

**AGENDA**  
**Oakland University**  
**Board of Trustees Formal Session**  
**April 3, 2013, 2:00 p.m.**  
**Auditorium, Elliott Hall of Business & Information Technology**  
**Presiding: Chair Michael R. Kramer**

**A. Call to Order – Chair Michael R. Kramer**

**B. Roll Call – Secretary Victor A. Zambardi**

**C. Reports**

Tab 1. Treasurer's Report – John W. Beaghan

**D. Consent Agenda for Consideration/Action – Chair Michael R. Kramer**

Tab 2. Consent Agenda

Tab 3. Minutes of the Board of Trustees Formal Session of February 12, 2013

Tab 4. University Personnel Actions

Tab 5. Acceptance of Gifts and Pledges to Oakland University for the Period of February 1, 2013 through March 22, 2013

Tab 6. Acceptance of Grants and Contracts to Oakland University for the Period of January 1, 2013 through February 28, 2013

Tab 7. Approval of Amendment No. 2 to the Oakland University William Beaumont School of Medicine Affiliation Agreement

Tab 8. Final Undergraduate School and Graduate School Reports – Fall 2012 – December 15, 2012

**E. New Items for Consideration/Action**

Tab 9. Commendation of Alfred G. and Matilda R. Wilson Awards and Human Relations Award – Mary Beth Snyder

Tab 10. Appointment of Distinguished Professor – Susan M. Awbrey

Tab 11. Master of Public Health Degree – Susan M. Awbrey

Tab 12. Working Capital Management and Investment Policy – Steve W. Roberts

Tab 13. Ancillary Activities Operating Budgets for the Fiscal Year Ending June 30, 2014 – John W. Beaghan

- Campus Recreation – Glenn McIntosh
- Graham Health Center – Nancy Schmitz
- Lowry Center for Early Childhood Education – Louis Gallien/Julie Ricks-Doneen
- Meadow Brook Music Festival – Michele St. Denis
- Meadow Brook Theatre – Michele St. Denis
- Oakland Center – Richard Fekel
- University Housing – James Zentmeyer

Tab 14. Engineering Center – Low Voltage Systems Contract – Terry Stollsteimer

Tab 15. Hamlin Hall Infrastructure Renovation Contract – Terry Stollsteimer

**F. Other Items for Consideration/Action that May Come Before the Board**

**G. Adjournment**

**Action.** The Board of Trustees reserves the right to add or delete agenda items during any formal session and to discuss, act on, or postpone, any agenda item during any formal session.

**Rules for Addressing the Board.** Any person wishing to address the Board of Trustees at a formal session must submit a written request, to the Office of the Board of Trustees prior to the formal session or to a representative of the Office of the Board of Trustees at the formal session, that includes the person's name and the subject matter the person wishes to address. The Board of Trustees generally limits the length of time that a person may address the Board of Trustees to two (2) minutes, and will designate the time for public participation during a certain part of the agenda.

**Disabilities and Special Assistance.** Any person with a disability requesting special assistance should contact the Office of the Board of Trustees no less than three (3) business days before the scheduled formal session for which the special assistance is being requested.

**Contact Information.** Contact the Board of Trustees in writing at 203 Wilson Hall, Oakland University, Rochester, Michigan 48309-4401, by telephone at (248) 370-3112, or by email at [zambardi@oakland.edu](mailto:zambardi@oakland.edu).

3/29/13

**TREASURER'S REPORT**

1. **Division and Department:** Finance and Administration Division, Budget and Financial Planning, Treasury Management, and Facilities Management Departments
2. **General Fund Budget Performance:** Oakland University's (University) year-to-date FY2013 Fiscal Year Equated Student (FYES) enrollment, including final Winter semester data, indicates that the University's overall enrollment target is expected to be met or exceeded, assuming normal enrollment patterns for Spring semester. Monthly State appropriation payments have been received according to budget. General Fund expenditures are tracking consistent with budget and historical spending patterns at this stage of the fiscal year, with no major spending variances in any division or unit. The \$1,819,100 in one-time formula funding for FY2013 has been earmarked for student financial aid.

The Early Retirement Program, approved by the Board of Trustees (Board) on December 9, 2010, was conservatively projected to save the University \$1.3 million net over eight years. Final participation in the early retirement program numbered 36; 18 faculty, eight clerical, four administrative professional, four service and maintenance, one academic administrator, and one police sergeant. Thus far, three positions have been eliminated and 24 vacancies have been posted and filled with documented gross annual salary and benefit savings of \$613,883, and one-time savings of \$154,236. The remaining positions are being evaluated for strategic personnel decisions. The eight year total net savings projection is \$2.64 million, 203% of the original projected savings.

A monthly budget monitoring process managed by the Budget and Financial Planning Office helps ensure budget management accountability.

3. **Investment Performance:** A summary of the results of the University's pooled cash and endowment investment activities is presented in the *Cash and Investments Report, February 28, 2013 and 2012* (Attachment A).

While providing strong overall working capital and endowment returns for calendar 2012, comparable to annual benchmarks, some of the managers underperformed compared to their benchmarks for the quarter ended December 31, 2012 and month ended February 28, 2013. This benchmark under-performance was due primarily to the volatility in the markets during these time periods. While the benchmarks are indexes which simply reflect a conglomeration of investment returns at a point in time, the University's managers are not attempting to mimic the benchmarks but are investing with a long-term focus and the expectation of outperforming the benchmarks over time, which they typically do.

As an example, the NACUBO-Commonfund Study of Endowments (NCSE) for June 30, 2012 reports that the University's endowment investment returns for the past three-year,



**Treasurer's Report  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2**

five-year, and ten-year periods exceeded its peers. The University's endowment has reached an all time high of \$61.6 million as of February 28, 2013.

Liquidity of both pooled cash and endowment investments remains strong. The University's investments are being managed according to the Board's policies and approvals.

4. **Debt Management:** The *Capital Debt Report, February 28, 2013* (Attachment B) shows the University's outstanding principal, rate of interest, weighted average cost of capital, type of debt, annual debt service, maturity, and purpose of each debt issuance, and information about the University's two swap arrangements. The University's debt is being managed according to the Board's policies and approvals.

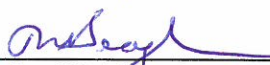
5. **Construction Projects Progress Report:** The *Construction Projects Progress Report, February 28, 2013* (Attachment C) includes budget information, source of funding, forecasted final costs, and comments for all ongoing capital projects over \$500,000, as required by Board policy. All projects have been properly approved and are within budget.

6. **University Reviews/Approvals:** The Treasurer's Report and attachments were prepared by the Budget and Financial Planning, Treasury Management, and Facilities Management Departments, and reviewed by the Vice President for Finance and Administration and Treasurer to the Board of Trustees, and President.

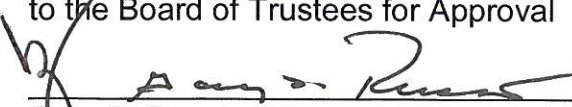
7. **Attachments:**

- A. Cash and Investments Report, February 28, 2013 and 2012
- B. Capital Debt Report, February 28, 2013
- C. Construction Projects Progress Report, February 28, 2013

Submitted to the President  
on 3/26, 2013 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/27, 2013  
to the Board of Trustees for Approval

  
\_\_\_\_\_  
Gary D. Russi  
President

**Oakland University**  
**Cash and Investments Report**  
**February 28, 2013 and February 29, 2012**

	Fair Market Value February 29, 2012	Fair Market Value February 28, 2013	Strategic Allocation February 28, 2013	Total Return Month Ending February 28, 2013	Benchmark Month Ending February 28, 2013	Total Return Qtr. Ending December 31, 2012	Benchmark Qtr. Ending December 31, 2012
<b><u>Pooled Cash</u></b>							
JP Morgan Equity Funds	\$ 34,637,299	\$ 48,221,080	24.42%	0.28%	1.05%	1.11%	1.84%
Commonfund High Quality Bonds	53,825,244	56,532,658	28.63%	0.44%	0.50%	0.84%	0.21%
JP Morgan S-T Bond Fund	26,233,555	41,852,834	21.20%	0.22%	0.11%	0.18%	0.15%
Overnight Sweep - Money Market	61,576,528	50,826,673	25.74%	0.00%	0.00%	0.00%	0.01%
Pooled Cash Summary	<u>\$ 176,272,626</u>	<u>\$ 197,433,245</u>	<u>100.00%</u>				
<b><u>Endowment</u></b>							
UBS:							
Equity Funds	\$ 33,632,925	\$ 36,286,662	58.91%			0.68%	2.52%
Fixed Income Funds	18,703,198	17,570,374	28.52%			1.17%	0.33%
Hedge Funds	2,512,861	4,094,977	6.65%			-1.14%	0.41%
Real Assets	2,216,032	3,251,331	5.28%			-1.14%	2.13%
Private Equity	183,178	384,335	0.62%			1.68%	N/A *
Cash	1	12,917	0.02%			0.02%	0.02%
Endowment Pool Summary	<u>\$ 57,248,195</u>	<u>\$ 61,600,595</u>	<u>100.00%</u>			<u>0.63%</u>	<u>1.69%</u>

**Comments:**

Pooled cash is greater than the previous year as cash generated from operations (General, Designated, Auxiliary and Expendable Restricted Funds) was conservatively managed (e.g. hiring freeze), held in reserves and slowly spent on projects due to uncertainty with the State economic situation and appropriate funding levels.

The endowment pool balances are greater than the prior year primarily due to investment returns.

**Benchmarks for Investments are:**

For Equities: Russell 1000 Value Index, Russell 1000 Growth, MSCI EAFE International (Relative Weighted)

For Bonds: Barclays Capital Aggregate Bond Index, Barclays Capital 1-3 year US Gov/Credit Bond Index

For Overnight Sweep - Money Market Fund: Lipper Institutional Money Market Fund Index

For Endowment Equities: Russell 2000, Russell Mid Cap Growth & Value, Russell 1000 Growth & Value, MSCI EAFE International MSCI Emerging Mkts (Relative Weighted)

For Endowment Fixed Income: Barclays Government Corporate Index, Barclays Capital U.S. Aggregate Bond Index, Merrill Lynch High Yield, Citigroup World Government Bond (Relative Weighted)

For Endowment Hedge Funds: HFRI Fund of funds Diversified Index, Barclay's CTA Index

For Endowment Real Assets: NAREIT, MSCI World Metals & Mining and S&P North American Natural Resources

For Endowment Cash: City Group T-Bill (90 Day)

**Benchmark Performance Comments:**

Pooled cash and endowment investment funds are all managed funds (not index funds) and are expected to exceed their benchmarks over time.

They will not necessarily meet or exceed the benchmarks each month or each quarter.

\*Private Equity commitment is \$1 million. Private Equity performance is not benchmarked.

**Oakland University  
Capital Debt Report  
February 28, 2013**

	<u>Principal Remaining</u>	<u>Rate of Interest</u>	<u>Interest Type</u>	<u>FY 13 Debt Service</u>	<u>Expires</u>	<u>Bond Rating</u>	<u>Purpose</u>	<u>Underwriter</u>
<b>Bonded Indebtedness:</b>								
Variable Rate Demand Bonds, Series 1998	\$ 4,600,000	0.120%	Variable	\$ 6,440	2023	-	Sharf Golf Course	Comerica
General Revenue Refunding Bonds, Series 2004	24,590,000	5.189%	Fixed	2,491,738	2026	Aaa	Sports, Recreation and Athletics Center	Lehman
General Revenue Refunding Bonds, Series 2008	52,010,000	3.373%	Variable/Hedged	3,068,389	2031	Aa3	USA, Pawley Hall, OC Expan, Elec Upgrade	Lehman
General Revenue Bonds, Series 2009 - BABs	32,260,000	4.427%	Fixed	2,805,100	2039	A2	HHB, Infrastructure Projects	Bank of Montreal
General Revenue Bonds, Series 2012	44,155,000 *	4.075%	Fixed	-	2042	A1	Engineering Center	5/3rd and Barclay's
<b>Other Capital Debt:</b>								
2005 ESA II Loan	14,768,711	3.785%	Fixed	1,302,687	2027		Energy Services Agreement II	
2012 Golf Car Lease	466,225	1.980%	Fixed	88,234	2017		Golf Cars	
2013 Golf Equipment Lease	166,250	1.980%	Fixed	18,395	2017		Golf Equipment	
	<u>\$ 173,016,186</u>	<u>3.945% **</u>		<u>\$ 9,780,984</u>				

\* The 2012 Bonds were issued with an original issue premium of \$4,970,975, resulting in total bond proceeds of \$49,125,795.

