

**SUNY Old Westbury**  
**Department of Public Health**  
**School of Arts and Sciences**



**Council on Education for Public Health**  
**Accreditation Self-Study**  
**Standalone Baccalaureate Program**

**Fall 2018**

The State University of New York (SUNY) at Old Westbury has offered a program of study with a social determinants of health focus at the undergraduate level since 1975. In 1993 our degree was registered with the New York State Education Department as a B.S. in Health and Society. Until our creation as an autonomous department in 2012, the degree was situated within the Biological Sciences department. In 2012 we became autonomous, consistent with the needs of a rapidly-growing major, and are now the Public Health Department.

SUNY Old Westbury is a largely four-year comprehensive liberal arts college within the 64-campus State University of New York system. While we function largely autonomously, we adhere to the overarching policies of the SUNY system.

Our resources, correspondingly, originate in part from student tuition and in part from SUNY.

SUNY Old Westbury is accredited by the Middle States Commission on Higher Education. The College's accreditation was reaffirmed in 2016 for an additional five years.

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## **1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE**

### **1.1 Organization**

**The program maintains an organizational description and organizational chart(s) that define the program's administrative structure and relationships to other institutional components. The organizational chart presents the program's relationships with its department(s), school(s), college(s) and other relevant units within the institution.**

The Public Health department is housed within the School of Arts and Sciences (SAS) at the State University of New York College at Old Westbury (SUNY Old Westbury). The designated leader is the chair of Public Health, Martha Livingston, Ph.D. Figure 1.1 depicts the internal organization of the Public Health department. Please see Figures 1.2, 1.3 and 1.4 for the Organizational Charts, respectively, of the College (1.2), the Division of Academic Affairs (1.3), and the School of Arts and Sciences (1.4). The Division of Academic Affairs includes all three Schools: Arts and Sciences, Education, and Business.

The School of Arts and Sciences includes 12 departments: American Studies/Media & Communications, Biological Sciences, Chemistry/Physics, English, History/Philosophy, Mathematics/Computer & Information Sciences, Modern Languages, Politics, Economics and Law/Industrial & Labor Relations, Psychology, Sociology/Criminology, and Visual Arts as well as Public Health. The School of Arts and Sciences holds monthly meetings of the Chairs' Council; the department chairs also meet monthly with all members of the Provost's Council. Department chairs also meet individually with the Dean and/or Provost as needed.

The School of Education contains three departments, and the School of Business contains two departments. Deans of the three Schools (Arts and Sciences; Education; Business) meet monthly with the Provost.

***Required Documentation: A list of other degree programs, if any, offered in the same administrative unit(s) as the program. (Criterion 1.1)***

The Department of Public Health has only one degree program.

**Figure 1.1. SUNY Old Westbury Department of Public Health Organizational Chart**

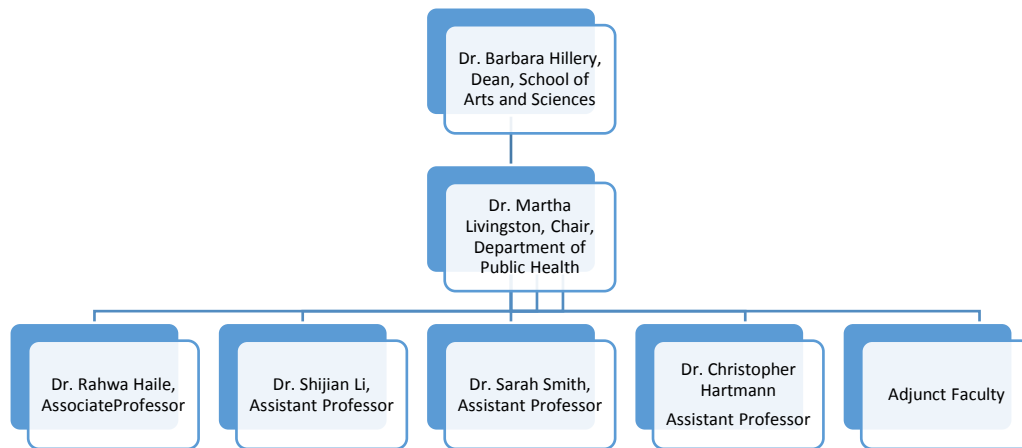


Figure 1.2. SUNY Old Westbury Organizational Chart

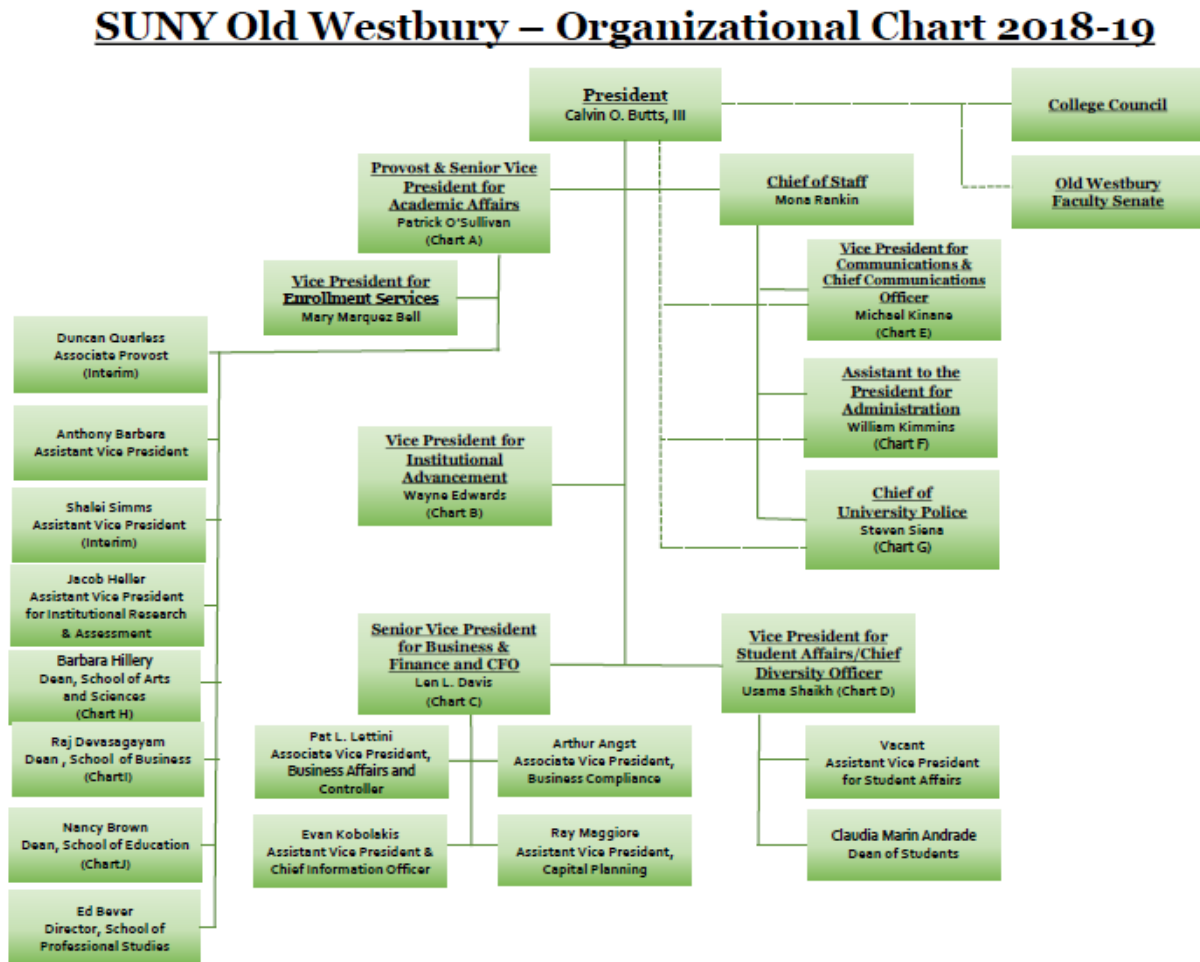


Figure 1.3. Division of Academic Affairs Organizational Chart

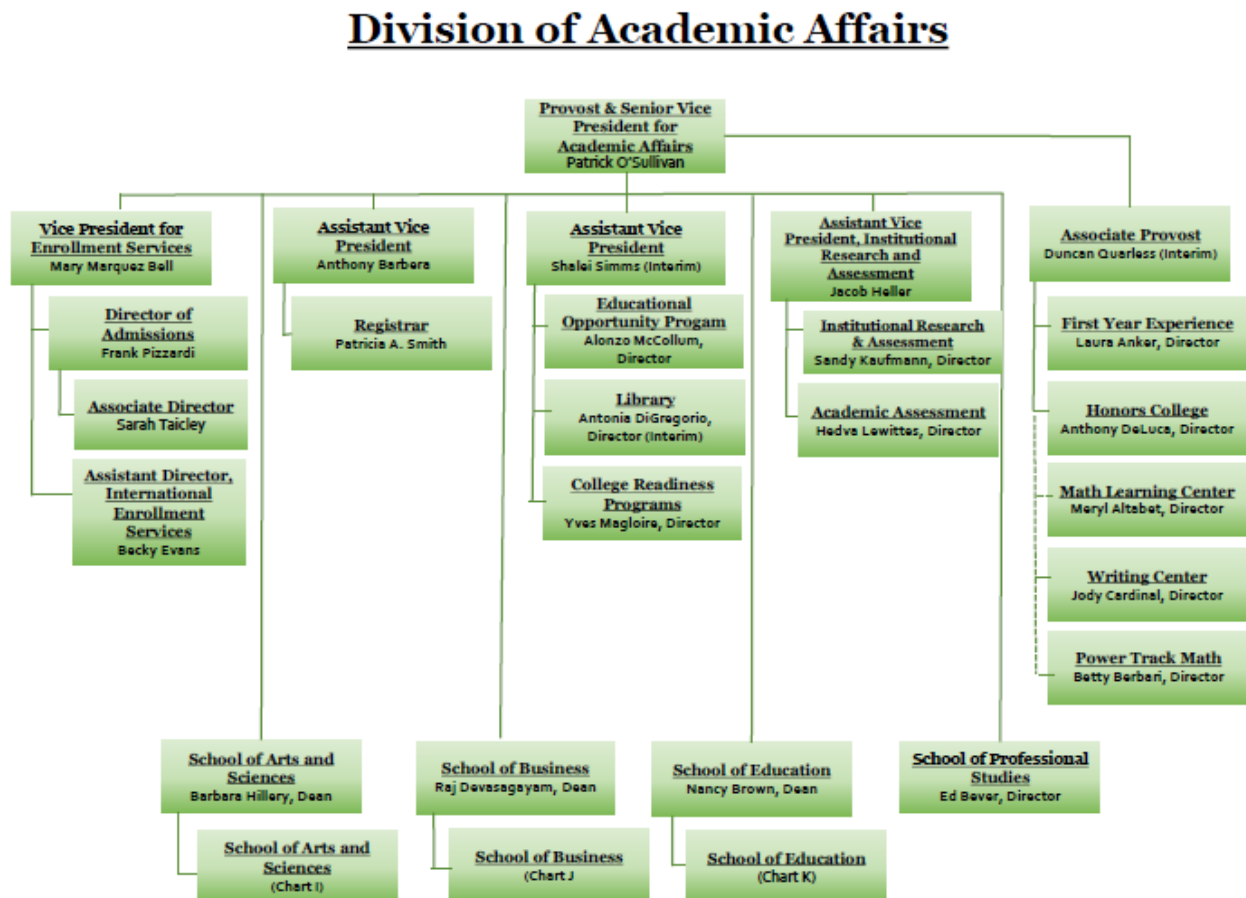
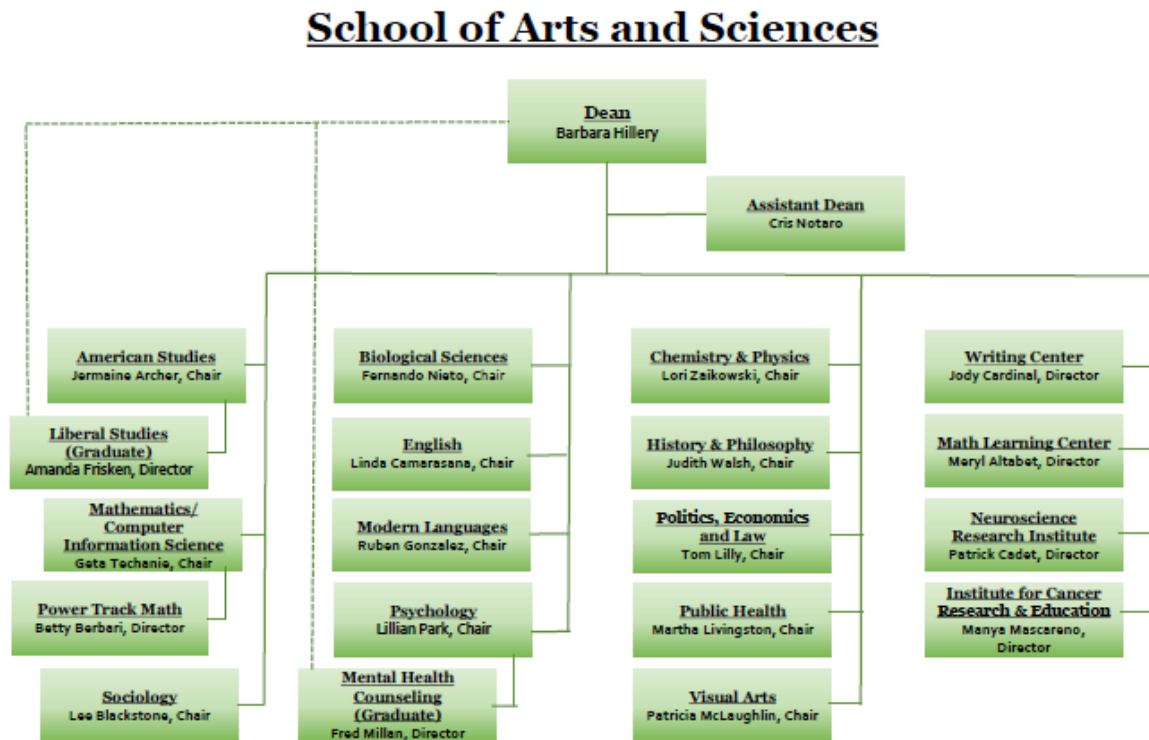


Figure 1.4 School of Arts and Sciences Organizational Chart





## **1.2 Administrative Autonomy**

**The program demonstrates administrative autonomy that is sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.**

**Administrative autonomy refers to the program's ability, within the institutional context, to make decisions related to the following:**

- **Allocation of program resources**

***Personnel.*** The Department Chair, in consultation with all full-time tenured/tenure-track faculty, has the authority to recruit, interview and recommend hiring of all full-time faculty to the Dean of Arts and Sciences and the Provost. The Provost offers startup packages to new hires, and use of those funds is at the discretion of the faculty member with the approval of the chair. Faculty travel requests are approved by the chair and funded through the Dean's budget.

The Department chair has final authority to hire all adjunct faculty, consistent with College standards.

***Space, supplies.*** All full-time, tenure-track faculty have assigned offices in the Science Building. There is a building space committee on which the Chair and one other Public Health faculty member sit. Supplies are the responsibility of the department secretary.

- **Implementation of personnel policies and procedures**

The Chair is elected to a three-year term by all full-time tenure-track faculty, and approved by the Office of Academic Affairs, headed by the Provost.

Faculty are formally evaluated for reappointment and tenure by the department, and such decisions are presented to the College-wide Appointment, Reappointment, Promotion and Tenure (ARPT) committee, which is composed of faculty from all three Schools. Their decision is forwarded to the Dean and the Provost. The Provost makes recommendations to the President, who makes all final reappointment, tenure and promotion decisions.

- **Development and implementation of academic policies and procedures**

Academic policies and procedures are determined by the Department in conjunction with campus-wide faculty committees and administration, as follows:

The Department meets four to six times a semester or additionally as needed, to develop and discuss policies related to grading and other academic matters. The Chair reviews all grades. The Chair approves all student add/drop and course overloads requests and student overload petitions (to be allowed to take more than 18 credits in a semester; all courses offered by the Department are 4 credits, almost all courses offered by the College are 4 credits). The Chair discusses and reviews all adjunct grading.

Full-time, tenure-track faculty participate in an ongoing evaluation process of teaching, professional/scholarly activity, and department/campus/community service. At the department level, this process includes review of student evaluations, informal colleague and chair observations.

- **Development and implementation of curricula**

All full-time tenure-track faculty in the department make all decisions in regard to the development and implementation of curriculum, in consultation with a faculty-wide Curriculum and Academic Planning Committee and administrative review by the Dean of Arts and Sciences and the Provost/Senior Vice President for Academic Affairs.

- The degree is registered with the New York State Education Department and is in compliance with SUNY-wide regulations, which include:
- every degree requires completion of a minimum of 120 credits;
- of these, a minimum of 45 credits must be completed at the upper-division (3000 or above) level;
- the major must include at least 24 credits at the upper-division level (*all* courses in the Public Health Department are at the upper-division and thus meet this requirement);
- all students must complete SUNY-wide Liberal (formerly called “General”) Education requirements, as detailed below, including English and Mathematics proficiency;
- and all students must additionally complete one course designated by SUNY Old Westbury as meeting its campus Diversity requirement. Our PH 3600, Introduction to the Social Determinants of Health, satisfies this requirement.

It is important to the Department that course offerings complement and build on one another, and that our course content and expectations of students are uniform across courses with multiple sections. Every five years, as part of its Department Review, the faculty consider the need to revise the degree curriculum to maintain its currency based on industry developments, student expectations, and competitor actions.

- **Admission to the major**

Admission to the major is consistent with School of Arts and Sciences admissions criteria. All freshmen, transfers in Arts and Sciences majors, and undeclared transfer students satisfying those criteria are automatically admitted to the School of Arts and Sciences upon admission to the SUNY Old Westbury. Once a student declares a major, if that major is in the School of Business or the School of Education, they then leave the School of Arts and Sciences. Students are admitted either with a satisfactory combination of high school average/SAT score or as a transfer student with a minimum 2.0 GPA:

<https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf>. Details on admissions requirements are outlined in the Old Westbury College Catalog. Students are admitted to the major either upon admission to the College or later by declaring a change of major.

The standard policy in the Public Health Department is that a student may not repeat a core course more than once, and all courses in the major must be completed with a minimum grade of C. Any changes to this policy require the approval of the Chair and the Dean. Students who repeatedly fail to perform at this level are advised into another major for completion of their degree.

### **1.3 Administrator/Faculty Responsibilities**

**Program administrators and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Program faculty have formal opportunities for:**

- ***Input in decisions affecting curriculum design, including program-specific degree requirements***

Public Health faculty have complete autonomy in designing the curriculum, including program-specific degree requirements. Given the always-developing needs in our field, we regularly review and update our course offerings to better prepare our students to assume their roles as future public health leaders.

- ***Program evaluation, student assessment and student admission to the major. Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.***

Public Health faculty are autonomous in developing and updating all program-specific requirements for graduation. Resources are allocated as described in 1.2, above. In addition, both our full- and part-time faculty are eligible for travel funding through both the College and union (United University Professions) Faculty Development grants. All faculty are welcome to attend campus workshops and Faculty Senate meetings.

See faculty bylaws here in the electronic resource file, section 1.

SUNY Old Westbury is governed by its Faculty Bylaws, and the Faculty Senate plays a major role in College governance. Public Health faculty have primary responsibility for shaping and determining curriculum design. A College-wide faculty Curriculum and Academic Planning committee reviews each department every five years, for which purpose departments perform five-year reviews, which include assessment of courses and learning outcomes within the major consistent with Middle States requirements.

The Department is represented on the Faculty Senate by a Faculty Senator elected by all full-time, tenure-track Public Health faculty for a term of one year. An Alternate, also elected by the full-time, tenure-track Public Health faculty, represents the Department on those occasions on which the Senator is unable to attend. Faculty Senate meetings are held every other week; meetings of the Full Faculty are held three times a year.

As described in 1.2 above, admission to the major is consistent with School of Arts and Sciences admissions criteria. Students in the Public Health Department are expected to complete all major courses with a grade of C or better, and are may not repeat a core course more than once.

Please see Template A for criteria 1.2, 1.4.

