon or early evening.

COMPETENCY ASSESSMENT (MPH ONLY)
Each course in the MPH aims to develop specific Competencies among students through a set of Learning Objectives.
In order to assess how well we are conveying these Competencies, we require students to complete Competency Assessment surveys at various points across the curriculum. Students are assessed on their competency development by other stakeholders (faculty, preceptors, mentors, employers, etc.) periodically as well. All information from the Competency Assessment surveys is kept strictly confidential and is not, in any way, used to evaluate a student's academic progress in pursuit of the degree. This information is analyzed only for the purpose of improving the MPH program and to inform our accrediting body, the Council of Education for Public Health (CEPH), of our progress. The PPH reserves the right to withhold grades or prevent subsequent course registration for students who do not complete assessment surveys.

COMPETENCY ASSESSMENT (MHA ONLY)
The MHA Program aims to develop student competency in skills and knowledge areas specific to the health management field. Competencies are mapped to relevant courses throughout the curriculum, and, in turn, to relevant learning objectives and assignments. In order to assess students' development toward competency attainment, students will encounter a variety of assessments, including: pre- and post-course self-assessments, regular faculty assessments, preceptor assessments, mentor assessments, and peer assessments. Competency attainment is measured using a scale ranging from "Beginner," to "Intermediate," and "Advanced." Students and other stakeholders (faculty, preceptors, mentors) will be familiar with the competency model's terminology and definitions, allowing them to assess themselves and others honestly. The MHA Program aims to prepare all graduates of the program to attain at least intermediate proficiency in all competencies upon completion of the degree.

Competency attainment is measured separately from course grades and is intended to guide students and graduates toward lifelong learning and continuous improvement, while simultaneously informing the Program of its efficacy in conveying these competencies.

CREDIT TRANSFERS
All MPH core courses must be taken at Stony Brook University, unless an equivalent was taken in an accredited public health program with a grade of B or better within the last five years. All MPH concentration courses are to be taken at Stony Brook University, unless an equivalent course, with a grade of B or better, was taken at an approved graduate program in the past five years and transfer of credits is approved by the Associate Director for Student and Academic Affairs. All MHA courses must be taken at Stony Brook

University, unless an equivalent course was taken and completed with a grade of B or better within the last five years in an accredited health administration program and is approved by the MHA Program Director and Chair of the PPH Curriculum Committee. Students must request a credit transfer and complete the necessary forms. In all respects, the PPH follows Stony Brook's Transfer of Credit policy as stated in the HSC Bulletin:

"Graduate candidates may petition the school to accept credits from another institution toward his or her degree. The school has the responsibility of deciding on the applicability of credits to the specific program. Normally, transfer credits will be limited to no more than 6 credits."

CHALLENGE EXAM POLICY & PROCEDURE (MPH and MHA ONLY)

Stony Brook University has established a challenge program that permits matriculated undergraduates and graduates to earn advanced placement credit and course credit by taking examinations instead of traditional course work. No more than five courses (including credit from advanced placement examinations) can be credited to any student from challenge examinations, and no prerequisite for a course already passed may be included. Credit by examination does not count toward the University's residence requirement and cannot be used to satisfy total credits necessary to qualify for degrees with distinction (From HSC Bulletin, page 31).

Students who have previously completed coursework that duplicates a course in the curriculum may request a Challenge Exam for that course, if the previous coursework cannot be transferred into the program. This should be a rare occurrence, but it provides flexibility when necessary. Examples of these situations are:
Students who have taken courses that have already counted toward another degree.
Students who have taken non-credit bearing courses, which cannot be transferred into and counted toward the degree.

A Challenge Exam can only be taken once. Students who do not pass a Challenge Exam must take the regular course. A student interested in the challenge exam process must inquire no less than three (3) weeks before the start of the semester in which the course is being taught.

Challenge Exam Procedure
1. The student completes the student section of the Challenge Exam Application and provides the application to the Associate Director for Student and Academic Affairs.
2. The Associate Director for Student and Academic Affairs validates eligibility to challenge. This may require the student to provide a transcript and/or course syllabus for review.
3. If approved, the student brings the completed Challenge Exam Application with a check for payment to the Bursar's Office.
4. Checks are made payable to "SUNY Stony Brook." The cost is $65 per graduate credit.
5. The student returns the completed Challenge Exam Application with a copy of the Bursar's Office receipt attached to the Associate Director for Student and Academic Affairs.
6. The student schedules an appointment with the Course Instructor responsible for the Challenge Exam to discuss the exam requirements.
7. When the Challenge Exam is complete and graded, the faculty member administering the exam submits a letter to the Associate Director for Student and Academic Affairs indicating the grade received.
8. The Associate Director for Student and Academic Affairs forwards a copy of the faculty letter, Challenge Exam Application, and Bursar's Office receipt to the HSC Office of Student Services, which posts the grade to the transcript.