\*\* Weighted Avg

**Debt covenant compliance:**

The University has a general revenue covenant in many of its borrowing agreements including bonded debt and other capital debt.

These covenants are consistent in all University debt agreements and commit the University to maintain "General Revenues" to exceed the sum of twice annual debt service on senior debt and one times annual debt service on subordinate debt each fiscal year. At June 30, 2012, the University recorded \$217,491,589 in qualified General Revenues while the calculated debt service covenant requirement amounted to \$16,030,272. The University exceeds its debt covenant requirements by a multiple of 13.6.

	<u>Counterparty</u>	<u>Notional Amount</u>	<u>Termination Present Value</u>	<u>Counterparty Rating</u>	<u>Purpose/Comment</u>
<b>Debt-Based Derivatives:</b>					
Constant Maturity Swap (CMS)	JPMorgan Chase Bank	\$ 34,370,000	\$ 3,116,919	Aa3	Yield curve swap paying about \$32,000 per month.
Interest Rate Swap - Synthetically Fix 2008 Bonds	Dexia Credit Local	52,010,000	(10,127,985)	Baa2	Current low variable rates = High termination costs.

The CMS is performing as expected because the yield curve is relatively normal at this time.

Current extremely low variable interest rates (0.13 annualized) drive up present values to terminate.

The Termination Present Value is dynamic, changing daily depending on interest rates and eventually becoming zero at the end of the swap agreement.

This Interest Rate Swap fixes the interest rate paid on the bond issue at 3.373% for the life of the bond issue (and the swap agreement).

Oakland University's underlying credit rating, according to Moody's Investors Service's Global Rating Scale, is A1 - Stable.

**Bond Ratings:**

Series 2004, Aaa based on the rating of the insurance provided at the time of issuance by Ambac Insurance.

Series 2008, Aa3 based on the letter of credit provider, currently JPMorgan Chase Bank.

Series 2009, A2 based on the University's underlying credit rating at the time the bonds were issued.

Series 2012, A1 based on the University's underlying credit rating at the time the bonds were issued.



Item	Projects in Progress - over \$500,000	JCOS Approval/Notification Required		Original Budget	Revised Project Budget	Actual Expenditures to Date	Forecast of Final Cost	Source of Funding
1	<b>Engineering Center</b> Fund Number 70494 Status: Earthwork proceeding Board of Trustees Approved: October 31, 2011 Project Completion Date: February 2015	Yes	11/4/2011	\$74,551,739	\$74,551,739	\$3,541,778	\$74,551,739	\$44,551,739 - General Revenue Bonds \$30,000,000 - State Appropriations
2	<b>Human Health Building</b> Fund Number 70786, 70868, 32102 & 39576 Status: Completed, waiting on final invoices Board of Trustees Approved: February 4, 2009 Project Completion Date: December 2012	Yes	11/12/2009	\$2,989,150	\$64,561,200	\$64,135,976	\$64,561,200	\$21,748,100 - 2009 General Revenue Bonds \$40,000,000 - Capital Outlay \$ 2,738,100 - DOE Grant \$ 75,000 - Kresge Grant Green Building Initiative
3	<b>HTHW / UTS / O'Dowd Windows</b> Fund Number: 70849 Status: Construction 100% of North Loop; Construction 100% of UTS Addition; & Construction 75% for ODH Windows Board of Trustees Approved: July 2, 2009 Projected Completion Date: April 2013	Yes	2/4/2010	\$11,000,000	\$11,000,000	\$9,127,785	\$11,000,000	\$11,000,000 - 2009 General Revenue Bonds
4	<b>Hannah Hall of Science Anatomy Lab</b> Fund Number: 70402 Status: construction 22% Board of Trustees Approved: March 28, 2012 Project Completion Date: June 2013	Yes	6/30/2012	\$6,575,150	\$6,575,150	\$1,409,971	\$6,575,150	\$ 6,575,150 - #24350 Capital Projects Supplement
5	<b>Elliott Carillon Bell Tower</b> Fund Number: 70448 Status: Engineering Phase Board of Trustees Approved: December 21, 2012 Project Completion Date: June 2014	Yes	12/21/2012	\$6,500,000	\$6,500,000	\$405,000	\$6,500,000	\$ 6,500,000 - #39641 Elliott Tower Gift Fund
6	<b>Hamlin Hall Plumbing Renovation</b> Fund Number: 70899 Status: Bidding Phase Board of Trustees Approved: June 30, 2012 Project Completion Date: December 2013	Yes	TBD	\$3,976,575	\$3,976,575	\$248,870	\$3,976,575	\$ 3,976,575 - #45489 Residence Halls
7	<b>ODH SOM</b> Fund Number: 70401 Status: 3 Phases: Phase 1 Lockers/Lounge & Acoustics Construction 98%; Phase 2 Ofc's to occur in April 2013 & Phase 3 Auditoriums Construction to start in May 2013 Board of Trustees Approved: March 28, 2012 Project Completion Date: August 2013	Yes	6/30/2012	\$3,751,217	\$3,751,217	\$913,163	\$3,751,217	\$ 3,751,217 - #26010 Rainy Day Fund
8	<b>The Stephan Sharf Clubhouse</b> Fund Number: 70954 Status: Construction completed, waiting on final invoices Board of Trustees Approved: October 7, 2011 Projected Completion Date: June 2012	Yes	11/4/2011	\$3,500,000	\$3,500,000	\$3,481,420	\$3,500,000	\$ 3,500,000 - #30515 The Stephan Sharf Clubhouse Gift

Oakland University  
Construction Projects Progress Report  
February 28, 2013

Item	Projects in Progress - over \$500,000	JCOS Approval/Notification Required		Original Budget	Revised Project Budget	Actual Expenditures to Date	Forecast of Final Cost	Source of Funding
9	<b>NFH Renovation of Communication Core</b> Fund Number: 70856 Status: Engineering Phase  Board of Trustees Approved: December 3, 2012 Projected Completion Date: December 2014	Yes	12/21/2012	\$1,012,782	\$2,425,533	\$0	\$2,425,533	\$ 1,012,782 - #70956 IT Infrastructure Projects \$ 1,024,219 - #70955 IT Strategic Planning \$ 388,532 - #12147 Technology Fund
10	<b>Golf Course Banquet Facility</b> Fund Number: 70460 Status: Engineering Phase Board of Trustees Approved: December 21, 2012 Projected Completion Date: December 2013	Yes	12/21/2012	\$1,300,000	\$1,300,000	\$12,365	\$1,300,000	\$ 500,000 - #24350 Capital Project Supplement \$ 800,000 - #44449 Golf & Learning Center
11	<b>CERC Energy Upgrades</b> Fund Number: 70909, 32104 & 39239 Status: Completed, waiting on final invoices Projected Completion Date: September 2012	Yes	6/8/2011	\$500,000	\$1,080,755	\$1,044,683	\$1,080,755	\$ 500,000 - #24350 Capital Projects Supplement \$ 500,000 - #32104 DOE Grant Alternative Energy Education \$ 65,000 - #39239 Southwest Michigan Resource Dev. Counsel Grant \$ 15,755 - #12037 SECS-VPAA One Time Funding
12	<b>Campus Surveillance Cameras</b> Fund Number: 70870 Status: Construction 98% Projected Completion Date: August 2012	No		\$980,000	\$980,000	\$956,363	\$980,000	\$ 980,000 - #24350 Capital Project Supplement
13	<b>Nicholson Apartment Heating &amp; Cooling Retrofitting</b> Fund Number 70960 Status: Completed, waiting on final invoices Project Completion Date: August 2013	No		\$767,780	\$844,558	\$661,707	\$844,558	\$ 767,780 - #45489 Residence Halls \$ 76,778 - #45489 Residence Halls
14	<b>OUPD Renovation Phase 2</b> Fund Number: 70940 Status: Construction 7% Projected Completion Date: April 2013	No		\$795,000	\$795,000	\$104,798	\$795,000	\$ 795,000 - #24350 Capital Project Supplement
15	<b>BRS HTHW Replacement</b> Fund Number: 70447 Status: Engineering Phase Projected Completion Date: September 2013	No		\$750,000	\$750,000	\$37,800	\$750,000	\$ 750,000 - #24350 Capital Project Supplement
16	<b>Danny's Cabin Relocation</b> Fund Number: 70416 Status: Construction 70% Projected Completion Date: May 2013	No		\$585,323	\$585,323	\$48,400	\$585,323	\$ 585,323 - #24350 Capital Project Supplement
<b>TOTAL PROJECTS IN PROGRESS</b>				\$119,534,716	\$183,177,050	\$86,130,079	\$183,177,050	

**Notes:**

1. Revised Project Budget equals the Original Budget plus all approved changes to the budget.
2. Projects are added to the report when a funding source has been identified and a plant fund is authorized for the project.
3. The project status will be reported as "completed" when the "actual expenditures to date" equals the "forecast", TMA work order system ties to Banner, and no additional expenditures or work is anticipated on the project.
4. A project whose status has been reported as complete to the Board will be removed from the report for the next Board meeting.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013**


**CONSENT AGENDA  
A Recommendation**

1. **Division and Department:** Office of the President
2. **Introduction:** The following recommendation is presented for Board of Trustees consideration on a Consent Agenda. If any member of the Board wishes to remove any item from the Consent Agenda for discussion, the request should be made to the Chair. The remaining items will then be considered on the Consent Agenda, with a separate discussion on the item removed.
3. **Previous Board Action:** The Board of Trustees considers Consent Agendas for approval on a regular basis at its Formal Sessions.
4. **Budget Implications:** Budget implications are described in each respective item in the Consent Agenda.
5. **Educational Implications:** Educational implications are described in each respective item in the Consent Agenda.
6. **Personnel Implications:** Personnel implications are described in each respective item in the Consent Agenda.
7. **University Reviews/Approvals:** The Consent Agenda items were reviewed as indicated in each respective agenda item
8. **Recommendation:**  
RESOLVED, that the Board of Trustees approve the items listed below as set forth in the respective agenda resolutions:

- a. Minutes of the Board of Trustees Formal Session of February 12, 2013
- b. University Personnel Actions
- c. Acceptance of Gifts and Pledges to Oakland University for the Period of February 1, 2013 through March 22, 2013
- d. Acceptance of Grants and Contracts to Oakland University for the Period of January 1, 2013 through February 28, 2013
- e. Approval of Amendment No. 2 to the Oakland University William Beaumont School of Medicine Affiliation Agreement
- f. Final Undergraduate School and Graduate School Reports – Fall 2012 – December 15, 2012

9. **Attachments:** None.

Recommended on 4/1, 2013  
to the Board for Approval

  
\_\_\_\_\_  
Gary D. Russi, President



**Minutes of the Formal Session  
of the  
Oakland University Board of Trustees  
February 12, 2013**

**Present:** Chair Michael R. Kramer; and Trustees Monica E. Emerson, Scott G. Kunselman, Dennis K. Pawley, Ronald E. Robinson and Mark E. Schlussel

**Absent:** Vice Chair Richard A. Flynn and Trustee Jay B. Shah

**Also Present:** President Gary D. Russi; Interim Senior Vice President Susan M. Awbrey; Vice Presidents John W. Beaghan, Rochelle A. Black and Mary Beth Snyder; Vice President and Secretary to the Board of Trustees Victor A. Zambardi; and Student Liaisons Jessica M. Drogowski and Benjamin S. Eveslage

**A. Call to Order**

Trustee Ronald E. Robinson called the meeting to order at 2:01 pm. in the Auditorium of Elliott Hall of Business and Information Technology.

**B. Roll Call**

Mr. Victor A. Zambardi, Vice President for Legal Affairs, General Counsel and Secretary to the Board of Trustees, conducted a roll call and all of the Board members were present, except for Vice Chair Richard A. Flynn and Trustee Jay B. Shah. Chair Michael R. Kramer was present via teleconference.

**C. Reports**

**Treasurer's Report**

Mr. John W. Beaghan, Vice President for Finance and Administration, presented the Treasurer's Report as set forth in the agenda item.

