School of Nursing and Health Sciences

CAROLE KENNER, DEAN

School Mission Statement
The mission of the School of Nursing and Health Sciences is congruent with that of The College of New Jersey in promoting excellence, valuing diversity, and providing a service in a community of learners. The School of Nursing and Health Sciences serves the people of New Jersey and the nation by preparing professional nurses at the baccalaureate level and advanced practice nurses at the master’s level, with all graduates prepared to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.

Master of Science in Nursing
(NURS_MSN01), (NURS_MSN02),
(NURS_MSN03), (NURS_MSN04),
(NURS_MSN05), and (NURS_MSN15)

Mary Ann Dugan, Coordinator, Graduate Programs in Nursing
The Master of Science in Nursing prepares advanced nurses to care for individuals, families, and school age children. The curriculum builds on the nursing and scientific knowledge base of the baccalaureate-prepared nurse and focuses on advanced clinical decision-making and critical-thinking skills. Graduates are prepared to accurately and critically assess the health and illness experiences of individuals, families, and school age children to develop health interventions, and to evaluate healthcare outcomes.

The program offers six options. Four nurse practitioner options include: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner, Neonatal Nurse Practitioner, and a variation in the Family Nurse Practitioner option for BSN-prepared nurse midwives and nurse practitioners. Two additional MSN options are the Clinical Nurse Leader and the School Nurse. The MSN programs begin in the fall. There is also a bridge sequence of courses leading to the MSN for RNs with a non-nursing baccalaureate.

Three post-MSN certifications are offered: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner and Family Nurse Practitioner for Specialized NPs. Post-MSN programs begin in fall or spring, depending on the specialty track. A School Nurse Instructional Certificate is available which meets NJ State requirements for school nurse certification and has been approved by the Department of Education in the State of New Jersey.

Most classes are offered during the evenings, although some required classes and activities may be offered during the day. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program. Required practicum hours for each course are listed in the course descriptions. Most MSN options may be completed in two years and two summers of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. The master degree programs in nursing at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

Admission Requirements:
Bachelor in Nursing degree from an NLN- or CCNE-accredited program
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply.
Successful completion of one undergraduate statistics course within 5 years prior to matriculation or, for non-matriculated students, prior to taking NURS 506.
Successful completion of an undergraduate health assessment course or approved equivalent
Preadmission interview may be required
Applicants to the School Nurse MSN must demonstrate completion of the TCNJ School Nurse Instructional Certificate or an equivalent post-BSN school nurse certificate program. Practicing School Nurses who were certified prior to 2004 and who hold current NJ School Nurse Certification may be considered on an individual basis for admission to this program.
Students applying to the NNP program must have experience in a level 3 or 4 neonatal ICU. A separate interview with the Thomas Jefferson University NNP program director is required.

Additional Requirements:
For entry into the program:
License to practice as a registered nurse in New Jersey
License to practice in Pennsylvania.

Pre-clinical requirements
CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
Liability Insurance for student nurse practitioner
For more detailed information please contact the clinical site coordinator jacksnd@tcnj.edu

Family Nurse Practitioner Option (NURS_MSN01)

Graduation Requirements:
47 credits

Required Courses:
NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
NURS 501/Perspectives in Advanced Practice Nursing
NURS 503/Pharmacology for Advanced Nursing Practice
NURS 504/Advanced Human Pathophysiology
NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
NURS 603/Individual, Family, and Community Systems
NURS 633/Advanced Holistic Health Assessment
NURS 636/Primary Care I
NURS 638/Primary Care II
NURS 637/Primary Care III
NURS 643/Primary Care of the Childbearing Family
NURS 690/Practicum in the Nurse Practitioner Role
NURS 694/Capstone Seminar
NURS 705/Capstone Project in Nursing
Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS_MSN02)

This option prepares the BSN-prepared nurse midwife and nurse practitioner who wants to expand their population focus and enables them to sit for a Family Nurse Practitioner national certification examination.

Graduation Requirements:
30-credit minimum

Required Courses:
- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

Clinical Courses:*
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III

*Required clinical courses will be determined based upon area of current certification and practice.

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_MSN05)

Graduation Requirements:
43 credits

Required Courses:
- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

Neonatal Nurse Practitioner Option (NURS_MSN03)

Graduation Requirements:
38 credits (23 at The College of New Jersey; 15 at Thomas Jefferson University)

Required Courses: at TCNJ
- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice

Clinical Courses:
- NURS 662/Diagnostic Reasoning and Clinical Decision Making for NNP I
- NURS 663/Diagnostic Reasoning and Clinical Decision Making for NNP II
- NURS 664/Diagnostic Reasoning and Clinical Decision Making for NNP III
- NURS 665/Comprehensive Assessment for Clinical Decision Making of the Mother and Neonate
- NURS 667/Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners

Clinical Nurse Leader Option (NURS_MSN04)

Graduation Requirements:
34.5 credits

Required Courses:
- NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research
- NURS 501/Perspectives in Advanced Practice Nursing
- NURS 511/Introduction to the CNL Role
- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 660/Chronic and Complex Conditions
- NURS 685/Health Promotion for Advanced Nursing Practice
- NURS 695/Practicum in the Clinical Nurse Leader Role
- NURS 694/Capstone Seminar
- NURS 705/Capstone Project in Nursing

School Nurse Option (NURS_MSN15)

Graduation Requirements:
40 credits (this includes 23 credits completed for the Instructional Certificate). Additional coursework is required for school nurses certified prior to 2004.

Required Courses:
- NURS 506/Theoretical Foundations of Advanced Practice
- NURS 604/Research and Evidence-Based Nursing
- NURS 503/Advanced Pharmacology
- NURS 633/Advanced Health Assessment
- NURS 603/Individual, Family, and Community Systems
- NURS 625/School Nursing/Teaching Practicum II (3)

Instructional School Nurse Certificate (Required):
- NURS 524/Assessment and Management of School Age Children and Adolescents (4)
- NURS 525/School Nurse Practicum I (4)
- NURS 526/School Nurse Practicum Seminar (3)
- HLED 554/Curriculum Program Construction in Health and Safety Education (3) or NURS 506
- NURS 603/Individual, Family and Community systems (3)
- NURS 625/School Nursing/Teaching Practicum II (3)
Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to enter the MSN program at The College of New Jersey. Up to 16 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs. The bridge option cannot be applied to the School Nurse program. Students must hold a BSN to enter the School Nurse program.