## TEMPLATE A

*Description of how each of the functions is accomplished for the program as relevant to the program's authority. (Criteria 1.2, 1.4)*

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies</b> (cite supporting document(s) and page(s) including hyperlinks)
a. determining the amount of resources (financial, personnel and other) that will be allocated to the program	Provost; Dean of Arts and Sciences; Chair; CFO. College-wide budget/ resources determined by SUNY Central office.	State University of New York (SUNY) Old Westbury is part of the larger SUNY system. The Board of Trustees is the governing body of SUNY. The Board of Trustees is responsible for making budget allocation recommendations to the Governor for the entire SUNY system. Tuition increases are set by the state legislature. The SUNY Old Westbury President and administration are responsible for Old Westbury's budget once it is allocated by SUNY. Old Westbury starts the budgeting process each year at the divisional level and uses prior-year funding and allocations as the initial basis for constructing the annual budget. The Division of Business & Finance (B&F) provides vice presidents with an all-funds analysis of the past year's divisional expenditures by payroll, temporary services, and Other Than Personnel Services (OTPS). Divisional vice presidents develop their proposed budgets based on expected needs and priorities. Assessment information, changes in SUNY initiatives and guidelines, state funding and college enrollment and retention trends are utilized by the divisions to make the budget adjustments during the year.	SUNY Board of Trustees General Summary: <a href="https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/BOT-GeneralSummaryInformation.pdf">https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/BOT-GeneralSummaryInformation.pdf</a> SUNY Old Westbury Division of Business and Finance Budget Office <a href="https://www.oldwestbury.edu/business/budget">https://www.oldwestbury.edu/business/budget</a> SUNY Old Westbury Office of Academic Affairs <a href="https://www.oldwestbury.edu/academics/academic-affairs">https://www.oldwestbury.edu/academics/academic-affairs</a>
b. distributing resources (financial,	Provost; Dean of Arts and Sciences; Chair:	Salary increases for unionized employees are negotiated by the Governor's Office of Employee Relations. The Union Contract, ratified in September 2018, determines	Provost's Council: <a href="https://www.oldwestbury.edu/acad">https://www.oldwestbury.edu/acad</a>

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies</b> (cite supporting document(s) and page(s) including hyperlinks)
personnel and other)	in consultation with CFO	the salary increases for all faculty and provides discretionary funds to address salary compression issues. The Provost/Senior Vice President for Academic Affairs, in consultation with the Provost's Council, determines salary increases from the discretionary fund, with final approval by the President. The Chair assigns personnel to administrative and instructional loads in accordance with policies approved by the Faculty Senate. The normal faculty workload entails teaching and research assignments; service to the department, school, college, and the University; and/or other professional activities.	<a href="#">emics/academic-affairs/provosts-council</a> Faculty Senate Bylaws: <a href="https://sites.google.com/site/oldwestburyfaculty senate/bylaws-policies-etc-1?authuser=0">https://sites.google.com/site/oldwestburyfaculty senate/bylaws-policies-etc-1?authuser=0</a> United University Professions Contract: <a href="http://uupinfo.org/negotiations/pdf/2016-22TA-ratification.pdf">http://uupinfo.org/negotiations/pdf/2016-22TA-ratification.pdf</a>
c. appointing/hiring faculty to teach program courses	Chair; Dean of Arts and Sciences; Provost	New full-time faculty positions are allocated by the Provost/Senior Vice President for Academic Affairs, with approval by the President. This is done at the request of or in consultation with the Dean of Arts and Sciences and the Chair, based upon their assessment of departmental needs. The Chair hires adjunct and part- time faculty.	See Faculty Bylaws, pp. 29-30. <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a>
d. appointing/hiring personnel to advise program students	Chair	As outlined in the Faculty Bylaws, the Chair is responsible for assuring that all students within a major are advised about program requirements, progress toward the degree, and all other student needs. The Chair works with full-time faculty to create an advising schedule in which each full-time faculty member contributes. Full-time faculty are trained in advising by the Chair during their first semester, and receive updated training as needed by the Academic Advising Center.	See Faculty Bylaws, pp. 29-30. <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a> See also, Chair's Duties in ERF.  Academic Advising Center <a href="https://www.oldwestbury.edu/academics/support/advising">https://www.oldwestbury.edu/academics/support/advising</a>

Template A. Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		The Academic Advising Center is responsible for assuring that students who have not declared a major are advised, as described in Criterion 6 of this self-study.	
e. curriculum design, including program-specific requirements for the award of the degree	PH Chair and F/T tenure-track faculty; approval by campus-wide faculty's Curriculum and Academic Planning (CAP) committee	<p>Curriculum design and improvement is defined by the SUNY Old Westbury Faculty Bylaws as a faculty responsibility, and is addressed in the department, whose members develop and review suggestions, concerns, or new ideas, and recommend action. The measure is then discussed in a department faculty meeting and voted on by all full-time faculty. Major approved curricular changes are forwarded for review and approval by the Curriculum and Academic Planning (CAP) Committee at the College level. CAP is charged with guiding the overall curricular development and academic planning of the College, including continuous review of all aspects of current academic offerings, to ensure that they are consistent with the overall guidelines established by the SUNY Board of Trustees and officers, and with the standards developed by appropriate accreditation bodies, except those specifically delegated to other standing committees.</p> <p>The CAP Committee also has the following responsibilities: a) To review and approve all proposals bearing on the curriculum of academic programs. No changes in the academic programs may be implemented without the approval of the committee. All proposals shall include a detailed analysis of the impact on the allocation of college resources. b) To forward to the Faculty Senate for action, the following types of</p>	<p>See Faculty Bylaws, pp. 23-4.  <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a></p>

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies</b> (cite supporting document(s) and page(s) including hyperlinks)
		<p>recommendations: (1) Changes in policies and practices relating to curriculum development. (2) General principles that will guide curriculum development at the College. (3) Long range academic plans that will guide overall curriculum development of the College. (4) Guidelines and procedures for the assessment of existing academic programs, including the criteria to be used in the selection of outside evaluators. (5) Proposals concerning new programs, majors, and minors; significant revisions of existing college-wide programs; phasing-out, terminating, deactivating, or deregistering existing programs; and college-wide rules and regulations affecting curricular options for students (such as independent study, internships and minors), that have been approved by the Committee.</p> <p>After CAP approves changes, they are presented to the Faculty Senate for a vote, and once approved, sent to Academic Affairs for final approval. Major changes require approval by the SUNY Central System and the State Education Department.</p>	
f. plans for student assessment	PH Chair and F/T tenure-track faculty; College Director of Academic Assessment	<p>The primary mode of assessment of student performance is through evaluation of examinations, written assignments and student presentations in classroom settings. Please see section 5 (Assessment) of this self-study for additional classroom and program-level assessment measures.</p> <p>For SUNY Old Westbury more broadly, part of the Curriculum and Academic Planning (CAP) Committee's</p>	<p>See ERF section 5.</p> <p>Also, see Faculty Bylaws, pp. 23-4.</p> <p><a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a></p>

Template A. Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		<p>charge is to: 1) evaluate and approve periodic program reviews that are conducted at the school or department level in accordance with SUNY guidelines (as approved by the Old Westbury Faculty Senate); and 2) forward such approved reviews to the Director of Academic Assessment and the Office of the Provost. This includes CAP's review of the sections of departmental Year-End reports (prepared for the Office of Academic Affairs) that describe any changes made over the past year concerning curriculum development and resource use, such as new or terminated course offerings, degree requirements, use of teaching resources, and curricular links with other programs/departments/schools or other institution forwarded to CAP by the Chairs of the departments. CAP is further charged with assessing the progress made on implementation of recommendations from prior program reviews.</p> <p>Finally, the Liberal Education Course Assessment is conducted by the Liberal Education Committee (LEC) in consultation with Academic Affairs.</p>	See p. 27 for a description of the Liberal Education Committee's charge.
g. evaluating the performance of individuals teaching program courses	PH chair and F/T tenure-track faculty observe; chair's responsibility; ARPT Committee	The Chair of the Public Health Department is responsible for observing and evaluating faculty teaching. With each observation, the chair discusses the performance with the faculty member. The chair observes adjunct faculty during the first semester of hire and every year after that. All faculty participate in observation of full-time, tenure-track faculty. The	ERF: Classroom observation document. Faculty Bylaws, Charge of ARPT, p. 19: <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a>



Template A. Function	Responsible Party or Parties	Brief Summary/Description of Process(es)	Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)
		<p>department, or members outside the department at the request of the faculty member, must observe full-time faculty. These observations are a required component of the faculty member's Appointment, Reappointment, Promotion and Tenure (ARPT) file.</p> <p>Faculty are also evaluated each semester by students. Student evaluations are reviewed and discussed annually with each faculty member and the chair, and included in faculty ARPT files for review for reappointment, promotion, or tenure. Additionally, teaching materials such as syllabi and exams are reviewed by ARPT.</p>	ERF: ARPT Manual
h. evaluating the performance of individuals advising program students	Chair and F/T PH faculty, within the department; Office of Academic Advising outside of department.	Students are able to evaluate advisors through an annual survey. This survey, and forms used for advising, are included in Criterion 6 of this self-study.	See ERF, Criterion 6 Supporting Documents.
i. promoting and/or granting tenure, if applicable, to faculty teaching program courses	PH F/T tenure-track faculty; campus-wide (ARPT) faculty committee; Dean, Provost and President	The Department forms a three-member committee to work with the faculty applicant and make recommendations for each reappointment, promotion and/or tenure case. These recommendations are then voted on by the whole Department, and forwarded to the Faculty Appointment, Reappointment, Promotion, and Tenure (ARPT) Committee. ARPT makes independent recommendations to the Dean and Provost based on	<p>See the ARPT charge of the faculty bylaws, p. 19:  <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a></p> <p>ERF: See ARPT Manual</p>

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies</b> (cite supporting document(s) and page(s) including hyperlinks)
		ARPT guidelines. The Dean makes a recommendation to the Provost who, in consultation with the President, ultimately determines whether tenure and /or promotion is awarded.	
j. reappointing or terminating program faculty hired by contract, if applicable	PH F/T tenure-track faculty and Chair, ARPT committee, Dean, Provost and President	Non-tenure-track faculty contracts begin at the department level. Adjuncts are hired by Chairs, with the approval of the Dean and the Provost. Full-time or part-time lecturers on limited-term contracts are likewise hired by the Chair, pending approval of the Dean and Provost. These appointments are for one year or less and may be renewed at the discretion of the Department Chair, Dean and Provost, subject to the needs of the department. One-year appointments are not automatically renewed.	See Faculty Bylaws Chair Responsibilities p. 29: <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a>
k. determining teaching assignments for program courses	Chair in consultation with F/T tenure-track faculty	As described by Faculty Bylaws, Chairs are responsible for assuring that courses offered by faculty satisfy student and program needs. Prior to creating the schedule, the chair assesses interest, faculty research and service loads, and past teaching assignments. Additionally, the chair assesses experience and expertise in the area of focus for each course. The Chair submits the schedule to the Office of Academic Affairs for review and subsequent submission to the Registrar's office.	See Faculty Bylaws Chair Responsibilities p. 29: <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a>
l. developing the program's academic policies	PH F/T tenure-track faculty in consultation with Curriculum and	The Department Chair, in consultation with full-time faculty, develop or revise academic policies governing matters such as academic standing, as needed. Recommended changes are submitted to CAP, as	See academic policies: <a href="https://www.oldwestbury.edu/policies">https://www.oldwestbury.edu/policies</a>

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)</b>
governing matters such as academic standing and award of degree	Academic Planning (CAP) faculty committee, College- and SUNY-wide guidelines	described in the Faculty Bylaws. Academic policies are developed by the Division of Academic Affairs. Academic Standing is the status that determines whether a student can remain enrolled, which is monitored by the Registrar's Office. Graduation requirements are developed by faculty and monitored by the Registrar. The College has developed a local policy that requires special permission of department faculty for students with a cumulative GPA of less than 2.0 to register for future classes. Registration for these at-risk students typically is contingent on advising by a department faculty member, who then must contact the Academic Advising Center to remove a registration hold. If such students do not bring their GPA up to the required 2.0 minimum they may be suspended or dismissed from the College.	Registrar's Office <a href="https://www.oldwestbury.edu/academics/registrar">https://www.oldwestbury.edu/academics/registrar</a>
m. implementing the program's academic policies, including grading	Chair and F/T tenure-track faculty	Faculty have the responsibility to explain grading procedures, to assign grades in a fair and timely manner, and to apply grading criteria (based on their own, department and College-wide criteria). Policies regarding withdrawals, incompletes, and credit/no credit must be explained by faculty. This is outlined in the Faculty Bylaws. Faculty are responsible for implementing policies regarding academic integrity.	Faculty Bylaws, p. 44 <a href="https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view">https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view</a> Policy on Academic Integrity: <a href="https://www.oldwestbury.edu/schools/arts-sciences/academic-integrity">https://www.oldwestbury.edu/schools/arts-sciences/academic-integrity</a>
n. recruitment, advertising and admissions	Campus-wide Office of Enrollment	All recruitment and advertising materials are created by the Office of Public & Media Relations in consultation with the Department. The Department also recruits	SUNY Old Westbury Office of Public & Media Relations: <a href="https://www.oldwestbury.edu/pr">https://www.oldwestbury.edu/pr</a>

<b>Template A. Function</b>	<b>Responsible Party or Parties</b>	<b>Brief Summary/Description of Process(es)</b>	<b>Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks)</b>
	Services; PH participation at Open Houses and College Fairs; campus-wide Office of Public & Media Relations	<p>through attending College-wide open houses and Majors fairs. Events are posted on the SUNY-wide events calendar.</p> <p>Currently, the department does not have its own minimum GPA for admission to the major beyond the College- and Arts and Sciences-wide minimum of 2.0 for good standing. To declare the major, a student completes a form through the College's Registrar. Before registering for classes, all new majors are required to be advised in the program and to receive a one-time PIN number. All courses in our major require students to have completed their English 1 and 2 courses with a C or better. See SUNY Old Westbury's Undergraduate Catalog for additional details.</p>	<p>SUNY Old Westbury Events Calendar:  <a href="https://www.oldwestbury.edu/event-calendar">https://www.oldwestbury.edu/event-calendar</a></p> <p>SUNY Old Westbury Undergraduate Catalog:  <a href="https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf">https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf</a></p>
o. defining the academic calendar	campus administration: Provost, Registrar	The academic calendar is created by the Registrar, in consultation with the Provost. The Registrar advertises the calendar several semesters in advance and it is published on the College website and in the College Catalog.	Registrar Academic Calendar: <a href="https://www.oldwestbury.edu/academics/calendar">https://www.oldwestbury.edu/academics/calendar</a>
p. publication and currency of information in catalogs and other publications	Public Health (PH) updates catalogs every two years, at which time PH updates content as needed.	The Chair of PH submits changes to the Registrar's Office, which is responsible for making the changes in the official document after approval by Academic Affairs. Curricular changes must first be approved, as outlined in section E of this table. Changes can be made on a current basis to the Catalog through the inclusion of updates/revisions on the College website and need not wait for the next full college-wide update to the Catalog.	SUNY Old Westbury Undergraduate Catalog: <a href="https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf">https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf</a>

## 1.4 Faculty Engagement

**The program ensures that all faculty (including full-time and part-time faculty) regularly interact and are engaged in ways that benefit the instructional program (eg, instructional workshops, curriculum committee).**

The Public Health department has a minimum of one regularly-scheduled meeting per month, attended by full-time, tenure-track faculty, as well as additional meetings for particular purposes, e.g., hiring decisions, on a regular basis.

All full-time tenure-track faculty determine curriculum in regular discussion, including decisions on new course offerings and updates of course syllabi. Formal requests for new courses are approved by the College-wide faculty Curriculum and Academic Planning (CAP) committee, the Dean of Arts and Sciences, and Academic Affairs.

All full-time tenure-track faculty constitute the hiring committee for prospective full-time tenure-track hires, reviewing all *Curricula Vitae*, discussing applicants, determining candidates to be interviewed, and engaging in each step of the hiring process through selection of a candidate to be recommended to the Dean of Arts and Sciences and the Provost/Senior Vice President for Academic Affairs.

All full-time tenure-track faculty participate in planning and participating in student activities, including events organized by the department's Health Disparities Institute. The department is an active participant in the College's College Science, Technology and Engineering (CSTEP) program, a New York state-funded program to provide support for underrepresented and economically disadvantaged students in the licensed professions. Department faculty advise students in the program and regularly co-sponsor events with CSTEP. CSTEP provides funding for students to do research with faculty, and present their findings at statewide CSTEP conferences. Attached in the supporting documents file, please find a sample CSTEP schedule indicating Public Health faculty participation.

Part-time faculty are provided office space and hold one office hour per course taught. They meet regularly with the Chair, and are encouraged to provide their perspectives on matters relating to the curriculum. They are welcome to attend Faculty Senate meetings, and to attend and present as appropriate at Faculty Development workshops. Part-time faculty are also welcome to apply for Professional Development funding both from the College and United University Professions (UUP), the SUNY-wide union representing all faculty.

## 1.5 Information Accuracy

**Catalogs and bulletins used by the program, whether produced by the program or the institution to describe its educational offerings, accurately describe its academic calendar, admission policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment.**

Full-time tenure-track Public Health faculty develop and update all department-related content in the College catalog, which is revised every two years. Interim additions and modifications are made, e.g., adding new courses and revising course descriptions and prerequisites, as needed.

Promotional materials are developed in conjunction with the Office of Public & Media Relations; the Department creates all written content. Our College website and faculty pages are in the process of being updated throughout this calendar year.

Please see the following hyperlinks:

- SUNY Old Westbury Academic Calendar: <https://www.oldwestbury.edu/academics/calendar>
- SUNY Old Westbury Office of Enrollment Services:  
<https://www.oldwestbury.edu/admissions/office-enrollment-services>
- SUNY Old Westbury Office of the Registrar:  
<https://www.oldwestbury.edu/academics/registrar>
- SUNY Old Westbury Catalog:  
<https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergraduate-catalog-18-20.pdf>
- SUNY Old Westbury Policy on Academic Integrity:  
<https://www.oldwestbury.edu/schools/arts-sciences/academic-integrity>

## **2.0 RESOURCES**

### **2.1 Faculty Resources**

**The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to oversee extracurricular experiences and to achieve expected student outcomes. Generally, the minimum number of faculty required would be 2.0 FTE faculty in addition to the designated leader's effort each semester, trimester, quarter, etc., though individual circumstances may vary. The FTE calculation follows the institution or unit's formula and includes all individuals providing instruction in a given semester, trimester, quarter, etc.**

***Required Documentation: A letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum and to achieve expected student outcomes. (Criteria 2.1, 2.5, 2.6)***

Please see the letter from Barbara Hillery, Ph.D., Dean of Arts and Sciences, in our supporting documents, in electronic resource file for Section 2 supporting documents.

***Required Documentation: A concise statement of the institution or unit's formula for calculating FTE. If more than one formula is applicable, the program must include all and explain to whom they are applicable. (Criterion 2.1)***

Consistent with widely-recognized standards, the College considers 12 credits per semester to be a full-time load; our courses are 4 credits each, so our full-time tenure-track teaching load is 3 and 3. Consequently, our FTE is calculated based on number of courses taught, such that 1 course x 2 semesters = .33, and so forth. Full time Lecturers (non-tenure track and no research expectation) are expected to teach 4 courses per semester, and an adjunct course is therefore considered to be 0.125 FTE.

The designated leader of the program is the Chair of the Public Health Department. As department chair, her duties consist of:

- teaching two courses per semester;
- participating in monthly meetings of the School of Arts and Sciences Chairs Council and the Provost's Council;
- Serving as liaison with College-wide bodies as needed;
- representing the Department as needed at College-wide events;
- hiring and supervising part-time and adjunct faculty;
- overseeing the work of full-time faculty;
- creating the teaching schedule, in consultation with Department faculty;
- supervising Department five-year reviews and interim reports;
- supervising biennial College Catalog revisions;
- providing guidance to Department faculty;
- reviewing and approving monthly faculty time sheets;
- advising as well as supervising the advising of students;
- hearing student complaints as needed.

## 2.2 Faculty Mix

**The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.**

The Public Health Department relies chiefly on its five full-time tenured or tenure-track faculty to provide the majority of teaching and advising to our students and to accomplish the Department's goals. The Department utilizes the expertise of part-time and adjunct faculty as needed, often in order to enrich our curricular offerings. In the past, we have hired specialists in fields not represented by our full-time faculty's expertise, e.g., health law and occupational health.

As a growing department, we have been able to hire additional full-time tenure-track faculty in recent years, and we are currently in a search for an additional line to start in September, 2019.

- SUNY Old Westbury Appointment, Reappointment, Promotion and Tenure Committee Bylaws:  
<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbngxvbGR3ZXN0YnVyeWZhY3VsdHlzZW5hdGV8Z3g6MWEwOWM3N2JjMWQ3MGU5ZQ>
- SUNY Board of Trustees:  
<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbngxvbGR3ZXN0YnVyeWZhY3VsdHlzZW5hdGV8Z3g6MTA5YjdmMjQ2YTI5Yzc2Nw>



## TEMPLATE B

*A list of all faculty providing program instruction or educational supervision for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.). Template B requires each faculty member's name, status (**full-time, part-time or other**), FTE allocation to the program and course(s) taught. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters.*

<b>Name of Faculty Member</b>	<b>Status (full-time, part-time, etc.)</b>	<b>FTE Allocation to SBP</b>	<b>Course(s) Taught</b>
Rahwa Haile, Ph.D.	Full-time	1.0	PH 3610, 4800, 4900
Shijian Li, Ph.D., MSW	Full-time	1.0	PH 4600, 4670, 4800, 4930, 5900, 5920
Martha Livingston, Ph.D.	Full-time	1.0	PH 3600, 5920
Sarah Smith, Ph.D., MPH	Full-time	1.0	PH 3600, 4610, 4700, 4900, 5900
Christopher Hartmann, Ph.D.	Full-time	1.0	PH 3600, 4800, 4850, 4920, 5900, 5920
Lisa Chin, J.D., Ed.D.	Part-time	.5	PH 3610, 4790, 4810
Jay Cherlin	Adjunct	0.125	PH 4760
Kate Landsdorf	Adjunct	0.125	PH 4920
Demetrio Boyce	Adjunct	0.125	PH 4770

### Courses Taught by Faculty, Spring 2017-Fall 2018

<b>Semester</b>	<b>Name of Faculty Member</b>	<b>Course(s) Taught</b>
<b>Spring 2017</b>	Rahwa Haile	PH 3610, PH 4800
	Christopher Hartmann	PH 4850, PH 4920, PH 5900
	Shijian Li	PH 4670, PH 5900, PH 5920
	Martha Livingston	PH 3600, PH 5920
	Sarah Smith	PH 3600, PH 4610, PH 4900
	Lisa Chin	PH 3610
<b>Fall 2017</b>	Rahwa Haile	PH 3610, PH 4800, PH 4900
	Christopher Hartmann	PH 3600, PH 5920
	Shijian Li	PH 4670, PH 4930
	Sarah Smith	PH 4900, PH 5900
	Lisa Chin	PH 3610, PH 4790
	Jay Cherlin	PH 4760
<b>Spring 2018</b>	Rahwa Haile	PH 3610, PH 4800, PH 4900
	Christopher Hartmann	PH 4920, PH 5900
	Shijian Li	PH 4600, PH 4670, PH 5920
	Sarah Smith	PH 3600, PH 4700
	Lisa Chin	PH 3610, PH 4810
	Kate Landsdorf	PH 4920
	Demetrio Boyce	PH 4770
<b>Fall 2018</b>	Christopher Hartmann	PH 3600, PH 4800, PH 5900, PH 5920
	Shijian Li	PH 4670, PH 4800, PH 5900
	Sarah Smith	PH 3600, PH 4610, PH 4900
	Lisa Chin	PH 3610

## 2.3 Student Enrollment

**The program tracks student enrollment to assist in gauging resource adequacy. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.**

Our program regularly tracks student enrollment, progress, and graduation based on institutional data provided each semester by Institutional Research and Assessment (see Spring 2018 Profile of Students, for example (PDF in electronic resource file, section 2)). On an ongoing basis, and specifically as part of our five-year program review process, we analyze:

- Enrollments by Semester and by Year
- Annual 6-year (150% of expected time to graduation) graduation rates for
  - all students;
  - by race/ethnicity;
  - by full-time and part-time status;
  - by First-Time-to-College students and transfer students;
  - by residence on/off campus;
  - by gender; and
  - by Pell Grant eligibility (needs-based support)
- Faculty-student ratios
- Workload distribution by rank and course level
- Grade distributions, including GPA trends, and rates of D's, F's, and W's by semester

## 2.4 Student-Faculty Ratios

**The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.**

Our program's SFR is sufficient to ensure appropriate instruction, assessment and advising (please see Templates C, D and E, below representing Criteria 2.3 and 2.4).