**D. Consent Agenda for Consideration/Action**

Chair Michael R. Kramer removed the Approval of Honorary Degree for Baroness Caroline Cox from the Consent Agenda

**Consent Agenda**

**Minutes of the Board of Trustees Formal Session of December 3, 2012 and  
Special Formal Session of December 21, 2012**

## University Personnel Actions

### **I. Administrative Appointments**

Brown, Nancy M., Associate Dean, School of Education and Human Services, and Associate Professor of Education, with tenure. Effective August 15, 2012 pursuant to the Employment Agreement between Nancy M. Brown and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Harper, Graeme, Dean of the Honors College and Professor of English, with tenure. Effective January 15, 2013 pursuant to the Employment Agreement between Graeme Harper and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Jhashi, Tamara, Acting Dean, College of Arts and Sciences, and Associate Professor of Art History, with tenure. Effective August 27, 2012 pursuant to the Employment Agreement between Tamara Jhashi and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

### **II. Oakland University William Beaumont School of Medicine Standard Appointments, effective February 12, 2013.**

The following standard appointments in the Oakland University William Beaumont School of Medicine are for three years, commencing on February 12, 2013, and are renewable. These standard appointments are without salary support from Oakland University and are not tenured positions. Appointees must maintain active status on the staff of Beaumont Hospital; meet all applicable School of Medicine participation requirements, and maintain the continued support of their Department Chairs, who are responsible for assessing their performance. Appointees' standard appointments may also be terminated at any time, upon the recommendation of their Department Chair or, for reasons that are at the exclusive discretion of the Dean of the School of Medicine:

Bahado-Singh, Ray O.	Professor	Obstetrics & Gynecology
Fischer, Anne	Professor	Surgery
Ysunza, Pablo A.	Professor	Physical Medicine & Rehabilitation
Best, Lydia R.	Assistant Professor	Family Medicine
Burgin, Jode J.	Assistant Professor	Family Medicine
Cecil, Leah M.	Assistant Professor	Family Medicine
Chen, Neng	Assistant Professor	Pathology
Cothery, Jill	Assistant Professor	Family Medicine
Paredes, Azrael A.	Assistant Professor	Family Medicine
Zelch, James M.	Assistant Professor	Family Medicine



### III. Change of Status

Eis, Andrea, from Associate Professor of Art to Associate Professor of English, effective January 1, 2013.

Hawley, Lisa D., from Associate Professor of Education and Chair, Department of Counseling, to Associate Professor of Education, effective January 1, 2013.

Leibert, Todd W., from Associate Professor of Education to Associate Professor of Education and Acting Chair, Department of Counseling, effective January 1, 2013.

Roth, Bradley J., from Professor of Physics and Acting Chair, Department of Physics to Professor of Physics, effective January 1, 2013.

Saliga, Susan E., from Assistant Professor of Physical Therapy to Special Instructor in Physical Therapy, effective November 30, 2012.

Slavin, Andrei N., from Professor of Physics to Professor of Physics and Chair, Department of Physics, effective January 1, 2013.

### IV. Faculty Reappointments

The faculty agreement requires that certain reviews for possible reemployment and promotion be completed by March 1, 2013. The following recommendations are made by the President. Standard review processes were followed.

#### A. Reappointments (Probationary)

1. Assistant Professors eligible for reemployment to final two-year probationary terms as assistant professor, effective August 15, 2013, through August 14, 2015.

Jain, Sachin	Counseling	Reemploy
Vonk, Jennifer	Psychology	Reemploy
Zeigler-Hill, Virgil	Psychology	Reemploy

### V. Correction

Refai, Wael, Assistant Professor of Surgery, effective December 3, 2012 (originally reported as Associate Professor of Surgery).

### Acceptance of Gifts and Pledges to Oakland University for the Period of November 19, 2012 through January 31, 2013

RESOLVED, that the Board of Trustees accept the gifts and pledges to Oakland University identified in the Gifts and Pledges Report, Attachment A, for the period of November 19, 2012 through January 31, 2013.



(A copy of Attachment A is on file in the Board of Trustees Office.)

**Acceptance of Grants and Contracts to Oakland University for the Period of November 1, 2012 through December 31, 2012**

RESOLVED, that the Board of Trustees accept the grants and contracts to Oakland University identified in the Grants and Contracts Report, Attachment A, for the period of November 1, 2012 through December 31, 2012.

(A copy of Attachment A is on file in the Board of Trustees Office.)

**Approval of Honorary Degree for Sergio Marchionne**

RESOLVED, that the Board of Trustees awards the honorary degree of Doctor of Science *Honoris Causa*, to Sergio Marchionne.

Trustee Dennis K. Pawley, seconded by Trustee Scott G. Kunselman, moved approval of the Consent Agenda, as amended without the Approval of Honorary Degree for Baroness Caroline Cox, and the motion was unanimously approved by those present.

**Approval of Honorary Degree for Baroness Caroline Cox**

RESOLVED, that the Board of Trustees awards the honorary degree of Doctor of Humanities *Honoris Causa*, to Baroness Caroline Cox.

After a thorough discussion about the Board of Trustees' processes for considering individuals for honorary degrees, Trustee Mark E. Schlusser, seconded by Trustee Monica E. Emerson, moved approval of the Honorary Degree for Baroness Caroline Cox, and the motion was approved with five positive votes and one negative vote by Chair Michael R. Kramer.

**E. New Items for Consideration/Action**

**Approval of Schematic Design for the Student Housing Complex**

Mr. Terry Stollsteimer, Associate Vice President for Facilities Management, presented the Approval of Schematic Design for the Student Housing Complex recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the schematic design for the Student Housing Complex (Attachment A, as may be immaterially amended during continuing design and construction phases of the project); and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design and construction of the Student Housing Complex, and perform all acts and deeds required by this resolution, consistent with the project scope and schematic design.

(A copy of Attachment A is on file in the Board of Trustees Office.)

After discussion, Trustee Pawley, seconded by Trustee Emerson, moved approval of the recommendation, and the motion was approved with five positive votes and one abstention by Chair Kramer.

**Approval of Schematic Design for the P-32 Parking Structure**

Mr. Beaghan presented the Approval of Schematic Design for the P-32 Parking Structure recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the schematic design for the P-32 Parking Structure (Attachment A, as may be immaterially amended during continuing design and construction phases of the project) at a not to exceed cost of \$22,831,000; and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design of the P-32 Parking Structure, and perform all acts and deeds required by this resolution, consistent with the project scope and schematic design.

(A copy of Attachment A is on file in the Board of Trustees Office.)

After discussion, Trustee Schlusel, seconded by Trustee Emerson, moved approval of the recommendation, and the motion was approved with five positive votes and one abstention by Chair Kramer.

**Approval of Schematic Design for Upper Fields Recreation and Athletic Complex**

Dr. Mary Beth Snyder, Vice President for Student Affairs and Enrollment Management, presented the Approval of Schematic Design for Upper Fields Recreation and Athletic Complex recommendation as set forth in the agenda item.

Dr. Snyder called on Mr. Tracy A. Huth, Director of Athletics, to further present the Schematic Design for Upper Fields Recreation and Athletic Complex.

RESOLVED, that the Board of Trustees approves the schematic design for the Upper Fields Recreation and Athletic Complex (Attachment A, as may be immaterially amended during continuing design and construction phases of the project) at a not to exceed cost of \$7,850,000; and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design of the Upper Fields Recreation and Athletic Complex, and perform all acts and deeds required by this resolution, consistent with the project scope and schematic design.

(A copy of Attachment A is on file in the Board of Trustees Office.)



After discussion, Trustee Pawley, seconded by Trustee Schluskel, moved approval of the recommendation, and the motion was approved with five positive votes and one abstention by Chair Kramer.

**Approval of Schematic Design for the Library Drive Extension**

Mr. Beaghan presented the Approval of Schematic Design for the Library Drive Extension recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the schematic design for the Library Drive Extension (Attachment A, as may be immaterially amended during continuing design and construction phases of the project) at a not to exceed cost of \$1,950,000; and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design of the Library Drive Extension, and perform all acts and deeds required by this resolution, consistent with the project scope and schematic design.

(A copy of Attachment A is on file in the Board of Trustees Office.)

The Board of Trustees then had a thorough discussion with the administration about the administration's prior and ongoing discussions with both Oakland County and the City of Auburn Hills to cooperate in traffic control, such as traffic signals and other road improvements, to relieve congestion both on campus and on Squirrel Road. The Board of Trustees supported those ongoing cooperative efforts.

Trustee Schluskel then moved to amend the foregoing recommendation as set forth in the agenda item to instead require the administration to return to the Board of Trustees for further review, as follows:

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design of the Library Drive Extension consistent with the project scope and schematic design, subject to return to the Board of Trustees for further review.

The resolution as amended above was seconded by Trustee Kunselman and unanimously approved with five positive votes and one abstention by Chair Kramer.

**Approval of Schematic Design for the Facilities Management Building**

Mr. Beaghan presented the Approval of Schematic Design for the Facilities Management Building recommendation as set forth in the agenda item.

The Board of Trustees then had a thorough discussion about economies of scale and cost savings that may be generated in this and the foregoing construction projects.



Trustee Pawley then moved to amend the foregoing recommendation as set forth in the agenda item to add that the administration report back to the Board of Trustees as to how much savings has been achieved before construction of the building is initiated.

RESOLVED, that the Board of Trustees approves the schematic design for the Facilities Management Building (Attachment A, as may be immaterially amended during continuing design and construction phases of the project) at a not to exceed cost of \$1,750,000; and, be it further

RESOLVED, that the administration report back to the Board of Trustees as to how much savings has been achieved before construction of the building is initiated; and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design of the Facilities Management Building, and perform all acts and deeds required by this resolution, consistent with the project scope and schematic design

(A copy of Attachment A is on file in the Board of Trustees Office.)

The resolution as amended was seconded by Trustee Kunselman, and the motion was approved with five positive votes and one abstention by Chair Kramer.

**Authorizing Resolution – General Revenue Bonds, Series 2013**

Mr. Beaghan presented the Authorizing Resolution – General Revenue Bonds, Series 2013 recommendation as set forth in the agenda item.

**RESOLUTION OF THE BOARD OF TRUSTEES  
OF OAKLAND UNIVERSITY  
AUTHORIZING THE ISSUANCE AND DELIVERY OF  
GENERAL REVENUE BONDS AND PROVIDING  
FOR OTHER MATTERS RELATING THERETO**

**WHEREAS**, the Board of Trustees of Oakland University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Oakland University (the "University") and the control and direction of all expenditures from the University's funds; and

**WHEREAS**, in the exercise of its constitutional duties and in order to properly serve the needs of students attending the University, the Board proposes to undertake the acquisition, construction, installation and equipping of the capital improvements described in Exhibit A hereto (collectively, the "Projects"); and

**WHEREAS**, the Board has previously issued and has outstanding certain series of General Revenue Bonds (the "Outstanding Bonds"), and has incurred certain other debt obligations payable from and secured by a lien on General Revenues (as hereinafter defined) (such other debt obligations, together with the Outstanding Bonds, are collectively referred to herein as the "Outstanding Obligations"); and

**WHEREAS**, the financing of all or a portion of the Projects through the issuance of General Revenue Bonds will serve proper and appropriate public purposes; and

**WHEREAS**, in the exercise of its constitutional duties, and in order to prudently control and direct expenditures from the University's funds, the Board determines that it is necessary and desirable to authorize the issuance of General Revenue Bonds (the "Bonds") in order to provide funds which, together with other available funds, will be used to pay all or part of the costs of the Projects and to pay costs incidental to the issuance of the Bonds; and

**WHEREAS**, it may be desirable and in the best interests of the University to secure all or part of the principal and interest on the Bonds by bond insurance, a letter of credit or other form of credit enhancement from an insurance company, bank or other credit enhancement provider; and

**WHEREAS**, a trust indenture (the "Trust Indenture") or loan agreement (the "Loan Agreement") must be entered into by and between the Board and a trustee (the "Trustee") or a direct placement lender, in either case to be designated by the President or the Vice President for Finance and Administration of the University (each an "Authorized Officer"), pursuant to which the Bonds will be issued and secured; and

**WHEREAS**, the trust indentures or agreements authorizing the Outstanding Bonds create certain conditions for the issuance of General Revenue Bonds secured by a pledge of General Revenues on a parity basis with the Outstanding Obligations; and

**WHEREAS**, an Authorized Officer shall, on or prior to the delivery of the Bonds, certify that the conditions for issuing the Bonds, secured on a parity basis by General Revenues with the Outstanding Obligations, have been met; and