Admission Requirements:
Diploma or associate's degree in nursing
Bachelor's degree from an accredited or approved institution
Graduate Record Exam (GRE)—For test waiver information, please visit graduate.pages.tcnj.edu/apply
Successful completion of an undergraduate statistics course within 5 years prior to taking first graduate nursing course. May be taken concurrently with undergraduate bridge program courses.
Successful completion of an undergraduate health assessment course or equivalent
Preadmission interview may be required
(Also see Graduate Opportunities section of Bulletin)

Additional Requirements:
For entry into the program:
License to practice as a registered nurse in New Jersey
License to practice in Pennsylvania may be recommended

Pre-clinical requirements
CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
Liability Insurance for student nurse practitioner
For more detailed information please contact the clinical site coordinator Deirdre Jackson jacksond@tcnj.edu

Bridge Requirements: up to 4 undergraduate units (16 credits)
One of the following Professional Role Courses:
NUR 210/Professional Role I (Learner)
OR
NUR 310/Professional Role II (Clinician)
The following three courses are required*
NUR 328/Research
NUR 440/Caring in Community Health/Science*
NUR 444/Caring in Community Health/Practice*
*Up to 8 credits of community health (NUR 440 and/or NUR 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the Department of Nursing faculty.

Following successful completion of the above bridge requirements, the student may enroll in courses required for either the Family Nurse Practitioner Program, the Adult/Gerontological Primary Care Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program.

Post-Master's Nurse Practitioner Certificate Program (NURS_SCT02), (NURS_SCT03), and (NURS_SCT04)
These certificate programs are designed for registered nurses who have earned a master's degree in nursing and who wish to become family nurse practitioners or adult/gerontological primary care nurse practitioners. Students may take up to six years of part-time study to complete either option.

Admission Requirements:
Master of Science in Nursing from an NLN- or CCNE-accredited program
An undergraduate health assessment course or approved equivalent
Preadmission interview may be requested

Additional Requirements:
For entry into the program:
License to practice as a registered nurse in New Jersey
License to practice in Pennsylvania may be recommended

Pre-clinical requirements (See Nursing Department Web site for more details)
CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
Liability Insurance for student nurse practitioner

Family Nurse Practitioner Option (NURS_SCT02)

Program Requirements:
37 credits

Required Courses:
NURS 636/Primary Care I
NURS 637/Primary Care II
NURS 638/Primary Care III
NURS 643/Primary Care of the Childbearing Family
NURS 690/Practicum in the Nurse Practitioner Role

Adult/Gerontological Primary Care Nurse Practitioner Option (NURS_SCT03)

Program Requirements:
33 credits

Required Courses:
NURS 503/Pharmacology for Advanced Nursing Practice
NURS 504/Advanced Human Pathophysiology
NURS 603/Individual, Family, and Community Systems
NURS 633/Advanced Holistic Health Assessment
NURS 636/Primary Care I
NURS 637/Primary Care II
NURS 638/Primary Care III
NURS 643/Primary Care of the Childbearing Family
NURS 690/Practicum in the Nurse Practitioner Role

Family Nurse Practitioner Option for Specialist NPs (NURS_SCT04)

This program is designed for nurse practitioners who have graduated from a master’s degree program that prepares adult, geriatric, or adult/gerontological primary care nurse practitioners and who want to expand their scope of practice to include the entire family. This program begins in the spring. This program may be completed in two semesters of part-time study.

Admission Requirements:
Master of Science in Nursing from an NLN- or CCNE-accredited program that prepares nurse practitioners
National certification as an adult, geriatric, or adult/gerontological primary care nurse practitioner
At least 500 documented clinical practicum hours in an MSN program
A graduate-level health assessment course that includes all ages and both genders
A graduate-level general pharmacology course
A graduate-level general pathophysiology course

Additional Requirements:
For entry into the program:
License to practice as a registered nurse and certification as an Advanced Practice Nurse in New Jersey
License to practice as a registered nurse and certification as an Advanced Practice Nurse in Pennsylvania is required.
Students who are not certified to practice as an NP in NJ but who are eligible for certification may apply. Certification must be accomplished prior to starting the program.

Pre-clinical requirements (See Nursing Department Web site for more details)
CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
Liability Insurance for student nurse practitioner
For more detailed information please contact the clinical site coordinator Deirdre Jackson jacksond@tcnj.edu

Required Courses:
NURS 603/Individual, Family, and Community Systems
NURS 638/Primary Care II
NURS 643/Primary Care of the Childbearing Family

Policy Statement on Minimum Grade in Clinical Courses for Graduate Nursing Students:
Clinical courses include theoretical learning in the classroom, as well as practice in a clinical setting. Graduate students in courses with a clinical component must achieve a grade of B- or higher in order to continue in the clinical course sequence. Courses with a clinical component include NURS 633, 636, 637, 638, 660, 662, 663, 664, 665, 666, 690 and 695. In addition to courses with a clinical component, students must achieve a B- or higher in the following courses in order to progress in the program: NURS 503, 504, and 643.
A student who earns a C or C+ in any of the above courses may repeat the course once the next time the course is offered. A student who earns a C- or F in a clinical course will be dismissed from the program. A graduate nursing student may only repeat one course in the program one time. If a student repeats a course and subsequently earns a grade of less than B- in that course or in any of the other listed courses, the student will be dismissed from the program. Students who are not meeting the academic requirements of the theoretical component of any clinical course may not be considered safe and may be excluded from clinical experience.
The policy for all Graduate programs at the College of New Jersey is that the graduate student must maintain a GPA of 3.0. Should the student fall below this GPA, the student will be placed on academic probation and given one semester to bring the GPA to a 3.0. If this does not occur, then the student is dismissed from the Program. If there is a course that is responsible for pulling down the GPA and it is only offered once a year, the student may be allowed to stay in the program until that course can be repeated. However, progression may not be allowed until the course is repeated and the GPA is 3.0.

School Nurse Instructional Certificate (NURS_SCT09) 10 cr.
Instructional Certification allows the School Nurse to function as a Health Educator in addition to the School Nurse role.

Non-degree certificate program that is composed of a 23-credit sequence of courses to prepare school nurses to perform nursing services and health education for grades PreK-12.
150 Practicum hours are included in the curriculum.
All classes are now offered fully online and will be a combination of synchronous (set time for zoom meeting) and asynchronous (no set meeting time) setting. Opportunities for real time interaction with faculty and other students are built in to the curriculum.

Required Courses:
NURS 524 Assessment and Management of School Age Children and Adolescents (4)
NURS 525 School Nurse Practicum I (4)
NURS 526 School Nurse Practicum Seminar (3)
HLED 554 Curriculum Program Construction in Health and Safety Education (3) or NURS 571 Curriculum Development & Learning Theory (3)
NURS 603 Individual, Family and Community Systems (3)
NURS 625 School Nursing/Teaching Practicum II. (3)
NURS 626 School Nursing/Teaching Practicum II Seminar. (3)

Nurse Educator Certificate (NURS_CER09) 14cr.
Utilizing a blended format, the Nurse Educator Certificate is designed for licensed nurses who are seeking to acquire advanced knowledge in the field with a special focus on teaching in an academic environment and/or the healthcare setting.