Special Note: Any student who receives the MD/MPH waiver does not have to pay for the credits at the Bursar. However, all paperwork must be received prior to taking a Challenge Exam.

TIME LIMITS

Not including granted leaves of absence, all requirements towards the MHA degree, MSECR degree, MPH degree, the BS/MPH degree, the MBA/MPH degree, the MPH/MAPP degree, MSW/MPH degree, MPH/MS in Nutrition degree, and the MHA degree must be completed within five years from matriculation in the Program. The MD/MPH joint degree and the DDS/MPH concurrent degrees can take six years.

The time limit for a doctoral degree is seven years for a student who has a closely related previous graduate degree or 24 credits of graduate study in such a degree program. For all other students, the time limit for a doctoral degree is seven years after completion of 24 graduate level credits at Stony Brook University.

GRADUATION

The PPH has only one graduation ceremony (convocation), which is held each year in the Spring. This ceremony serves all students who graduate from the Program during the year.

MPH and MHA students: It is the responsibility of students to notify the University through SOLAR of their intent to graduate.

In addition, students should be tracking their academic progress to ensure that they are meeting all University and Program requirements for graduation.

PhD students: PhD students are responsible for meeting all degree requirements outlined by the program and by the Graduate School. For information regarding the graduation process for PhD candidates visit http://grad.stonybrook.edu/academics/graduation_information.php.

ADVISING POLICY (MPH and MHA ONLY)
Every student has access to and is encouraged to participate in both (a) academic advising and (b) career advising. For academic advising, each student is encouraged to review their plan of study and coursework registration/selection at least once a year with the Associate Director for Student and Academic Affairs, the Graduate Program Coordinator, or another trained member of the professional staff. For career advising, every student is assigned a Faculty Advisor upon matriculation into the program (MPH) or within the first semester. Whenever possible, for MPH students, the advisor will be a faculty member in the student's concentration: Climate Solutions and Health, Community Health, Epidemiology and Biostatistics, or Health Policy and Management. Whenever possible, MHA students are matched to a faculty advisor within their specified field of interest. The student may change advisors at any time with the engagement of Associate Director for Student and Academic Affairs or the appropriate Program Director. In addition, students who change their MPH concentration will be assigned or may select a Faculty Advisor in the new concentration.

Faculty Advisors meet with their advisees to discuss students' progress through the program, assess academic growth, and provide guidance with independent study and Practicum/Integrative Experience projects. The Faculty Advisor also discusses the students' expectations for the future and acts as a touchstone if the student is having problems.

For MHA: Students are encouraged to attend at least one faculty/career advising/competency attainment review session per year and one academic advising session per year with the Graduate Coordinator for MHA.

For MPH: Students are required to meet with their Faculty Advisor twice a year, typically at the end of the Fall and Spring semesters and can be conducted in person or by phone, whichever is preferred by both the student and Faculty Advisor.

Students are contacted by the Program to schedule Advisor appointments with their Faculty Advisor and Academic Advisor throughout the year. Students may request appointments with their Faculty Advisor or Academic Advisor at any time.

GENERAL INQUIRIES
Questions and concerns about course offerings, plans of study, degree requirements, deadlines, practicum requirements, and procedural issues including registration, academic standing, leaves of absence, change of concentration, and graduation should be directed to the Associate Director for Student and Academic Affairs (444-2074).

Questions about classroom assignments, text books, and class schedules should be directed to the Assistant to the Director/Administrative Coordinator (444-9396) or by sending an email to publichealth@stonybrookmedidince.edu. Questions related to student employment, research assistantships, scholarships, and other matters related to finance, should be directed to the Assistant to the Director for Administration and Finance (444-1120).

All course specific concerns should first be directed to the instructor as appropriate, and if not resolved to the satisfaction of the student, the concerns should be brought to the attention of the appropriate degree program Director (for the MPH, to Dr. Smith; for the MHA, to Dr. Tomaszewski ; for the PhD, to Dr. Kidman).