### TEMPLATE C

*A table showing student headcount and student **FTE** for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc). For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters. (Criteria 2.3, 2.4)*

#### **Student Enrollment in BS in Health & Society as of Census Date**

<b>Term</b>	<b>Headcount</b>			<b>Total FTE</b>
	FT	PT	Total	
Spring 2017	184	30	214	194.0
Fall 2017	197	35	232	208.7
Spring 2018	190	39	229	203.0
Fall 2018	162	39	201	175.0

Note: Student FTE is equal to the number of full-time students plus 1/3 the number of part-time students. An undergraduate student enrolled in 12 or more credits during the semester is a full-time student.

## TEMPLATE D

*A table showing the SFR and average class size for program-specific classes for the last two years. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters. Template D also requires information on the SFR and average class size of a comparable baccalaureate program in the institution, along with a narrative explanation of the choice of the comparable program. Identification of at least one other degree program within the institution with similar degree objectives and methods of instruction is required as well as a rationale for the choice. (Criteria 2.3, 2.4)*

### Template D.1

Semester	SBP SFR	Explanation of the data and method used	SBP Average Class Size	Explanation of the data and method used
Spring 2017	42.8	The number of majors divided by full-time tenure-track faculty.	29	Actual data, <i>but</i> capstone courses (PH 5900-5920) are capped at 25 and 20, respectively; average class size for these is 20
Fall 2017	46.4		30	
Spring 2018	45.8		41	
Fall 2018	40.2		29	

### Template D.2

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice.
Psychology	Psychology was chosen because it is similar to Public Health in some respects: all students complete a research sequence; all students perform an internship. A major difference is that Psychology is the largest major at the College, with over 500 majors.

### Template D.3

Semester	Comparable Program SFR	Comparable Program Avg. Class Size
Semester 1: Spring 2017	38.2	25
Semester 2: Fall 2017	42.3	27
Semester 3: Spring 2018	36.5	35
Semester 4: Fall 2018	35.5	24

## TEMPLATE E

*A table showing the average advising load for the last four semesters (or the equivalent period of time in quarters, trimesters, terms, etc.). For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due to be semester four and should include information on the three preceding semesters. Template E also requires information on the average advising load in comparable baccalaureate programs in the institution, along with a narrative explanation of the choice of the comparable program. (Criterion 2.4)*

### Template E.1

Semester	SBP Average Advising Load	Explanation of the data and method used	Comparable Program Average Advising Load
Spring 2017	42.8	N (PH students) / N (full-time faculty). Not all students are advised every semester; however, they <i>must</i> be advised when they first declare the major and when their grades fall below 2.0; and many students seek advising each semester.	38.2
Fall 2017	46.4		42.3
Spring 2018	45.8		36.5
Fall 2018	40.2		35.5

### Template E.2

Comparable Baccalaureate Program in the institution	Narrative explanation of the choice of the comparable program.
Psychology	See discussion of rationale in Template D.

## 2.5 Financial/Physical Resources

**The program has access to financial and physical resources that are adequate to fulfill its operating needs, accomplish the mission, teach the required curriculum and provide an environment that facilitates student learning, including faculty office space, classroom space and student gathering space.**

***Required documentation:***

***A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding.***

***A narrative explanation of the data in Template F and a discussion of any recent or planned future changes in fiscal resources. A description of the physical space available for faculty offices, program classrooms and student meetings or study groups.***

The Budget Table (Template F) below provides the funding sources and fiscal support for the Department of Public Health, as developed by our Office of Business Affairs. The primary source of income is state appropriations, largely tuition and fees. Allocations from the Provost (AA) support faculty travel, professional development, and faculty recruitment. The Provost also supports the Faculty Development Grant Program, to which faculty can submit a proposal for research funding up to \$5000. SUNY is subject to the Collective Bargaining Agreement negotiated between the faculty union, United University Professions (UUP) and the Governor's Office, and UUP funds a Faculty Development Program to which faculty can apply for up to \$1000 for professional development.

The Department of Public Health shares an administrative assistant with the Biological Sciences department, and has offices, equipment and facilities available for research and instructional purposes. All classrooms are equipped with media projection resources and internet availability. The Natural Science Building (NSB) has a computer laboratory shared by Public Health students and other students in the natural and physical sciences; and additional computer labs are available for student use in the New Academic Building (NAB) and in the newly renovated library Tech Commons. The library also has collaborative study spaces that can accommodate 2-10 students, with access to screen-sharing technology. The library provides access to all major electronic databases for professional and research journals. Institutional support for faculty development includes workshops held through the Teaching and Learning Resource Center (TLRC), and workshops on development of blended, online, and hybrid courses offered by the Director of Distance Learning. The College has a Director of Instructional Technology, an Instructional Designer, and Audio-Visual Support personnel to assist faculty in the classroom and online. Institutional academic support for students includes a Math Learning Center, a Writing Center, an Academic Advising Center, and an Office of Services for Students with Disabilities (OSSD). We have recently created a General Tutoring Center and we provide students with free (to the student) 24/7 online tutoring. Internship and career assistance for program students is centered in the Public Health Department with the faculty advisors, and supported by the College's Office of Career Planning and Development.

## TEMPLATE F

*A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F. Note that Template F requires the program to define the categories of funding.*

*NOTE: Not all categories are applicable to all programs. Add or remove categories as appropriate to your program. If the SBP is located in a department or other larger organizational structure, proportional estimates with rationale provided as footnotes is appropriate. Any funding specifically allocated to the SBP (e.g., faculty travel, student support, student organization support) should be included in the table along with estimates.*

Sources of Funds by Major Category, 2014 to 2019					
	Year 1 AY 2014-15	Year 2 2015- 16	Year 3 2016- 17	Year 4 2017- 18	Year 5 2018- 19
Tuition Revenue					
Fall FT Undergrad	\$585,960	\$647,460	\$691,200	\$787,514	\$694,122
Fall PT Undergrad	53,199	58,860	62,910	71,124	63,206
Spring FT Undergrad	590,843	622,620	708,750	769,504	807,378
Spring PT Undergrad	53,713	56,700	64,530	70,056	73,502
Total	\$1,283,715	\$1,385,640	\$1,527,390	\$1,698,858	\$1,638,208
Expenses					
Salaries and wages					
Full Time Faculty	\$234,306	\$316,992	\$316,992	\$406,161	\$414,284
Adjunct	9,300	12,789	10,800	18,000	18,360
Sub-Total	243,606	329,781	327,792	424,161	\$432,644
Public Health OTPS	1,060	1,260	1,512	2,193	2,237
AA Operating Costs <sup>1</sup>	349,401	365,122	355,052	264,031	269,312
Fixed Operating Costs <sup>2</sup>	63,655	75,146	91,412	89,794	77,396
Other non-fixed Costs <sup>3</sup>	124,476	113,624	162,229	259,791	227,135
Other Personnel Costs <sup>4</sup>	501,518	500,707	587,393	658,888	641,873
Total expenses	\$1,283,715	\$1,385,640	\$1,527,390	\$1,698,858	\$1,638,208

Notes: 1 Indirect Operating Costs: Public Health portion of Academic Affairs costs (Library, Administration, Recharges, Location Pay, etc.); based on FTE.

2 Indirect Operating Costs: Public Health portion of Fixed costs (Utilities, Postage, Telephone etc); based on FTE.

3 Other Indirect Operating Costs (Non-Fixed): OTPS State Funding College level less State funded FC. Percentage share based on total Student FTE/Public Health FTE.

4 Other Indirect Personnel Costs: Personnel State Funded costs less Academic Affairs and Public Health. Percentage share based on total Student FTE/Public Health FTE



## 2.6 Support Services

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- **Computing and technology services**
- **Library services**
- **Distance education support, if applicable**
- **Advising services**
- **Public health-related career counseling services**
- **Other student support services (eg, writing center, disability support services), if they are particularly relevant to the public health program**

Public Health students at Old Westbury have access to an extensive array of resources and services. Our **Library's** resources and services are described here:

<http://libguides.oldwestbury.edu/c.php?g=640139>

We do not have a distance education program, but there is extensive **IT support** for our hybrid courses, as well as for all other student computing and technology needs:

<http://www.oldwestbury.edu/it>

For **academic** support, the following services are available:

- **Academic Advising** (to complement the extensive academic advising provided by our Public Health faculty): <https://www.oldwestbury.edu/academics/support/advising>
- **Writing Center:** <https://www.oldwestbury.edu/academics/support/writing>
- **Math Learning Center:** <https://www.oldwestbury.edu/departments/mathematics/mlc>
- **Arts and Sciences Tutoring Center** (Public Health faculty are able to suggest advanced undergraduate students who can provide course-specific tutoring): <https://www.oldwestbury.edu/academics/tutor>

For our students with special needs, the **Office of Services for Students with Disabilities (OSSD)** provides a wide range of support services:

<https://www.oldwestbury.edu/academics/support/OSSD>

Our **Career Planning and Development Center** provides assistance to all students at the College, including our Public Health students, and sponsors several Public Health-specific events each year, inviting Public Health professionals in our area to describe the career opportunities open to students, and to interact with our students. Public Health faculty help plan these events,

inviting alumni to present, and we also develop additional contacts with local Public Health agencies.

<https://www.oldwestbury.edu/life/career>

***Required documentation:***

***Template G, and a description of any other significant program resource not mentioned above, if applicable. (Criterion 2.6)***

**TEMPLATE G**

*A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (eg, the institution, the college, the program, etc.). (Criterion 2.6)*

<b>Template G Academic Support Resource</b>	<b>Responsible Party</b>	<b>Description</b>
computing and technology services	Information Technology Services  Milind Samant, Director	Help desk for both students and faculty, hours 9-9; SUNY IT provides 24/7 help with login issues; IT routinely conducts workshops, and there is a monthly newsletter on Portal.
library services	Old Westbury Library  Antonia DiGregorio, Director	Our Library provides the assistance of research librarians who conduct workshops for our classes on accessing library resources and our electronic databases. Librarians assist with faculty research; there is one librarian dedicated to Public Health. The Public Health department has input into Public Health acquisitions.
distance education support, if applicable (Public Health offers hybrid courses)	Distance Learning  Dr. Edward Bever, Director	An instructional designer assists with course development; there are workshops on Blackboard management; online professional development is available through SUNY; there are relevant professional development workshops each year. Every potential instructor of online or hybrid courses is trained before offering such courses. Problems are addressed by the director or instructional designer.

<b>Template G Academic Support Resource</b>	<b>Responsible Party</b>	<b>Description</b>
advising services	Public Health Dept. Faculty; Academic Advising Center	Public Health faculty advise our students extensively. In addition, the Academic Advising Center works with students, primarily those who have not yet declared as Health and Society majors.
public health-related career counseling services	Career Planning and Development  Jerilyn Marinan, Director	In addition to course- and degree-related advising, all Public Health faculty extensively advise our students about career opportunities. We arrange workshops with Public Health professionals, often including our alumni. Career Planning and Development also advises students individually and organizes programs bringing local Public Health professionals and officials to our campus.
Office of Services for Students with Disabilities	Dr. Stacey Defelice, Director	This office provides support services for our students requiring special accommodation. We work closely with OSSD to assure the success of those of our students whom they serve.
Writing Center	Dr. Jody Cardinal, Director	The Writing Center provides extensive assistance to our students, conducting workshops on grammar as well as research paper writing skills. The Director and Assistant Director present to our classes on the research process, complementing faculty instruction in this area. Students receive help on their papers from both professional and peer tutors.
General tutoring	Dr. Cris Notaro, Assistant Dean, School of Arts and Sciences	Staffed primarily by peer tutors in Public Health who have completed the specific course with a grade of A or A- and have completed tutoring training. Public Health faculty can request a tutor for a specific course, and students can request one-on-one tutoring as needed. In some general subject areas, online tutoring is available 24/7.

### 3.0 FACULTY QUALIFICATIONS

#### 3.1 Faculty Qualifications

**The program meets the requirements of regional accreditors for faculty teaching baccalaureate degree students. Faculty with doctoral-level degrees are strongly preferred and, in most cases, expected. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.**

All of our five full-time faculty in the Public Health department hold a doctoral degree in a public health-related area. The minimum educational qualification for consideration as a full-time faculty member in our department is the completion of a doctoral degree in a public health-related field. The diverse range of professional, educational and training experiences of our full-time faculty enables the program to provide a rigorous and varied background for our students.

The minimum educational qualification for part-time faculty in our department is the completion of a master's degree in a public health-related area, e.g., Health Education; Industrial Hygiene. The qualifications of our part-time faculty are shown in Template H.

All of our faculty have considerable public health educational qualifications and professional experiences. **Dr. Martha Livingston** holds a Ph.D. in Social/Health Psychology from SUNY Stony Brook, and has over twenty-five years of professional experience and publication in public health, with a particular focus on social determinants of health, women's health, and health policy. Her work - numerous publications and conference presentations - centers on public health issues. She has been a member of the Editorial Board of the *Journal of Public Health Policy* since 1998, a reviewer for the *American Journal of Public Health* and other public health journals, and a leader in the Socialist Caucus of APHA for twenty years. In 2017 she was honored as a 40-year member of APHA.

**Dr. Fetsum-Rahwa Haile** holds a Ph.D. from the University of Michigan School of Public Health and has participated in public health postdoctoral training at both the Columbia University HIV Center and the Yale Center for Interdisciplinary Research on AIDS.

**Dr. Shijian Li** holds a joint doctoral degree in Social Work and Political Science from the University of Michigan, has focused on examining health disparities impacting Asian-American and other immigrant populations residing in the United States, and has worked in public health since the beginning of his doctoral training. He has numerous publications in peer-reviewed public health journals, and has served as Chair and Program Chair of the Asian-Pacific Islander (API) Caucus of the American Public Health Association. He holds an advanced certificate in Health Policy and Management from New York University. He also received postdoctoral training in Community-Based Participatory Research at New York University Medical Center.

**Dr. Sarah Smith** holds both a Ph.D. in Applied Anthropology and an MPH from the University of South Florida. Dr. Smith has worked and published widely in the area of reproductive health and health disparities in Micronesia, with a focus on the island of Chuuk.

**Dr. Christopher Hartmann** holds a Ph.D. in Geography from Ohio State University, and completed graduate work in epidemiology and biostatistics at Case Western Reserve University. He has publications in peer-reviewed public health journals, and has made numerous presentations at public health conferences.

Template H provides a summary of all of our departmental faculty including part time faculty, along with their graduate degrees earned, institution in which graduate degrees were earned, and relevant professional experience outside of academe. Faculty *Curricula Vitae* are provided in our Electronic Resource File (ERF).

## TEMPLATE H

*A table in the format of Template H that includes the same faculty shown in Template B. Template H requires each faculty member's name, graduate degrees earned, institution where degrees were earned, discipline in which degrees were earned, relevant professional experience outside of academia and applicable registration, certification and/or licensure. (Criteria 2.2, 3.1, 3.2)*

<b>Template H Name of faculty</b>	<b>Graduate degrees earned</b>	<b>Institution where degrees were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Relevant professional experience</b>	<b>Applicable registration, certification and/or licensure</b>
Martha Livingston	Ph.D., MA, Childbirth Education Certification	State University of New York at Stony Brook (Ph.D.); University of Regina, Saskatchewan (MA)	Social/Health Psychology; Childbirth Education	Editorial Board, <i>Journal of Public Health Policy</i> ; Physicians for a National Health Program: Vice- Chair, Board of Directors, New York Metro Chapter; Associate Director for Perinatal Services, Northern Manhattan Perinatal Network, New York	Certified Childbirth Educator (CCE)
Rahwa Haile	Ph.D., MA	University of Michigan, Ann Arbor	Health Behavior and Health Education, American Culture	Postdoctoral Research Fellow, Columbia University HIV Center; Research Fellow, Center for Interdisciplinary Research on AIDS, Yale University	

<b>Template H Name of faculty</b>	<b>Graduate degrees earned</b>	<b>Institution where degrees were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Relevant professional experience</b>	<b>Applicable registration, certification and/or licensure</b>
Shijian Li	Ph.D., MSW, Advanced Certificate	University of Michigan, Ann Arbor, NYU	Social Work and Political Science; Social Work; Health Policy and Management	Postdoctoral Research Scientist, B Free CEED: National Center of Excellence in the Elimination of Hepatitis B Disparities, New York University Institute of Community Health and Research (ICHR)	
Sarah Smith	Ph.D., MPH	University of South Florida, Tampa	Cultural Applied Medical Anthropology, Community and Family Health	Violence Against Women Prevention Program; NYC Reproductive Health Access in School- Based Health Centers Project; Women's Oral- Systemic Health Projects; various publications.	
Christopher Hartmann	Ph.D., MA	Ohio State University	Geography	Publications in the <i>American Journal of Public Health</i> , the <i>Journal of Primary Prevention</i> , and the <i>International Journal of Epidemiology</i> . Completion of graduate coursework Biostatistics and Epidemiology at Case Western Reserve University, 2011-12	
Lisa Chin	EdD, MA, MPH, JD	Columbia University;	Bioethics, Health Policy and	Postdoctoral Research Fellow,	

<b>Template H Name of faculty</b>	<b>Graduate degrees earned</b>	<b>Institution where degrees were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Relevant professional experience</b>	<b>Applicable registration, certification and/or licensure</b>
		Medical College of Wisconsin; Columbia University; New York Law School	Management, Law	Columbia University HIV Center	
Kate Landsdorf	MA	Queens College, City University of New York	Urban Affairs	Consultant, Urban Farming Sustainability Education Project	
Jay Cherlin	M.P.A.	CW Post	Health Care Administration	Many years' experience in the health administration field; teaching experience at the undergraduate level	
Demetrio Boyce	MA, Chemistry; MS, Environmental and Occupational Health Science	Brooklyn College; Hunter College	Chemistry, Environmental and Occupational Health	Waste Manager/ Safety Officer, Kings County Hospital, Brooklyn, NY; Industrial Hygienist, Lincoln Medical and Mental Health Center	Certified Healthcare Safety Professional; Certified Hazard Control Manager

### 3.2 Designated Leader

**The designated leader of the program is a full-time faculty member with educational qualifications and professional experience in a public health discipline. If the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications and professional experience in its primary faculty members. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal professional degree (e.g., MD, JD) and an MPH.**

Our designated leader and Department Chair, Dr. Martha Livingston, holds a Ph.D. in Social/Health Psychology from SUNY at Stony Brook. She has been at the College since 1990, and holds the rank of Professor. Her areas of specialty include social determinants of health, health policy, and women's health. Dr. Livingston has taught Introduction to the Social Determinants of Health, the U.S. Health Care System, Women and Health, Health Policy, Global Health, Field Placement, Research Methods and Senior Seminar. Dr. Livingston has served on the Editorial Board of the *Journal of Public Health Policy* since 1998, and as a reviewer for numerous journals including the *American Journal of Public Health*. She is Chair and Program Co-Chair of the Socialist Caucus of APHA and was honored in 2017 as a 40-year member of APHA. Dr. Livingston's CV is in the electronic resource file.



### **3.3 Practitioner Involvement**

**Practitioners are involved in instruction through a variety of methods (e.g., guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.**

The Public Health department involves practitioners in a variety of ways. Course instructors invite practitioners to present guest lectures in our classes. In addition, through the required field placement program, students engage with clinicians, policymakers and researchers in the field. Some examples of field sites include: Nassau County Department of Health; Suffolk County Department of Health; Northwell Health System; Suffolk County Drug Court; the Arthur Ashe Institute. Template I, next page, provides some examples of the practitioners involved in instruction of our students.