For entry into the program:
License to practice as a registered nurse in New Jersey
Pre-clinical requirements
CPR certification (BLS or ACLS)
Criminal Background Check
Drug Test
Health and immunization requirements
For more detailed information please contact the clinical site coordinator Deirdre Jackson jacksond@tcnj.edu

Required Courses:
NURS 570 Teaching Strategies with Practicum (50 hours)
NURS 571 Curriculum Development and Learning Theory
NURS 572 Teaching with Technology for Health Professionals
NURS 573 Assessment and Evaluation with Practicum (150 hours)

Graduate Certificate in Wellness Coaching (HESC_CER01) 18 cr.
Anne Farrell, Coordinator Graduate Programs in Health and Exercise Science
The Health & Exercise Science Wellness Coaching certificate program prepares individuals to make important health decisions that will optimize overall health and well-being through education, health promotion, coaching instruction, and practical integrated experiences.
The program follows a three-pronged approach:
1. Education/Health Promotion - Provides basic and advanced information relevant to fitness, nutrition, stress management/mindfulness, general health & wellness, and/or coaching style
2. Coaching/Training - To explore coaching techniques and strategies used to guide individuals to determine and implement best practices for personal health and well-being. Apply coaching techniques in education and relevant practical experience
3. Integrated/Practical Experiences - Coaches participate in clinical experiences to employ strategies that will foster client’s personal growth. Integrated learning will occur by working with a variety of health-professions to address the individual’s holistic needs and dimensions of wellness

For more details (See Nursing Department Web site for more details)
Admission Requirements:
Completed or pending Bachelor’s degree from an accredited or approved institution. Bachelor’s degree must be complete prior to full matriculation.

Required Courses:
- HESG 501: Current Health & Wellness
- HESG 509: Functional Personal Conditioning
- HESG 525: Personal Nutrition
- HESG 551: Stress Management
- HESG 675: Coaching Leadership
- HESG 695: Wellness Coaching Internship

Student Health Services

Public Health Department
Brenda Seals, Chair, Department of Public Health

Master of Public Health (PBHL_MPH01)
Sylvia Tversky, Graduate Director, Department of Public Health

The Public Health program’s vision is to address emerging concerns in public health in order to create a more equitable and healthier world.

The program’s mission is to promote critical thinking, leadership, and evidence-based practice in order to create improvement and equity in health outcomes for domestic and global populations.

Introduction
Public Health is a vibrant field of practice and science. Public Health is a broad, interdisciplinary field in the practice and science of protecting and improving the health of families and communities—answering needs on local, national and global levels. Professionals work to preserve wellness, as well as prevent or minimize health problems by implementing intervention programs, recommending policies, administering services, and conducting studies. Public health professionals strive to decrease health disparities and improve healthcare access, equity, and quality. Students develop the leadership, critical thinking, and research capabilities to pursue a range of public health career options.

The TCNJ MPH offers specialization tracks: 1) Epidemiology and Health Analytics focuses on the determinants and distribution of health as well as building the skill set to interpret and apply data for understanding population level health and the design and implementation of public health initiatives; 2) Health Communication explores state-of-the-art social marketing and communication strategies and innovative ways to motivate healthy behavior and reduce health risk. Interpersonal communication, social marketing campaigns and mass communication theories, strategies and methods are explored as health changes are possible via institutions and agencies throughout the nation; and 3) (not currently accepting new applications) Global Health concentrates on the impact of culture, social structure, economics and politics on health and illness trends, social determinants of health, health disparities and public health policies worldwide. Students choose between the 2 year program as full-time students or an up to 6 year program as part-time students. TCNJ also offers a “4+1” program accelerated program for upper class TCNJ undergraduates wanting to pursue a combined Bachelors of Science and Masters of Public Health degree and a 5 year option for incoming first year students who want to pursue a combined Masters’ and Bachelors’ degree. In-person classes are offered on the TCNJ campus. Some courses also can be taken online or as hybrid (online/onsite). To accommodate working professionals, classes are scheduled in two and half (2 ½) hour-blocks during the evening (5:30 pm and after).

Notice - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2022-2023 academic year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

Revision Advisory – The School of Nursing and Health Sciences on behalf of the Masters of Public Health maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

Admission Requirements:
2-year MPH (Full time) or Up to 6 year (Part Time) Programs: To be eligible applicants must complete a Bachelor’s degree by the time of matriculation with an overall GPA of 3.0 or better from an accredited or approved institution. Because Public Health is an interdisciplinary field, students from all backgrounds are welcome to apply. Depending on background, some undergraduate courses may be needed before full matriculation into the MPH program. Students who have no prior statistics course (equivalent of STA 115 or 215) may need to take an orientation to statistics and SPSS and/or take an introductory statistics course prior to beginning the Epidemiology/Biostatistics sequence.

Visit TCNJ’s graduate program website to review and complete the application at: https://mph.tcnj.edu/admissions/

Required application materials include:
1) Application Form
2) Student Essay
3) One copy of Curriculum Vitae or Resume
4) Official Transcript
5)
6) Two letters of recommendation, one of which must be from a previous professor or an academic center.
7) Payment of US $75 non-refundable fee

Additional Requirements:
In some cases, an interview may be requested.

Graduation Requirements:
45 credits; Cumulative GPA of 3.0
15 courses (5 core courses, 5 specialization track courses, 3 elective courses and completion of the Capstone Internship and Capstone Paper/Portfolio)

For entry into the MPH Accelerated Program (4+1 MPH)
Applying students must be in good standing as a rising Junior with a GPA of 2.75 for higher from TCNJ or an accredited or approved institution (transfer applicants only). Students interested in the 4 + 1 option are encouraged to consult with their advisor as early as possible so that their schedule may be arranged to best take advantage of graduate classes to be taken in the Junior and Senior years of study. Under current TCNJ policies, undergraduates in the 4 or 5-year programs are allowed to double count up to five courses (5 units/15 credits) that meet the minimum graduate grade requirements and are applied to both the BS and the MPH degree requirements. Students are fully matriculated into the MPH program after successful completion of their Bachelor’s degree. Students will follow the MPH requirements in effect at the time of their graduate matriculation.