FORMAL GRIEVANCES
If a specific concern brought to the attention of the appropriate degree program Director is not able to find a resolution, the concern will be brought to the Academic Integrity and Grievance and Appeals Committee. Your complaint must be initiated within 4 weeks following the incident you are grieving. If you have questions, please contact Lakshmi Ramsoondar-Ahmad at lakshmi.ramsoondar@stonybrookmedicine.edu.

Process for the Academic Integrity and Grievance, and Appeals Committee:

Your complaint must be initiated within 4 weeks following the incident you are grieving.   You must have a valid grievance showing course discrepancies with the department/ instructor's policy and what was stated in the course syllabus. Before submitting a grievance, the following steps must be completed. (1) You must speak with the instructor, faculty member, or department representative about your discrepancies and try to resolve the matter. (2) You must speak with the Director of your degree program after you have spoken with the instructor, faculty member, or department representative and you were not able to resolve the matter.

(3) You must have documented proof /detailed statement of your interactions with the instructor, faculty member, or department representative, and the outcome of your discussions to try to resolve the matter.

If you have not followed steps 1-3, your grievance will not be heard by the Academic Integrity and Grievance and Appeals Committee.

If a student is not satisfied with the PPH program's handling of a concern or incident, he/she may contact the Stony Brook University Ombudsman's Office with a formal grievance. The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. They provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns.
For more information visit: http://www.stonybrook.edu/ombuds/
Students may bring concerns or incidents to the Vice Provost of Graduate Education who may forward the complaint to the Stony Brook University Graduate Council Appeals Committee (GCAC) for review and recommendations for resolution. Students may also file formal grievances about faculty members, teaching staff or departments within four weeks of an incident, with the Academic Judiciary Office
https://www.stonybrook.edu/commcms/academic_integrity/students/grievance-form.php

ACADEMIC INTEGRITY
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at
http://www.stonybrook.edu/commcms/academic_integrity/index.html

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore, the Program in Public Health views any form of academic dishonesty as a serious matter. Academic dishonesty includes but is not limited to cheating and plagiarism. In either case, students who intentionally misrepresent the ideas and words of other sources without giving appropriate reference to the source of those ideas and/or words (including using artificial intelligence to prepare an essay or other work without identifying the source of the information or use of sentences passed off as the student's own work) will be reviewed by the PPH Academic Integrity and Grievance and Appeals Committee. Any academic misconduct will be punished to the fullest extent of the University academic code (as noted above and in the PPH Bulletin). Penalties for academic integrity violations (i.e., cheating, plagiarism) may vary according to the circumstances of each particular case. All students reviewed and signed a statement during Orientation attesting to an understanding of and commitment to appropriate conduct concerning plagiarism. Penalties for academic integrity violations may range in severity from a grade of F on the assignment for which the violation was found, a final grade of F for the course, to expulsion from the academic program with the reason recorded on the student's permanent transcript.

The following represents the **Program in Public Health's Four Part Policy** on Cheating or Plagiarism.

1. **Education**: Our students undergo an educational experience, taught or administered by a core faculty member of Public Health in orientation, to define and explain plagiarism and cheating and to clarify the consequences of engaging in cheating or plagiarism. Students may additionally be required to go through a more comprehensive educational experience about cheating and plagiarism, for example in the required HPH 501, "Introduction to the Research Process."

2. **Definitions**: The Program in Public Health distinguishes instances of blatant or deliberate cheating and plagiarism from unintentional misuse of sources. Our policy is designed to address unambiguous cases of plagiarism or cheating. The following definitions are used to make a distinction between cheating, plagiarism, and misuse of sources.

   A. Cheating: Cheating is intentional fraud for the purpose of improving a grade or obtaining course credits, but includes all behavior intended to gain unearned academic advantage. Cheating also includes either helping or attempting to help another person cheat.