### TEMPLATE I Practitioners Involved in Instruction

<b>Name</b>	<b>Credentials</b>	<b>Title</b>	<b>Employer</b>	<b>Course(s) Taught/ Instructional Activities Provided</b>
Edison Bond	D. Min, M. Div, MPH	Vice President and Chief Patient Experience Officer	Arnot Health System, Elmira, NY	Instructor, PH 4670, Health Administration (2015)
Marty Cooper	PhD, Counseling Psychology	Psychologist	Cooper Therapy	Instructor, Mental Health (2016 – ongoing)
Karla Bradley	BA	Organizer	Planned Parenthood of Nassau County	Guest Lecturer, Women's Health
Lauren Laurore	LMSW	Community Engagement Coordinator	Long Island Council on Alcoholism & Drug Dependence	Supervisor, PH 4900 Field Placement
Gabrielle Lindau	BS, MA	Director of Communications & Development	Sustainable Long Island	Guest Lecturer, Environmental Justice
Erika Hill	BA, MA	Program Manager	Sustainable Long Island	Guest Lecturer, Environmental Justice
Jessica Darby	FNP-BC, RN	Nurse Practitioner	Northwell Health Solutions	Supervisor, PH 4900 Field Placement
Allen Toles	MD	Physician	Long Island Jewish Medical Center	Supervisor, PH 4900 Field Placement
Lauren Vazquez	BA	Volunteer Manager	Long Island Jewish Medical Center	Supervisor, PH 4900 Field Placement
Lynne Brewer	BS	Community Liaison	AHRC Nassau County	Supervisor, PH 4900 Field Placement
Ramona Ramdeo	DNP	Nurse Practitioner	Northwell Health	Supervisor, PH 4900 Field Placement
Kimberly S. Williams	PsyD	Pediatric Neuropsychologist	LIPAC - Long Island Professionals ADHD Consortium	Supervisor, PH 4900 Field Placement

### 3.4 Informed and Current Faculty

**All faculty members are informed and current in their discipline or area of public health teaching.**

Our faculty are fully engaged in teaching, service and scholarship, illustrative of their consistent engagement in Public Health. Dr. Livingston serves on the Editorial Board of the *Journal of Public Health Policy* and has been a reviewer for numerous journals, including the *American Journal of Public Health*. Dr. Livingston serves as Chair and Program Co-Chair of the Socialist Caucus of APHA. Dr. Haile has served as a reviewer for *Social Science and Medicine; Culture, Health & Sexuality*; and the *American Journal of Public Health*. Her work has also been presented at American Public Health Association conferences. Dr. Li has served as Chair and Program Chair of the Asian and Pacific Islander (API) Caucus of APHA, is on their Board, and regularly presents his work at APHA and other conferences. Dr. Li has also served as a reviewer for the *Journal of Immigrant and Minority Health; Health Promotion Practice*; and the *Journal of Evaluation and Program Planning*. Dr. Smith has presented papers at the American Public Health Association, the Society for Applied Anthropology, the Society for Medical Anthropology, and the American Anthropological Association. She has also served as a reviewer for journals including the *Asia-Pacific Journal of Public Health* and *Pacific Asia Inquiry*. Dr. Hartmann has presented his work at numerous conferences including the Latin America Social Medicine conference, and has served as a reviewer for numerous journals, including the *International Journal of Health Policy and Management*.

Funding is available to faculty in a variety of ways to help them remain current in their disciplines. The Faculty Development Grant allows faculty to apply for up to \$3,000 to conduct, analyze, or disseminate research. These grants are offered twice a year and are evaluated by a committee of faculty members from across the College. Second, the Dean of Arts and Sciences provides funding to offset the costs of conference travel or to provide support for pilot projects or discipline-specific training. The amount available per year varies depending on the budget, but typical funding for a conference ranges from \$500-\$1800 depending on the location and expenses associated with the conference. Finally, United University Professions (UUP), the SUNY professionals' union, provides Professional Development Grants of up to \$1000 per year to support conference- and research-related activities. Both full- and part-time (including adjunct) faculty are eligible to apply for funding through these mechanisms.

When hiring non-tenure-stream faculty, either in part/full-time lecturer positions or as adjunct faculty, we review their professional and educational experiences in order to confirm that they are informed and current in their areas. Many of our adjuncts are practitioners in their area, remaining current in their full-time positions, such as Jay Cherlin and Demetrio Boyce. Dr. Chin continues to work on research projects aligned with Columbia University and other New York institutions, as demonstrated by her publication record, and Kate Landsdorf is involved in food access, food deserts and community-farm education.

The chart below details examples of scholarship and service by all full-time and part-time faculty related to their teaching areas.

Name of faculty member	Selected Publications and Presentations	Service
Martha Livingston	<p>Livingston, M. (2009). U.S. health care: Commodification kills. In Singer, M., and Baer, H. (Eds.), <i>Killer Commodities: Public Health and the Corporate Production of Harm</i>, 205-224. Walnut Creek, CA: AltaMira Press.</p> <p>O'Brian, M. and Livingston, M. (2008). <i>10 Excellent Reasons for National Health Care</i>. New York: The New Press.</p> <p><b>Selected Presentations:</b></p> <p>"The New York Health Act and Medical Student Activism," NYU School of Medicine, New York, New York, February, 2018.</p> <p>"Turning the Tables: How the Attempts to Repeal the ACA are Strengthening the Medicare for All Movement," American Public Health Association Annual Meeting, Atlanta, Georgia, November, 2017.</p> <p>"Health Care for All: A Social Justice Issue and a Window on the Social Wage," The Gandhian Forum for Peace and Justice, William Paterson University, Wayne, New Jersey, October, 2017.</p>	<p>Member, Editorial Board, <i>Journal of Public Health Policy</i>.</p> <p>Reviewer, <i>American Journal of Public Health</i>.</p> <p>Manuscript reviewer: Jossey-Bass; Palgrave-Macmillan; Worth.</p> <p>New York State United Teachers, Health Care Professionals Council, 2005-present</p> <p>Physicians for a National Health Program: Vice-Chair, Board of Directors, and Speaker Training Coordinator, New York-Metro Chapter</p> <p>American Public Health Association: Chair and Program Co-Chair, Socialist Caucus</p>
Rahwa Haile	<p>Haile, R., Padilla, M., and Parker, E. (2017). A conceptual analysis of research examining identity and HIV risk in Black men who have sex with men. In L. Follins &amp; J. Lassiter (Eds.), <i>Black LGBT health in the United States: At the Intersection of Race, Gender and Sexual Orientation</i>. Lexington Books. Lanham: MD.</p> <p>Calabrese, S., Meyer, I.H., Overstreet, N., Haile, R., &amp; Hansen, N. (2015). Exploring Discrimination and Mental Health Disparities Faced by Black Sexual Minority Women Using a Minority Stress Framework. <i>Psychology of Women Quarterly</i>. 39(3): 287-304.</p>	<p>Manuscript Reviewer, 2011-present: <i>American Journal of Public Health; Sexuality Research and Social Policy; Health Sociology Review; Culture, Health and Sexuality</i>.</p> <p>SUNY Old Westbury IRB Chair, 2014-2018.</p> <p>SUNY Old Westbury Faculty Development Grant Reviewer 2013-2018.</p>

	<p>Haile, R., Rowell-Cunsolo, T., Parker, E, Padilla, MB, &amp; Hansen, N.B. (2014). An empirical test of racial differences in perceived racial stigma and affiliation with the gay community. <i>Journal of Social Issues</i>. 70(2): 342-359.</p> <p><b>Selected Presentations:</b></p> <p>2015 Rowell-Cunsolo, T., Boadi, N., Miku, R., Lanxiang, J., Vargas, E., Haile, R., and Farhat, Z. “Sexual HIV risk behaviors among formerly incarcerated Black Americans.” 143rd Annual American Public Health Association (APHA) Meeting &amp; Exposition, Chicago, IL.</p> <p>2014 Calabrese, S., Meyer, I., Overstreet, N., Haile, R., and Hansen, N. “Discrimination and mental health among Black lesbian, gay, and bisexual women: Evidence for triple jeopardy.” 142<sup>nd</sup> Annual American Public Health Association (APHA) Meeting &amp; Exposition, New Orleans, LA.</p>	
Shijian Li	<p><b>Selected Publications:</b></p> <p>Li, S., Sim, S., Lee, L., Pollack, H., Wyatt, L., Trinh-Shevrin, C., Pong, P., Kwon, S. (2017). Hepatitis B Screening &amp; Vaccination Behaviors in a Community-based Sample of Chinese- and Korean-Americans in New York City. <i>American Journal of Health Behaviors</i>, 41(2): 204-214.</p> <p>Li, S., Horner, P. and Delva, J. (2012). Social capital and Latino-American smoking behaviors. <i>Journal of Substance Abuse and Rehabilitation</i>.3 (S1): 83–92.</p> <p>Li, S., Delva, J. (2012). Social Capital and Smoking among Asian American Men: An Exploratory Study. <i>American Journal of Public Health</i>. 102(S2): S212-S221.</p> <p><b>Selected Presentations:</b></p> <p>Wang, S., Bannister, N., Harris, A., Brogden, R., Chen, W., Yuen, J., Jiang, T., Li, S.. High</p>	<p><b>Service:</b></p> <p>Program Director, Asian and Pacific Islander (API) Caucus, American Public Health Association, 2014-16.</p> <p>Reviewer, <i>Journal of Immigrant and Minority Health</i>, 2014-present; <i>Health Promotion Practice</i>, 2012-present; <i>Journal of Evaluation and Program Planning</i>, 2012-present.</p> <p>Conference Abstract Reviewer, American Public Health Association, 2014-present.</p> <p>Conference paper reviewer, 16th Annual Health Education Advocacy Summit, Society for Public Health Education; March 2-4, 2013; Washington, DC.</p>

	<p>Rates of Current &amp; Past HBV Infection with Increasing Age and in Foreign-Born: Importance of Hepatitis Core Antibody Testing. American Association for the Study of Liver Diseases (AASLD), The Liver Meeting® 2017, Oct. 20-24, 2017, Washington D.C.</p> <p>Wang, S., Bannister, N., Chen, W., Brogden, R., Li, S., Rosenberg, H., &amp; Yuen, J. Preventing Hepatitis B Reactivation (HBVr): Resolved Infections are Not Resolved. American Public Health Association, 144th Annual Meeting. October 2016, Denver, CO.</p>	
Sarah Smith	<p><b>Selected Publications:</b></p> <p>Smith, S.A. (2018). Chuukese Patients, Dual Role Interpreters and Confidentiality: Exploring Clinic Interpretation Services for Reproductive Health Patients. <i>Hawai'i Journal of Medicine and Public Health</i> 77(4)7-12.</p> <p>Smith, S.A. (2016). Global Reproductive Health and Migration: The Role(s) of the Anthropologist. <i>Practicing Anthropology</i> 38(4):40-42.</p> <p>Smith, S.A. (2016). Migrant encounters in the clinic: Bureaucratic, biomedical, and community influences on patient interactions with front-line workers. <i>Social Science &amp; Medicine</i> 150:49-56</p> <p><b>Selected Presentations:</b></p> <p>Smith, Sarah A. "Gender shapes migration, migration reshapes gender: Chuukese migrant women's experiences in Guam, U.S." Session: Relationships in transit: Marriage, family and gender expectations in immigrant experiences. American Anthropological Association 116th Annual Meeting, Washington, D.C., 2017.</p> <p>Smith, Sarah A. "Transforming the meaning of home: Migration, gender, and women's relationships between Chuuk and Guam." Session: Transforming the social? The 'home side' of gender and mobility in Oceania.</p>	<p><b>Service:</b></p> <p>2017-present: Faculty Advisor, Research Aligned Mentorship, SUNY Old Westbury.</p> <p>2017-present: Manuscript reviewer, <i>Culture, Health and Sexuality; Maternal and Child Health Journal; Sexual and Reproductive Healthcare</i>.</p> <p>2016-2017: Manuscript reviewer; <i>Hawai'i Journal of Medicine and Public Health</i>.</p> <p>2015: Manuscript reviewer, <i>Asia Pacific Journal of Public Health</i></p> <p>2014-2015 Manuscript reviewer, <i>Pacific Asia Inquiry</i></p> <p>2014 Manuscript reviewer, <i>Philippine Quarterly of Culture and Society</i></p> <p>2013-Present: Volunteer, Chuuk Women's Council, Chuuk, Federated States of Micronesia.</p>

	<p>European Society for Oceanists Conference, Munich, Germany, 2017.</p> <p>Smith, Sarah A. “Creating the Healthiest World? Critiquing Gender- and Health-Based Development Goals' Ability to Improve Women's Health in Chuuk, Federated States of Micronesia.” Women’s Caucus Session: A transnational snapshot of new findings in women’s health. American Public Health Association, 144th Annual Meeting, Denver, CO, 2016.</p>	
Christopher Hartmann	<p><b>Selected Publications:</b></p> <p>Hartmann, C. (in press). ‘Live Beautiful, Live Well’ (<i>Vivir Bonito, Vivir Bien</i>) in Nicaragua: Environmental health citizenship in a post-neoliberal context. <i>Global Public Health</i>.</p> <p>Hartmann, C. (2018). Waste picker livelihoods and inclusive neoliberal municipal solid waste management policies: The case of the La Chureca garbage dump site in Managua, Nicaragua. <i>Waste Management</i>, 71, 565-77.</p> <p>Morello, L., Marshall, P., Hartmann, C., Brooks, S., Colón-Zimmermann, K., and Goldenberg, A. (2017). Photo-documentation in the community: Reflections on genetics, health, and health disparities. <i>International Journal of Epidemiology</i>, 46(2), 385-89.</p> <p>Hartmann, C. (2016). Postneoliberal public healthcare reforms: Neoliberalism, social medicine, and persistent health inequalities in Latin America. <i>American Journal of Public Health</i>, 106(12), 2145-51.</p> <p><b>Selected Presentations:</b></p> <p>2018 “<i>Buen Vivir</i> (Living Well): Implications for public health and medicine in Latin America and globally.” One Health Center of Excellence, Emerging Pathogens Institute, University of Florida, Gainesville, FL.</p>	<p><b>Service:</b></p> <p>2018: Manuscript reviewer, <i>Social Medicine/Medicina Social</i>.</p> <p>2018: Manuscript reviewer, <i>Environmental Research</i>.</p> <p>2018: Manuscript reviewer, <i>Cahiers des Amériques Latines</i>.</p> <p>2017: Manuscript reviewer, <i>Global Public Health</i>.</p> <p>2017: Manuscript reviewer, <i>Journal of Sustainable Tourism</i>.</p> <p>2016: Manuscript reviewer, <i>International Journal of Health Policy and Management</i>.</p> <p>2018-present: Board Member and Secretary, Sure We Can (community recycling)</p>

	<p>2017 “<i>Buen vivir</i>: implications for public health and medicine in Latin America &amp; globally.” American Public Health Association Annual Conference, Atlanta, GA.</p> <p>2016 “Postneoliberal public health care reforms: neoliberalism, social medicine, and persistent health inequalities in Latin America.” Latin American Social Medicine Conference (Congreso ALAMES), Asunción, Paraguay.</p> <p>2016 “Post-neoliberal public health? Public health care reform and social medicine in Latin America.” Latin American Studies Association (LASA), New York, NY.</p>	organization), Brooklyn, New York.
Lisa Chin	<p><b>Selected Publications:</b></p> <p>Chin, L.J., J Berenson, J., R. Klitzman, R. (2016). Typologies of Altruistic Motivations for Participation and Perception of Compensation as a Motivation Among MSM HIV Vaccine Trial Participants. <i>Journal of Empirical Research in Human Research Ethics</i>. 11(4):299-310.</p> <p>Chin, L.J., Rifai-Bishwajish, H., Kleinert, K.J., Saltman, A., Leu, C.S., Klitzman, R. (2011). HIV/AIDS Research Conducted in the Developing World and Sponsored by the Developed World: Reporting of IRB Review in Two Countries. <i>Journal of Empirical Research in Human Research Ethics</i>. 6(3):83-91.</p> <p><b>Selected Presentations:</b></p> <p>L.J. Chin, J. Berenson, R. Klitzman. Typologies of Altruism and Other Motivators Among Participants in an HIV Vaccine Trial for High-Risk MSMs. American Society of Bioethics and Humanities Annual Meeting, October 2011.</p> <p>C Hanssens, B Anderson, LJ Chin. Test and Tell: How State Criminal Laws Impede HIV Testing and Disclosure. 2010 National Summit on HIV Diagnosis, Prevention, and Access to Care, November 2010.</p>	<p><b>Service:</b></p> <p>2009-2016: Chair, HIV/AIDS Committee, Episcopal Diocese of New York Social Concerns Commission.</p> <p>2009-2014: Adjunct Member, City Bar Association of New York City AIDS Law Committee</p> <p>2009-2016: Chair, American Society for Bioethics and Humanities Research Ethics Affinity Group.</p>
Demetrio Boyce	<b>Publications:</b>	<b>Service:</b>



	Mr. Boyce is a public health practitioner, not a researcher/scholar. His relevant experience is related to his full-time profession.	Chairs HAZMAT Committee; participates in JCAHO requirements, creates and conducts trainings on safety.
Jay Cherlin	<p><b>Publications:</b> Mr. Cherlin is a public health practitioner, not a researcher/scholar. His relevant experience is related to his full-time profession. Recent positions include: -Administrator, New Glen Oaks Nursing Home, Glen Oaks, NY. -Professor, Berkeley College, New York, NY.</p> <p>He has also maintained his Washington, DC and New York State Nursing Home Administrator's Licenses</p>	<p><b>Service:</b> -Chairperson, Legislative Committee, Intercounty Health Facilities Association. -Legislative Representative-Nassau/Suffolk Counties, New York State Health Facilities Association (NYSHFA).</p>
Kate Landsdorf	<p><b>Publications:</b> Ms. Landsdorf is a public health practitioner, not a researcher/scholar. Her relevant experience is related to her full-time profession. Selected Presentation: “Waste in the City – Waste not, Want not,” Panel Presentation at Teachers College.</p>	<p><b>Service:</b> Urban Farming Sustainability Education Consultant</p>

### **3.5 Graduate Students**

Not applicable, Old Westbury does not have graduate teaching assistants.

## 4.0 CURRICULUM

**Table 4.1.** Required Courses for Bachelor of Science in Health and Society

<b><u>SUNY Statewide Liberal (General) Education Requirements</u></b>		
Mathematics (satisfied by college level requirement below)		N/A
Basic Communication (satisfied by college-level requirement below)		N/A
Creativity and the Arts		4
Western Tradition		4
American Experience		4
Major Cultures		4
Foreign Language		4
Natural Science		4
Humanities		4
Social Science		4
<b><u>SUNY Old Westbury College Liberal Education Requirements</u></b>		
Math/Quantitative Reasoning: Students must attain a C or better in either MA 1020 (College Algebra), MA 2000 (Applied Statistics), MA 2050 (Quantitative Reasoning & Decision Making), or by placing out of the courses via a competency exam. Students are required to complete MA 2000 prior to enrolling in PH 4670 (Biostatistics).		4
Writing Proficiency: Students must attain a C or better in English Composition I (EL1000) and English Composition II (EL22xx).		8
Diversity: (Our PH 3600, Introduction to Social Determinants of Health, fulfills this requirement.)		4
<b><u>Required Courses for Major</u></b>		
BS 2100, 2300, 2310, 2400 or 2410	Either Biology for Non-Science Majors, Anatomy & Physiology I plus lab, or Basic Biological Sciences I plus lab.	4
PH 3600	Introduction to the Social Determinants of Health	4
PH 3610	Introduction to the U.S. Health Care System	4
PH 4670	Biostatistics (prerequisite: MA2000, Introduction to Statistics)	4
PH 4800	Epidemiology	4
PH 4900	Field Placement	4
PH 5900	Research Methods (prerequisites: PH 3600 and PH 3610).	4
PH 5920	Senior Seminar (prerequisite: PH 5900).	4
Three Public Health-Related Elective Courses: Students can choose from among the following: PH 3200: Nutrition and Society; PH 4450: Human Sexuality; PH 4600: Program Planning; PH 4610: Women and Health; PH 4631: Mental Health; PH 4650: Substance Use and Abuse; PH 4661: Health Education; PH 4700: Medical Anthropology; PH 4750: Aging and Social Policy; PH 4760: Health Administration; PH 4770: Occupational Health; PH 4790: Health Policy; PH 4810: Ethics in Public Health; PH 4820: Health Law; PH 4850: Global Health; PH 4890: Environmental Health Justice; PH 4920: Special Topics in Public Health; PH 4930: Immigrant and Refugee Health. We also accept PE 4430, Health Economics; PY 3020, Health Psychology; and SY 3750, Medical Sociology.		12
Seven additional courses (e.g., free electives, coursework in a minor).		28
<b>Total Credits for Bachelor of Science</b>		<b>120</b>

## 4.1 General Undergraduate Curriculum

**The overall undergraduate curriculum (e.g., general education, liberal learning, essential knowledge and skills, etc.) introduces students to the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.**

**The foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease**

- ☐ **The foundations of social and behavioral sciences**
- ☐ **Basic statistics**
- ☐ **The humanities/fine arts**

All majors at SUNY Old Westbury are grounded in a liberal arts education with a social justice framework. A baccalaureate degree from SUNY Old Westbury requires the completion of 120 credits, including the fulfillment of SUNY-wide Liberal (formerly referred to as “General”) Education requirements (minimum 40 credits), college requirements (math and English proficiency, a diversity domain course), and major requirements. SUNY General Education requirements include at least one course in the following domains: 1) Basic Communication (also satisfying English proficiency), 2) Creativity and the Arts, 3) Western Tradition, 4) American Experience, 5) Major Cultures, 6) Foreign Language, 7) Natural Sciences, 8) Humanities, 9) Social Sciences and 10) Mathematics. For a description of the liberal education requirements that meet Criterion 4.1, please see Template K. For the full description of liberal education guidelines, please go to: <https://www.oldwestbury.edu/academics/liberal-education>.

**Template K:** A matrix that indicates the experience(s) that ensure that students are introduced to each of the domains indicated in Criterion 4.1. Template K requires the program to identify the experiences that introduce each domain.