**WHEREAS**, it is necessary to authorize each of the Authorized Officers, individually, to negotiate the sale of the Bonds with an underwriter or group of underwriters to be selected by an Authorized Officer (collectively, the "Underwriter") or with a direct placement lender or lenders to be selected by an Authorized Officer (collectively, the "Purchaser"), and to enter into one or more bond purchase agreements with the Underwriter or Purchaser (collectively, the "Bond Purchase Agreement") setting forth the terms and conditions upon which the Underwriter or Purchaser will agree to purchase the Bonds and the interest rates thereof and the purchase price therefor, or, in the alternative, to select the Underwriter for all or any portion of the Bonds and to establish the terms for such Bonds through a competitive bidding process pursuant to a notice of sale; and



**WHEREAS**, in order to be able to market the Bonds at the most opportune time, it is necessary for the Board to authorize the Authorized Officers, or either of them individually, to negotiate, execute and deliver on behalf of the Board, the Trust Indenture or Loan Agreement, the Bond Purchase Agreement, one or more remarketing agreements with the Underwriter or other parties (collectively, the "Remarketing Agreement"), and other related documents, to publish any notice of sale required for the sale of all or any portion of the Bonds, to establish the specific terms of the Bonds and to accept the offer of the Underwriter or Purchaser to purchase the Bonds, all within the limitations set forth herein; and

**WHEREAS**, the Board has full power under its constitutional authority for supervision of the University, and control and direction of expenditures from the University funds, to acquire, construct, furnish and equip the Projects and to pay all or a portion of the costs of the Projects by issuance of the Bonds, and to pledge General Revenues for payment of the Bonds.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF OAKLAND UNIVERSITY, AS FOLLOWS:**

**1. Approval of the Projects.** The Board hereby approves each of the "Projects" as set forth on Exhibit A attached hereto, and authorizes the Authorized Officers, or either of them, to select the portions of the Projects to be financed, in whole or in part, from the proceeds of the Bonds, and to fund, as appropriate, the remaining portion of the costs of the Projects from available funds of the University or from other available funds, and to proceed with the acquisition, equipping and construction of the Projects.

**2. Authorization of the Bonds and Related Agreements; Terms of the Bonds; Related Matters.** The Board hereby authorizes the issuance, execution and delivery of the Bonds in one or more series, to be designated GENERAL REVENUE BONDS, SERIES 2013 (with appropriate alternative or additional series designations) in the aggregate principal amount to be established by an Authorized Officer, but not to exceed the amount necessary to produce proceeds of \$65,000,000, plus an amount necessary to fund capitalized interest on the Bonds as an Authorized Officer deems appropriate. The Bonds shall be dated as of the date or dates determined by an Authorized Officer. The proceeds of the Bonds shall be used to pay all or a portion of the costs of the Projects, as shall be determined by an Authorized Officer, and costs incidental to the issuance of the Bonds, including the cost of bond insurance, if any, and funding capitalized interest on the Bonds for such period, if any, in each instance as an Authorized Officer deems appropriate. The Bonds shall be serial bonds, or term bonds which may be subject to redemption requirements, or both, as shall be established by an Authorized Officer, but the first maturity or mandatory redemption date shall be not earlier than November 15, 2014, and the final maturity shall be not later than November 15, 2043. The Bonds may bear no interest or may bear interest at stated fixed rates for the respective maturities thereof as shall be established by an Authorized Officer, but the weighted average yield (computed using the stated coupon and the stated original



offering price) for the Bonds shall not exceed 7.5% per annum for tax-exempt Bonds and not in excess of 10.0% per annum for taxable Bonds. The Bonds may be issued in whole or in part as capital appreciation bonds, which for their term or any part thereof bear no interest but appreciate in principal amount over time at compounded rates (not in excess of 7.5% per annum for tax-exempt Bonds or 10.0% per annum for taxable Bonds) to be determined by an Authorized Officer. Alternatively, all or part of the Bonds may bear interest at a variable rate of interest for all or a portion of their term, and the variable rate of interest shall not exceed the lesser of the maximum rate permitted by law or the maximum rate, if any, to be specified in the Trust Indenture or Loan Agreement. The Bonds may be subject to redemption or call for purchase prior to maturity at the times and prices and in the manner as shall be established by an Authorized Officer, provided that the redemption premium shall not exceed 3.0% of the principal amount being redeemed. Interest on the Bonds shall be payable at such times as shall be specified by an Authorized Officer. The Bonds shall be issued in fully registered form in denominations, shall be payable as to principal and interest in the manner, shall be subject to transfer and exchange, and shall be executed and authenticated, and may be issued in book-entry-only form, all as shall be provided in the Trust Indenture or Loan Agreement. The Bonds shall be sold to the Underwriter or Purchaser pursuant to the Bond Purchase Agreement or through a competitive bidding process pursuant to a notice of sale for a price to be established by an Authorized Officer (but the Underwriter's or Purchaser's discount, exclusive of net original issue discount, shall not exceed 1.5% of the principal amount thereof) plus accrued interest, if any, from the dated date of the Bonds to the date of delivery thereof.

In relation to the debt service on the Bonds, or in relation to all or any portion of the debt service on the Outstanding Bonds, either of the Authorized Officers may, at any time, on behalf of the Board, enter into an interest rate swap, cap, forward starting swap, rate lock, option, swaption or similar agreement or agreements (collectively, the "Swap Agreement") with a counter-party or counter-parties to be selected by the Authorized Officer. Such Swap Agreement shall provide for payments between the Board and the counter-party related to interest on all or a portion of the Bonds or the Outstanding Bonds, or to indexed or market established rates. If the Swap Agreement is entered into in connection with the issuance of the Bonds, the expected effective interest rates on the Bonds, taking into account the effect of the Swap Agreement, shall be within the limitations set forth herein. Any Swap Agreement in the form of an option, rate lock, swaption or forward starting swap, may, if the Bonds to which such agreement relates are not ultimately issued, be required to be terminated, with a possibility of a resulting termination payment due by the University. In addition, either Authorized Officer is authorized to modify or terminate any existing interest rate swap or similar agreement entered into in connection with any of the Outstanding Bonds, if the Authorized Officer determines such action is economic and in the best interests of the Board, based on the advice of the University's financial advisor.

Any or all of the Bonds may be made subject to tender for purchase at the option of the holder thereof. The obligation of the Board to purchase any Bonds subject to tender options may be made payable from General Revenues, from available cash



reserves of the University, subject to such limitations as may be specified in the Trust Indenture or Loan Agreement, or from a letter of credit, line of credit or other liquidity device (the "Liquidity Device"), or any combination thereof, all as shall be determined by an Authorized Officer and provided for in the Trust Indenture or Loan Agreement. Any reimbursement obligation for draws under the Liquidity Device shall be a limited and not a general obligation of the Board, payable from and secured by a pledge of General Revenues. Either Authorized Officer is authorized to execute and deliver at any time, for and on behalf of the Board, any agreements or instruments necessary to obtain, maintain, renew or replace, and provide for repayments under, any Liquidity Device deemed by such Authorized Officer to be required for the purposes of this Resolution. Purchase obligations shall not be considered principal of or interest on the Bonds.

**3. Limited Obligation of the Board; Security.** The Bonds, and the obligations of the Board under the Swap Agreement or Liquidity Device, if any, shall be limited and not general obligations of the Board payable from and secured by a lien on the General Revenues and moneys, securities or other investments from time to time on deposit in certain funds created pursuant to the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device. Except as otherwise determined by an Authorized Officer, as provided below, the lien on General Revenues shall be on a parity basis with the liens on General Revenues securing the Outstanding Obligations.

As used herein and in the Trust Indenture or Loan Agreement and related documents, "General Revenues" shall be defined generally to include all fees, deposits, charges, receipts and income from all or any part of the students of the University, whether activity fees, tuition, instructional fees, tuition surcharges, general fees, health fees or other special purpose fees; all gross income, revenues and receipts from the ownership, operation and control of the Board's housing, dining and auxiliary facilities; all unrestricted receipts from departmental or educational activities; all unrestricted grants, gifts, donations and pledges and receipts therefrom; all unrestricted recoveries of indirect costs; and all unrestricted investment income, *but excluding* all of the following: (a) student activity fees approved by student referendum and not reported in the University's current funds; (b) any deposits required by law or contract to be held in escrow; (c) any gifts, grants, donations or pledges and receipts therefrom restricted as to use in a manner inconsistent with payment of amounts due on the Bonds and any obligations secured on a parity with the Bonds; (d) appropriations to the University from the State Legislature; (e) any income, revenues or receipts of whatever kind or nature attributed by the University to the University's constituent school of medicine; and (f) up to an amount equal to an aggregate of 5% of General Revenues each fiscal year collected annually from the levy of a special fee hereafter established by the Board and designated by the Board to be excluded from General Revenues.

No recourse shall be had for the payment of the principal amount of or interest or premium on the Bonds, or for the payment of any amounts owing under the Swap Agreement or the Liquidity Device, if any; or any claim based thereon, against the State



of Michigan, the Board (except as provided herein) or the University, or any member, officer or agent thereof, as individuals, either directly or indirectly, nor shall the Bonds and interest with respect thereto, or any obligations of the Board in connection with the Swap Agreement or Liquidity Device, if any, become a lien on or be secured by any property, real, personal or mixed, of the State of Michigan or the Board, other than General Revenues and the moneys, securities or other investments from time to time on deposit in certain funds established and pledged pursuant to the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device, if any.

Any pledge of General Revenues, and funds specified in the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device, if any, shall be valid and binding from the date of issuance and delivery of the Bonds or such agreements, and all moneys or properties subject thereto that are thereafter received shall immediately be subject to the lien of the pledge without physical delivery or further act. The lien of said pledge shall be valid and binding against all parties (other than the holders of any other bonds, notes or debt obligations secured by a parity first lien on General Revenues) having a claim in tort, contract or otherwise against the Board, irrespective of whether such parties have notice of the lien.

Notwithstanding anything herein to the contrary, any obligations of the Board under the Swap Agreement or Liquidity Device, if any, may, if determined appropriate by an Authorized Officer, be payable and secured on a subordinated basis to the Bonds and other General Revenue obligations of the Board, or may be payable from General Revenues, or may be unsecured.

**4. Additional Bonds.** The right is reserved to issue additional bonds, notes or other obligations payable from and secured on a parity basis with the Bonds and the Outstanding Obligations from the General Revenues, upon compliance with the terms and conditions as shall be set forth in the Trust Indenture or Loan Agreement.

**5. Selection of Trustee; Terms of Documents; Bond Insurance.** Either Authorized Officer is hereby authorized and directed, in the name and on behalf of the Board, to select the Trustee, if any, and to negotiate the terms of and execute and deliver the Trust Indenture or Loan Agreement. The Trust Indenture or Loan Agreement may contain such covenants of the Board and terms as the Authorized Officer may deem appropriate, including, but not limited to, covenants with respect to the establishment of General Revenues at levels expressed as a percentage of debt service on the Bonds or all General Revenue Bonds, and with respect to the issuance of additional bonds, notes or other obligations payable from and secured by General Revenues. In addition, either Authorized Officer is hereby authorized, empowered and directed to negotiate, if necessary and expedient for the issuance of the Bonds, for the acquisition of bond insurance and to execute and deliver an insurance commitment or other documents or instruments required in connection with such insurance.



**6. Sale of the Bonds; Selection of Underwriter or Purchaser; Terms of Purchase.** Either Authorized Officer is hereby authorized and directed, in the name of and on behalf of the Board, to select the Underwriter or Purchaser and to negotiate, execute and deliver the Remarketing Agreement, if any, and the Bond Purchase Agreement with the Underwriter or Purchaser setting forth the terms of the Bonds and the sale thereof, in such form as an Authorized Officer may approve, all within the limitations set forth herein. In the alternative, if determined by an Authorized Officer, selection of the Underwriter and the setting of the terms for all or any portion of the Bonds may be made through a competitive sale or bidding process, and any Authorized Officer is authorized to accept the winning bid or offer of the Underwriter for the purchase of such Bonds.

**7. Execution and Delivery of Bonds.** Either Authorized Officer is hereby authorized, empowered and directed, in the name and on behalf of the Board, to execute the Bonds by placing his or her facsimile or manual signature thereon, and to deliver the Bonds to the Underwriter or Purchaser in exchange for the purchase price therefor, as provided in the Bond Purchase Agreement.

