CAMPUS SENATE AY 2005/2006
RESOLUTION 36-1

Proposal for Graduate Certificate in Community Health Education
in the Master of Public Health (MPH) Department

WHEREAS, the M.P.H. Department has proposed a Graduate Certificate in
Community Health Education [20 credit hours]; and

WHEREAS, the Graduate Council approved their request at the meeting of April
12, 2006;

THEREFORE, BE IT RESOLVED that the Campus Senate of the University of
Illinois at Springfield hereby approves the Graduate Certificate in
Community Health Education.
MASTER of PUBLIC HEALTH (MPH) DEPARTMENT

Proposal for Graduate Certificate in Community Health Education

A. **Purpose of certificate: Objectives and Learning Outcomes**
   This is a competency-based graduate certificate designed to provide continuing education opportunities for health professionals to function efficiently in their practice. The training of competent public-health professionals has never been more urgent. The Pew Health Professions Commission who defined acceptable standards of skills and competencies for contemporary public health practitioners recognized this urgency. In addition, the global nature of public health problems, and the essential role of public health professionals as one of the frontline responders in a health-related emergency make these graduate certificates essential for strengthening the public health workforce.

   This certificate will strengthen and supplement the program by allowing those without formal public health training, those interested in life-long learning, and mid-career professionals an avenue to enhance their knowledge and skills, as well as an opportunity for individual professional growth.

   The learning objectives are in section C and Appendix A.

B. **Target audiences**
   Applicants could be individuals who are non-degree seeking health professionals at the local, state, and federal level, or professionals from other for-profit and non-profit agencies, interested in enhancing their competencies and/or skills in this area of specialty.

C. **Proposed curriculum:**
   The certificate requires successful completion of all the listed coursework. Students may complete the certificate requirements on a part-time basis within a cycle of three to four semesters. A minimum of a "B" grade is required for all courses. A course is failed when any grade less than a B is attained, and the course could be repeated once. The courses are offered on campus at least once a year during the fall, spring, or summer semesters.

**Graduate Certificate in Community Health Education [20 credit hours]**
Courses: Community Health Research, Public Health Policy, Community Health Education, Sociocultural Aspects of Health, and Program Evaluation for Health Managers

Learning objectives: Students completing the graduate certificate in community health education shall be able to apply theoretical foundations of health education to communicate effectively with various audiences in the community. Students completing the certificate shall be able to:

- Assess health education needs within communities, public agencies, schools, healthcare, businesses, and institutions of higher learning,
- Deliver health education to these populations
- Effect and affect policy formulation and development, implementation, and modification conducive to the public’s health and welfare
- Assure that public health and education goals and objectives are being met through professional evaluation of policies and programs.
**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 506</td>
<td>Community Health Research*</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MPH 531</td>
<td>Public Health Policy</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MPH 561</td>
<td>Community Health Education</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MPH 545</td>
<td>Sociocultural Aspects of Health</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>MPH 508</td>
<td>Program Evaluation for Health Managers</td>
<td>4 hrs.</td>
</tr>
</tbody>
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*Prerequisite: MPH 503 – Biostatistics for the health professional*

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**D. Relation to degree programs:**

Majority of the courses are offered within the MPH on-campus curricula. Courses are the same as for the existing full graduate degree programs.

**E. Occupational and/or student demand:**

The Department of Health and Human Services [DHHS] 1997 report “The Public Health Workforce: An Agenda for the 21st Century”\(^1\) advocated for a system with a stronger government public health workforce. This DHHS 1997 report broadened the operational definition of public health regardless of organization. At the state level, many employees in environment, agriculture, or education departments have public health responsibilities and are included. In the public sector, responsibilities for public health functions are shared among multiple agencies.

A recent 2005 study by the same agency documented deficiencies in competencies and training of public health workers\(^2\). Some lacked knowledge in the core public health concepts. The study recommended continuing education programs for those with no formal public health training. Such training should include and emphasize the core functions of public health: assessment [community diagnosis], policy development and leadership; and assurance of access to environmental, educational and personal health services. The study, also, criticized the research-oriented training by most schools of public health. The proposed graduate certificates should address the shortfall in training disclosed by this report.

There will continue to be a strong demand for public health practitioners including environmental health workers. There could be a shortage of public health employees in a few years due to retirements and the aging population of this workforce (mean age: 46.6 years).\(^3\)

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F. **Staffing and resource requirements:**
   No additional resources are required. The faculty responsible for teaching these courses are: Drs. Kathy Debarr, Shahram Heshmat and Remi Imeokparia.