   Examples of Cheating
   - Copying from another student's test
   - Allowing another student to copy from your test
   - Using unauthorized notes or "crib sheets" during an exam or using your cell phone to text answers to other students during an exam

- Informing students in later sections of the content of an exam
- Using unauthorized assistance in a take-home exam (e.g. working with another student when the instructor has not explicitly authorized it, or using reference works when that is not permitted by the instructor)

B. Plagiarism: Plagiarism occurs when a student attempts to deceive by using someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (see: The Council of Writing Program Administrators. "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices." WPA Position Statements and Resolutions Jan. 2003, 12 Feb. 2004 http://www.wpacouncil.org/positions/WPAplagiarism.pdf)

Examples of Plagiarism
- Downloading an entire paper or sections of a paper from a website without acknowledgement
- Copying sentences or paragraphs from a book or website without citing them, without using quotation marks when appropriate, or both
- Turning in a paper someone else has written
- Having someone else write a portion of your paper (even a sentence)

C. Misuse of Sources: Misuse of sources is defined as "carelessly or inadequately citing ideas and words borrowed from another source. . .. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. **A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has NOT plagiarized.** Instead, such a student [has] failed to cite and document sources appropriately" (Council of Writing Program Administrators. "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices." While misuse of sources is not plagiarism, it represents an error in citation. As such, depending on the context and particular professor involved, a student may still lose points or be downgraded on an assignment in which he or she has misused a source or has failed to properly cite in an instance that has determined not to be cheating or plagiarism. WPA Position Statements and Resolutions Jan. 2003. 12 Feb. 2004; Caps our own emphasis. See http://www.wpacouncil.org/positions/WPAplagiarism.pdf .)

3. **Consequences for Cheating or Plagiarism**:
   A. First offense: Any student who has deliberately or blatantly cheated or plagiarized on any graded assignment should expect at a minimum to fail the assignment and at a maximum fail the course. Additionally, students may be required to attend remediate coursework or submit written assignments on cheating and/or plagiarism. All charges and consequences will be recorded in the student's academic file.
   B. Second offense: Any student found to have deliberately or blatantly cheated or plagiarized on a second assignment for any course taken en route to their degree should expect to be expelled from the Program in Public Health.

4. **Process:**
   A. The faculty member of Public Health or instructor of a Public Health graduate course who suspects a student of plagiarism will present evidence of the infraction in hand to the Academic Integrity, Grievance and Appeals Committee.
   B. The student will be made aware of the charge by the instructor and will have three days to submit any additional evidence to the committee in writing.
   C. The committee will confer about whether or not plagiarism or cheating has indeed occurred. This is intended to confirm that the identified offense actually rises to the level of cheating or plagiarism.
   D. If the committee determines that plagiarism or cheating has occurred, the faculty member who brought the charge is expected to recommend a suitable consequence within the parameters mentioned above. The ultimate decision on the student's academic standing, however, rests with the committee.
   E. A meeting will be scheduled between the student and the committee to inform them of their decision. The faculty member who initially submitted the charge may choose whether to be present.

For more comprehensive information on academic integrity, please refer to the academic judiciary website at
https://www.stonybrook.edu/commcms/academic_integrity/

STUDENT CONDUCT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty members are required to follow their school-specific procedures.
For further information about the Code of Student Responsibility see: http://studentaffairs.stonybrook.edu/ucs/conduct/conduct.html

ATTENDANCE REQUIREMENTS

Attendance is mandatory, unless there is a medical reason or the student is excused by the Program Director or course instructor. If a course instructor has no written policy in the syllabus regarding the consequences for being absent from class, the PPH policy will apply: three or more unexcused absences from class will reduce the final course grade by a full letter grade (e.g., A to B).

HEALTH SCIENCES COMPLIANCE

In accordance with the Health Sciences Compliance Office, all PPH students are required to complete a compliance module in Blackboard. This module includes Health Care Compliance, HIPAA and FERPA Training. PPH students are required to complete this within one month of beginning their academic program.

HIPAA TRAINING AND PROTECTION OF HUMAN SUBJECTS TRAINING

In addition to the Health Sciences Compliance training, the PPH requires all students to successfully complete an online training program in Health Insurance Portability and Accountability Act (HIPAA) and protection of human subjects in research, offered by the Collaborative Institutional Training Initiative (CITI) at: http://www.citiprogram.org.

This training is part of the Human Subject Protections Program at Stony Brook, which ensures that the University keeps safe those individuals who volunteer to participate in our research activities as well as the use of protected data.

Protection of human subjects training must be completed as part of new student Orientation or by the start of the Fall semester in which the student matriculates in the Program. A copy of the certificate of completion from CITI must be provided to the Associate Director for Student and Academic Affairs, sent to publichealth@stonybrookmedicine.edu.