**8. Ratings; Notice of Sale; Official Statement.** Either Authorized Officer is hereby authorized to solicit ratings on the Bonds from any national rating services that the Authorized Officer deems appropriate and to cause the preparation and publication of a notice of sale, if necessary, and the preparation of a Preliminary Official Statement and an Official Statement with respect to the Bonds, and to execute and deliver the Official Statement. The Underwriter is authorized to circulate and use in accordance with applicable law, the Preliminary Official Statement, if any, and the Official Statement in connection with the offering, marketing and sale of the Bonds.

**9. Additional Acts Required.** The Authorized Officers, and any other officers or personnel of the Board or the University authorized by the Board to act on its behalf as certified by the Vice President for Legal Affairs and General Counsel, are, and each of them individually is, hereby authorized to perform all acts and deeds, and to execute and deliver, for and on behalf of the Board, all instruments and documents required by this Resolution, the Trust Indenture or Loan Agreement, or the Bond Purchase Agreement, or necessary, expedient and proper in connection with the issuance, sale and delivery of the Bonds, as contemplated hereby. Any reference to an officer of the Board or the University herein shall include any interim or acting officer appointed by the Board. Any action, required under the Trust Indenture or Loan Agreement, the Bond Purchase Agreement, any Swap Agreement, the Remarketing Agreement, any agreement or instrument entered into in connection with the Liquidity Device or any other agreement or instrument related to the Bonds, either in connection with the issuance of the Bonds or in connection with the ongoing administration of the financing program related to the Bonds, may be taken by and on behalf of the Board by an Authorized Officer.

In the event that future legislation allows the economic and efficient use of financing structures for the Bonds authorized hereby which are different from or alternative to traditional tax-exempt bond structures, through tax credits available to the Board or the holders of such Bonds, or assignees thereof, all or any portion of the Bonds may, subject to the applicable parameters set forth herein, be issued as Bonds for which



federal tax credits are payable to the Board or Bonds for which the federal income tax credits are allowed to the holder of the Bonds, if an Authorized Officer determines that such issuance is economic and in the best interests of the Board, and in connection therewith, either of the Authorized Officers is authorized to make, for and on behalf of the Board, any and all designations or elections (revocable or irrevocable), to make any tax covenants in connection with the issuance of such Bonds, to execute and deliver any agreements, certificates or other instruments to or with the federal government or any agency thereof, and to take any other actions necessary for such Bonds and the Board to receive any benefits, funds or federal subsidies available.

**10. Continuing Disclosure Undertaking.** In accordance with the requirements of Rule 15c2-12 of the United States Securities and Exchange Commission, the Board is required in connection with the issuance of the Bonds to enter into a Disclosure Undertaking for the benefit of the holders and beneficial owners of the Bonds. Either Authorized Officer is authorized to cause to be prepared and to execute and deliver, on behalf of the Board, a Disclosure Undertaking.

**11. Approval by Vice President for Legal Affairs and General Counsel.** The Board authorizes and directs that, prior to the execution by either Authorized Officer or other officer or representative of the Board or the University, of documents, certificates or instruments authorized by this Resolution, the Vice President for Legal Affairs and General Counsel of the University shall have reviewed and approved any and all such documents, certificates and instruments, upon, as appropriate, the advice of or consultation with the University's bond counsel.

**12. Conflicting Resolutions.** All resolutions or parts of resolutions or other proceedings of the Board in conflict herewith are hereby repealed to the extent of such conflict.

After discussion, Trustee Pawley, seconded by Trustee Schlussel, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Authorizing Resolution – General Revenue Refunding Bonds, Series 2013**

Mr. Beaghan presented the Authorizing Resolution – General Revenue Refunding Bonds, Series 2013 recommendation as set forth in the agenda item.

**RESOLUTION OF THE  
BOARD OF TRUSTEES OF OAKLAND UNIVERSITY  
AUTHORIZING THE ISSUANCE AND DELIVERY OF  
GENERAL REVENUE REFUNDING BONDS  
AND PROVIDING FOR OTHER MATTERS RELATING THERETO**

**WHEREAS**, the Board of Trustees of Oakland University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Oakland University (the "University") and the control and direction of all expenditures from the University's funds; and



**WHEREAS**, the Board has previously issued and has outstanding certain series of General Revenue Bonds (the "Outstanding Bonds"), and has incurred certain other debt obligations payable from and secured by a lien on General Revenues (as hereinafter defined) (such other debt obligations, together with the Outstanding Bonds, are collectively referred to herein as the "Outstanding Obligations"); and

**WHEREAS**, it may be appropriate and economic to refund all or a portion of the Outstanding Bonds originally issued in 2004 in the aggregate principal amount of \$31,770,000, designated Board of Trustees of Oakland University General Revenue Refunding Bonds, Series 2004 (the "Series 2004 Bonds"), and the portion of the Series 2004 Bonds selected to be refunded, if any, as provided herein shall be called the "Bonds to be Refunded"; and

**WHEREAS**, in the exercise of its constitutional duties, and in order to prudently control and direct expenditures from the University's funds, the Board determines that it is necessary and desirable to authorize the issuance of General Revenue Bonds (the "Refunding Bonds") in order to provide funds which, together with other available funds, will be used to pay the costs of refunding the Bonds to be Refunded, including costs incidental to the issuance of the Refunding Bonds and the refunding; and

**WHEREAS**, if the Refunding Bonds are issued, a trust indenture (the "Trust Indenture") must be entered into by and between the Board and a trustee (the "Trustee") to be designated by the President or the Vice President for Finance and Administration of the University (each an "Authorized Officer"), pursuant to which the Refunding Bonds will be issued and secured; and

**WHEREAS**, the trust indentures or agreements authorizing the Outstanding Bonds create certain conditions for the issuance of General Revenue Bonds secured by a pledge of General Revenues on a parity basis with the Outstanding Obligations; and

**WHEREAS**, an Authorized Officer shall, on or prior to the delivery of the Refunding Bonds, certify that the conditions for issuing the Refunding Bonds, secured on a parity basis by General Revenues with the Outstanding Obligations, have been met; and

**WHEREAS**, it is necessary to authorize the Authorized Officers, or either of them individually, to negotiate the sale of the Refunding Bonds with an underwriter or group of underwriters to be selected by an Authorized Officer (collectively, the "Underwriter") and to enter into a bond purchase agreement (the "Bond Purchase Agreement") with the Underwriter setting forth the terms and conditions upon which the Underwriter will agree to purchase the Refunding Bonds and the interest rates thereon and the purchase price therefor; and

**WHEREAS**, in order to be able to market the Refunding Bonds, if issued, at the most opportune time, it is necessary for the Board to authorize the Authorized Officers, or either of them individually, to negotiate, execute and deliver on behalf of the Board, the Trust Indenture, the Bond Purchase Agreement, and other related documents, to establish the specific terms of the Refunding Bonds and to accept the offer of the



Underwriter to purchase the Refunding Bonds, and to obtain, if appropriate and economic, a policy of bond insurance for the Refunding Bonds, all as may be deemed necessary and desirable by an Authorized Officer, and all within the limitations set forth herein; and

**WHEREAS**, the Board has full power under its constitutional authority for supervision of the University, and control and direction of expenditures from the University's funds, to authorize the issuance of the Refunding Bonds, to refund the Bonds to be Refunded, and to pledge General Revenues for payment of the Refunding Bonds.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF OAKLAND UNIVERSITY, AS FOLLOWS:**

**1. Authorization of the Refunding Bonds and Related Agreements; Terms of the Refunding Bonds; Related Matters.** The Board hereby authorizes the issuance, execution and delivery of the Refunding Bonds of the Board in one or more series, to be designated GENERAL REVENUE REFUNDING BONDS (with appropriate alternative or additional series designations), in the aggregate original principal amount to be established by an Authorized Officer, but not to exceed the principal amount necessary to refund any or all of the Bonds to be Refunded, presently estimated not to exceed \$24,500,000, and to pay costs related thereto. The Refunding Bonds shall be dated as of the date or dates established by an Authorized Officer, and shall be issued for the purpose of providing funds which, together with other available funds, will be used to pay the costs of refunding any or all of the Bonds to be Refunded, and other costs related or incidental to the issuance of the Refunding Bonds and the refunding, including but not limited to the cost of bond insurance if an Authorized Officer determines such insurance to be appropriate. The Refunding Bonds may be issued as tax-exempt or taxable bonds, shall be serial bonds, or term bonds which may be subject to redemption requirements, or both, as shall be established by an Authorized Officer, but the first maturity or mandatory redemption date shall be no earlier than May 15, 2013, and the last maturity shall be no later than May 15, 2026. The Refunding Bonds may bear interest at stated fixed rates for the respective maturities thereof as shall be established by an Authorized Officer, but the weighted average yield (computed using the stated coupon and the stated original offering price) for the Refunding Bonds shall not exceed 3.75% per annum. The Refunding Bonds may be subject to redemption prior to maturity at the times and prices and in the manner as shall be established by an Authorized Officer, but no redemption premium shall exceed 3% of the principal amount being redeemed. Interest on the Refunding Bonds shall be payable at such times as shall be specified by an Authorized Officer. The Refunding Bonds shall be issued in fully registered form in denominations, shall be payable as to principal and interest in the manner, shall be subject to transfer and exchange, and shall be executed and authenticated, all as shall be provided in the Trust Indenture. The Refunding Bonds shall be sold to the Underwriter pursuant to the Bond Purchase Agreement for a price to be established by an Authorized Officer (but the Underwriter's discount, exclusive of original issue discount, shall not exceed 1.5% of the principal amount thereof) plus accrued interest, if any, from the dated date of the Refunding Bonds to the date of delivery thereof.



Either of the Authorized Officers is hereby authorized and directed to select all or a portion of the Series 2004 Bonds to constitute the Bonds to be Refunded, based on whether such refunding is expected to produce debt service savings or a more favorable debt service structure, and to fund, if deemed appropriate, a portion of the costs of the refunding from available funds of the University and the balance of such costs from the proceeds of the Refunding Bonds, and to proceed with the refunding.

In relation to the debt service on the Refunding Bonds, or in relation to all or any portion of the debt service on the Outstanding Bonds, either of the Authorized Officers may, at any time, on behalf of the Board, enter into an interest rate swap, cap, forward starting swap, rate lock, option, swaption or similar agreement or agreements (collectively, the "Swap Agreement") with a counter-party or counter-parties to be selected by the Authorized Officer. Such Swap Agreement shall provide for payments between the Board and the counter-party related to interest on all or a portion of the Refunding Bonds or the Outstanding Bonds, or to indexed or market established rates. If the Swap Agreement is entered into in connection with the issuance of the Refunding Bonds, the expected effective interest rates on the Refunding Bonds, taking into account the effect of the Swap Agreement, shall be within the limitations set forth herein. Any Swap Agreement in the form of an option, rate lock, swaption or forward starting swap, may, if the Refunding Bonds to which such agreement relates are not ultimately issued, be required to be terminated, with a possibility of a resulting termination payment due by the University. In addition, either Authorized Officer is authorized to modify or terminate any existing interest rate swap or similar agreement entered into in connection with any of the Outstanding Bonds, if the Authorized Officer determines such action is economic and in the best interests of the Board, based on the advice of the University's financial advisor.

**2. Limited Obligation of the Board; Security.** The Refunding Bonds, and the obligations of the Board under the Swap Agreement, if any, shall be limited and not general obligations of the Board payable from and secured by a lien on the General Revenues and moneys, securities or other investments from time to time on deposit in certain funds created pursuant to the Trust Indenture, or agreements entered into in connection with the Swap Agreement. Except as otherwise determined by an Authorized Officer, as provided below, the lien on General Revenues shall be on a parity basis with the liens on General Revenues securing the Outstanding Obligations.

As used herein and in the Trust Indenture and related documents, "General Revenues" shall be defined generally to include all fees, deposits, charges, receipts and income from all or any part of the students of the University, whether activity fees, tuition, instructional fees, tuition surcharges, general fees, health fees or other special purpose fees; all gross income, revenues and receipts from the ownership, operation and control of the Board's housing, dining and auxiliary facilities; all unrestricted receipts from departmental or educational activities; all unrestricted grants, gifts, donations and pledges and receipts therefrom; all unrestricted recoveries of indirect costs; and all unrestricted investment income, *but excluding* all of the following: (a) student activity fees approved by student referendum and not reported in the University's current funds; (b) any deposits required by law or contract to be held in escrow; (c) any gifts, grants, donations or pledges and receipts therefrom restricted as to use in a manner inconsistent



with payment of amounts due on the Refunding Bonds and any obligations secured on a parity with the Refunding Bonds; (d) appropriations to the University from the State Legislature; (e) any income, revenues or receipts of whatever kind or nature attributed by the University to the University's constituent school of medicine; and (f) up to an amount equal to an aggregate of 5% of General Revenues each fiscal year collected annually from the levy of a special fee hereafter established by the Board and designated by the Board to be excluded from General Revenues.