DOMAINS	Courses and other learning experiences through which students are introduced to the domains specified
<b>Science:</b> Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	<p>Students must take at least one course in each of nine knowledge domains, one of which is the <i>Natural Sciences</i>. Course content fosters a basic understanding of the observations, principles and theories of a scientific discipline and develops reasoning and problem-solving skills. As part of the major, students are expected to take a biology or anatomy course, which can also count for the Natural Science requirement. This introduces them to the foundations of scientific knowledge including biological and life sciences, and concepts of health and disease.</p> <p>BS2100: Biology for Non-Science Majors/Lab, or            BS2300 or 2310: Anatomy &amp; Physiology I/Lab or II/Lab, or            BS2400 or 2410: Basic Biological Sciences I/Lab or II/Lab</p> <p>The Department's introductory course, PH 3600, Introduction to the Social Determinants of Health, introduces students to the concepts of health and disease.</p>
<b>Social and Behavioral Sciences:</b> Introduction to the foundations of social and behavioral sciences	<p>Students must take at least one course in <i>Social Sciences</i>. This domain focuses on the study of social institutions and behavior using both quantitative and qualitative methodological perspectives. Two other liberal education requirements cover topics that further introduce students to social and behavioral sciences. <i>Major Cultures</i> courses focus on the study of global cultures, enabling students to reflect on their own society and belief systems. This domain offers courses that study non-western civilizations and courses broadly covering world history. <i>Diversity</i> courses seek to expose students to various forms of diversity and their connections to issues of social justice. Courses provide opportunities to challenge assumptions about race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age and disability.</p>
<b>Math/Quantitative Reasoning:</b> Introduction to basic statistics	<p>Students at Old Westbury must demonstrate math proficiency by attainment of a C or better in MA 1020 (College Algebra), MA 2000 (Applied Statistics), or MA 2050 (Quantitative Reasoning and Decision Making), or by placing out via an exam. Public Health students are required to take MA 2000 prior to PH 4670, Biostatistics.</p>
<b>Humanities/Fine Arts:</b> Introduction to the humanities/fine arts	<p>Students must take at least one course in <i>Humanities</i> and one in <i>Creativity and the Arts</i>. The <i>Humanities</i> domain seeks to impart knowledge of the conventions and methods of at least one of the following humanities fields: literature, philosophy, religion, history, linguistics, or the scholarly study of the arts. The <i>Creativity and the Arts</i> domain exposes students to the laws and logic of artistic endeavor and offers students the opportunity to discover their own humanistic values and creative energies.</p>

## 4.2 Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain—the domains listed below do not each require a single designated course).

- ☐ the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- ☐ the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- ☐ the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- ☐ the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- ☐ the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- ☐ the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- ☐ the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- ☐ basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- ☐ basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

All students in the Public Health Department complete liberal education requirements outlined above plus a minimum of 48 credit hours to satisfy major requirements. Students have an additional 24 credit hours that can include electives or coursework in a minor; several of our students use this opportunity to fulfill science course requirements for allied health professions.

**Table 4.2. Core Courses**

BS 2100, 2300, 2310, 2400 or 2410	Either Biology for Non-Science Majors, Anatomy and Physiology I OR II plus lab, or Basic Biological Sciences I OR II plus lab.
PH 3600	Introduction to the Social Determinants of Health
PH 3610	Introduction to the U.S. Health Care System
PH 4670	Biostatistics (prerequisite: MA 2000)
PH 4800	Epidemiology
PH 4900	Field Placement
PH 5900	Research Methods (prerequisites: PH 3600 and PH 3610)
PH 5920	Senior Seminar (prerequisite: PH 5900)

All students are required to take the core public health courses shown in Table 4.2 above and in Template L. In addition to these courses, students are required to take three public health elective courses (options are listed in Templates L.2.1 and L.2.2). While students can take elective courses at any time during their major coursework, some course sequencing is in place for core courses so that students will have learned key public health concepts before moving on to advanced courses. First, as a result of the CEPH accreditation process, we have recently changed the requirement so that students must take MA 2000, Introduction to Statistics, prior to enrolling in PH 4670, Biostatistics. In addition, the two introductory courses, PH 3600 and PH 3610, are required prior to a student's enrolling in PH 5900, Research Methods (for which Senior status is also required). Completion of PH 5900 is required prior to enrolling in PH 5920, Senior Seminar. All courses in the major have proficiency in English (completion of two English competency courses) as a prerequisite. Students must earn a C or better in all major and prerequisite coursework to complete the major, and may not repeat any Public Health course more than once.

The three courses which constitute our culminating activities include PH 4900, Field Placement; PH 5900, Research Methods; and PH 5920, Senior Seminar. During Field Placement (a 90-hour off-campus internship), students work one-on-one with a faculty member to develop a résumé and cover letter, discuss their career interests, and secure a relevant internship. Students maintain a field journal as they complete the 90-hour internship. The field journal requires students to reflect on their work in the internship, and also how it connects to what they have learned in their other public health courses. Students must then write a final paper that clearly delineates core public health competencies they have learned in their coursework and practiced in the field.

The other culminating courses are the Senior-level sequence of Research Methods (PH 5900) and Senior Seminar (PH 5920). During PH 5900, students learn public health research methods through practicing creating literature reviews, secondary data collection, primary data collection, analysis, and reporting. Research skills are introduced in earlier courses, and covered in-depth in this intensive, one-semester course. Upon successful completion of this course - usually taken two semesters prior to graduation - students may enroll in PH 5920, Senior Seminar. During Senior Seminar, students are both engaged in a seminar course discussing public health research and undertaking their own senior thesis research project under the supervision of their instructor. This is the final graduation requirement for students, as the thesis project requires students to draw from all of their prior coursework as they carry out primary data collection and analysis.

This self-study has allowed us to explore more comprehensively how often students are introduced to core public health domain topics and when they are more comprehensively covered. We have determined the following criteria to help us delineate whether a domain was *introduced* or *covered* in the course.

A course is considered to "introduce" a domain if:

- 1) The course student learning objectives include a topic closely related to or introducing this domain, and/or
- 2) The course topic outline included an introduction to this domain, and/or

- 3) It is a topic that is the subject of at least part of one course lecture or activity, and/or
- 4) It is assessed in papers, exams, quizzes or presentations, but not extensively.

A course is considered to “cover” (i.e., reinforce) a domain if:

- 1) The course student learning objectives include this domain, and/or
- 2) The course topic outline includes this domain, and/or
- 3) It is a topic that is the subject of at least one full course lecture or activity, and/or
- 4) It is assessed as a major component of a course assignment, such as a final paper, project or a major part of an exam.

After determining these criteria, each faculty member discussed each course they taught at length with the faculty member compiling the information. If a faculty member stated that a topic was introduced or covered, they then demonstrated where and how it was covered, and a discussion confirmed the decision to place it in the domain. Next, meetings with *all* instructors of a particular course were held to discuss and determine outcomes if there were any discrepancies. Finally, the entire department reviewed the entire list of courses and domains, with syllabi, assessment materials and lectures, to confirm coverage. Template L demonstrates the domains listed in Criterion 4.2, indicating whether the topics are introduced (I), or covered/reinforced (C), in each required course. Templates L.2.1 and L.2.2 demonstrate the domains listed in Criterion 4.2 for public health elective courses. Students are required to take a minimum of three of these public health elective courses to complete the degree.

It is important to note, as regards Templates L.2.1 and L.2.2, that we have an extensive array of “elective” courses. But priority, since we have five full-time faculty, is given to our core courses, to ensure that our students can progress through the program in a timely fashion. Therefore only three to four elective courses are offered each semester. The attached syllabi included in the supporting documents file reflect the most recent semester in which the course was taught.

***Required Documentation: Official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online. (Criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)***

Our official documentation of the required components of the program is included in the SUNY Old Westbury Undergraduate Catalog. Please see the following link for the SUNY Old Westbury 2018-2020 Undergraduate Catalog:

<https://www.oldwestbury.edu/sites/default/files/documents/Catalogs/2018-20/undergrad-catalog-18-20.pdf>.



## Template L

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2.

<b>Key</b>
I - Introduced
C - Covered

Template L. (Core Courses)	BS2100/ 2300/ 2400 Bio Course	MA 2000 Statistics	PH 3600 Intro to Social Determinants of Health	PH 3610 Intro to US Health Care System	PH 4670 Biostatistics	PH 4800 Epidemiology	PH 4900 Field Placement	PH 5900 Research Methods	PH 5920 Senior Seminar
<b>PUBLIC HEALTH DOMAINS</b>									
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society									
Public Health History			C	C		C			
Public Health Philosophy			C	I		C			
Core PH Values			C	I		I			
Core PH Concepts			C	I		I			
Global Functions of PH			C						
Societal Functions of PH			C	I					
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice									
Basic Concepts of Data Collection	I	I			C	C		C	C
Basic Methods of Data Collection	I	I			I	I		C	C
Basic Tools of Data Collection	I				I	C		C	C
Data Usage	I	I			C	C		C	C
Data Analysis	I	I			C	C		C	C
Evidence-based Approaches								C	C

<b>Template L. (Core Courses)</b> <b>PUBLIC HEALTH DOMAINS</b>	BS2100/ 2300/ 2400 Bio Course	MA 2000 Statistics	PH 3600 Intro to Social Determinants of Health	PH 3610 Intro to US Health Care System	PH 4670 Biostatistics	PH 4800 Epidemiology	PH 4900 Field Placement	PH 5900 Research Methods	PH 5920 Senior Seminar
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations									
Population Health Concepts			C	I		C		C	C
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I	I	I	I	C		C	C
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I	I		I	C		C	C
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course									
Science of Human Health and Disease	C								
Health Promotion			I	I		C			
Health Protection			I			C			
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities									
Socio-economic Impacts on Human Health and Health Disparities			C	C		C			
Behavioral Factors Impacts on Human Health and Health Disparities			C			C			
Biological Factors Impacts on Human Health and Health Disparities			C			C			
Environmental Factors Impacts on Human Health and Health Disparities			C			C			

<b>Template L. (Core Courses)</b> <b>PUBLIC HEALTH DOMAINS</b>	BS2100/ 2300/ 2400 Bio Course	MA 2000 Statistics	PH 3600 Intro to Social Determinants of Health	PH 3610 Intro to US Health Care System	PH 4670 Biostatistics	PH 4800 Epidemiology	PH 4900 Field Placement	PH 5900 Research Methods	PH 5920 Senior Seminar
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation									
Introduction to Planning Concepts and Features								C	
Introduction to Assessment Concepts and Features								C	
Introduction to Evaluation Concepts and Features								C	
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries									
Characteristics and Structures of the U.S. Health System			I	C					
Comparative Health Systems			I	C					
<b>Health Policy, Law, Ethics, and Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government									
Legal dimensions of health care and public health policy				C					
Ethical dimensions of health care and public health policy				C		I		C	
Economical dimensions of health care and public health policy				C					
Regulatory dimensions of health care and public health policy				C					
Governmental Agency Roles in health care and public health policy				C					

<b>Template L. (Core Courses)</b> <b>PUBLIC HEALTH DOMAINS</b>	BS2100/ 2300/ 2400 Bio Course	MA 2000 Statistics	PH 3600 Intro to Social Determinants of Health	PH 3610 Intro to US Health Care System	PH 4670 Biostatistics	PH 4800 Epidemiology	PH 4900 Field Placement	PH 5900 Research Methods	PH 5920 Senior Seminar
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology									
Technical writing	C						C	C	C
Professional writing			I	C			C	C	C
Use of Mass Media			C						C
Use of Electronic Technology						C	C	C	C

### Template L.2.1 Public Health Course Electives (Part I)

A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2.

<b>Key</b>
I - Introduced
C - Covered

Template L.2.1. Public Health Course Electives PUBLIC HEALTH DOMAINS	PY 3020 Health Psychol-ogy	PH 3200 Nutrition and Society	SY 3750 Medical Sociology	PE 4430 Health Economics	PH 4450 Human Sexuality	PH 4600 Health Program Planning	PH 4610 Women's Health	PH 4631 Mental Health	PH 4650 Substance Use and Abuse	PH 4661 Health Education
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
Public Health History					I		I	I	I	
Public Health Philosophy								I		C
Core PH Values										C
Core PH Concepts				I						C
Global Functions of PH		C								
Societal Functions of PH		C	C					C		
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
Basic Concepts of Data Collection						I				
Basic Methods of Data Collection						C				
Basic Tools of Data Collection						C				
Data Usage		I	I			C				
Data Analysis		I	I			C				
Evidence-based Approaches						C			C	

<b>Template L.2.1. Public Health Course Electives PUBLIC HEALTH DOMAINS</b>	PY 3020 Health Psychology	PH 3200 Nutrition and Society	SY 3750 Medical Sociology	PE 4430 Health Economics	PH 4450 Human Sexuality	PH 4600 Health Program Planning	PH 4610 Women's Health	PH 4631 Mental Health	PH 4650 Substance Use and Abuse	PH 4661 Health Education
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
Population Health Concepts		C	C			I	I			
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations						C				
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I				C	I		C	C
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
Science of Human Health and Disease	C	C			C		C		C	
Health Promotion	C	C			C	C	I		I	C
Health Protection	C	C			C	I	I	I		
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
Socio-economic Impacts on Human Health and Health Disparities	C	C	C	I			C	C		C
Behavioral Factors Impacts on Human Health and Health Disparities	C	C	C		C		I	C	C	C
Biological Factors Impacts on Human Health and Health Disparities	C	C			C		C		C	

<b>Template L.2.1. Public Health Course Electives PUBLIC HEALTH DOMAINS</b>	PY 3020 Health Psychology	PH 3200 Nutrition and Society	SY 3750 Medical Sociology	PE 4430 Health Economics	PH 4450 Human Sexuality	PH 4600 Health Program Planning	PH 4610 Women's Health	PH 4631 Mental Health	PH 4650 Substance Use and Abuse	PH 4661 Health Education
Environmental Factors Impacts on Human Health and Health Disparities		C					C	C		C
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
Introduction to Planning Concepts and Features						C				I
Introduction to Assessment Concepts and Features						C				
Introduction to Evaluation Concepts and Features						C				
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
Characteristics and Structures of the U.S. Health System		I	C	C			I	C		
Comparative Health Systems			I	C				I		
<b>Health Policy, Law, Ethics, and Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
Legal dimensions of health care and public health policy		C		C			I	I	C	
Ethical dimensions of health care and public health policy		C	C	C	C		C	C		
Economical dimensions of health care and public health policy		C	C	C			I	C		

<b>Template L.2.1. Public Health Course Electives PUBLIC HEALTH DOMAINS</b>	PY 3020 Health Psychology	PH 3200 Nutrition and Society	SY 3750 Medical Sociology	PE 4430 Health Economics	PH 4450 Human Sexuality	PH 4600 Health Program Planning	PH 4610 Women's Health	PH 4631 Mental Health	PH 4650 Substance Use and Abuse	PH 4661 Health Education
Regulatory dimensions of health care and public health policy		C		C			I	C		
Governmental Agency Roles in health care and public health policy		C	C	C				C		
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
Technical writing	C	C			C	C	I	C	C	
Professional writing	C		C		C	C	C		C	C
Use of Mass Media	C									
Use of Electronic Technology	C	C					C	C	C	



**Template L.2.2 Public Health Course Electives (Part II) (This is the same template as L2.1 above, but covering additional elective courses.)**

*A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion 4.2.*

<b>Key</b>
I - Introduced
C - Covered

<b>Template L.2.1. Public Health Course Electives</b>	PH 4700 Medical Anthro- pology	PH 4750 Aging and Social Policy	PH 4760 Health Adminis- tration	PH 4770 Occupational Health	PH 4790 Health Policy	PH 4810 Public Health Ethics	PH 4820 Health Law	PH 4850 Global Health	PH 4890 Environmental Justice	PH 4930 Immigrant + Refugee Health
<b>PUBLIC HEALTH DOMAINS</b>										
<b>Overview of Public Health:</b> Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
Public Health History				C	I		I	C	I	I
Public Health Philosophy					C	I				
Core PH Values					C			C		
Core PH Concepts					C			C	I	I
Global Functions of PH	C				C			C	I	
Societal Functions of PH					C			C		I
<b>Role and Importance of Data in Public Health:</b> Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
Basic Concepts of Data Collection						I				
Basic Methods of Data Collection									I	
Basic Tools of Data Collection									I	
Data Usage					C	I			I	
Data Analysis					C				I	
Evidence-based Approaches					C					C

<b>Template L.2.1. Public Health Course Electives</b> <b>PUBLIC HEALTH DOMAINS</b>	PH 4700 Medical Anthro- pology	PH 4750 Aging and Social Policy	PH 4760 Health Adminis- tration	PH 4770 Occupational Health	PH 4790 Health Policy	PH 4810 Public Health Ethics	PH 4820 Health Law	PH 4850 Global Health	PH 4890 Environ- mental Justice	PH 4930 Immigrant + Refugee Health
<b>Identifying and Addressing Population Health Challenges:</b> Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
Population Health Concepts	I				C	C		I	I	I
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	I				C	C		I		I
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations					C	C		I	C	
<b>Human Health:</b> Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
Science of Human Health and Disease	I	C		C					I	I
Health Promotion				C	I			I		C
Health Protection			C	C	I		C		C	C
<b>Determinants of Health:</b> Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
Socio-economic Impacts on Human Health and Health Disparities	C	C			C			C	C	C
Behavioral Factors Impacts on Human Health and Health Disparities		C	C					C		C
Biological Factors Impacts on Human Health and Health Disparities	C	C		C						

<b>Template L.2.1. Public Health Course Electives</b> <b>PUBLIC HEALTH DOMAINS</b>	PH 4700 Medical Anthro- pology	PH 4750 Aging and Social Policy	PH 4760 Health Adminis- tration	PH 4770 Occupational Health	PH 4790 Health Policy	PH 4810 Public Health Ethics	PH 4820 Health Law	PH 4850 Global Health	PH 4890 Environ- mental Justice	PH 4930 Immigrant + Refugee Health
Environmental Factors Impacts on Human Health and Health Disparities	C				C			C	C	I
<b>Project Implementation:</b> Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
Introduction to Planning Concepts and Features					C			C		I
Introduction to Assessment Concepts and Features					C					
Introduction to Evaluation Concepts and Features					C					
<b>Overview of the Health System:</b> Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
Characteristics and Structures of the U.S. Health System	I	I	C		C	I	C			I
Comparative Health Systems	I				C			C	C	
<b>Health Policy, Law, Ethics, and Economics:</b> Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government										
Legal dimensions of health care and public health policy			I		C	C	C		C	I
Ethical dimensions of health care and public health policy			I	C	C	C	I	I	I	I
Economical dimensions of health care and public health policy			C	C	C	C	C	I	I	I

<b>Template L.2.1. Public Health Course Electives</b> <b>PUBLIC HEALTH DOMAINS</b>	PH 4700 Medical Anthro- pology	PH 4750 Aging and Social Policy	PH 4760 Health Adminis- tration	PH 4770 Occupational Health	PH 4790 Health Policy	PH 4810 Public Health Ethics	PH 4820 Health Law	PH 4850 Global Health	PH 4890 Environ- mental Justice	PH 4930 Immigrant + Refugee Health
Regulatory dimensions of health care and public health policy			C	C	C	C	C	I	I	I
Governmental Agency Roles in health care and public health policy			C	C	C	C	C	C	C	C
<b>Health Communications:</b> Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
Technical writing			C	C	C				I	I
Professional writing	C				C	C	C	I	I	I
Use of Mass Media										
Use of Electronic Technology	C		C		C	C		C	C	

### **4.3 Specific Credentials**

Not applicable; this program is not intended to prepare students for a specific credential.

#### 4.4 Public Health Skills

**Students must demonstrate the following skills:**

- ☐ **the ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences**
- ☐ **the ability to locate, use, evaluate and synthesize public health information**

Preparation for communicating public health information in oral and written form begins prior to beginning core courses, as students are expected to meet their writing proficiency requirements as part of our liberal education curriculum, through English Composition I and II. These courses train students to write concise, clear prose, and teach students to develop, organize and support their ideas with evidence. These courses include instruction using the computer as well as oral communication through presentation skills. More details on our Basic Communication domain can be found in our Liberal Education Curriculum document: <https://www.oldwestbury.edu/sites/default/files/documents/lec/lec-guidelines-complete-nov-2017.pdf>

Through our core courses, students' oral and written communication skills are further developed as they learn how to communicate specific public health information in oral and written forms. This includes courses in which students are trained to learn and research a public health topic and create a PowerPoint presentation for a community audience, develop executive summaries for presentations, and write reports of findings. They begin to develop these skills in courses in which students are expected to write reaction (PH 3600) and critical analysis (PH 3610) papers, synthesize and formally present public health information in the news, and foster course discussions (PH 3600). Further, exams in courses such as PH 3600, PH 3610, PH 4670 and PH 4800 include essay and comprehension questions, in which students are expected to evaluate and synthesize the information they have learned.

These skills are further developed in advanced core courses. This begins with PH 4670, Biostatistics, when students are taught to enter and analyze data in SPSS, create graphs, and analyze statistical data. In PH 5900, Research Methods, students begin by analyzing the background, methods, and findings of peer-reviewed articles, and reporting, in written form, the strengths and weaknesses of the design approach. Students then practice design, collection, input, analysis and dissemination of data through written reports. Finally, students design their own individual research project, and the project proposal is submitted in oral, PowerPoint, and written form, all of which are assessed as part of the final grade. In PH 5920, Senior Seminar, students conduct the research project they designed in PH 5900, Research Methods. Students collect and analyze data on their own, writing a final paper following the format of a peer-reviewed manuscript, and presenting their findings in an oral PowerPoint presentation with an executive summary designed to reach a diverse public health audience. Presentations are open to the Old Westbury community. Students are assessed on the quality of their final papers and presentations.

Template M demonstrates how these skills are assessed through core course assignments. Examples of student assignments, grading rubrics and/or assignment descriptions, and syllabi are available in the electronic resource files. Please note also that some assignments cover multiple skills.