STUDENT BACKGROUND CHECKS

Students who are required to participate in a practical experience are advised that some of the facilities they choose to select for their placements may require background checks as a prerequisite to placement. Such background checks may include, but are not limited to, Social Security trace, fingerprinting for criminal history, drug testing, sex offender registries, child abuse and maltreatment screening, and federal and state health care program exclusion screening. Students seeking placement in a facility requiring background checks are personally responsible for obtaining the background check (including cost, unless the clinical site is willing to assume the cost) and may bear the responsibility of delivering the required documentation to the facility. It will be the decision of the site to determine the acceptance of students into its facility.

NON-MATRICULATED STUDENTS

Any person holding a bachelor's degree, its equivalent, or an advanced degree from an accredited institution of higher learning is eligible to be considered for admission to the University as a non-matriculated graduate student. A maximum of twelve (12) credits may be taken as a non-matriculated student in the PPH. Permission to enroll in courses must be obtained from the Associate Director for Academic and Student Affairs. Non-degree students who later wish to pursue a graduate degree will need to make a formal application for admission.

SEXUAL HARASSMENT POLICY

Stony Brook University and the PPH faculty and staff are committed to creating and maintaining a working environment that is free from all forms of inappropriate and disrespectful conduct that may be deemed as sexual harassment. Harassment on the basis of sex is a form of sexual discrimination and violates Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the New York State Human Rights Law, and University policies and regulations. Stony Brook University reaffirms the principle that students, faculty and staff have the right to be free from sex discrimination in the form of sexual harassment inflicted by any member of the campus community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with Stony Brook. Sexual harassment is contrary to the University's values and standards, which recognize the dignity and worth of each member of the campus community.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic advancement;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working, living, or academic environment.

The University is responsible for, and fully committed to, the prevention and elimination of unlawful sexual harassment. Deans, Department Chairs, Directors, Administrators, Managers and Supervisors are responsible for promoting an atmosphere that prohibits such unacceptable behavior. Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University's attention by contacting the Office of Institutional Diversity and Equity. The Office of Institutional Diversity and Equity has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280.

DIVERSITY, EQUITY AND INCLUSIVENESS

The PPH is committed to creating and maintaining a climate of diversity, equity and inclusiveness. The PPH endorses ASPPH's Statement of Commitment to Zero Tolerance of Harassment and Discrimination, https://s3.amazonaws.com/aspph-wp-production/wp-content/uploads/2014/02/ASPPH_Statement_of_Commitment_to_Zero_Tolerance_of_Harassment_and_Discrimination.pdf and the Association of University Programs in Health Administration Statement of Commitment to Diversity, Equity, Inclusion, Belonging and Social Justice, https://higherlogicdownload.s3.amazonaws.com/AUPHA/5c0a0c07-a7f7-413e-ad73-9b7133ca4c38/UploadedImages/governance%20docs/AUPHA_Statement_of_Commitment_to_Diversity_Equity_Inclusion_Belonging_and_Social_Justice_Final.pdf.

Consistent with federal and state guidelines, Stony Brook University and the *Program in Public Health* do not discriminate on the basis of race, color, sex, age, ethnicity, religion, national origin, sexual orientation, disability, marital status, or veterans' status in its educational programs or employment. If you are a student or an employee of Stony Brook University and you consider yourself to be a target of discrimination or harassment, you may file a complaint in writing with the Office of Institutional Diversity and Equity.
If you choose to file a complaint within the University, you do not lose your right to file with an outside enforcement agency such as the State Division of Human Rights, Equal Employment Opportunity Commission, or the Office of Civil Rights.
For additional information go to: https://www.stonybrook.edu/commcms/oea/

Stony Brook University has had a longstanding commitment to express and to demonstrate Equal Employment and Educational Opportunity for all persons in our community, and further, to afford all faculty, staff and members of all groups an environment in which the integrity of all is assumed and each individual is treated with dignity, respect, and fairness.

In compliance with the Civil Rights Act of 1964 (Title VII), as amended, Title IX of the Education Amendments of 1972, The Rehabilitation Act of 1973, The Age Discrimination in Employment Act, the Americans with Disabilities Act and the New York State Human Rights Law, Stony Brook University prohibits unlawful discrimination and harassment on the basis of race, color, sex, age, religion, national origin, sexual orientation, disability, marital status, or status as a disabled or Vietnam-era veteran in the implementation of any of its policies, procedures, or practices regarding the terms, conditions, and privileges of employment and/or access for students, faculty, and staff. This non-discrimination policy affects all employment practices including, but not limited to, recruiting, hiring, transfers, promotions, benefits, compensation, training, educational opportunities, and terminations.