No recourse shall be had for the payment of the principal amount of or interest or premium on the Refunding Bonds, or for the payment of amounts owing under the Swap Agreement, if any, or any claim based thereon, against the State of Michigan, the Board (except as provided herein) or the University, or any member, officer or agent thereof, as individuals, either directly or indirectly, nor shall the Refunding Bonds and interest and premium, if any, with respect thereto, or any obligations of the Board under the Swap Agreement, if any, become a lien on or be secured by any property, real, personal or mixed, of the State of Michigan or the Board, other than the General Revenues and the moneys, securities or other investments from time to time on deposit in certain funds established and pledged pursuant to the Trust Indenture or agreements entered into in connection with the Swap Agreement, if any.

Any pledge of General Revenues, and funds specified in the Trust Indenture or agreements entered into in connection with the Swap Agreement, if any, shall be valid and binding from the date of the issuance and delivery of the Refunding Bonds or such agreements, and all moneys or properties subject thereto which are thereafter received shall immediately be subject to the lien of the pledge without physical delivery or further act. The lien of said pledge shall be valid and binding against all parties (other than the holders of any other bonds, notes or obligations secured by a parity first lien on General Revenues) having a claim in tort, contract or otherwise against the Board, irrespective of whether such parties have notice of the lien.

Notwithstanding anything herein to the contrary, any obligations of the Board under the Swap Agreement, if any, may, if determined appropriate by an Authorized Officer, be payable and secured on a subordinated basis to the Refunding Bonds and other General Revenue obligations of the Board, or may be unsecured.

**3. Additional Bonds.** The right is reserved to issue additional bonds, notes or other obligations payable from and secured on a parity basis with the Refunding Bonds and the Outstanding Obligations from the General Revenues, upon compliance with the terms and conditions as shall be set forth in the Trust Indenture and the trust indentures and agreements pursuant to which the Outstanding Obligations were issued.

**4. Selection of Trustee; Terms of Documents; Bond Insurance.** Either Authorized Officer is hereby authorized and directed, in the name and on behalf of the Board, to select the Trustee, and to negotiate the terms of and execute and deliver the Trust Indenture. The Trust Indenture may contain such covenants of the Board and terms as the Authorized Officer may deem appropriate, including, but not limited to, covenants with respect to the establishment of General Revenues at levels expressed as a percentage of debt service on the Refunding Bonds or all General Revenue Bonds,



and with respect to the issuance of additional bonds, notes or other obligations payable from and secured by General Revenues. In addition, either Authorized Officer is hereby authorized, empowered and directed to negotiate, if necessary for the issuance of the Refunding Bonds, for the acquisition of bond insurance and to execute and deliver an insurance commitment or other documents or instruments required in connection with such insurance.

**5. Sale of the Bonds; Selection of Underwriter or Purchaser; Terms of Purchase.** Either Authorized Officer is hereby authorized and directed, in the name and on behalf of the Board, to select the Underwriter and to negotiate the terms of and execute and deliver the Bond Purchase Agreement with the Underwriter setting forth the terms of the Refunding Bonds and the sale thereof, all within the limitations set forth herein.

**6. Execution and Delivery of Bonds.** Either Authorized Officer is hereby authorized, empowered and directed, in the name and on behalf of the Board, to execute the Refunding Bonds by placing his or her facsimile or manual signature thereon, and to deliver the Refunding Bonds to the Underwriter in exchange for the purchase price therefor, as provided in the Bond Purchase Agreement.

**7. Ratings; Official Statement.** Either Authorized Officer is hereby authorized to solicit ratings on the Refunding Bonds from any national rating services that the Authorized Officer deems appropriate and to cause the preparation of a Preliminary Official Statement, if necessary, and an Official Statement with respect to the issuance of the Refunding Bonds, and to execute and deliver the Official Statement. The Underwriter is authorized to circulate and use, in accordance with applicable law, the Preliminary Official Statement, if any, and the Official Statement in connection with the offering, marketing and sale of the Refunding Bonds.

**8. Additional Acts Required; Escrow Agreement.** The Authorized Officers, and any other officers or personnel of the Board or the University authorized by the Board to act on its behalf as certified by the Vice President for Legal Affairs and General Counsel, are, and each one of them individually is, hereby authorized to perform all acts and deeds, and to execute and deliver, for and on behalf of the Board, all instruments and documents required by this Resolution, the Trust Indenture, the Swap Agreement, if any, or the Bond Purchase Agreement, or necessary, expedient and proper in connection with the issuance, sale and delivery of the Refunding Bonds or the refunding of the Bonds to be Refunded, as contemplated hereby, including, if deemed appropriate, an escrow deposit agreement with an escrow agent to be designated by an Authorized Officer. Each Authorized Officer is hereby authorized to designate and empower the escrow agent or the Underwriter to subscribe for United States Treasury Obligations, State and Local Government Series, on behalf of the Board, as may be necessary in connection with any refunding authorized hereby. Any reference to an officer of the Board or the University herein shall include any interim or acting officer appointed by the Board. Any action at any time required or appropriate under the Trust Indenture, the Swap Agreement, if any, the Bond Purchase Agreement, or other instrument related to the Refunding Bonds, may be taken by and on behalf of the Board by an Authorized Officer.



**9. Continuing Disclosure Undertaking.** In accordance with the requirements of Rule 15c2-12 of the United States Securities and Exchange Commission, the Board is required in connection with the issuance of the Refunding Bonds to enter into a Continuing Disclosure Undertaking for the benefit of the holders and beneficial owners of the Refunding Bonds. Either Authorized Officer is authorized to cause to be prepared and to execute and deliver, on behalf of the Board, a Continuing Disclosure Undertaking.

**10. Approval by Vice President for Legal Affairs and General Counsel.** The Board authorizes and directs that, prior to the execution by either Authorized Officer or other officer or representative of the Board or the University, of documents, certificates or instruments authorized by this Resolution, the Vice President for Legal Affairs and General Counsel of the University shall have reviewed and approved any and all such documents, certificates and instruments, upon, as appropriate, the advice of or consultation with the University's bond counsel.

**11. Conflicting Resolutions.** All resolutions or parts of resolutions or other proceedings of the Board in conflict herewith are hereby repealed to the extent of such conflict.

After discussion, Chair Kramer, seconded by Trustee Pawley, moved approval of the recommendation, and the motion was approved with five positive votes and one abstention by Trustee Schlusser.

#### **Reappointment of an Independent Public Accounting Firm**

Trustee Robinson presented the Reappointment of an Independent Public Accounting Firm recommendation as set forth in the agenda item.

RESOLVED, that AHP be reappointed as the Board of Trustees' independent public accounting firm for FY2013 at a cost not-to-exceed \$76,860; and, be it further

RESOLVED, that the current lead partner, Randy Morse, serve as AHP's lead partner for the FY2013, and FY2014, if AHP is so engaged, engagements; and, be it further

RESOLVED, that AHP will report the results of its annual examination of Oakland University's financial statements in draft form to the Board of Trustees' Audit Committee and in final form to the Board of Trustees; and, be it further

RESOLVED, that the engagement letter that has been reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel, and is in compliance with the law and University policies and regulations, and conforms to legal standards and policies of the Vice President for Legal Affairs and General Counsel, be approved for signature by the Chair of the Audit Committee.

After discussion, Trustee Schlusser, seconded by Trustee Pawley, moved approval of the recommendation, and the motion was unanimously approved by those present.



**F. Other Items for Consideration/Action that May Come Before the Board**

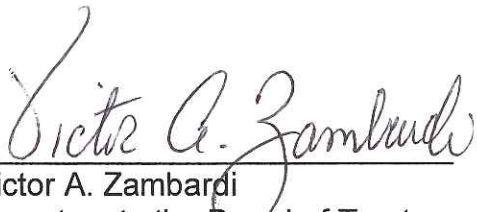
There were no other items for consideration/action presented to the Board.

**G. Adjournment**

Chair Kramer adjourned the meeting at 3:57 p.m.

Submitted,

Approved,



Victor A. Zambardi  
Secretary to the Board of Trustees

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Michael R. Kramer  
Chair, Board of Trustees

Agendum  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013

**UNIVERSITY PERSONNEL ACTIONS**  
**A Recommendation**

1. **Division and Department:** Academic Affairs, Office of the Senior Vice President for Academic Affairs and Provost.
2. **Introduction:** The following sets of personnel actions require Board of Trustees (Board) approval. In addition, twice a year, the administration reports to the Board other personnel actions as information items.
3. **Previous Board Action:** The Board routinely approves personnel actions at its Formal Sessions.
4. **Budget Implications:** Changes in salary due to the promotion/change in faculty rank have been supported by the Board through the approval of Agreements between Oakland University and the Oakland University Chapter of the American Association of University Professors.
5. **Educational Implications:** Seasoned and knowledgeable faculty enhance the training and education of students. Recognition of a faculty member's long-standing dedication to the mission of the institution reinforces a culture that is devoted to excellence in teaching, research, creative endeavor and service.
6. **Personnel Implications:** The personnel implications are as outlined in the recommendation below.
7. **University Reviews/Approvals:** Academic personnel actions are reviewed by faculty committees and academic deans, and are subject to the approval of the Senior Vice President for Academic Affairs and Provost. Administrative personnel actions are reviewed by University Human Resources and when appropriate, by the Office of the Vice President for Legal Affairs.
8. **Recommendation:**

RESOLVED, that the Board of Trustees approve the personnel actions below.

I. **Emeritus Appointments**

Haskell, Richard, Professor Emeritus of Engineering, effective April 3, 2013.



**University Personnel Actions  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2**

**II. Faculty Promotions**

The faculty agreement requires that certain reviews for possible promotion be completed by April 15, 2013. The following recommendations are made by the President and Interim Senior Vice President for Academic Affairs and Provost:

**Optional Promotions – Effective August 15, 2013**

**Associate Professors with tenure considered for promotion to full Professor:**

Dembinski, Roman	Chemistry	Promote
Fliedner, Eugene B.	Decision & Information Science	Do Not Promote
Kim, John D.	Management & Marketing	Promote
Liptak, Laszlo	Mathematics & Statistics	Promote
Martins, George B.	Physics	Promote
Reger, Jo	Sociology & Anthropology	Promote
Rooney, Phyllis A.	Philosophy	Promote
Sangeorzan, Brian P.	Mechanical Engineering	Promote
Sengupta, Sankar	Industrial & Systems Engineering	Promote
Smith, Julia B.	Educational Leadership	Promote
Smith, Lorenzo M.	Mechanical Engineering	Promote

**III. Oakland University William Beaumont School of Medicine Standard Appointments, effective April 3, 2013.**

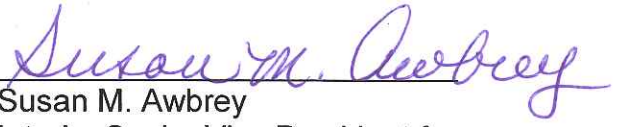
The following standard appointments in the Oakland University William Beaumont School of Medicine are for three years, commencing on April 3, 2013, and are renewable. These standard appointments are without salary support from Oakland University and are not tenured positions. Appointees must maintain active status on the staff of Beaumont Hospital; meet all applicable School of Medicine Participation requirements, and maintain the continued support of their Department Chairs, who are responsible for assessing their performance. Appointees' standard appointments may also be terminated at any time, upon the recommendation of their Department Chair or, for reasons that are at the exclusive discretion of the Dean of the School of Medicine:

Johnston, William	Associate Professor	Surgery
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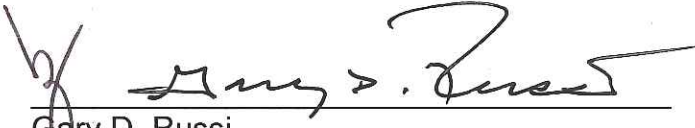
University Personnel Actions  
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9. Attachments: Attachment A: Faculty Personnel Information Items

Submitted to the President  
on March 26, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/28, 2013  
to the Board for Approval by

  
Gary D. Russi  
President



**FACULTY PERSONNEL INFORMATION ITEMS  
REPORT TO OAKLAND UNIVERSITY BOARD OF TRUSTEES**

**April 3, 2013**

A number of faculty personnel actions do not require approval by the Board of Trustees, but in the interest of keeping members informed on the level of personnel activity, the University presents this information on a regular basis. The reports are prepared in October and April.