Accelerated 4 + 1 Program:
Applications accepted through TCNJ’s Department of Public Health via our online form: https://tcnj.co1.qualtrics.com/jfe/form/SV_57uXdIKAaajNvLy1
1) Application Form
2) One Student Essay
3) One copy of Curriculum Vitae or Resume
4) Two Letters of recommendation
5) Unofficial Transcript

Additional Requirements:
In some cases, an interview may be requested.

Graduation Requirements:
Cumulative GPA of 3.0
45 credits consisting of 15 courses (5 core/5 specialization track/3 electives/2 Capstone) within 6 years of matriculation

Courses and Tracks
Required Core and Capstone Courses: Minimum grades of B- are required for courses to count.
- PBHG 504 Environmental and Occupational Health (3 credit core)
- PBHG 521 Health Systems and Policy (3 credit core)
- PBHG 540 Intermediate Epidemiology (3 credit core)
- PBHG 652 Biostatistics for Public Health (3 credit core)
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credit core)
- PBHG 705 Capstone Internship in Public Health (3 credits)
- PBHG 706 MPH Capstone Paper/Portfolio (3 credits)
- PBHG 560 Counseling Girls and Women (3 credits) OR PBHG 561 Counseling Boys and Men (3 credits)
- PBHG 650 Health Education in Practice (3 credits)
- PBHG 660 Global Health and Risk Communication Campaigns (3 credits)
- PBHG 670 Topics in Public Health (3 credits)

Tracks of Specialization:
Five (5) courses (15 credits) are needed to complete the specialization tracks. Minimum grades of C+ are required for courses to count towards a track.

Health Communication Track (PBHL_SUBM1)
Required:
- PBHG 603 Health and Risk Communication Theory (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 650 Health Education in Practice (3 credits)
- PBHG 660 Global Health and Risk Communication Campaigns (3 credits)

Choose 1 of the following:
- PBHG 542 Lifespan Communication (3 credits)
- PBHG 545 New Media Innovations in Health Communication (3 credits)
- PBHG 677 Disclosure, Stigma, Privacy, and Health (3 credits)
*Can take either 560 OR 561 to count towards Health Comm track but not both

Epidemiology and Health Analytics (PBHL_SUBM2)
Required:
- PBHG 501 Research Methods for Public Health (3 credits)
- PBHG 602 Health Analytics: Identifying, Collecting, and Analyzing Big Data (3 credits)
- PBHG 620 Health Economics (3 credits)

Choose 2 of the following:
- PBHG 503 Health Informatics (3 credits)
- PBHG 689 Epidemiology and Aging (3 credits)
- PBHG 566 Epidemiology of Dental Public Health (3 credits)
- PBHG 578 Cancer from a Public Health Perspective: Prevention to Survival
- PBHG 667 Public Health Genomics (3 credits)
- PBHG 577 Epidemiology and Intervention in Violence and Injury (3 credits)

Global Health Track (PBHL_SUBM3) * Not currently accepting applications
Required:
- PBHG 565 Social Determinants and Health Inequities (3 credits)
- PBHG 572 Program Planning and Evaluation in Global Health (3 credits)

PBHG 620 Health Economics (3 credits)
OR
PBHG 678 Water, Land, and Air: Critical issues in Global Environmental Health (3 credits)
PBHG 675 Critical Issues in Global Health (3 credits)

Choose 1 of the following:
- PBHG 615 International Communication (3 credits)
- PBHG 620 Health Economics (3 credits)
OR
PBHG 678 Water, Land, and Air: Critical issues in Global Environmental Health (3 credits)
PBHG 689 Epidemiology and Aging (3 credits)

Elective Courses. Three elective courses (totaling 9 credits) are needed to complete the MPH degree. Minimum grades of C+ are required for courses to count towards an elective. Students can choose from the list below or any concentration classes that are a) not part of the student’s chosen concentration or b) concentration classes above the 5 required. Relevant courses from other graduate programs at TCNJ may be accepted on a case by case basis based on review by the Graduate Director.
- PBHG 503 Health Informatics (3 credits)
- PBHG 551 Substance Abuse and Addiction: Individual, Family, and Society (3 credit)
- PBHG 560 Counseling Girls and Women (3 credits) OR PBHG 561 Counseling Boys and Men (3 credits)
- PBHG 591 Graduate Independent Study (3 credits)
- PBHG 606 Grant Writing in Public Health (3 credits)
- PBHG 670 Topics in Public Health (3 credits)

*Can take either 560 OR 561 to count as an elective but not both

MBA/MPH Dual Degree Program
Sylvia Twersky, Graduate Director, Department of Public Health Stephen Tomkiel, MBA Director
TCNJ offers a joint Master of Business Administration (MBA) and Master of Public Health (MPH) directed toward early career professionals and individuals seeking to obtain managerial roles. The MBA/MPH joint degree can be completed in two years full time. Dual degree students are required to complete a total of 63 credits: 30 MBA credits and 33 MPH credits. The MBA program will accept up to 4 MPH courses or 12 credits toward the MBA program. The MPH program will accept up to 4 MBA courses or 12 credits toward the program. All courses must be a ‘B’ or better to be transferred.

Visit TCNJ’s graduate program website to review and complete the application at: https://mph.tcnj.edu/admissions/

Admission Requirements—Fall Admission (Full-time) only
An earned bachelor’s degree from an accredited college or university.
Graduate Management Admission Test (GMAT) or Graduate Records Examination (GRE) taken within the last five years. [Target range GMAT 540+ or GRE 310+].
Current resume.
Two letters of recommendation.
A completed application form with nonrefundable application fee. The Test of English as a Foreign Language (TOEFL) may be required of some applicants for whom English is a second language and who have limited experience working/learning in an English language environment.

GMAT / GRE Waivers
Students who graduated with a business degree with a cumulative GPA of 3.4 or above or have completed an advanced degree or served in the
Graduation Requirements:
  Cumulative GPA of 3.0
  63 credits: 30 MBA credits and 33 MPH credits that meet the minimum grade requirements.

MBA/MPH Program Curriculum

MBA Specialization: Data Analytics

MPH Specialization: Epidemiology and Health Analytics or Health Communication

MBA Required Core and Capstone Courses: Minimum grades of B- are required for courses to count, except where noted for the dual degree.