The University's administration, faculty, staff, and students are each responsible for creating and maintaining an environment conducive to work, study, and learning. The result of harassment and discrimination, in any form prohibited by this policy, is to impede the realization of the University's mission to provide an education of distinction in a dignified and respectful learning and employment environment. Any such unlawful discrimination or harassment in any venue of Stony Brook University will not be tolerated.

CAMPUS SAFETY

Campus safety is a priority for Stony Brook University and there is a variety of information and resources available to students, faculty, and staff. Some highlights are listed below, but for more detailed information visit: http://www.stonybrook.edu/sb/safety/

SB Alert! - Stony Brook University's emergency notification structure: SB Alert is a comprehensive notification structure used to alert the campus community in the event of a major emergency and to provide important safety and security information.

Voice, Email and Text Messages: A mass notification system is used to provide voice, email and text messages to members of the campus community. To receive these messages, you must provide a cell phone* number and preferred email address in the SOLAR System. If you do not provide a preferred email address the system will use your campus EPO address. Simply log into SOLAR with your Stony Brook ID number and use the phone and email menu selection to enter your data.*Please note that your wireless carrier may charge you a fee to receive messages on your wireless device.*

Report all emergencies (police, fire, medical, psychiatric, or other) to University Police:
Dial **911** or **3333** from a campus phone
From a non-campus phone dial: **(631) 632-3333**

Dial **321** to report a fire (Code Red) in the Hospital
Non-Emergency Phone Numbers
(During regular office hours only)

Environmental Health & Safety: **632-6410**

University Police: **632-6350**

Weather-related Information/Closings:
632-SNOW: 444-SNOW

For an escorted walk:
Dial **2-WALK (2-9255)** from a campus phone.

Dial **631-632-WALK** from a non-campus phone.

For a ride after dark: Call **632-RIDE (2-7433)**

STUDENT HEALTH POLICIES & RESOURCES

The Student Health Service is the on-campus source for meeting students' primary healthcare needs. The staff includes physicians, physician assistants, nurse practitioners, nurses, social workers, health educators, laboratory technologists, and technical and administrative staff dedicated to providing students with quality medical care and the services necessary to optimize health and wellness. We encourage you to explore their website and learn about the resources available to you.

The student health policies of the University ensure that all students meet the physical examination and health history requirements of the University and that students working in clinical settings meet the requirements of University healthcare facilities and clinical affiliates, as well as the state health code. These policies also comply with Public Health Law 2165, which requires all students in post-secondary education to be immunized against poliomyelitis, mumps, measles, diphtheria, and rubella.

Information about the University's Student Health Service and health policies is provided, with links to all forms, at the Student Health Services website: http://studentaffairs.stonybrook.edu/shs/index.shtml

Medical and Health Insurance Requirements
The requirements for full and part-time students are different and are explained in detail at:
http://www.stonybrook.edu/sb/newstudents/nshealthrequirements.shtml
In addition, all forms are available online at this address.

Full-Time Students
Following are the requirements for full-time students:
● A completed Health Form signed and completed by their physician.
● Documentation of Immunizations on the health form as per New York State law.
● All full-time students must read the medical information about meningococcal meningitis at the Student Health Services website, and complete and return the Meningitis Information Response Form. The information and form can be downloaded. Those who have a SOLAR account and are 18 years of age or older may use SOLAR to submit the response form.
● *All full-time matriculated students must have health insurance coverage at all times without exception.* Stony Brook offers a health insurance plan for all full time domestic* students that meets this requirement. This plan pays for most medically necessary bills, such as doctor visits, mental health counseling, prescriptions, emergency room, lab testing, diagnostic testing, surgery, hospitalization, etc. The plan covers our students anywhere in the world, every day, no matter whether on campus or on semester breaks.

Part-Time Students
Following are the requirements for part-time students:
● Immunization Record Form signed and completed by their physician.
● Documentation of Immunizations on the health form as per New York State law.
● All part-time students must read the medical information about meningococcal meningitis at the Student Health Services website, and complete and return the Meningitis Information Response Form. The information and form can be downloaded. Those who have a SOLAR account and are 18 years of age or older may use SOLAR to submit the response form.