## TEMPLATE M

*A matrix that indicates the experience(s) that ensure that students demonstrate skills in each of the domains indicated in Criterion 4.3. [Excluding all electives, since they are not required of all students.]*

	Skills	Courses	Methods by which these skills are assessed.
<b>Public Health Communication:</b> Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.	Oral Communication	PH 3600	Public health news presentation
		PH 5900	Research presentation
		PH 5920	Final oral presentations
	Written communication	PH 3600	Reaction papers, essay questions, final paper
		PH 3610	Critical analysis paper, essay questions
		PH 4900	Field diary; final paper
		PH 5900	Research assessment; research proposal
		PH 5920	Final research paper
	Communicate with diverse audiences	PH 3600	Public health news presentation
		PH 4900	Résumé and cover letter
		PH 5900	Interviews/surveys assignments; oral presentation
		PH 5920	Final presentation and executive summary
	Communicate through a variety of media	PH 3600	Public health news presentation
		PH 4900	Résumé and cover letter
		PH 5900	Research presentation; NIH Ethics certification; Survey assignment entering SPSS data
		PH 5920	Final presentation; executive summary
<b>Information Literacy:</b> Students should be able to locate, use, evaluate, and synthesize information	Locate information	PH 3600	Public health news presentation
		PH 4800	Homework assignments
		PH 5900	Research assessment, annotated bibliography
		PH 5920	Literature review
	Use information	PH 4670	Homework assignments, exams
		PH 4800	Homework assignments; exams
		PH 5900	Interview/survey assignments; research proposal
		PH 5920	Literature review; final paper
	Evaluate information	PH 3600	Reaction papers; exams
		PH 3610	Critical analysis paper
		PH 4670	Homework assignments; exams
		PH 4800	Homework assignments; exams
		PH 5900	Research assessment; research proposal
		PH 5920	Literature review; final paper
	Synthesize Information	PH 4670	Homework assignments; exams
		PH 4800	Homework assignments; exams
		PH 5900	Research assessment; interview/survey assignments; research proposal
		PH 5920	Literature review, final paper

#### **4.5 Cumulative and Experiential Activities**

**Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, and research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.**

See Template N for a description of how our cumulative courses provide these opportunities. This includes PH 4900 (Field Placement), PH 5900 (Research Methods) and PH 5920 (Senior Seminar).

The Community Health Field Placement (PH4900) has several major components, as outlined on the syllabus:

- a. Completing a résumé and cover letter;
- b. Acquiring and completing a 90-hour internship specific to their career goals;
- c. Writing a weekly journal during the internship, connecting their experiences to what they have learned in their other courses throughout their studies; and
- d. Writing a final essay analyzing these experiences, their education, and how it all fits into their future career goals.

Cumulative experiences are synthesized in our capstone sequence, Research Methods (PH 5900), and Senior Seminar (PH 5920). Students learn to conduct public health research from conceptualization, literature review, design and collection to analysis and dissemination of findings. The syllabi for PH 5900 and PH 5920 outline these assignments. We also have descriptions of specific assignments along the pathway to the final projects in the “assignment examples” folder. See Template N and the syllabi, assignment descriptions, and examples of student work for further details.



## TEMPLATE N

*A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion 4.4.*

*All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.*

<b>Cumulative and Experiential Activity</b> (internships, research papers, service-learning projects, etc.)	<b>Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.</b>
PH 4900 Field Placement	The Community Health Field Placement (PH 4900) has several major components: completing a résumé and cover letter; acquiring and completing 90 hours of internship experience at a health-related organization; and writing weekly journal entries on Blackboard detailing what they have learned and how this work is impacting their career goals, reflecting on how their public health coursework relates to their work and observations at the internship site. The final component of the course consists of the final essay, in which students analyze their experiences in the field. Field placement supervisors provide an evaluation of the student at the end of the semester which is reviewed and discussed by the instructor and the student to help them prepare for future positions.
PH 5900 Research Methods	During the first semester of this two-course sequence (PH 5900), students learn to review and synthesize literature in group and individual assignments, distinguishing between sound scientific literature and other sources of information. They then learn to formulate research questions; design a study with consideration for sampling and ethics; and practice both quantitative and qualitative methods. This semester culminates in producing a research proposal.
PH 5920 Senior Seminar	Students further refine research skills by conducting an individual real-world research project in Senior Seminar based on the proposal prepared in PH 5900. Students conduct their own literature review; formulate their own research questions; design a study, including designing research instruments; collect and analyze data; write up a completed research paper; and present their findings to the class.

#### **4.6 Cross-cutting Concepts**

**The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:**

- ☐ **advocacy for protection and promotion of the public's health at all levels of society**
- ☐ **community dynamics**
- ☐ **critical thinking and creativity**
- ☐ **cultural contexts in which public health professionals work**
- ☐ **ethical decision making as related to self and society**
- ☐ **independent work and a personal work ethic**
- ☐ **networking**
- ☐ **organizational dynamics**
- ☐ **professionalism**
- ☐ **research methods**
- ☐ **systems thinking**
- ☐ **teamwork and leadership**

Please see Template O for a description of how our curriculum achieves these outcomes.

## TEMPLATE O

*A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion 4.5. Program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service opportunities, university-mandated experiences, etc.*

Template O Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	Students are taught advocacy in every course in our Department. Our core course, PH 3600, covers this topic in depth, and students write reflection papers on it. In PH 3610, students write a critical review paper about U.S. healthcare policy, which includes discussing public health advocacy. Similar papers related to policy are written in elective courses, examples of which include Immigrant and Refugee Health (PH 4930) and Health Policy (PH 4790). Additionally, students participate in PH 4900 (Field Placement), in which they get to practice health promotion and protection outside of the classroom. Further, students are encouraged to participate in various organizations that practice health advocacy on our campus. These include the student-run Public Health Club, the Health Disparities Institute's speaker series, Student Research Day (both on our campus and SUNY-wide), and the Old Westbury Women's Center's activities and events.
Community dynamics	Students learn about the communities around them through their research projects in Research Methods (PH 5900) and Senior Seminar (PH 5920), as well as in their Field Placement (PH4900) course, in which they spend 90 hours in a community agency and reflect on this work throughout the semester. Community dynamics are also studied through projects in elective courses such as Immigrant and Refugee Health (PH 4930) and Global Health (PH 4850). Finally, students participate in campus community events that help them to connect to communities on our campus and in surrounding communities on Long Island and the New York metropolitan area. Some examples include research talks, advocacy and volunteer opportunities with local organizations (e.g., Planned Parenthood of Nassau County), and participation in student-run clubs.
Critical thinking and creativity	SUNY Old Westbury's Liberal Education requirements are designed with the idea that critical thinking cannot be taught in one particular course in one discipline; that it derives from exposure to a variety of disciplines, perspectives, and experiences. Thus, critical thinking and creativity are achieved through the completion of all of the Liberal Education requirements. Upon entering our major, students are engaged in critical thinking and creative thought specific to public health, starting with PH 3600, Introduction to the Social Determinants of Health, in which they are taught to think critically about what it means to be healthy, and how social, political, and economic forces shape the public's health beyond the behavioral perspective with which they often enter the classroom. In PH 3610, students write a critical review paper on the U.S. health-care system and its impact on the nation's health, specifically designed to promote critical thinking and creativity.

Template O Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Cultural contexts in which public health professionals work	<p>All students at Old Westbury are expected to satisfy Liberal Education requirements in nine domains, including <i>Major Cultures</i>. Students in the PH Department take several courses which further cover cross-cultural contexts. For example, PH 3600 (Introduction to the Social Determinants of Health) and our electives PH 4700 (Medical Anthropology), PH 4850 (Global Health) and PH 4930 (Immigrant and Refugee Health) all cover in great detail various cultural contexts and concepts of health and illness. All students are required to take PH 3600, in which they are exposed to the impacts of class, gender, race, sexuality, and ethnicity on health. Students in each of these courses are expected to write papers which reflect how their readings and experiences with this material reshape their understanding of the public health professions. During PH 3610, students learn about cultural competency in clinical settings, and CLAS standards. Finally, we host speakers who discuss the cultural contexts of their work through the Health Disparities Institute and the Public Health Club, and we encourage participation in the Hispanic and Latino Cultural Center's events, among other campus venues.</p>
Ethical decision-making as related to self and society	<p>The Liberal Education courses at Old Westbury contribute to exposure to ethical decision-making as it relates to self and society. See above (under 'Critical Thinking &amp; Creativity') for further details. In our department, each course covers ethics in public health within the context of that particular course. In Research Methods (PH 5900), students are taught about the many ethical breaches of public health research historically (e.g., Nazi experiments, Tuskegee syphilis study, etc.), and discuss the possibilities for exploitation in the present. Students are expected to complete an NIH training on ethics in public health for credit in the course; proof of completion from NIH is a course requirement. During PH 5920, students again review ethical research (see class handout in student assignments folder). Ethics is also a part of numerous presentations throughout the College, open to all students.</p>
Independent work and a personal work ethic	<p>Public Health coursework requires a significant amount of independent work and the development of a personal work ethic. Independent work includes reading and studying for quizzes and exams, mandated participation in course discussions, and a variety of assignments and papers in which students are expected to independently reflect or report on their readings and/or findings. Training in these skills begins with Old Westbury's Liberal Education program and continues in the major. In order to develop students' personal work ethic, each faculty member works closely with students, providing feedback on how to develop papers, write more efficiently and effectively, and form successful study habits. Particular examples of independent work include term papers in electives such as PH 4930, Immigrant and Refugee Health, and PH 4700, Medical Anthropology, as well as major research papers in core courses such as PH 5900, Research Methods, and PH 5920, Senior Seminar.</p>
Networking	<p>Students learn to network in a variety of ways, such as through PH 4900 (Community Health Field Placement), where they engage in an organization that may provide opportunities or contacts for the future. Also, through</p>

<b>Template O Concept</b>	<b>Manner in which the curriculum and co-curricular experiences expose students to the concepts</b>
	<p>our Health Disparities Institute (HDI), exemplary students are invited to engage in research outside of the classroom. All students are invited to attend guest lectures at Old Westbury about various public health research topics and projects through HDI and other programs, such as the Women’s Center, the PRIDE Club, and the Hispanic and Latino Cultural Center. Finally, we work closely with the Collegiate Science and Technology Entry Program (CSTEP), which provides further networking opportunities for those students who meet the admissions criteria, which include identity as a minority or economically disadvantaged student and a minimum 2.75 GPA. CSTEP served 51 public health majors in 2017-2018. CSTEP hosts speaking events open to all students – at least 10 events every semester. Please see the most recent CSTEP calendar of events in the supporting documents.</p>
Organizational dynamics	<p>PH 4900, Community Health Field Placement, is one venue by which students learn about organizational dynamics. They work within various organizations and learn how to work alongside public health practitioners in the field. They are then expected to reflect on these experiences through a series of written reflection assignments. Further, our courses PH 3610 (Introduction to the U.S. Health Care System) and PH 4790 (Health Policy) detail the ways in which organizations function and serve the public’s health. The U.S. Health Care System course includes a critical review paper, homework assignments, and exams which cover the dynamics of the system. Health Policy requires students to attend public health forums in the New York area and visit outside organizations. Co-curricular activities include participation in student clubs sponsored by the Student Government Association (SGA), most commonly the Public Health Club, as well as, for example, the PRIDE club, the South Asian Student Association, and the Muslim Student Association, to name a few. Participation in these clubs often includes becoming a member or officer and following through with the expectations of club membership.</p>
Professionalism	<p>Students are expected to exhibit professionalism in all of our courses; as a team, faculty work with students to develop their skills in demonstrating professionalism in communication both in and outside of the classroom. This is particularly notable in the Community Health Field Placement course (PH 4900), where students work in a professional setting. Further, in PH 5900 and PH 5920 (Research Methods and Senior Seminar), students have additional opportunities to exhibit professionalism as they seek out campus- or community-based organizations interested in partnering with them on research projects. Students also have the opportunity to participate in SUNY Old Westbury Career Planning and Development Center events, which include panels of public health professionals, and résumé/interview workshops.</p>
Research methods	<p>Our required course, Research Methods (PH 5900), is a major mechanism through which students learn research methods and design a research project. Senior Seminar (PH 5920) then further develops those skills as</p>

Template O Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
	students practice research methods independently. Students start the process of learning research methods earlier, however, in their Epidemiology course (PH 4800), when they begin to learn about different types of research designs and the importance of research in public health, and in other courses in which they write research papers. Students are also given the opportunity to participate in SUNY Old Westbury's Student Research Day and SUNY's Statewide Undergraduate Student Research Day to present their findings, with mentoring by the appropriate Public Health faculty member with whom they worked on the project.
Systems thinking	As a Department focused on the social determinants of health, we imbue systems thinking in every course we teach. Students are expected to think critically about social, economic, political, and individual determinants of health, and how each system works together. This is apparent in their introductory courses, Introduction to the Social Determinants of Health (PH 3600) and Introduction to the U.S. Health Care System (PH 3610), and in many of our elective courses as well, such as Health Policy, Global Health, and Immigrant and Refugee Health.
Teamwork and leadership	Students are expected to take a leadership position early in the major as they lead in-class course discussions in PH 3600. Leading class discussions continues in several electives, such as PH 4700, Medical Anthropology, and PH 4610, Women and Health. Teamwork is expected in several courses, such as Research Methods (PH 5900), and several electives, such as Program Planning and Evaluation (PH 4600). In PH 5900, students work together on data collection, design of instruments, and analysis of data. Throughout this course they discuss the ways in which the projects mirror public health work nationwide, and how public health is largely a team-based discipline. In PH 4600, for example, students work in groups to design and carry out a needs assessment and find and evaluate an appropriate health intervention for a community group of their choosing. While this particular course is at present an elective, we are strongly considering adding it to our suite of core courses.

## 4.7 Syllabi

**Syllabi for required and elective courses for the major include objectives that are sufficient to demonstrate that they address the domain(s) identified in Criterion 4.**

***Required Documentation: Syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course. (Criteria 4.1, 4.2, 4.4, 4.7)***

Syllabi for all required courses are available in the electronic resource file, as are all elective public health courses except PH 4920, which is an “open elective” course that can focus on many topics. Note one discrepancy: We recently (in 2017) received approval to cross-list our Environmental Health course (BS/PH 4680), so that our faculty may teach it as an elective public health course. Thus, we do not yet have a syllabus for it, nor did we include it in assessing domain coverage, as it will be taught in the near future. All other syllabi are included.

***Required Documentation: Examples of student work. (Criteria 4.1, 4.2, 4.3, 4.4, 4.5)***

Examples of student work are available in the electronic resource file, section 4.0.

## **5.0 PROGRAM EFFECTIVENESS**

### **5.1 Mission**

**The program defines a mission statement that guides program activities and is congruent with the mission statement(s) of the parent institution(s).**

All three mission statements, from the Public Health Department to SUNY Old Westbury and to the overall SUNY mission statement, are founded on the basis of social justice, respect for diversity, and community engagement. The Department's mission statement, consistent with both those of SUNY and SUNY Old Westbury, was created in conjunction with the student outcomes identified in Template P below.

#### **SUNY Mission Statement**

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. <https://www.suny.edu/about/mission/>

#### **SUNY Old Westbury Mission Statement**

SUNY Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission. <https://www.oldwestbury.edu/about/mission>

#### **SUNY Old Westbury College Vision Statement: 2018 -2023**

Old Westbury, SUNY's most diverse campus, is a regional academic leader that fosters personal growth and prepares students to embrace the social and environmental responsibilities of our 21<sup>st</sup> century global community.

#### **SUNY Old Westbury Public Health Department Mission**

To educate students with a social determinants perspective on health; identify the economic and social context within which individuals make behavioral choices; examine social forces (e.g. social class, gender, etc.) that shape individuals' destinies; and plan, implement, evaluate and advocate health programs and policies both in the United States and throughout the world.



## 5.2 Student Learning Outcomes

**The program defines expected student learning outcomes that align with the program's defined mission and the institution's regional accreditation standards and guide curriculum design and implementation as well as student assessment.**

Program development and revision are guided by the accreditation standards of the Middle States Commission on Higher Education and SUNY Old Westbury's mission, vision, values, and priorities.

The Middle States Standard III, Design and Delivery of the Student Learning Experience, and Standard V, Educational Effectiveness Assessment, provide a framework for the development and use of student learning outcomes. Criteria for Standard III related to student learning outcomes include programs that "...foster a coherent student learning experience and... promote synthesis of learning." (Middle States Commission, 2014, p. 7) and "periodic assessment of the effectiveness of programs providing student learning opportunities." (p. 8). Standard V is "Assessment of student learning and achievement that the institution's students have accomplished educational goals consistent with their program of student, degree level, the institution's mission, and appropriate expectations for institutions of higher education." (p.10).

The B.S. in Health and Society was developed, refined, and then implemented within the scope and sequence of program requirements to meet Standard III criteria. The program's assessment is consistent with Standard V.

Our program takes a population health perspective, emphasizing the social determinants of health by examining power in society, social class, social forces (e.g. class, gender) and social contexts/environment that shape individuals' daily lives and their health outcomes. From our Introduction to the Social Determinants of Health to field work and the capstone research project, our program faculty, who have a national presence through scholarship and service at various organizations, strive to provide the students with the knowledge, skills, and perspectives to enable their contribution to the health of their community, the nation and the world. This CEPH accreditation self-study has provided us an opportunity to systematize student learning outcomes so as to better align with our mission and to consistently assess student learning outcomes, to determine what is working and not working in our courses, and to provide consistent content across sections of our courses.

The following student learning outcomes were created in conjunction with the Public Health Department Mission Statement as shown above in section 5.1.

## TEMPLATE P

*A list of expected student learning outcomes. (Criterion 5.2)*

Student Outcomes
1. Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health
2. Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts
3. Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S.
4. Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess the causes of health problems
5. Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media
6. Conduct literature review on the health needs of a community as well as collect and analyze data to address the needs
7. Endorse and integrate ethical practices and social justice into public health practice and action
8. Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community

### **5.3 Regular Review of Mission and Student Outcomes**

**The program regularly revisits its mission and expected student outcomes to ensure their continuing relevance.**

The Department's five full-time faculty meet annually at a faculty retreat to revisit the program's mission and expected student outcomes. This year's annual retreat was held on September 14, 2018.

In addition, we have instituted a rotating Mission and Student Outcomes committee of two full-time faculty members to lead the mission revision and to revisit expected student learning outcomes. Before the annual retreat, the Mission and Student Outcomes committee will compile and update the data contained in Section 5 of this self-study.

The annual retreat is attended by the Department's full-time faculty members. Part-time faculty members may informally contribute input on the program's mission and expected student outcomes in meetings with the Department Chair; however, part-time faculty are not contractually obligated to attend the annual retreat, or contribute to the program's mission and expected student outcomes.

## 5.4 Program Effectiveness

The program defines and implements a plan that determines the *program's effectiveness*. Methodologies may vary based on the mission, organization and resources of the program, but whatever the approach, assessment processes are analytical, useful, cost-effective, accurate and truthful, carefully planned and organized, systematic and sustained.

At a minimum, the plan includes regular *surveys or other data collection* (e.g., focus groups, key informant interviews, data from national exams (e.g., CHES) from:

- Enrolled students
- Alumni
- Relevant community stakeholders (e.g., practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)

Data collection must address student satisfaction with advising.

The program collects quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy. The program's plan does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive. Data collection methods for graduates' destinations are sufficient to ensure at least a 30% response rate.

The program collects qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

The student outcomes assessment plan utilizes data at both the course and program levels: 1) Specific assessments in some required courses; 2) Graduating Senior Student Exit Survey; 3) Alumni Survey; and 4) evaluations completed by internship preceptors.

**First**, we use specific course assessments in our core courses to examine our students' competence in the Student Learning Outcomes. Template Q identifies which of these are used to assess each outcome.

*PH3600: Exams.* Exams play a key role in assessing students' understanding and application of key terms and concepts in public health and the social determinants of health in this introductory-level course. The structure, content, and number of exams vary by instructor.

*PH3610: Exams.* Exams play a key role in assessing students' understanding and application of key terms and concepts regarding the U.S. healthcare system in this

introductory-level course. The structure, content, and number of exams vary by instructor.

*PH4800: Exams.* Exams play a key role in assessing students' understanding and application of key epidemiological terms and concepts. The structure, content, and number of exams vary by instructor.

*PH4900: Field Placement Evaluation by Supervisor.* In Fall 2017, we redesigned the student fieldwork supervisor evaluation and report. In its current form, the evaluation is completed electronically to facilitate the rapid collection of key quantitative data, including several related to the Student Learning Outcomes. Besides assessing our students' performance during the internship, the evaluation permits us to gain knowledge of our students' understanding of core concepts in public health and their ability to communicate key public health ideas and concepts, among other indicators.

*PH5900: Research Proposal.* Throughout the semester, students begin to develop an original research project on a topic of their choosing in consultation with the instructor. Research proposals include a statement of the problem, research objectives and specific research questions, a literature review, an ethics statement, a discussion of sampling design and methods, and several sample instrument questions.

*PH5920: NIH Ethics Training.* Until September 2018, students were required to submit proof of completion of the Protecting Human Research Participants training sponsored by the NIH Office of Extramural research *before* beginning to collect data for their independent research project (<https://phrp.nihtraining.com/#!/login>). However, given changes to the PRHP training program, we are reassessing this requirement of students with guidance from Old Westbury administrators. Tom Murphy, Director of Research & Sponsored Programs at SUNY Old Westbury, is currently in discussions with Barbara Hillery, Dean of Arts & Sciences, about the possibility of creating an abbreviated version of the CITI Human Subjects Training Program (<https://about.citiprogram.org/en/series/human-subjects-research-hsr/>) or identifying an alternative training program. The Department of Public Health will make a decision on this in early January 2019.

*PH5920: Oral Presentation.* Toward the end of the term, each student orally presents their original research to their classmates. Assessment indicators are divided into three categories: organization, content, and quality of presentation. Students are expected to incorporate feedback from their peers and the instructor into their final research paper.

*PH5920: Capstone Research Paper.* Students design an original project, conduct a literature review on their topic, identify appropriate research methods, collect data in the field, analyze results, and write up their results in a formal research paper. Most students continue the research projects they began in PH5900 Research Methods, though they are not required to do so.

**Second**, beginning in Fall 2017, we implemented the Graduating Senior Student Exit Survey. The survey will be distributed each semester to students enrolled in PH5920, Senior Seminar. A copy of the survey is included in the ERF, and initial results of the survey are presented in Template R, below.

**Third**, we created an alumni survey that was distributed during the Spring 2018 semester and will be distributed annually in the future.