**Deaths**

Bhargava, Mukesh, Associate Professor of Marketing, effective February 25, 2013.

**Leave with No Pay**

Lyons, Heidi, Assistant Professor of Sociology, effective August 15, 2012 through December 15, 2012.

**Phased Retirements**

Horning, Alice S., Professor of Writing and Rhetoric, effective August 15, 2013.

Kushler, Robert H., Associate Professor of Mathematical Sciences, effective August 15, 2013.

Russell, Joel W., Professor of Chemistry, effective August 15, 2013.

**Retirements**

Gibson, Sarah L., Associate Professor of Education, effective February 14, 2013.

Joseph, Nancy L., Associate Professor of English, effective August 14, 2013.

Moore, Kathleen H., Associate Dean, College of Arts and Sciences and Professor of Chemistry, effective December 31, 2012.

Shastri, Barkur S., Associate Professor of Biological Sciences, effective August 14, 2013.

**Resignations**

Boyer, Micah N., Instructor in Anthropology, effective August 15, 2013.

Deubel, Tara, Assistant Professor of Anthropology, effective August 14, 2013.

**Resignations (cont'd)**

Haar, Catherine, Special Instructor in Rhetoric, effective August 15, 2013.

Lombardo, Sylvie A., Associate Professor of Psychology, effective August 14, 2013.

Seo, Min Hee, Director of Student Assessment and Assistant Professor of Biomedical Sciences, effective October 25, 2012.

Yu, Shuishan, Associate Professor of Art History, effective December 31, 2012.

Zuo, Li, Assistant Professor of Biological Sciences, effective January 11, 2013.

**Sick Leaves**

Conrad Sczygielski, Megan O., Assistant Professor of Industrial and Systems Engineering, effective November 1, 2012 through February 4, 2013.

Greer, Katie S., Assistant Professor, University Library, effective February 12, 2013.

Jain, Sachin, Assistant Professor of Counseling, effective October 26, 2012 through December 3, 2012.

Kashiwagi-Wood, Akiko, Assistant Professor of Japanese, effective December 3, 2012 through February 11, 2013.

Li, Yan, Assistant Professor of History, effective November 28, 2012 through February 5, 2013.

**Return from Sick Leave**

Simon, Mark, Professor of Management, effective November 7, 2012.

Switzer, Anne T., Assistant Professor of Library, effective November 7, 2012.

Urla, Julia, A., Special Instructor in Spanish, effective October 15, 2012.

**Terminations**

Augustyniak, Robert A., Assistant Professor of Biomedical Sciences, effective October 10, 2012.



**ACCEPTANCE OF GIFTS AND PLEDGES TO  
OAKLAND UNIVERSITY FOR THE PERIOD OF  
FEBRUARY 1, 2013 THROUGH MARCH 22, 2013**

**A Recommendation**

1. **Division and Department:** Development, Alumni and Community Engagement.

2. **Introduction:** Every gift makes a difference at Oakland University. Gifts strengthen the University's ability to deliver excellence to our students and our community, both now and in the future, and make strong programs extraordinary by supporting education and technological advancements, as well as current programs. Gifts also make a lasting impact on lives young and old, when they help fund the cost of a college education.

The Board of Trustees (Board) has authorized the President, or his or her designee, to receive and acknowledge gifts to the University, but such gifts must be reported to the Board not less often than quarterly for acceptance on behalf of the University.

At this time, we request that the Board accept the gifts and pledges reported on the attached Gifts and Pledges Report, Attachment A, on behalf of the University.

3. **Previous Board Action:** The Board accepts gifts to Oakland University on a regular basis at its Formal Sessions.

4. **Budget Implications:** Gifts to the University supplement budgets, whether the gift is restricted to a specific area, or unrestricted.

5. **Educational Implications:** Some gifts are designated to fund specific academic programs.

6. **Personnel Implications:** Some gifts may be used for salary or support.

7. **University Reviews/Approvals:** All gifts are processed by the Office of Advancement Information Services and are reviewed by the Vice President for Development, Alumni and Community Engagement, prior to submission to the Board to ensure compliance with federal and state laws and regulations and University policies and procedures when applicable, with assistance from the Office of the Vice President for Legal Affairs when requested.

Acceptance of Gifts and Pledges to Oakland University  
for the Period of February 1, 2013 through March 22, 2013  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2

8. **Recommendation:**

RESOLVED, that the Board of Trustees accept the gifts and pledges to Oakland University identified in the attached Gifts and Pledges Report, Attachment A, for the period of February 1, 2013 through March 22, 2013.

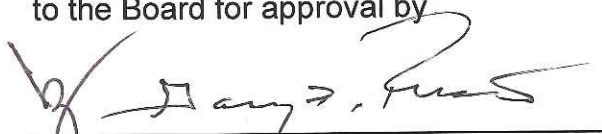
9. **Attachments:** A. Gifts and Pledges Report.

Submitted to the President  
on March 27, 2013 by



Eric Barritt  
Vice President, Development, Alumni  
and Community Engagement

Recommended on 3/27, 2013  
to the Board for approval by



Gary D. Russi  
President



**ADDITIONAL AGENDA MATERIALS LIST**  
**FOR THE APRIL 3, 2013**  
**BOARD OF TRUSTEES FORMAL SESSION**

Tab 5. Acceptance of Gifts and Pledges to Oakland University for the Period of February 1, 2013 through March 22, 2013

- To view the attachment to this item, please contact Rhonda Saunders at (248) 370-3112 or [saunders@oakland.edu](mailto:saunders@oakland.edu)

**ACCEPTANCE OF GRANTS AND CONTRACTS TO OAKLAND UNIVERSITY  
FOR THE PERIOD OF JANUARY 1, 2013 THROUGH FEBRUARY 28, 2013**  
**A Recommendation**

1. **Division and Department:** Academic Affairs/Office of Research Administration.
2. **Introduction:** Oakland University contributes to our national agenda as a contributor to the nation's scientific and technological progress, both through the generation of new knowledge and ideas and the education and training of its students. Grants and contracts awarded to Oakland University play a critical role in the advancement of new research findings, and current research trends gives emphasis to inter-disciplinary, technology-driven, and product-oriented team efforts.

The Board of Trustees (Board) has authorized the President, or his or her designee, to receive and acknowledge grants and contracts to the University, but such grants and contracts must be reported to the Board not less often than quarterly for acceptance on behalf of the University.

At this time, we request that the Board accept the grants and contracts reported on the attached Grants and Contracts Report, Attachment A, for the period of January 1, 2013 through February 28, 2013.

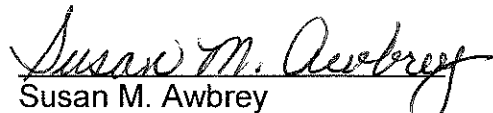
3. **Previous Board Action:** The Board accepts grants and contracts to Oakland University on a regular basis at its Formal Sessions.
4. **Budget Implications:** Grants and contracts contribute to the University through the recovery of direct and indirect expense incurred in support of research projects.
5. **Educational Implications:** Grants and contracts enhance the training and education of students.
6. **Personnel Implications:** Grants and contracts awards may provide salary support for faculty, post-doctoral fellows, undergraduate and graduate students, technicians, lab managers, and other personnel, as required by the funded research project or program.



Acceptance of Grants and Contracts to  
Oakland University for the Period of  
January 1, 2013 through February 28, 2013  
Oakland University  
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7. **University Reviews/Approvals:** All grants and contracts are reviewed by the Office of Research Administration prior to submission to the Board to ensure compliance with federal and state laws and regulations and University policies and procedures, when applicable, and with assistance from the Office of Legal Affairs when requested.
8. **Recommendation:** RESOLVED, that the Board of Trustees accept grants and contracts to Oakland University identified in the attached Grants and Contracts Report, Attachment A, for the period of January 1, 2013 through February 28, 2013.
9. **Attachments:** A. Grants and Contracts Report.

Submitted to the President  
on 3-25, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/25, 2013  
to the Board for approval by

  
Gary D. Russi  
President

Principal Investigator	Awarding Agency	Title and Project Abstract	Award Amount	Total Award All Years
Mohamad Siadat Department of Computer Science & Engineering	Beaumont Health System	<b>Urinary Continence Index for Prediction of Urinary Incontinence in Older Women.</b> This funding will be used to continue research in estimating a urinary incontinence index for older women to predict whether a subject is likely to develop incontinence in the future.	\$ 21,433	\$ 21,433
Omar Brown-El Center for Multicultural Initiatives	State of Michigan	<b>C.O.R.E. Program.</b> The goal of this program is to raise the first semester grade point average of the targeted population by the end of the grant cycle.	\$ 91,364	\$ 91,364
Kimberly Zelinski Meadow Brook Hall	Michigan Council for Arts and Cultural Affairs	<b>Program for Operational and Project Support (POPS).</b> This award will provide support for Meadow Brook Hall operational costs.	\$ 8,000	\$ 8,000
Stephan Goody Oakland University Art Gallery	Michigan Council for Arts and Cultural Affairs	<b>Program for Operational and Project Support (POPS).</b> This award will provide Oakland University Art Gallery funding for administrative costs, specifically the production of an accompanying exhibition catalogue and offset associated art transport fees.	\$ 12,000	\$ 12,000
Sayed Nassar Department of Mechanical Engineering	Michigan State University	<b>Optimization of Hybrid Bolting and Joining of Dissimilar Materials.</b> The goal of this research project is to identify and optimize joining technology for dissimilar materials joints.	\$ 236,624	\$ 236,624
Mary Lose Department of Reading and Language Arts	Reading Recovery Council of North America	<b>Exploring Technological Innovations to Marie Clay's Reading Recovery Intervention - Teacher Training: A Research Proposal.</b> This research will determine whether 1) participants in a Reading Recovery Teacher Training Course, delivered partially by distance technology, can learn and apply Reading Recovery theory and teaching procedures in their teaching of children in Reading Recovery and 2) discover what are these teachers' and their teacher leaders' experiences in the course via distance technology.	\$ 5,500	\$ 5,500



Principal Investigator	Awarding Agency	Title and Project Abstract	Award Amount	Total Award All Years
Mary Lose Department of Reading and Language Arts	Reading Recovery Council of Michigan	<b>Exploring Technological Innovations to Marie Clay's Reading Recovery Intervention - Teacher Training: A Research Proposal.</b> <i>This research will determine whether 1) participants in a Reading Recovery Teacher Training Course, delivered partially by distance technology, can learn and apply Reading Recovery theory and teaching procedures in their teaching of children in Reading Recovery and 2) discover what are these teachers' and their teacher leaders' experiences in the course via distance technology.</i>	\$ 2,000	\$ 2,000
Mary Lose Department of Reading and Language Arts	Ohio State University	<b>OSU-ARRA- Reading Recovery i3.</b> <i>This project is a partnership to obtain funding to scale-up Reading Recovery in schools identified for targeted assistance.</i>	\$ 533,822	\$ 1,483,517
Gopalan Srinivasan Department of Physics	United States Army	<b>Self-Assembled Multiferroic Nanostructures and Studies on Magnetoelectric Interactions.</b> <i>The goal of this project is to extend current research to novel self-assembled ferromagnetic-ferroelectric nanostructures and studies on ME interactions and negative index characteristics.</i>	\$ 94,000	\$ 198,000
Michael Sevilla Department of Chemistry	National Institutes of Health	<b>Mechanisms of Radiation Damage to DNA.</b> <i>This project will study free radical mechanisms of radiation damage to DNA.</i>	\$ 101,836	\$ 982,629
Susmit Suvas Department of Biological Sciences	National Institutes of Health	<b>Neuropeptides and Herpetic Stromal Keratitis.</b> <i>The objective of this research is to determine how neuropeptide SP promote corneal tissue repair and clearance of infectious HSV-1 virus from the cornea.</i>	\$ 358,359	\$ 1,812,457
Julie Gustafson Macomb Incubator	Grand Valley State University	<b>Business Accelerator Fund-Client Engagement.</b> <i>The objective for this project is to make accelerator services available statewide, make services available to high priority companies in regions, share accelerator best practices statewide, build lasting collaborations, and create jobs catalyze multiplier effect.</i>	\$ 34,000	\$ 34,000
Julie Gustafson Macomb Incubator	Grand Valley State University	<b>Business Accelerator Fund-Client Engagement.</b> <i>The objective for this project is to make accelerator services available statewide, make services available to high priority companies in regions, share accelerator best practices statewide, build lasting collaborations, and create jobs catalyze multiplier effect.</i>	\$ 9,872	\$ 9,872