G. **Administrative issues:**
   1. **Responsible Administrative unit**

   2. **Admissions**
      a) **Eligibility**
         Individuals with bachelors’ degrees from accredited colleges and universities are eligible to apply for admission to graduate study at the UIS, and will qualify for admission to take these certificates.

      b) **Admission process**
         Applicants for the Graduate Certificate must have been admitted to the **university**. Applicants who have completed the department graduate certificate application will be considered by the admissions committee. Background in the biological sciences demonstrated by transcript credit of at least three semester hours is desirable. Admission will be based on an overall GPA of 3.0 on a 4-point scale.

         Applicants, while pursuing the certificate, may decide to apply these courses toward the **full** degree, but must meet all Department requirements before acceptance into the MPH program. Applicants who have completed one or more of these graduate certificates and are interested in the **full** MPH degree must also meet all Department requirements before acceptance into the MPH program.

   3. **Advising:**
      Advising will be provided for each student. Upon admission to the graduate certificate program, each student will be assigned a faculty adviser within the appropriate area of specialty.

   4. **Tracking:**
      Tracking files will be available in the MPH program.
APPENDIX A.
Community Health Certificate: Course descriptions and objectives

1. MPH 503 Biostatistics for the Health Professional (4 Hrs.)
Provides a general overview of statistical methods commonly used in the collection and analysis of health research data. Topics include descriptive statistics, basic concepts of probability, statistical inference, analysis of variance (ANOVA), correlation, regression, distribution free methods, and introduction to use of a statistical software. Emphasis is on understanding and applying statistical concepts intuitively to the interpretation of health research data. A working knowledge of algebra is required.

Learning objectives
- Organize, display, and analyze data in SPSS.
- Summarize data using measures of central tendency and variations.
- Know basic concepts of probability, normal distribution, and sampling distribution of means.
- Make statistical inferences as applied to sample means using t-tests & ANOVA, proportions using chi-square tests.
- Make inferences about nonparametric tests.
- Distinguish between correlations and regressions.

2. MPH 506 Community Health Research (4 Hrs.)
Emphasizes the practical application of community health research to enhance the practice of public health. Public health practitioners engaging in administration, policy analysis, program development, and service coordination must be able to assess the needs of the populations served, and must be able to design and implement programs to meet those needs and evaluate program outcomes. The objective is to provide practical experience necessary for students to skillfully apply a variety of research methods and protocols, data collection, analysis and interpretation skills to needs assessment and evaluation in public health. Prerequisite: MPH 503.

Learning objectives
- Understand components of the research process.
- Be able to frame an answerable research question.
- Know basic research designs, strengths and weaknesses with respect to internal and external validity.

3. MPH 508 Program Evaluation for Health Managers (4 Hrs.)
General and specific grounds for evaluating health care programs, including concept of a program, analysis of evaluation models, program measurement, causality in program evaluation, internal and external evaluation, process and outcome evaluation, and evaluation strategies. Use of experimental design, quasi-designs, and case studies. Prerequisite: MPH 506.

Learning objectives
- Demonstrate an understanding of the ethical, political, and cultural factors affecting the conduct of evaluation.
• Determine appropriate quantitative and qualitative techniques for evaluating effectiveness of a health program.
• Accurately and effectively convey evaluation results, and relate implications.

4. MPH 531 Public Health Policy (4 Hrs.)
Examines policy development in public health, its relation to the scientific fields that provide a foundation for policy, the political and economic factors that generate policy issues, and the forces that constrain the decision-making process.

Learning objectives

• Recognize that Policy Development is a core public health function.
• Describe advocacy and policy development in public health, be able to identify and explain important features.
• Identify and apply theories and approaches that are used in addressing significant public health issues.

5. MPH 545 Sociocultural Aspects of Health (4 Hrs.)
The purpose of the course is to show the health of populations is related to features of society and its social and economic organization. The course overviews current knowledge about links between health and behavior, about the influence of the social environment on these behaviors, and about interventions to improve health. Will discuss the medical and nonmedical factors involved in health outcomes: provision of health services, undertaking medical research, instituting environmental health programs, and conducting health education programs.

Learning objectives

• Explain that the health of populations is related to features of society and its social and economic organization.
• Describe the current knowledge about links between health and behavior.
• Discuss the preventive interventions to improve health.

6. MPH 561 Community Health Education (4 Hrs.)
Theoretical foundations of health education; skills required to communicate effectively with various audiences in the community.

Learning objectives

• Apply the basic public health sciences, including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention to chronic and infectious diseases and injuries.
• Develop knowledge in using the media to communicate important public health information.
• Identify the role of cultural, social, and behavioral factors in determining disease, disease prevention and health-promoting behaviors.
• Develop and adapt approaches to problems that take into account cultural differences