## TEMPLATE Q

*A list of curricular assessment opportunities. Template Q requires the program to present the opportunities (e.g., specific assignment in a required course, service learning, experiences, internship, etc.) through which the program assesses each of the outcomes defined in Template P. (Criterion 5.4)*

<b>Student Learning Outcomes</b>	<b>Assessment Opportunities</b>
<b>Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health</b>	<i>Program Level</i>
	Graduating Senior Student Exit Survey
	<i>Course Level</i>
	PH4900: Field Placement, Evaluation by Supervisor
	PH5920: Senior Seminar, Capstone Research Paper
<b>Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice, and prevention efforts</b>	<i>Program Level</i>
	Graduating Senior Student Exit Survey
	<i>Course Level</i>
	PH3600: Introduction to the Social Determinants of Health, Exams
<b>Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S.</b>	<i>Program Level</i>
	Graduating Senior Student Exit Survey
	<i>Course Level</i>
	PH3610: Introduction to the U.S. Healthcare System, Exams
<b>Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess the causes of health problems</b>	<i>Program Level</i>
	Graduating Senior Student Exit Survey

<b>Student Learning Outcomes</b>	<b>Assessment Opportunities</b>
	<i>Course Level</i>
	PH4800: Epidemiology, Exams
<b>Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media</b>	<i>Program Level</i>
	Graduating Senior Student Exit Survey
	Alumni Survey
	<i>Course Level</i>
	PH4900: Field Placement, Evaluation by Supervisor
	PH5900: Research Methods, Research Proposal
	PH5920: Senior Seminar, Oral Presentation
	PH5920: Senior Seminar, Capstone Research Paper

## TEMPLATE R

*Evidence that the program has implemented the assessment plan identified in Template Q.  
(Criterion 5.4)*

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
<b>Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N = 51 <ul style="list-style-type: none"> <li>• Very confident: 20 (39.2%)</li> <li>• Confident: 21 (41.1%)</li> <li>• Somewhat confident: 6 (11.8%)</li> <li>• Not confident: 1 (2.0%)</li> <li>• Not Applicable: 0</li> <li>• No response: 3 (5.9%)</li> </ul>
	<i>Course Level</i>	
	PH4900: Field Placement, Evaluation by Supervisor	N= 20 (Data from Fall 2017) <ul style="list-style-type: none"> <li>• Superior, n = 15, 75%</li> <li>• Above Average, n = 20%</li> <li>• Not Applicable, n = 5%</li> </ul>
	PH5920: Senior Seminar, Capstone Research Paper	N= 51 <ul style="list-style-type: none"> <li>• Superior, n = 24, 47.1%</li> <li>• Above Average, n = 19, 37.3%</li> <li>• Average, n = 5, 9.8%</li> <li>• Unacceptable and Below, n = 3, 5.9%</li> </ul>
<b>Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice, and prevention efforts</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N= 51 <ul style="list-style-type: none"> <li>• Very confident: 24 (47.1%)</li> <li>• Confident: 21 (41.1%)</li> <li>• Somewhat confident: 2 (3.9%)</li> <li>• Not confident: 0</li> <li>• Not Applicable: 0</li> <li>• No response: 4 (7.8%)</li> </ul>



<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
	<i>Course Level</i>	
	PH3600: Social Determinants of Health, Exams	N=101 <ul style="list-style-type: none"> <li>• Superior, n = 25, 24.8%</li> <li>• Above average, n = 34, 33.7%</li> <li>• Average, n = 21, 20.8%</li> <li>• Unacceptable and Below, n = 21, 20.8%</li> </ul>
<b>Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S.</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N = 51 <ul style="list-style-type: none"> <li>• Very confident: 16 (31.4%)</li> <li>• Confident: 17 (33.3%)</li> <li>• Somewhat confident: 12 (23.5%)</li> <li>• Not confident: 2 (3.9%)</li> <li>• Not Applicable: 0</li> <li>• No response: 4 (7.8%)</li> </ul>
	<i>Course Level</i>	
	PH3610: Introduction to the U.S. Health Care System, Exams	N= 54 <ul style="list-style-type: none"> <li>• Superior, n = 22, 40.7%</li> <li>• Above Average, n = 15, 27.7%</li> <li>• Average, n = 10, 18.6%</li> <li>• Unacceptable and Below, n = 8, 14.8%</li> </ul>
<b>Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess the causes of health problems</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N = 51 <ul style="list-style-type: none"> <li>• Very confident: 13 (25.5%)</li> <li>• Confident: 27 (52.9%)</li> </ul>

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
		<ul style="list-style-type: none"> <li>• Somewhat confident: 6 (11.8%)</li> <li>• Not confident: 2 (3.9%)</li> <li>• Not Applicable: 0</li> <li>• No response: 3 (5.9%)</li> </ul>
	<i>Course Level</i>	
	PH4800: Epidemiology, Exams	<p>N = 58 (Data from Fall 2017)</p> <ul style="list-style-type: none"> <li>• Superior, n = 31.0%</li> <li>• Above Average, n = 25, 43.1%</li> <li>• Average, n = 9, 15.5%</li> <li>• Unacceptable and Below, n = 6, 10.3%</li> </ul>
<b>Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	<p>N = 51</p> <ul style="list-style-type: none"> <li>• Very confident: 15 (29.4%)</li> <li>• Confident: 23 (45.1%)</li> <li>• Somewhat confident: 8 (15.7%)</li> <li>• Not confident: 1 (2.0%)</li> <li>• Not Applicable: 1 (2.0%)</li> <li>• No response: 3 (5.9%)</li> </ul>
	Alumni Survey	<p>Writing clearly/effectively,</p> <ul style="list-style-type: none"> <li>• N = 95</li> <li>• Very much, n = 49, 51.6%</li> <li>• Quite a lot, n = 27, 28.4%</li> <li>• Some, n = 15, 15.8%</li> <li>• Very little, n = 3, 3.2%</li> <li>• missing, n = 1, 1.1%</li> </ul> <p>Speaking clearly/effectively,</p> <ul style="list-style-type: none"> <li>• N = 95</li> <li>• Very much, n = 44, 46.3%</li> <li>• Quite a lot, n = 30, 31.6%</li> <li>• Some, n = 16, 16.8%</li> <li>• Very little, n = 4, 4.2%</li> <li>• Missing, n = 1, 1.1%</li> </ul>

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
	<i>Course Level</i>	
	PH4900: Field Placement, Evaluation by Supervisor	N = 20 (Data from Fall 2017) <ul style="list-style-type: none"> <li>• Superior, n = 16, 80%</li> <li>• Above Average, n = 4, 20%</li> </ul>
	PH5900: Research Methods, Research Proposal	N = 33 <ul style="list-style-type: none"> <li>• Superior, n = 10, 30.3%</li> <li>• Above Average, n = 15, 45.5%</li> <li>• Average, n = 3, 9.1%</li> <li>• Unacceptable and below, n = 5, 15.2%</li> </ul>
	PH5920: Senior Seminar, Oral Presentation	N = 51 <ul style="list-style-type: none"> <li>• Superior, n = 31, 60.8%</li> <li>• Above Average, n = 15, 29.4%</li> <li>• Average, n = 4, 7.8%</li> <li>• Missing. n = 1, 2.0%</li> </ul>
	PH5920: Senior Seminar, Capstone Research Paper	N= 51 <ul style="list-style-type: none"> <li>• Superior, n = 24, 47.1%</li> <li>• Above Average, n = 19, 37.3%</li> <li>• Average, n = 5, 9.8%</li> <li>• Unacceptable and Below, n = 3, 5.9%</li> </ul>
<b>Conduct literature review on the health needs of a community as well as collect and analyze data to address the needs</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N=51 <ul style="list-style-type: none"> <li>• Very confident: 18 (35.3%)</li> <li>• Confident: 20 (39.2%)</li> <li>• Somewhat confident: 8 (15.7%)</li> <li>• Not confident: 2 (3.9%)</li> <li>• Not Applicable: 0</li> <li>• No response: 3 (5.9%)</li> </ul>
	<i>Course Level</i>	
	PH5900: Research Methods, Research Proposal	N = 33 <ul style="list-style-type: none"> <li>• Superior, n = 10, 30.3%</li> </ul>

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
		<ul style="list-style-type: none"> <li>• Above Average, n = 15, 45.5%</li> <li>• Average, n = 3, 9.1%</li> <li>• Unacceptable and below, n = 5, 15.2%</li> </ul>
	PH5920: Senior Seminar, Capstone Research Paper	N= 51 <ul style="list-style-type: none"> <li>• Superior, n = 24, 47.1%</li> <li>• Above Average, n = 19, 37.3%</li> <li>• Average, n = 5, 9.8%</li> <li>• Unacceptable and Below, n = 3, 5.9%</li> </ul>
<b>Endorse and integrate ethical practices and social justice into public health practice and action</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N = 51 <ul style="list-style-type: none"> <li>• Very confident: 15 (29.4%)</li> <li>• Confident: 26 (51.0%)</li> <li>• Somewhat confident: 6 (11.8%)</li> <li>• Not Confident: 1 (2.0%)</li> <li>• Not applicable: 0</li> <li>• No response: 3 (5.9%)</li> </ul>
	<i>Course Level</i>	
	PH5920: Senior Seminar, NIH Ethics Training	N = 51 <ul style="list-style-type: none"> <li>• Completed, n = 51, 100%</li> </ul>
<b>Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community</b>	<i>Program Level</i>	
	PH5920: Senior Seminar, Graduating Senior Student Exit Survey	N = 51 <ul style="list-style-type: none"> <li>• Very confident: 17 (33.3%)</li> <li>• Confident: 24 (47.1%)</li> <li>• Somewhat confident: 6 (11.8%)</li> <li>• Not confident: 1 (2.0%)</li> <li>• Not Applicable: 0</li> <li>• No response: 3 (5.9%)</li> </ul>

<b>Student Outcome (from Template P)</b>	<b>Assessment Opportunities</b>	<b>Evidence of Implementation (Data from Spring 2018 semester, unless otherwise noted)</b>
	<i>Course Level</i>	
	PH5920: Senior Seminar, Capstone Research Paper	N= 51 <ul style="list-style-type: none"> <li>• Superior, n = 24, 47.1%</li> <li>• Above Average, n = 19, 37.3%</li> <li>• Average, n = 5, 9.8%</li> <li>• Unacceptable and Below, n = 3, 5.9%</li> </ul>

The Public Health Department developed a survey in 2016 to assess student satisfaction with advisement, and we revised it in 2017 after receiving feedback from our initial CEPH consultation visit. We added some questions and changed the method of recruitment in order to increase our response rate. Instead of simply emailing the link to all students, we allowed 5-10 minutes in each class for students to take the survey online. This survey will be given once per year to students. The Department Chair reviews the results in aggregate and also by individual advisor. The results are then discussed with faculty members individually and as a group once a year in order to address any potential concerns. Please see section 6: Advising of the ERF for the advising intake forms.

During the first year, 62 students took the survey. When we instituted in-class time to complete the survey, we more than doubled the response, with 138 students taking the survey. This academic year, 177 students completed the survey, out of 217 total majors (response rate = 81.5%). We asked students when they had last sought advising. Of the 173 students who answered this question correctly (4 students answered with mistaken dates such as 190), 165 (95.4%) reported seeing one of the public health professors within the past year, and 139 (80.3%) reported seeing one of the public health professors within the past 6 months. Table 5.1 demonstrates the frequency with which students met with advisors in the Public Health department.

*Table 5.1 Student Advising Frequency*

<b>How often do you seek academic advisement from professors in Public Health? (N=177)</b>	<b>Percent of Respondents</b>
More than once per semester	24.9% (n=44)
About once per semester	46.3% (n=82)
About once per year	9.6% (n=17)
Less than once per year	7.3% (n=13)
Only when I am mandated by an academic hold	11.9% (n=21)

*Table 5.2 Reasons for Advising*

<b>What were the reason(s) you met with the advisor during your last advising session? (Students could check all that apply, N=173).</b>	<b>Percent of Respondents</b>
Assistance with scheduling/registration	72.3% (n=128)
To update my progress toward graduation	46.9% (n=83)
Assistance with academic regulations/policies	13.6% (n=24)
Post-graduation plans/career planning	20.3% (n=36)
I had a hold that required I meet with my advisor	10.2% (n=18)
Academic difficulties	9.6% (n=17)
Other reason	3.9% (n=7)

Table 5.2 demonstrates that while some (10.2 percent) of the students sought advising because of a hold (indicating that they are new to the College or to the major, or that their GPA fell below 2.0), most students came for assistance with scheduling and/or to discuss their progress toward graduation. This demonstrates that even when advising is not required, students continue to come for advising. Student experiences with advisors were generally very positive. The majority felt that it was easy to see their advisor; they found the advisor knowledgeable about policies, procedures, and graduation requirements; and they reported that the advisor answered their questions and concerns respectfully.

In addition, the vast majority of students reported that academic goals were discussed, as well as course planning. Table 5.3 illustrates the questions and responses for the students who answered this question.

*Table 5.3: Satisfaction with Advising*

<b>Please indicate the level to which you agree with the following statements about your most recent advising experience with this advisor (N=177)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A</b>
It was easy to schedule an appointment to see the advisor.	49.7% (n=88)	34.5% (n=61)	6.2% (n=11)	1.1% (n=2)	8.5% (n=15)
The advisor was knowledgeable about academic policies and procedures, degree programs and graduation requirements.	59.3% (n=105)	28.3% (n=50)	2.3% (n=5)	0.6% (n=1)	9% (n=16)
The advisor discussed my academic goals and progress with me.	52.5% (n=93)	33.3% (n=59)	5.1% (n=9)	1.1% (n=2)	7.9% (n=14)
The advisor discussed possible course selections to meet my needs and interests.	52.5% (n=93)	31.6% (n=56)	4.5% (n=8)	0.6% (n=1)	10.7% (n=19)
The advisor helped me plan a course load that took into account my work and/or other commitments.	45.8% (n=81)	36.7% (n=65)	6.8% (n=12)	1.1% (n=2)	9.6% (n=17)
My questions and concerns were addressed respectfully.	55.9% (n=99)	34.5% (n=61)	2.8% (n=5)	0.6% (n=1)	6.2% (n=11)
The advisor was able to give me helpful information about resources and services on campus when appropriate.	48.6% (n=86)	34.5% (n=61)	5.1% (n=9)	2.3% (n=4)	9.6% (n=17)
The overall advising experience met or exceeded my advising needs.	52% (n=92)	35% (n=62)	4% (n=7)	1.7% (n=3)	7.3% (n=14)

In addition to the advising survey, we added a question about overall advisement satisfaction to our Graduating Senior Student Exit survey and our alumni survey. The results of the senior exit survey in Spring 2018 demonstrated that 47 out of 51 students (92%) were either satisfied or very satisfied with their advising over the course of their major programming. Two students were somewhat dissatisfied, and no students reported being very dissatisfied. The results from the alumni survey show that of the 74 alumni who completed the survey, 48 (64.9%) were very satisfied, 23 (31.1%) were somewhat satisfied, and 3 (4.1%) were somewhat dissatisfied. We find it very encouraging that 96% of our former students were satisfied with advising over the course of the program.

Although most students who completed the advising survey agreed or strongly agreed that their overall advising experience met or exceeded their needs (87.01%, n=154), and the senior exit and alumni surveys similarly showed high levels of satisfaction, we decided to focus on those few who were not having their needs met, and revised our advising intake form to make sure that we will better meet our students' needs going forward (see section 6 of ERF). This form asks students what they would like to discuss that day, with several options, including career planning, class advisement, scheduling, and graduation planning. This allows us to make sure to meet the current as well as future needs of the students we are advising. The previous and revised advising intake forms are included in the electronic resource file.

## 5.5 Graduation/Job Placement Rates

**The program demonstrates that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer. The program demonstrates that at least 80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation. If the program cannot demonstrate that it meets these thresholds, the program must document 1) that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.**

At SUNY Old Westbury, the typical institutional graduation rates reported are the six-year completion rates for all undergraduate students entering the College as freshmen. However, at the College a considerable proportion of our student body are transfer students from other institutions, and the majority of Health and Society students have transferred from other institutions, typically two-year community colleges within the SUNY system. Since the number of first-time-to-college students (e.g., non-transfer students, enrolled since the first year) who declare or change their major to Health and Society is small, they are not separately identified in the calculation of graduation rates. In addition, transfer students enter the program with varying numbers of credit hours, but the majority come to the program after finishing two years of education in community colleges.

Therefore, the traditional method of calculating graduation rates from the first year does not give a true picture of progress toward graduation for students in this program. After several in-depth discussions with the Dean of the School of Arts and Sciences and the College's Assistant Vice President for Institutional Research, we decided to use 60 credit hours as the starting point from which to calculate graduation rates for accreditation purposes. As students have already completed 2 years of undergraduate coursework at that point, we then tracked 2- and 4-year graduation rates from that starting point.

Cohorts were established based on Fall Semester enrollment. All students (full-time and part-time) were considered. To be counted in the cohort of a specific year, a student must declare Health and Society as the major and must have completed 60 credit hours of coursework (including credits transferred) regardless of when they have matriculated or transferred into the Public Health department. Students placed in the cohort remained in the cohort unless they transferred to another major.

Example 1: Student X enters Old Westbury as a Health and Society major in Fall 2009. From Fall 2009 through Spring 2013, Student X earns 60 credits at Old Westbury. Using the above methodology, Student X is placed in the AY 2013-14 Cohort.

Example 2: Student Y transfers to Old Westbury in Fall 2010 with 50 credits and declares Health and Society as their major. In Fall 2010 Student Y earns 12 credits at Old Westbury. Using the above methodology, Student Y is placed in the AY 2011-12 Cohort.



Based on the above methods, we report here the distribution of Cohorts 2010-11 through 2015-16 in **Table 5.4** below:

**Table 5.4: Distribution of Health and Society Cohorts, AY2010-11--AY2015-16.**

<b>Cohort Year</b>	<b>Entered cohort at beginning of the school year (Fall Term)</b>	<b>First Time to College (FTC)</b>	<b>Internal transfer students*</b>	<b>External transfer students</b>
AY 2010 -11	34	4	3	27
AY 2011-12	51	4	7	40
AY 2012-13	54	2	8	44
AY 2013-14	67	7	15	45
AY 2014-15	65	4	7	54
AY 2015-16	80	4	8	68
AY 2016-17	91	12	6	73

\* A FTC student is categorized as an internal transfer student if s/he did not declare his/her major as Health and Society initially, but later transferred into the major.

Time to completion was calculated as the Number of Years between the Cohort Start Date and Student Graduation. For consistency, September 01 of the Cohort Year was selected as the Start Date regardless of when the Fall Semester of that year began. September 01, 2010 was the start date for the AY 2010-11 cohort; September 01, 2011 was the start date of the AY 2011-12 Cohort; September 01, 2012 was the start date of the AY 2012-13 Cohort; September 01, 2013 was the start date of the AY 2013-14 Cohort, and September 01, 2014 was the start date of the AY 2014-15 Cohort.

The number of years to completion was rounded up. For example: A student graduating in one year and one month is considered as having graduated in two years. Based on the above methods, the 4-year graduation rates are presented in **Table 5.5** below.

**Table 5.5: Health and Society Program 4-Year Graduation Rates from Entry into Cohort**

<b>Cohort Year</b>	<b>Entered cohort at beginning of the school year (Fall Term)</b>	<b>Graduated in One Year</b>	<b>Graduated in Two Years</b>	<b>Graduated in Three Years</b>	<b>Graduated in Four Years</b>	<b>Total Number of Graduates &amp; Graduation Rates</b>
AY 2010 – 11	34	11	5	2	1	19 (56%)
AY 2011-12	51	10	18	6	4	38 (75%)
AY 2012-13	54	10	21	5	3	39(72%)
AY 2013-14	67	7	27	12	6	52(78%)
AY 2014-15	65	10	26	7	3*	46 (71%)
AY 2015-16	80	11	33	13		57 (71%)*
AY 2016-17	91	12	54			66 (72%)*

Note: The above Graduation Rates of Health and Society Majors were calculated using Enrollment and Completion data (as of census date) published by the Office of Institutional Research and Assessment, SUNY Old Westbury.

\* Graduation data up to May, 2018.

Based on the data from the Institutional Research Office, except for the 2010-11 cohort, with a graduation rate of 56%, the four-year graduation rates vary from 71% to 78% (75% for AY 2011-12, 72% for AY 2012-13, 78% for AY 2013-14, 71% for AY14-15). The three-year graduation rate (by Spring 2018) for AY 2015-16 and the two-year graduation rate for AY 2016-17 are 71% and 72%, respectively. The data demonstrate that the program has exceeded CEPH's required threshold of a 70% graduation rate. We plan to maintain current rates by continuing our current methods for job placement and alumni survey responses.

### **Employment and Continuing Education:**

The SUNY Old Westbury Alumni Office and Office of Career Planning and Development (CPD) conducted graduate surveys at one time, but the overall response rate was not sufficient and they ceased. Therefore, with the assistance of the College's Director of Alumni Affairs, the Department conducted our own alumni survey for the most recent three years. The survey asked questions about employment, continuing education, types of jobs, and suggestions for the program. The survey was administered by email on March 1, 2018. A total of 71 responses were received from 147 alumni (Response rate = 48%) who graduated in 2015, 2016, and Spring 2017. In the future, the Alumni survey will be conducted regularly one year after the students graduate, which will provide timely feedback and, we think, a higher response rate. The employment and continuing education data are shown in Template S. The data demonstrate that the program exceeded CEPH's required threshold of 80% of graduates for whom data are available being employed or enrolled in further education.

### **TEMPLATE S (Data are based on the alumni survey administered in early March 2018)**

*Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. (Criterion 5.5)*

Destination of Graduates by Employment Type	Job Placement/Further Education Rate by Graduating Class		
	Year 1 2015	Year 2 2016	Year 3 2017
Employed <ul style="list-style-type: none"> <li>Employed in a field related to major/minor</li> <li>Employed seeking a job related to major/minor</li> <li>Employed in a field unrelated to major/minor by choice</li> </ul>	84.6%	53.3%	66.7%
Continuing education/training (not employed)	15.4%	46.7%	26.7%
Actively seeking employment	0	0	6.7%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0	0
Unknown	0	0	0
Total	100%	100%	100%

The Public Health Department also collects qualitative data through the Alumni Survey, including questions about the job titles of the alumni and the academic programs our graduates

enroll in after graduation. Template T presents the job placement and further education data for our last six graduating classes.