Some part-time students may be eligible for the health insurance plan under special circumstances. Please contact the Insurance Office at (631) 632-6331.

Stony Brook Infirmary Fee
All students must pay the Stony Brook Infirmary Fee. The fee covers comprehensive health services for both medical and mental health problems, for students and visiting scholars. It is not a substitute for health insurance. The Student Health Service building is the only location on campus where the mandatory health fee can be used. Medical Services that are beyond the scope of the Student Health Service can be obtained either at University Hospital Medical Center or through other medical providers in the community. However, the infirmary fee will not cover the cost of any medical services outside the Student Health Service Building. Call (631) 632-6740 for further information.

Stony Brook Food Pantry
The Stony Brook University Food Pantry serves community members (students, staff and faculty) who are food insecure, or who are at risk of food insecurity. The SBU Food Pantry is committed to being a reliable and stable supplemental food source while providing resources to overcome food insecurity.
For further information visit: https://www.stonybrook.edu/commcms/foodpantry/

AMERICANS WITH DISABILITIES ACT

Students with a physical, psychological, medical or learning disability that may impact course work, should contact Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748. The staff will determine with the student what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

FINANCIAL AID AND TUITION ASSISTANCE

Inquiries about financial aid should be directed to the Office of Financial Aid: Stony Brook Union, Suite 208, (631) 632-6840.

Tuition Assistance & Reimbursement

Several tuition assistance and reimbursement programs are available to full-time state employees at Stony Brook University and state hospital employees represented by United University Professions (UUP).

More information about these programs is available at: http://sbumc.informatics.sunysb.edu/medicalcenter/tuitionreimbursement

Employee Tuition Waiver Program

All full-time state employees at Stony Brook University are eligible for tuition assistance for one course each semester. The waiver program pays a percentage of tuition for courses that are deemed to be job-related. The waiver is intended to be used by full-time employees for a second course, or a course not covered by any other program.

For more information or to contact the Benefit staff,
call 631-632-6180. For the application, see: https://www.stonybrook.edu/human-resources/total-rewards/tuition-assistance.php
The application is available under the 'Benefits' category.

UUP Tuition Assistance Program

The UUP Tuition Assistance Program covers tuition, but not fees, for one course each semester throughout the year, including Fall, Spring, Winter Session, Summer Session 1, and Summer Session 2 on a space-available basis.
More information about this program, including application procedures, is available at:
https://www.stonybrook.edu/hr/benefits/state/tuition-assistance.shtml

Christine Elfast and Maria Alaggio, Hospital Human Resources, at 631-216-8073, are the contact persons for residents and fellows who are hospital employees. https://hr.stonybrookmedicine.edu/benefits/tuitionreimbursement

Table 1 Goal Statements and Measurable Objectives for the Master of Public Health Degree Program