PBHG 504 Environmental and Occupational Health (3 credit core)
PBHG 521 Health Systems and Policy (3 credit core) *double counts toward MBA with B min
PBHG 540 Intermediate Epidemiology (3 credit core)
PBHG 652 Biostatistics for Public Health (3 credit core) *double counts toward MBA with B min
PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credit core)
PBHG 705 Capstone Internship in Public Health (36 credits) *double counts toward MBA with B min
PBHG 706 MPH Capstone Paper/Portfolio (3 credits)

MBA Core Requirements for Dual Degree (B is the minimum grade required)

Complete 7 core courses:
1. MKTG 650
2. ACCG 610
3. BUSG 680 *double counts toward MPH
4. BUSG 620
5. MGTG 690
6. PBHG 705
7. PBHG 521

Epidemiology and Health Analytics (PBHL_SUBM2)

Required:
PBHG 501 Research Methods for Public Health
PBHG 602 Health Analytics: Identifying, Collecting, and Analyzing Big Data
PBHG 620 Health Economics
PBHG 667 Epidemiology of Genomics *double counts toward MBA with B min
ISTG 620 Relational Database System

Health Communication Track (PBHL_SUBM1)

Required:
PBHG 603 Health and Risk Communication Theory Health and Risk Communication Campaigns: A Social Marketing Approach (3 credits)
PBHG 615 International Communication (3 credits)
PBHG 650 Health Education in Practice (3 credits)
PBHG 660 Global Health and Risk Communication Campaigns Global Health, Communication, and Social Change (3 credits)
ISTG 640 Text Mining

MBA Data Analytics Specialization Requirements for Dual Degree (B is the minimum grade required)

Complete 7 specialization courses:
1. ISTG 610
2. ISTG 620 *double counts toward MPH Epi and Health Analytics track
3. ISTG 640 *double counts toward MPH Health Comm track
4. ISTG 650 Machine Learning *double counts toward MPH
5. ISTG 615
6. PBHG 667 (Epi) or PBHG 615 (Health Comm) *double counts toward MBA with B min
7. PBHG 652 *double counts toward MBA with B min

Graduate Certificate in Public Health (PBHG_CER01)

Sylvia Twersky, Graduate Director, Department of Public Health

The graduate certificate in Public Health at TCNJ aims to address the growing population health needs at the local, state, national, and global level. The program prepares graduates to meet the complex health needs of populations and individuals by: 1) assessing the social and political determinants of health; 2) critically analyzing data to determine health trends; 3) evaluating policy implications of health trends and health care delivery; and 4) synthesizing current population health practices to make recommendations for improvement. The certificate is designed for both working professionals and students preparing for further graduate study, beginning with a broad overview of population health.

Notice - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2022-2023 academic year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

Revision Advisory – The School of Nursing and Health Sciences on behalf of the Public Health Certificate maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

Admission Requirements:
Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation. Preadmission interview may be required.

Graduate Requirements:
Cumulative GPA of 2.75 3.0
Five (5) courses completed with an overall GPA of 3.0 or better to complete the certificate.
For students who complete the certificate and matriculate in the MPH program, courses completed with grades meeting MPH criteria (B- or better core, C+ or better concentration class) may be applied to MPH graduation requirements.

Required Courses -3:
PBHG 521 Health Systems and Policy (3 credits)
PBHG 540 Intermediate Epidemiology (3 credits)
PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credits)

OR
PBHG 504 Environmental and Occupational Health (3 credit core)

Additional Requirements:
(Choose two from the following)
PBHG 501 Research Methods for Public Health (3 credits)
PBHG 503 Health Informatics (3 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PBHG 504</td>
<td>Environmental and Occupational Health</td>
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<td>PBHG 545</td>
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<td>PBHG 572</td>
<td>Program Planning and Evaluation in Global Health</td>
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<td>PBHG 566</td>
<td>Epidemiology of Dental Public Health</td>
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<td>PBHG 577</td>
<td>Epidemiology and Intervention in Violence and Injury</td>
<td>3</td>
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<tr>
<td>PBHG 578</td>
<td>Cancer from a Public Health Perspective: Prevention to Survival</td>
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<tr>
<td>PBHG 603</td>
<td>Health and Risk Communication Theory</td>
<td>3</td>
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<td>PBHG 606</td>
<td>Grant Writing in Public Health</td>
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<td>PBHG 615</td>
<td>International Communication</td>
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<td>PBHG 620</td>
<td>Health Economics</td>
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<td>PBHG 650</td>
<td>Health Education in Practice</td>
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<td>PBHG 652</td>
<td>Biostatistics for Public Health</td>
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<td>PBHG 655</td>
<td>Social Inequalities in a Developing Context</td>
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<td>PBHG 660</td>
<td>Global Health and Risk Communication Campaigns</td>
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<td>PBHG 667</td>
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<td>PBHG 670</td>
<td>Topics in Public Health</td>
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<td>PBHG 675</td>
<td>Critical Issues in Global Health</td>
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<td>PBHG 677</td>
<td>Disclosure, Stigma, Privacy, and Health</td>
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<tr>
<td>PBHG 678</td>
<td>Water, Land, and Air: Critical issues in Global Environmental Health</td>
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<tr>
<td>PBHG 685</td>
<td>Health Promotion for Individuals, Families, and Communities</td>
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<tr>
<td>PBHG 689</td>
<td>Epidemiology and Aging</td>
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### Nursing & Exercise Science - Public Health - Subject: PUBLIC HEALTH GRADUATE (PBHG)

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<th>Course Title</th>
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<tr>
<td>PBHG 501(3)</td>
<td>RESEARCH METHODS FOR PUBLIC HEALTH</td>
<td>010876</td>
<td>01-AUG-2019</td>
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<td>PBHG 503(3)</td>
<td>HEALTH INFORMATICS</td>
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<td>PBHG 504(3)</td>
<td>DEPARTMENT CONSENT REQUIRED ENVIRONMENTAL AND OCCUPATIONAL HEALTH</td>
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<tr>
<td>PBHG 521(3)</td>
<td>HEALTH SYSTEMS AND POLICY</td>
<td>011097</td>
<td>01-AUG-2018</td>
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<td>PBHG 540(3)</td>
<td>INTERMEDIATE EPIDEMIOLOGY</td>
<td>010886</td>
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<td>PBHG 542(3)</td>
<td>LIFESPAN COMMUNICATION</td>
<td>011231</td>
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<td>PBHG 545(3)</td>
<td>NEW MEDIA INNOVATIONS IN HEALTH COMMUNICATION</td>
<td>011232</td>
<td>01-AUG-2019</td>
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<td>PBHG 551(3)</td>
<td>SUBSTANCE ABUSE &amp; ADDICTION: INDIVIDUAL, FAMILY &amp; SOCIETY</td>
<td>011144</td>
<td>01-JAN-2019</td>
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**PBHG 501(3) RESEARCH METHODS FOR PUBLIC HEALTH**

The purpose of this course is to teach research skills and concepts needed to plan and conduct a research project, with an introduction to qualitative analysis. This course will include performing literature searches and being able to identify appropriate epidemiological data to make a case for public health importance of an issue, as well as appropriate target populations for an intervention, and using a literature search to be able to critically analyze existing research looking at methodology and outcomes. Students will also gain exposure and practice in qualitative research. By the end of the course, students will write a grant proposal that includes specific aims and research strategies in order to put the concepts learned throughout the semester into practice.