The data show that graduates from the Health and Society program have obtained employment in a wide variety of settings, including healthcare organizations and schools. Graduates are working as administrators, direct health care providers, health educators and pharmacy employees. The data show that 100% of our graduates in 2015 and 2016 were either employed or enrolled in graduate school. For students graduated in 2017, 93.3% of the respondents were either employed or enrolled in graduate programs, and at the time the survey was conducted in Spring 2018, 6.7% were actively seeking employment.

Programs in which our graduates have enrolled include Master of Public Health (MPH), Master of Health Administration (MHA), Master of Science in Occupational Therapy, Master of Social Work (MSW), Master in Higher Education Leadership and Policy, and Nursing.

#### **TEMPLATE T**

*Information on the types of employment and further education graduates pursue. Present information in the format of Template T. (Criterion 5.6)*

<b>Types of Employment Graduates Pursue</b>	<b>Types of Further Education Graduates Pursue</b>
<i>Ex. Non-profit, local health department</i>	<i>Ex. MPH, MD, JD</i>
Management, healthcare organizations (e.g. project manager, case manager)	Master of Health Administration (MHA)
Health care provider (e.g., occupational therapy, paramedic, physician assistant)	Master of Science in Occupational Therapy
Nursing (e.g., registered nurse)	Master of Public Health (MPH)
Patient navigation (e.g. patient coordinator)	Master of Management
Nutrition (e.g., food scientist, nutrition educator)	Library and information studies
Finance (e.g., financial analyst in healthcare)	Master of Social Work (MSW)
Administration	Nursing Program
Pharmacy (e.g., pharmacy technician)	Master in Higher Education Leadership and Policy
Counseling (e.g., substance abuse counseling)	
Teaching	
Other (e.g. librarian, recruiter)	

## 5.6 Program Review and Improvement

**The program establishes a schedule for reviewing data on student outcomes and program effectiveness. The program uses data on student outcomes and program effectiveness to improve student learning and the program.**

As required by the College and for continuing Middle States accreditation purposes, the Department conducts a comprehensive evaluation every five years and submits this review to the institution-wide Curriculum and Academic Planning (CAP) Committee for further review. All full-time tenure-track faculty members contribute to the completion of the comprehensive 5-year evaluation. This evaluation reviews the Program's Mission, Curriculum, Faculty Qualifications, and the assessment of Student Learning Outcomes. The most recent comprehensive review was conducted in 2014. The next 5-Year Review is to be conducted in 2019. Evidence of our program evaluation is presented in the resource file in the form of the last 5-Year Review Report. There are no additional university-wide reviews besides the 5-year review.

To improve students' attainment of student learning outcomes and improve retention, the College has implemented programs to identify students who are in academic jeopardy. In the middle of each semester, faculty members are required to report progress in a midterm grade (S = satisfactory; U = unsatisfactory; F = failing). Furthermore, when a student GPA drops below a certain point, s/he will be placed on academic probation and must be advised by a department faculty member before registering for the following semester. The College is also in the midst of implementing an extensive software program (EAB) that will assimilate input from multiple student support areas, as well as academic departments, to aid in identifying students in academic jeopardy on a more timely basis.

At the Department level, the assessment of student learning outcomes and performance is ongoing. At departmental meetings, the discussion of students' learning outcomes, graduation and job placement is regularly among the agenda items. In addition, the main learning objectives for the Department's required courses are included in the Senior Student Survey and the Alumni Survey, and findings will be reviewed annually by all full-time tenure-track faculty members upon the completion of the Spring semester as described below.

The Department of Public Health regularly uses student and faculty assessment results to improve student learning and the effectiveness of the program as a whole, as illustrated by the following examples:

**First**, student evaluations of instructor effectiveness are reviewed by the Chair periodically and are incorporated into the performance review and promotion portfolios of our faculty members. Faculty members are strongly advised by the Chair to make improvements when student concerns are found. In addition, each faculty member is observed in the classroom at least once per academic year. The purpose of these peer teaching evaluations is to improve classroom pedagogy and subject content. A one-on-one meeting is held post-observation. A copy of the peer teaching observation form is included in our supplemental materials.

**Second**, we place great importance on student feedback about the curriculum. The College mandates that faculty provide an opportunity for students to participate in teacher

evaluations. These evaluations are integral to our shaping future course content and pedagogical approaches. The College recently switched from an entirely qualitative and open-ended paper assessment to a quantitative and qualitative electronic assessment that includes close-ended and open-ended questions. A blank copy is included in our supplemental materials.

**Third**, in addition to peer and student evaluations, pre-tenure faculty are reviewed for reappointment by the College every two years. The College-wide faculty Appointment, Reappointment, Promotion, and Tenure (ARPT) Committee provides written feedback at the conclusion of their review. This feedback supplements and enhances department-level feedback for pre-tenure faculty.

**Fourth**, given the Department's rapid growth in the last several years (e.g., adding two new faculty lines since the 2015-2016 academic year), the Department has scheduled a half-day retreat specifically devoted to reviewing our core courses and sequential course offerings (e.g., Research Methods and Senior Seminar). This year's retreat occurred on September 14, 2018.

**Fifth**, in Fall 2016 several Public Health department students suggested that the reactivation of the Public Health Student Club could improve student learning, professionalization, and collegiality. In response, department faculty members advised students on how to identify club leaders, apply for and receive resources from the College, reserve meeting rooms, revise the club's by-laws, and hold events. Since 22.2% (n = 6) of graduating seniors indicated they were "Dissatisfied" or "Very Dissatisfied" with "Outside Classroom Experiences," the Department is hopeful that the Public Health Student Club will improve our students' experiences.

**Sixth**, to streamline the transition from PH 5900, Research Methods, to PH 5920, Senior Seminar, students are now allowed (though not required) to begin work on their final independent senior research project in PH 5900 and to carry it through to PH 5920. This change was made in response to feedback from students concerned about developing and completing the entire research project in one semester, which led to some frustration and delay in completion. Written and oral feedback from students as well as faculty discussion were the basis of the decision to make the change.

**Finally**, the evaluation form for PH 4900, Field Placement, was updated from Spring 2017 to Fall 2017. The change was made for two reasons: 1) Students requested that there be a specific focus on professionalism during the internship rather than on potential in the field at a later date and 2) the Department wanted to realign the evaluation with our aims and goals as a department. For example, we changed "Skills and Abilities" to "Advocacy...for the promotion and protection of the public's health". The form now also includes a focus on "communication" to emphasize our intention that our graduates be able to effectively communicate public health information in both written and oral forms.

## 5.7 Student Complaint Processes

*The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.*

Student grievances and complaints are addressed according to the College's Academic Grievance Procedures (<https://www.oldwestbury.edu/academics/academic-affairs/academic-grievance-procedures>). This website and the materials contained on it are available to students and faculty alike. Students are expected to file their grievance or complaint by the fifth week of the semester following the problematic course. According to the Academic Grievance Procedures, "At the department level, a student with a complaint should first attempt to resolve the complaint informally with the faculty or staff member involved." Next, the chair of the department may become involved to resolve the dispute. If an agreeable resolution is not achieved at the department level, the student may submit a formal complaint to the Chair of the Faculty Senate, who will then forward the complaint to the Chair of the Faculty Rights and Responsibilities Committee. An Academic Grievance Committee will be convened within three weeks of written notification of a grievance or complaint.

While students sometimes discuss concerns with the Chair, these concerns, in the last three years, have been satisfactorily resolved within the Department, and no complaints have been advanced past the Department to the Chair of the Faculty Senate and Academic Grievance Committee.

The College also requires every academic department to have a procedure to handle non-academic grievance complaints. Each month the Public Health department submits a summary of such complaints and their resolution to the Office of Academic Affairs. Since this procedure was implemented in the Fall 2017 semester the department has had no complaints.

## 6.0 STUDENT ADVISING

**Students are advised by program faculty (as defined in Criterion 2.1) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.**

Old Westbury has an extensive structure for advising students, including a First-Year Experience Program in which all freshmen participate, and an Academic Advising Center which is available to all students, whether or not they have declared a major. Below we provide a brief description of these College-wide services.

When students enter Old Westbury, they start advisement through the Academic Advising Center. The Academic Advising Center helps students plan coursework and develop educational and professional goals. This process includes all students who enroll in Old Westbury as freshmen as well as transfer students from another institution. The Academic Advising Center works with students to develop a clear plan for completing the Liberal Education Curriculum, completing a major, and earning a degree. The primary focus of the Academic Advising Center is to provide guidance and support to all students who have not declared a major. In addition, the Academic Advising Center serves students who wish to change majors as well as upper-division students who need help planning their course of study. Once students have declared a major, these general advisors are still available to assist them as needed.

There is a special advising program for freshman, however. Entering freshmen are advised during a special orientation session during the summer. Advisors from the Academic Advising Center as well as from the First-Year Experience Program are available during orientation sessions in order to advise all students, as are additional faculty members who have been trained to advise new students. Students are initially assigned a primary advisor, who could be an advisor from the Academic Advising Center or the First-Year Experience Program; these advisors work closely to advise all incoming freshmen. Second-semester freshmen may choose to be advised in either the Academic Advising Center or the First-Year Experience Program. They are assigned advisors in both programs. When possible, students are encouraged to work with the same advisor who helped them during orientation to maintain an ongoing relationship. This assistance continues into the sophomore year as students work on their Liberal Education requirements and consider a major.

Incoming transfer students are advised during a special orientation session prior to their first semester at Old Westbury. Depending on their class standing and whether they have declared a major, they may work with an advisor from the Academic Advising Center or a faculty member in their major department. The Academic Advising Center is prepared to advise all students who have declared majors, and the Academic Advisors are present at all transfer orientations. However, standard procedure for declared majors is to meet with a faculty member from their department and be advised in the major. The Academic Advising Center provides backup on transfer orientation days in case there are more students than can be accommodated within a particular academic department on that day.



The Academic Advising Center hosts Academic Mapping workshops to help students gain a better understanding of how to make steady progress toward completing a major and earning their degree. Advisors explain Old Westbury's requirements for proficiency in Writing and Math, and make sure students understand how to achieve proficiency. Advisors help students understand the coursework they need to complete, and the grades they need to achieve, to meet their educational and professional goals. When students are having difficulty making progress in their intended major, advisors work with them to explore alternative options. Advisors keep records of all advising sessions and other student interactions in order to accurately track and monitor student progress. The creation of the Student Success Center in Spring 2018 and the ongoing implementation of the features of the EAB software are also designed to identify and assist those students experiencing difficulty in making satisfactory academic progress.

The College also hosts career counseling events; for example, recently there was a public health-specific career counseling event in collaboration with our department. And every semester there are more broadly-focused career counseling events. See two flyers in supporting documents for Advising.

Please see the following web links for the

Academic Advising Center: <https://www.oldwestbury.edu/academics/support/advising>

First Year Experience: <https://www.oldwestbury.edu/academics/first-year>

***Required Documentation: A description of advising within the program, including the following:***

- a. Assignment of advisors***
- b. Training and responsibilities of advisors***
- c. Policies and procedures related to advising***
  - i. Process for changing advisors (n/a)***
  - ii. Rules for frequency of contact with advisors***

Once a student has declared a major in Health and Society, he or she meets with one of our five full-time tenure-track faculty. Unlike some departments, we do not require that a student see one particular advisor; rather, we are all available to all of our students on an as-needed basis.

During the initial advising session upon declaring the major, advisors discuss career goals and possibilities for experiential learning toward those goals. In addition to being able to reach out to any and all of our faculty at any time during the semester, several open advising days are scheduled just prior to the new semester, and faculty are available on each of these days. Advisors discuss major requirements and course sequencing, and make a course plan with students for the rest of their time at Old Westbury. We often also discuss future career goals, a discussion that continues in individual meetings during PH 4900, the field placement (internship) course.

When students are advised in our Public Health department, they are given an advising form (see supporting documents for Advising) with all course requirements, to guide their future course planning. Upon completion of this first advising session, students are invited to seek advising and to meet with faculty for any purpose, as needed.

Students are not required by the College to be advised for registration purposes as long as their GPA remains above a 2.0. Public Health department students can see any faculty member for advising on an as-needed basis. We organize our advising this way in order to allow students the flexibility and comfort of reaching out to whomever they feel can best assist them with their particular needs. We want to encourage our students to take the initiative to seek assistance when needed.

If a student's semester GPA falls below a 2.0, however, advising is mandatory; they may not register until they have received advising. At that advising session, we help students create a realistic plan to improve their academic performance and address any issues that may be hindering them. See supporting documents for the probation hold removal form required for students falling below a 2.0 to register.

SUNY Old Westbury has also recently purchased and implemented a new advising system utilizing the Student Success Collaborative (EAB) software. In this program, all public health students are assigned to all public health faculty and we receive alerts and notices when their professors in any class issue an alert that they are struggling or failing. We then contact the student to make an appointment. Similarly, students can log in to this system and schedule an appointment with us.

New faculty are trained by both the Department and the Academic Advising Center so that they can navigate the student information systems and learn both the College-wide and major-specific requirements. The Academic Advising Center hosts training sessions for new faculty; this information is also provided in their Guide for Faculty Advisors (see supporting documents). Upon completion of this training, new faculty sit in with a Public Health faculty advisor until they feel comfortable advising on their own.

## **7.0 DIVERSITY**

### **7.1 Diversity and Cultural Competence**

**The program demonstrates a commitment to diversity and provides evidence of an ongoing practice of cultural competence in student learning.**

**Aspects of diversity may include, but are not limited to, age, country of birth, disability, ethnicity, gender, gender identity and expression, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.**

**Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program defines these terms in its own context.**

**Programs can accomplish these aims through a variety of practices including the following: incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; and reflection in the types of research and/or community engagement conducted.**

#### **Department and College-Wide Commitment to Diversity**

The College's mission is unswervingly to serve underrepresented student populations by providing access to a quality education that fosters academic excellence and a commitment to social justice. The guiding principles that undergird our mission are: intercultural understanding, sustainability, social justice and a liberal education. Consistent with our mission, Old Westbury is the most diverse campus among SUNY's colleges and universities in faculty, staff and students. Additionally, the SUNY Old Westbury student body has been recognized among the nation's most diverse by *U.S. News and World Report* for 18 consecutive years. Data for Spring 2018 show that our student population is composed of approximately 26.4 percent African American/Black, 25.7 percent Latinx, 11 percent Asian, and 31.2 percent White students. Females comprise 59.2 percent of our students, and 40.8% are male. In addition, 82.4% of our students are commuters and about 6.2% of the undergraduates are EOP (Equal Opportunity Program) students. EOP is a program to assist educationally and economically disadvantaged students who show potential to succeed in college but are not admissible under regular admissions standards. This university-wide diversity is evidenced both in the College's undergraduate student body as a whole as well as among students in our Public Health department (see **Table 7.1** below). Our department is composed predominately of students of color (nearly 77%), 61.5 of whom are Black and Latinx. Nearly 80% of our students are female, 48% of our students received Pell grants, and 45% of our students received TAP (Tuition Assistance Program) grants. TAP, a New York state program, provides tuition grants to middle- and low-income New York residents. Our College and department are far more diverse than the

affluent Long Island community in which we are located. Data from the NCES (National Center for Educational Statistics) indicate that the school district in which we are located (Jericho Union) is markedly more homogeneous than our student population, and is comprised of 84% White, 11.7% Asian, 2.3% Black, and 2.6% Latinx people. Please see the Spring 2018 Student Profile in the ERF for further details.

**Table 7.1: Student Demographics, Spring 2018**

	<b>College</b>	<b>Undergraduate</b>	<b>Department</b>
<b>Sex</b>			
Male	1895	1775	50
Female	2755	2622	179
<b>Race/Ethnicity</b>			
American Indian/Alaska Native	13	13	2
Asian	511	478	18
Black	1228	1215	108
Hispanic/Latino	1194	1147	41
Native Hawaiian/Other Pacific Islander	13	13	2
Two or more Races	119	119	6
Unknown	86	73	2
White	1449	1303	49
Non-Resident Alien	37	36	1
<b>Campus Residential Status</b>			
Resident	817	816	52
Commuter	3833	3581	177
<b>Higher Education History</b>			
Transfer Students	466	466	21
Continuing	3891	3891	207
First Time to College	40	40	1
Graduate New	56	--	--
Graduate Continuing	197	--	--
<b>Student Status</b>			
Non-EOP	4362	4109	207
EOP	288	288	22

The College is also committed to diversity in hiring, and has recently drafted a strategic plan for diversity, which outlines the following strategies for maintaining a diverse community:

- Implement multicultural competency training for faculty, staff and students.

- Include an overview of diversity and inclusion initiatives during new faculty and staff orientations.
- Include an overview of diversity and inclusion initiatives during new student and transfer student orientations.
- Provide training for faculty and staff on knowledge and skills needed to serve on search committees.
- Provide training for search committee chairs to successfully lead search committees.
- Maintain master list of faculty and staff trained for search committees.
- Identify and use recruiting/advertising sources not currently being accessed by SUNY Old Westbury that target diverse populations.

## **Diversity in Curriculum**

Our departmental focus on cultural competence and diversity is further evidenced by our curriculum. A main theme throughout all of our courses is how health disparities linked to social identities are created and persist, both in domestic and global contexts. Some examples of diversity-related topics addressed in our courses include:

- PH 3600      Social class and health; race/racism and health; gender and health
- PH 3610      The ways in which social, economic and cultural factors impact the ability to receive adequate health care; disparities in access to health care insurance; disparities in health care.
- PH 4610      Gender, race, class, sexual orientation inequalities in health; global perspectives on gender-related health inequalities
- PH 4800      Social epidemiologic theoretical frameworks related to social class, racial/ethnic health disparities

In addition, as part of the College's Liberal (General) Education requirement, students must take one course that explicitly addresses issues of diversity; our PH 3600 has been so designated. These courses expose students to various forms of diversity and their connections to issues of social justice, and provide opportunities to challenge assumptions about race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age and disability. Courses in this Liberal Education domain must meet one or more of the following learning outcomes:

### **1. Students will demonstrate:**

- knowledge of a group of people who have experienced discrimination on the basis of at least one of the following: race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age and disability
- an ability to compare forms of discrimination experienced by different groups.

**OR**

2. Students will demonstrate an understanding of:
  - the processes by which inequalities are created and maintained in one or more of the following areas: political, economic, cultural, psychological
  - ways in which people can work to challenge inequalities and promote social justice

**OR**

3. Students will demonstrate:
  - a recognition of the multiplicity of voices and world views
  - an ability to analyze critically their own assumptions and values within a larger socio-historical context.

Below is a partial list of courses which satisfy the Diversity Liberal Education requirement. Please note that our course, Introduction to the Social Determinants of Health (PH3600), fulfills the Diversity requirement.

- Introduction to the Social Determinants of Health
- Introduction to Women's Studies
- Introduction to African-American Studies
- Contemporary US Society
- U.S. Social Movements
- African-American History
- Introduction to US Latina/o History
- Africa in the Americas
- Women, Work and Careers
- A Social History of Women in the USA
- History of Love and Sexuality
- African-Americans & the Mass Media
- Women and the Media
- Civil War and Reconstruction
- Immigrants, Migrants and Americanization

## **Diverse Faculty and Students**

Diversity is a high priority for both the College and the department. The SUNY Old Westbury Public Health department consists of five tenure-track faculty. Of these, three are women and two are men, and three are White, one is Asian-American, and one is Black.

We have been successful in attracting a diverse student population. As noted in Table 7.1 above, the majority of Public Health department students are students of color.

## **Diversity in Student-involved Research and Community Education**

Students participate in research in PH 5900, Research Methods, and PH 5920, Senior Seminar. Given the focus of the program, their research projects often include data considering race, gender, sexuality, social class, religion, citizenship status, and/or ability. Students are additionally exposed to issues of diversity in their field experience course, PH 4900. In addition to coursework, our interdisciplinary Health Disparities Institute provides opportunities for diversity-related student research. In addition to analyzing data, our students have presented their research at the College's undergraduate research conference, and have written blog posts in order to educate the campus community about health disparities-related issues. Moreover, the Health Disparities Institute has consistently engaged in diversity-related programming within the College. Some recent College-wide events include:

- Dan Fenyvesi, MS, RD. "Food, Culture and Obesity in Nicaragua: A Documentary Short and Discussion. April, 2018
- Dr. Chris Hartmann, "'Vivir bonito, vivir bien' (Living beautiful, living well) in Nicaragua: Government discourses and public perceptions. November, 2017
- Dr. Hannah Helmy, "Reproductive health, inequality, and youth: Perspectives from service providers and key stakeholders in New York City," April, 2017
- Dr. Martine Hackett and Britney Nathan, "Spatial Stigma and Suburban Health Inequity in Long Island, New York," April, 2017
- Dr. Rahwa Haile, "HIV and Stigma Among Older Adults in NYC," September, 2015.
- Dr. Shijian Li, "Hepatitis B: Major Health Disparities Among Asian-Americans," March, 2016
- Dr. Sarah Smith, "Gender, Transnationalism and Colonialism: The Social Determinants of Chuukese Women's Reproductive Health," April, 2016

In addition, some other recent diversity-related University-wide campus events include the following:

- Art and Sociological Exhibition "Once a Ghetto: The World Created by Jews and Blacks in Brownsville, NY" October, 2018
- Talk by Journalist Juan Gonzalez "The Neverending Hurricanes: What is happening in Puerto Rico?" March 2018

- Student Research Day keynote speech by Carmen Perez, Executive Director of The Gathering for Justice and Co-chair of the January 2017 Women's March on Washington, April, 2017
- Discussion of the 1960s protest movement by Bobby Seale, Co-founder of the Black Panther Party, February, 2017
- Talk by Afaf Nasher, Executive director of CAIR-NY, entitled "The Trump Effect: Renewed Resilience in the Muslim Community," April, 2017
- Campus symposium with community leaders entitled "Fear and Fact about Immigration Policy and Enforcement," April, 2017



## **8.0 DISTANCE EDUCATION PROGRAMS**

Not applicable; we do not offer distance education programs.