Goal	Objectives
GOAL 1: (Instruction) **Admit and retain a high-quality MPH student body.**	1a) A holistic review and student selection process that considers a comprehensive range of applicant factors including work experience, volunteer experience, research experience. academic metrics (e.g., GPA, course work and grades, etc.), TOEFL scores for students whose native language is other than English, letters of recommendation and a personal essay, highlighting the applicant's interest in public health and potential to contribute to the field.
	1b) Student performance that supports optimum achievement.
	1c) Students meet an acceptable standard of professionalism and academic integrity.
GOAL 2: (Instruction) **Deliver a high-quality curriculum that prepares students to meet the needs of the evolving public health field.**	2a) Maintain CEPH accreditation.
	2b) Faculty, student, alumni, and stakeholder perceptions of the relevance, currency and quality of the MPH curriculum, including course content, instructors, competency mapping, active learning strategies, and assessment.
	2c) Graduates' and alumni perceptions of how well the program prepares them for work in the public health field.
	2d) Faculty attend professional development activities and make use of resources designed to maintain currency in pedagogical methods.
	2e) Faculty attend professional society meetings and take part in professional development activities in order to keep abreast of current public health issues and maintain currency in their areas of instructional responsibility.
	2f) The MPH curriculum meets the changing needs of the field.
GOAL 3: (Scholarship) **Advance knowledge in public health through MPH faculty research.**	3a) Faculty research productivity and extramural funding
	3b) Faculty scholarly activities including participation in national and international scholarly organizations related to public health.
GOAL 4: (Scholarship) **Actively involve students in scholarly endeavors.**	4a) Student participation in scholarly research activities. Practicums for our MPH students.
	4b) Student participation in presentations at scientific and service-related conferences.
GOAL 5: (Service) Participation in service activities designed to meet the current needs and priorities of public health-based community partners by students and faculty.	5a) Identify the needs and priorities of current and new service partnerships of public health-based community organizations and governmental public health agencies.
	5b) Meet the service needs and priorities of public health-based community organizations and governmental public health agencies through high-quality partnerships with faculty, staff, and students.
	5c) Faculty provide their expertise to meet public health-related service needs and priorities of community partners including engaging and supervising students in activities that support the mission of collaborating organizations.
GOAL 6: (Service) Serve the continuing education needs of the public health workforce.	6a) Educate the current public health workforce, including employees of the Suffolk County Department of Health Services, the Nassau County Department of Health and public health-related non-governmental organizations (NGOs).
	6b) Professional development opportunities for the regional public health workforce including trainings with the Center for Public Health Education, the Long Island Health Collaborative members, and the Suffolk Cooperative Library System.
GOAL 7: (Diversity, inclusion, cultural competence and equity) Foster a meaningful sense of cultural competence in our students, faculty, and staff.	8a) The MPH curriculum instills awareness and sensitivity to the cultural differences between populations, especially underserved populations.
	8b) Students' service and research efforts are informed by best practices regarding cultural competence.
	8c) Students, faculty and staff participate in professional development activities that foster cultural competence.

Table 2 Goal Statements and Measurable Objectives for the Master of Health Administration	
Goal	**Objectives**
GOAL 1: The MHA Program admits and retains highly qualified students.	1.a. 80% of students have a minimum grade point average (GPA) of 3.0 or greater in their undergraduate degree or previous graduate or educational program. 2a. 90% of students provide evidence of a demonstrated commitment to the health services field, as demonstrated through relevant work, internship, or volunteer experience, or justified within their personal statement. 3a. The Program maintains a retention rate of at least 80% per incoming class. 4a. At least 15% of students have a clinical background to foster interprofessional interaction opportunities.
GOAL 2: The MHA Program provides a high-quality, competency-based educational experience to all students.	1a. 80% of MHA Program students achieve at least intermediate proficiency in all competencies by the completion of the program. 2. Course evaluations and feedback sessions are administered for 100% of MHA Program courses. 3. Academic and Faculty advising are offered to 100% of MHA students. 4. The MHA Advisory Board convenes biannually to solicit feedback for continuous quality improvement on the competency model, curriculum and other Program matters. 5. Alumni receive a survey within 90 days of graduation and every three years thereafter to assess the efficacy and relevance of the competency model and their perceived level of preparedness to contribute to the field of health management.
GOAL 3: The MHA Program aims to give back to the professional community and improve health management and population health education in a generalizable manner through service and suggested best practices.	1. 75% of MHA Program core faculty and Subject Matter Experts (SMEs) will hold a membership a state, regional, national or international professional organization. 2. 100% of full-time MHA Program core faculty will serve on one University-wide or PPH committee. 3. At least 50% of MHA Program core faculty and SMEs will hold either a leadership position with a professional or academic organization or membership in an associated task force, working group, or committee.
GOAL 4: The MHA Program Instructional Faculty (which includes Subject Matter Experts (SMEs)) are health care leaders and scholars who value scholarship, research, evidence-based practice, and innovative teaching methods.	1. 80% of Full-time faculty and SMEs take part in professional development activities designed to keep abreast of current health care/management issues and maintain currency in their areas of instructional responsibility. 2. 90% of SMEs have at least 7 years of work experience in a healthcare management field. 3. 50% of SMEs hold a senior management position. 4. 100%% of SMEs have terminal degrees and/or an MHA or in a related field.
GOAL 5: Graduates of the MHA Program will be prepared to contribute as managers to support the delivery of high-quality care throughout the health services sector.	1. At least 80% of graduates are employed in the health services sector within one year of graduation. 2. The Program uses market research, assessment tools, and stakeholder input from faculty, Subject Matter Experts, employers, MHA/MPH HPM Advisory Board members, students and alumni to engage in a continuous process that identifies changing needs for health management education and is responsive to those needs.