**Components:** Discussion Lecture

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**PBHG 503(3) HEALTH INFORMATICS**

This course introduces students to the field of health informatics with particular emphasis on evaluating the effectiveness of technology interfaces between health care practitioners and patients. The electronic medical record, electronic health record, personal health record, clinical decision support systems, telemedicine, health literacy and mobile health (m-health) will be explored in detail. The structure of this class is designed so that students are placed in the role of a member of a health informatics team, becoming proficient in the application of the processes of health information technology. As part of the team, students will identify a healthcare process than can be improved through the use of one of the technologies addressed in the course. The primary purpose of the team project is to describe the impact of the process improvement using health information technology on the larger healthcare system, regional, national, and if possible global.

**Components:** Discussion Lecture

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**PBHG 504(3) - 4 DEPARTMENT CONSENT REQUIRED ENVIRONMENTAL AND OCCUPATIONAL HEALTH**

This three credit graduate course introduces students to foundational components of occupational health topics. Environmental health is the study of the relationship between chemical, biological and physical hazards in the environment that influence human health. Students will examine contexts of environmental health at international, national, state and local community levels. Course content emphasizes health problems such as environmental contamination of air, land, and water. We will examine public health practices and principles related to methods of investigation and risk assessments, protective legislation and regulation, and occupational hazards that influence health of different environments and public health. Course learning activities and materials build on concepts related to epidemiology, evidence-based practices, and public education. The course combines both instructor-directed and student-centered learning and assessment approaches. Students are engaged in problem solving, literature critiques, case studies or scenarios, panel discussions, student-presentations, peer collaboration, and field-visits (if circumstances permit). Course material illustrates cross cutting issues related to climate change, environmental justice, equity for vulnerable populations, and mitigation or adaptation.

**Components:** Discussion Lecture

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**PBHG 521(3) HEALTH SYSTEMS AND POLICY**

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct an organizational assessment and a community health system analysis.

**Components:** Discussion Lecture

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**PBHG 540(3) INTERMEDIATE EPIDEMIOLOGY**

Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

**Components:** Discussion Lecture

**Attributes:** Behavioral, Social or Cultural Perspectives

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**PBHG 542(3) LIFESPAN COMMUNICATION**

The underlying premise of the life-span perspective is that our potential for human growth extends throughout our life course. Accordingly, lifespan communication examines how communication processes (social support, language skills, and interpersonal relationship management) change across events across a lifespan and acknowledge how our communication processes influence and are influenced by these social experiences.

**Components:** Discussion Lecture

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**PBHG 545(3) NEW MEDIA INNOVATIONS IN HEALTH COMMUNICATION**

The emergence of new media technologies intersects with public health in many ways, raising new questions and affording new opportunities for health communication and intervention. This seminar examines the roles and effects of new media and emerging technologies in a variety of health communication contexts and prepares students to utilize new media tools when designing health interventions through critical reading, intensive discussion, empirical exploration, and hands-on application.

**Components:** Discussion Lecture

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**PBHG 551(3) SUBSTANCE ABUSE & ADDICTION: INDIVIDUAL, FAMILY & SOCIETY**

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes...
that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

Components: Discussion Lecture

PBHG 560(3) Course ID:011098 01-MAY-2018
COUNSELING GIRLS AND WOMEN

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting. Effective strategies and techniques for counselors working with women and girls will also be discussed throughout the course.

Components: Discussion Lecture

PBHG 561(3) Course ID:011145 01-MAY-2019
COUNSELING BOYS AND MEN

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and suggest effective strategies for counseling these populations in school and agency settings. Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors. Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men’s support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for counseling boys and men will be explored.

Components: Discussion Lecture

PBHG 565(3) Course ID:011193 01-AUG-2019
SOCIAL DETERMINANTS AND HEALTH INEQUITIES

The purpose of the course is to expose the student to the philosophy, practice, and scope of the social determinants of health-related outcomes, the impact of the lack of the key social factors like education, income, living conditions, sanitation, social networks, among others, over people's lives. Students will deeply comprehend the major causes and roots of health inequities in the United States and worldwide and its consequences to the life of populations.

Components: Discussion Lecture

PBHG 566(3) Course ID:011086 01-JAN-2021
Department Consent Required EPIDEMIOLOGY AND DENTAL PUBLIC HEALTH

The purpose of the course is to expose the student to the philosophy, practice, and scope of dental public health as it exists in the health care system today. Four areas identified by the American Board of Dental Public Health as knowledge needed for the specialty practice of dental public health—administration, research, prevention, and delivery and financing of dental care—are used as a framework for examining dental public health practice. The organization, delivery, and financing of oral health care, primarily in the United States, and how public health dentistry does and should fit into the health care system are emphasized.

Oral health Epidemiology, including distribution and analysis of oral diseases and conditions globally and in the USA are addressed.

Components: Discussion Lecture

PBHG 572(3) Course ID:011104 01-AUG-2018
Program Planning and Evaluation in Global Health

This class will prepare students to utilize needs assessments and evidence based practice in different global settings to develop appropriate health interventions, as well as work within real-world conditions to plan and implement program process, impact, and outcome evaluation. Students will understand how to generate and use program data for quality improvement and evidence based decision making taking into account potential constraints in low, middle, and high income settings. Using real-world examples, the class will discuss the impact of culture and socioeconomic conditions on program implementation and evaluation in the context of both chronic and infectious disease, mental health, and other key global health issues.

Components: Discussion Lecture

PBHG 577(3) Course ID:011149 01-JAN-2021
EPIDEMIOLOGY & INTERVENTION IN VIOLENCE & INJURY

Injuries are a leading cause of death for Americans of all ages, regardless of gender, race or economic status. For many, an injury causes temporary pain and inconvenience, but for some, injury leads to disability, chronic pain, and profound changes in lifestyle. The complex nature of injuries and injury prevention research is presented to initiate, develop, and implement successful injury prevention programs. This course is designed to deconstruct epidemiological trends in violence and injury to understand health disparities. Students will critically analyze current theory in light of unintentional and intentional injury prevention strategies. Topics include: the importance of injury as a public health problem, historical and conceptual underpinnings of injury prevention, epidemiology and surveillance of injury, injury prevention and intervention, the role of the law and police in injury prevention, and war.

Components: Discussion Lecture

PBHG 578(3)
Cancer from a Public Health Perspective: Prevention to Survival Cancer contributes to a major burden of disease across the globe. Every year, millions of people are diagnosed with the illness. This course focuses on the importance of prevention and risk reduction in decreasing cancer occurrences linked to lifestyle (e.g. smoking, obesity), infectious disease (e.g. HPV), and other risk factors (e.g. genetics). Public health cancer surveillance data are crucial for identifying needs, planning interventions, directing public health resources, and evaluating the overall effectiveness of initiatives aimed at preventing or treating cancer and its negative health consequences. This course will focus on public health as well as interdisciplinary approaches to health promotion and prevention, screening and early diagnosis including review of risk reduction guidelines, cultural, spiritual and religious diversity and how cancer affects the psychosocial dimensions of care. Local, state and national health systems and needed resources related to cancer prevention will be evaluated.

Program Planning and Evaluation in Global Health

Components: Discussion Lecture

PBHG 591(1 - 3) Course ID:011146 24-OCT-2019
Department Consent Required GRADUATE INDEPENDENT STUDY

Individual students or small groups of students elect to work with a faculty member on a discrete literature-based or empirical research project. Students may apprentice with a faculty member by working on a faculty initiated research project, or students may propose a research project and seek mentorship by faculty. In both cases, students will have a substantive and specified role in the research process. Independent Research
requires a formal proposal that is developed in collaboration between the student and faculty mentor and submitted to the Public Health Program Coordinator. The proposal, signed by both the student and faculty mentor, must be submitted in the semester prior to engaging in this learning experience. This proposal becomes the contract for the Independent Research arrangement.

**Components:** Independent Study

**PBHG 602(3)  Course ID:010877  01-JAN-2021**

**HEALTH ANALYTICS: IDENTIFYING, COLLECTING, AND ANALYZING BIG DATA**

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to identify, collect, and critically analyze large public health data sets. Students will produce available data sets to conduct independent research for a class project testing a hypothesis by analyzing said data and writing up the results. Students will independently choose a hypothesis testable by publicly available data, perform the appropriate data analysis, and write a journal style article.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 and PBHG 652 are prerequisites. [RQ#6370]

**PBHG 603(3)  Course ID:011087  01-AUG-2018**

**HEALTH & RISK COMMUNICATIONS THEORY**

This course examines public health communication campaigns in the United States. Student will learn the four stages of the public health communication campaign process, including planning and developing campaign strategies, designing messages and materials, implementing the program, and assessing effectiveness and making refinements. Special attention is given to creating effective public health messages that are theoretically and empirically grounded. This course aims to enhance students’ theoretical understanding and give students an applied experience that will serve as a foundation for a career in public health and health communication.

**Components:** Seminar

**PBHG 615(3)  Course ID:011088  01-JAN-2019**

**INTERNATIONAL COMMUNICATION**

This course examines contemporary issues in international communication with special emphasis on methods for comparing cross-national media coverage of critical issues, along with explanatory explorations in areas such as structural/demographic measures (GDP, literacy rate, infant mortality rate, etc.) and media systems (relatively free, relatively closed).

**Components:** Seminar

**Attributes:** World Views & Ways of Knowing

**PBHG 620(3)  Course ID:011148  01-AUG-2019**

**HEALTH ECONOMICS**

This class will promote the understanding of core health economics theory, using research literature and case studies to examine how economic theory has shaped the development and understanding of the healthcare systems and policies in the U.S. Economic theory will be used to assess cost benefit and cost effectiveness of medical and public health interventions. Health Economics is intended to promote an understanding of how these theories fit into the formation, evaluation, and policy in our healthcare structure. For example, how moral hazard drives the ideas behind co-pays or how we make decisions about what will be covered by insurance. It will also offer an economic perspective on health behavior, such as how discounting relates to risk behavior and how risk preference relates to insurance purchase.

**Components:** Discussion Lecture

**PBHG 630(3)  Course ID:011147  01-JAN-2021**

**GRANT WRITING IN PUBLIC HEALTH**

This course will offer an introduction to grant writing for health related agencies interested in small grant and foundation opportunities. Students will be learning how to research a topic in the literature and then use key words to identify potential funding agencies from grants/foundation databases. Interactions with project staff from the funding agencies afford students the opportunity to learn how to develop their proposals. Coordination with agency staff allows students to tailor funding guidelines to agency needs and ideas. By the end of the course, students will be able to write a brief grant including the development of budgets, project timelines, and program outcomes.

**Components:** Discussion Lecture

**PBHG 650(3)**

Health Education in Practice

This graduate level course will allow students the opportunity to develop critical skills as a health educator. This course provides a thorough examination of the theories and evidence based practices used in the profession. Students will apply theoretical models to health education program development, planning and evaluation. Topics to be covered include: community needs assessment, social determinants of health, advocacy, social media, cultural competency, health education resources, budgets and funding, and critical issues in health education. The students will develop a community health education project as well as a create a health education tool kit that includes designing multiple health education resources. This course will also prepare students for the Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) exam.

**PBHG 651(3)  Course ID:011147  01-Mar-2021**

**STRESS MANAGEMENT**

Examine the dimensions of health & wellness and how each of those areas is impacted by stress. Explore and apply a variety of stress management techniques with the goal of improving individual/societal health while addressing social inequalities related to mental health.

**Components:** Discussion Lecture

**PBHG 652(3)  Course ID:011151  01-JAN-2019**

**BIOSTATISTICS FOR PUBLIC HEALTH**

This course will present the basics of statistical inference for public health studies, including treatment of categorical and quantitative data, concepts of random error and distributions, and limits on prediction and confidence. Sampling theory will be introduced to link population distributions to sample measurements, including the deduction of population statistics and their confidence intervals from samples. This will permit development of hypothesis tests, including t-tests, ANOVA, chi-squared tests, and Fisher exact tests. These will lead naturally to a discussion of multiple testing, odds-ratios and effect sizes, including as checks on the misuse of p-values. Bivariate measurements will be introduced, including correlation analysis and the basics of linear regression. Finally, classification problems will be introduced through study of logistic regression as an extension of linear regression to the problem of prediction of a probability, and a brief discussion of more advanced classification methods will be provided. Discussion of sensitivity and specificity, and the importance of prevalence to testing for disease and biomarker development will be addressed. The course will conclude with a brief
look at survival analysis, proportional hazards, and confounding, so that students have a sense of additional areas of importance to the field.

**Components:** Discussion Lecture

**PBHG 660 (3)**  
Course ID: 011089  01-AUG-2018

**GLOBAL HEALTH and Risk**  
**COMMUNICATION Campaigns**

This advanced student-faculty research seminar offers opportunities for students to explore the role of Entertainment-Education, a strategy for promoting healthy behavior and reducing risk, primarily in developing countries. This course explores not only behavior change at the individual level, but also “development” change that emphasizes changing environments and contexts (such as poverty or gender relations) in different societies and cultures that affect so strongly the likelihood of change. Choosing their own critical topics, students craft multiple drafts of policy papers similar to those produced by professionals at the World Health Organization, the Centers for Disease Control, and the United States Agency for International Development.

**Components:** Seminar

**PBHG 667 (3)**  
Course ID: 011150  01-JAN-2019

**PUBLIC HEALTH GENOMICS**

In this course students will learn about how genetic and environmental factors influence disease and public health. Students will learn and practice statistical and computer methods for genome analysis, theory and evolution of genetics including genome-wide by sequencing, transcriptional and translational analysis, polymorphism detection and identification of complex network interactions.

**Components:** Discussion Lecture

**PBHG 670 (3)**  
Course ID: 011226  01-AUG-2019

**TOPICS IN PUBLIC HEALTH**

This is an individualized tailored course designed for students willing to master their investigation skills on quantitative and/or qualitative methods by conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and techniques, format and presentation, and data management and analysis. The course will provide MPH students an overview of the important concepts of research design, data collection, statistical and mixed methods interpretative analysis, and final report/paper presentation.

**Components:** Independent Research

**PBHG 675 (3)**  
Course ID: 011194  01-AUG-2019

**CRITICAL ISSUES IN GLOBAL HEALTH**

This course presents an overview of global health issues through an examination of major determinants of health and key areas of global disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. This course highlights contemporary critical global issues such as immigration, war, bioterrorism, multicultural health issues, global mental health, food security and nutrition, and violence, among others.

**Components:** Discussion Lecture

**PBHG 677 (3)**  
Course ID: 011227  01-AUG-2019

**DISCLOSURE, STIGMA, PRIVACY, & HEALTH**

This seminar focuses on the management of privacy within interpersonal relationships. The structure of the course is to first consider processes related to privacy management, and then to explore those processes within different relational contexts (although the readings assigned under each week are not necessarily exclusive to the topic they were assigned). The readings will review theoretical lenses for privacy management, predictors and consequences of concealment and revelations, the management of privacy within dyads, families, and social networks, and the role of the confidant in disclosure contexts. Our goal each week is to synthesize the readings to find commonalities and differences across the articles assigned to that day, as well as to maintain a big picture, view of the cumulative topics across weeks. Since the course focuses on privacy management in interpersonal relationships, specifically, disclosures within contexts related to health (e.g., HIV, infertility, cancer), online interactions, divorce, and adoption, are woven.

**Components:** Discussion Lecture

**PBHG 678 (3)**  
Course ID: 011228  01-AUG-2019

**WATER, LAND, AND AIR: CRITICAL ISSUES IN GLOBAL ENVIRONMENTAL HEALTH**

This course is designed for Master of Public Health students who are interested in an in-depth examination of selected issues focused on water, land, and air both globally and locally. Course learning experiences and materials involve students in a range of environmental problems within these domains. Students will consider how environmentally-based problems impact human health and well-being. Through a problem-based approach, students will evaluate a variety of environmental health hazards and risks connected to chemical, physical, geographic, social, and political factors that lead to adverse health outcomes for populations or communities. Students will gain greater competencies in critically appraising data and information sources intended to inform the public and a public health communities about policies and legislation that support or hinder environmental health progress. Students will engage in case studies, discussions and exercises about selected environmental problems, interventions and policies that generate controversy within communities locally and globally.

**Components:** Discussion Lecture

**PBHG 685 (3)**  
Course ID: 011064  01-JAN-2019

**HEALTH PROMOTION FOR INDIVIDUALS, FAMILIES & COMMUNITIES**

This course focuses on health promotion and disease prevention for individuals, families, communities and populations. Primary, secondary, and tertiary prevention will be addressed. Prevention and modification of disease processes through program development, education, counseling, facilitating, stress reduction, and life style changes will be explored. Emphasis is placed upon strategies that promote health and prevent disease at the individual and aggregate levels. Ethical, cultural, economic, and legal issues will be explored.

**Components:** Discussion Lecture

**PBHG 689 (3)**  
Course ID: 011242  01-DEC-2020

**EPIDEMIOLOGY AND AGING**

The purpose of this course is to introduce the study of aging, its implications for individuals, families, and society, and the background for public health related to older persons. The course provides an overview of research, practice, and policy in the area of epidemiology, aging and public health from different perspectives: demography, biology, epidemiology of diseases, physical and mental disorders, functional capacity and disability, health services, social aspects of aging, and ethical issues in the care of older individuals. It addresses the rapidly increasing need for specialized knowledge among public health professionals in order to effectively promote the health of the aging society worldwide.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 is a prerequisite. [RQ#6371]
PBHG 705 (1 - 3)  Course ID:010897  01-JAN-2021
Department Consent Required  MPH Capstone Internship
This 3-credit course covers the capstone internship for Master of Public Health (MPH) students in good standing who have completed specific coursework as noted in prerequisites. The MPH Capstone Internship is a summative experience applying knowledge from coursework and gaining skills to complete selected competencies and products. Students are required to attend the MPH Capstone Orientation at least a semester PRIOR to starting the Capstone internship to review required documentation (TCNJ site agreement, Student Capstone Learning Agreement with selected competencies, timesheets, and journal), discuss the process to identify and secure approval for the site placement and outline paper requirements. Host agencies must have an approved site supervisor who holds an MPH degree or an approved, relevant degree with experience. Students complete at least 120 hours at an approved Public Health agency and submit documentation in a timely manner via CANVAS. Beyond practical field experience, students participate in seminars (once or twice/month), individual.
Components: Discussion Lecture

PBHG 706 (1 - 3)  Course ID:011340  01-JAN-2021
Department Consent Required  MPH CAPSTONE PAPER
This 3-credit course is the second part of the capstone requirement. Course requirements include: 1) writing an MPH Capstone paper; 2) delivering a professional oral or poster presentation at an approved forum; 3) attending capstone seminars and individual meetings (at least twice/month); and 4) completing leadership training (see CANVAS modules). The Capstone Paper Guidance includes: 1) a thorough literature review of the disease, intervention or health area; 2) description of the agency and how Capstone activities fit into Public Health; 3) a discussion of highlights and challenges from the internship experience and leadership; 4) A review of policy issues linked to the health disease, intervention or health area, locally, national and/or global significance for research or practice; 5) A conclusion providing recommendations for future internships; 6) references in APA or an approved style; and 6) An appendix including outcome products linked to competencies (e.g. best practices paper, policy or white paper, community assessment, paper for
Components: Discussion Lecture