Principal Investigator	Awarding Agency	Title and Project Abstract	Award Amount	Total Award All Years
Lianxiang Yang Department of Mechanical Engineering	Chrysler LLC	<b>DIC FLDO Determination on Pre-strained Aluminum Sheets.</b> The objective of this project is to use the Digital Image Correlation method to measure at Chrysler or US Steel the Sheet surface strain history of samples during FLDO experiments.	\$ 4,000	\$ 4,000
Julie Gustafson Macomb Incubator	Michigan Economic Development Corporation	<b>21st Century Jobs Fund 2012 Entrepreneurial Service Provider Program.</b> The Macomb-Oakland University Incubator will administer the Defense Advanced Research Projects Agency (DARPA) Federal Matching Program for the State of Michigan.	\$ 194,757	\$ 766,036
Guangzhi Qu Department of Computer Science and Engineering	Beaumont/Blue Cross Blue Shield of Michigan	<b>Perioperative Handoff and Follow-up Checklist.</b> The goal of this project is for the development, evaluation and refinement of a tool to measure perioperative outcomes using an innovative data-mining approach.	\$ 50,000	\$ 50,000
Amy Butler OU Incubator	Grand Valley State University	<b>Business Accelerator Fund-Client Engagement.</b> The objective for this project is to make accelerator services available statewide, make services available to high priority companies in regions, share accelerator best practices statewide, build lasting collaborations, and create jobs catalyze multiplier effect.	\$ 35,000	\$ 35,000
<b>Total</b>			<b>\$ 1,792,567</b>	<b>\$ 5,752,432</b>



**APPROVAL OF AMENDMENT NO. 2 TO THE OAKLAND UNIVERSITY  
WILLIAM BEAUMONT SCHOOL OF MEDICINE AFFILIATION AGREEMENT**

**A Recommendation**

1. **Division and Department:** Academic Affairs; Oakland University William Beaumont School of Medicine.
2. **Introduction:** On July 31, 2008, the Board of Trustees (Board) approved the establishment of an allopathic school of medicine as a constituent school of Oakland University (School of Medicine). On that same date, the Board authorized the Chair of the Board and the President to execute an affiliation agreement with William Beaumont Hospital (Beaumont), by which Beaumont became the University's exclusive clinical partner for the School of Medicine. As part of that Oakland University William Beaumont School of Medicine Affiliation Agreement (Affiliation Agreement), and in recognition that both the University and Beaumont would need to consult and cooperate on many matters if the School of Medicine were to be successful, the Board established a School of Medicine Affiliation Advisory Committee (Affiliation Advisory Committee) to advise the Board on all matters relating to the Board's governance of the School of Medicine. In recognition that the School of Medicine is now firmly established and continues to grow in both size and complexity, to take advantage of both institutions' significant expertise, and to position the School of Medicine strategically for the future, the Board has reconstituted the Affiliation Advisory Committee into the School of Medicine Management Committee (Management Committee) and added Board and faculty members to the reconstituted Management Committee. Amendment No. 2 also addresses budget accounting processes and extends the optional termination of the Affiliation Agreement to not less than five full academic years after the end of the academic year in which the notice of termination is given.

To formally effectuate the changes, it is necessary to amend the Affiliation Agreement, as represented by an Amendment No. 2 to the Affiliation Agreement (Amendment No.2). Amendment No. 2 has been reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel, and is in compliance with the law and University policies and regulations, and conforms to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Beaumont's Board of Directors approved Amendment No. 2 on March 19, 2013, and appointed Thomas Anderson, the Chairman of Beaumont's Board of Directors, and Geoff Hockman, the Chairman of the Beaumont Foundation Board of Directors, to the Management Committee.

**Approval of Amendment No. 2 to the  
Oakland University William Beaumont  
School of Medicine Affiliation Agreement  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2**

3. **Previous Board Action:** The Board establishment the School of Medicine and authorized the Affiliation Agreement on July 31, 2008. Amendment No. 1 to the Affiliation Agreement, that addresses the primacy of and resources for medical student education, and exposure to infectious or environmental hazards, was made effective as of April 15, 2009.

4. **Budget Implications:** Amendment No. 2 addresses budget accounting processes for the School of Medicine, but not the budget formation, review or Board approval processes.

5. **Educational Implications:** Amendment No. 2 extends the optional termination of the Affiliation Agreement to not less than five full academic years after the end of the academic year in which the notice of termination is given.

6. **Personnel Implications:** None.

7. **University Reviews/Approvals:** Amendment No. 2 has been reviewed and approved by the Dean of the School of Medicine, the Interim Senior Vice President for Academic Affairs and Provost, the President, the Board Member Liaison to the School of Medicine and the Chairman of the Board.

8. **Recommendation:**

RESOLVED, that the Board of Trustees hereby approves Amendment No. 2 to the Oakland University William Beaumont School of Medicine Affiliation Agreement; and, be it further

RESOLVED, that the Board hereby appoints Michael R. Kramer, Chair of the Board of Trustees, and Mark E. Schlusel, Trustee, to the Management Committee; and, be it further


RESOLVED, that the Board hereby appoints Dr. Douglas J. Gould to be the faculty representative to the Management Committee.




Approval of Amendment No. 2 to the  
Oakland University William Beaumont  
School of Medicine Affiliation Agreement  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 3

9. Attachments: None

Submitted to the President  
on 4-1-, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommended on 4-1, 2013  
to the Board for approval by

  
Gary D. Russi  
President

Agendum  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013

**FINAL UNDERGRADUATE SCHOOL AND  
GRADUATE SCHOOL REPORTS  
FALL 2012– DECEMBER 15, 2012**

**A Recommendation**

1. **Division and Department:** Academic Affairs; Offices of the Registrar and Graduate Study.
2. **Introduction:** The Board of Trustees (Board) has constitutional authority to grant degrees and diplomas. The Final Undergraduate School and Graduate School Reports for Fall 2012 – December 15, 2012 are hereby submitted to the Board for approval.
3. **Previous Board Action:** The Board approves undergraduate and graduate school reports on a regular basis at its Formal Sessions.
4. **Budget Implications:** None.
5. **Educational Implications:** Obtaining a degree represents that a student has successfully completed their chosen course of study and satisfied all Oakland University degree requirements.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** Academic departments certify that students on the Final Undergraduate School Report and Final Graduate School Report meet University and departmental degree requirements. Satisfaction of degree requirements is also reviewed by the Office of the Registrar.
8. **Recommendation:**

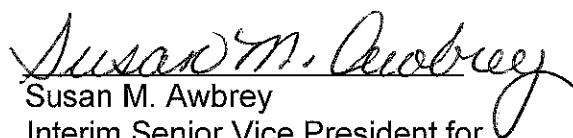
RESOLVED, that the Board of Trustees approves granting the degrees more fully described in the Final Undergraduate School Report and the Final Graduate School Report, each dated December 15, 2012.



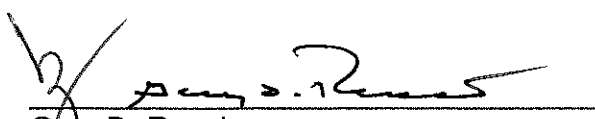
Final Undergraduate School  
and Graduate School Reports  
Fall 2012 – December 15, 2012  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2

9. **Attachments:** A. Final Undergraduate School and Graduate School Reports,  
December 15, 2012.

Submitted to the President  
on 3/25/, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/25, 2013  
to the Board for approval by

  
Gary D. Russi  
President

**Oakland University**  
**Office of the Registrar**  
**Final Undergraduate School Report**  
**Fall 2012 - December 15, 2012**

**College of Arts and Sciences**

Additional Major Certificate

Kathleen Gwendolyn Byks

Psychology

Bachelor of Arts

Helda V. Abdaal

Biology

Marcel Adam

English

Minor in Sociology

Lauren Elizabeth Ahonen

Sociology

Conc. in Criminal Justice

Emilia A. Allen

English

Lea Brittany Allen

Sociology

Minor in English

Angelo Michael Allos

Biology

Monica Marie Andrade

Psychology

Joseph A. Aprile III

History

Ali Elaine Armstrong

Journalism

Monica Theresa Atanasovski

Biology

Brittany Lynn Atkinson

Studio Art-Spec in Photography

Betzy Gabriela Baker

Spanish Language and Lit

Minor in Tchng Engl as Second Language

Michael Joseph Bannigan

Psychology

Alec Jonathan Bantel

Communication

Minor in History

Stephanie Nicole Baylis

Psychology

Minor in Sociology

Kyle Michael Belcher

History

Minor in Studio Art

Scott Andrew Bendel

English

Amber Renee Bentley

History

Minor in English

Naomi Bertolino

Communication

Bree Monson Boettner

Anthropology

Minor in History

Chelsey Ann Booth

Psychology

Alexandra Marie Bosch

Studio Art-Spec in New Media

Minor in Graphic Design

Julie Ann Breight

Political Science

Antonio Markese Broaden

Sociology

Brittany Christina Brothers

Sociology/Anthropology

Conc. in Criminal Justice

Brittany Nicole Broughman

Psychology

**Honors College**

Minor in Sociology

Danielle Katherine Brown

Journalism



Kathleen Anne Buchanan  
Kenaniah Busch  
Ryan Adam Busch

Thomas Charles Butler

James Michael Byrne

Chad Cadreau  
Ariel Rene Caldwell  
Kathryn Alyssa Capa  
Daniel John Carpenter

Michelle Ann Chirco

Maria Elizabeth Christian  
Jonathan J. Clauw

Ryan Robert Cloutier  
Kalan Isaiah Cochran

Brandon William Coley  
Justin Bryant Colman

Robert Conner

Alexander Martin Cook

Candice Janine' Cosby

Ashley E. Cox  
Jamal Jamin Craft  
Cassandra Cay Crispin  
Elizabeth Ann Culberson  
Lukasz Czechak

Nicole Melanie-Berman Dailey

Jessica Mary Dalton  
Lawrence John Daversa

Andrew R. Dean  
Jenifer Ann DeBellis

Victoria Marie Delcourt  
Damien Jacob Dennis  
Cara Ellen DiCaro  
Joann Renee Dietz

Kyle Michael DiFranco

Jason Michael Robert Donoghue  
Dana Nicole Donovan

Communication  
Music  
East Asian Studies - China  
Minor in Chinese Lang and Civ  
Psychology  
Minor in Spanish Language  
Psychology  
Minor in Sociology  
Biology  
Psychology  
International Relations  
English  
Minor in History  
Communication  
Minor in Advertising  
Communication  
Communication  
Minor in Business  
Communication  
Political Science  
Minor in Sociology  
Communication  
Communication  
Minor in Public Relations  
English  
History  
Political Science  
Minor in Three Science  
Journalism  
Marketing-BS  
**Double Degree**  
Sociology  
Communication  
Psychology  
Psychology  
Political Science  
Minor in History  
Psychology  
Minor in Sociology  
Philosophy  
History  
Minor in Political Science  
Mathematics  
Creative Writing  
Minor in Writing and Rhetoric  
Communication  
Journalism  
Journalism  
Studio Art - Spec in Painting  
Minor in Art History  
Sociology  
Conc. in Criminal Justice  
English  
English

Larissa Renee' Dourjalian

Alexander J. Dulgerian

Megan Marie Dunnigan

Brian Joseph Durand

Sara El-Mesiri

Bryan Lowell Everson

Cessily Corrine Fahr

Nina Lenore Fancher

Robert Joseph Fortier

Erica Michelle Foster

Dawn Renee Terez Fowler

Noel Jacob Franchy

Elizabeth Anne Frazier

Alexandra Eve Galinsky

Anthony Robert Gallegos

Jennifer Rose Gambrel

Brian Matthew Gassen

Patricia Lorraine Giacona-Wilson

James Christopher Giliberto

Liz Gjergaj

Colleen Nicole Glodich

Erin Rose Goeth

Emily Clare Gould

Ian C. Green

Amanda Kaye Grimm

Stephanie Diane Gross

Elise Julia Grubb

Lauren Nicole Gurnow

Kyle Mackenzie Hagan

Lydia E. Hagen

Amber Nicole Hager

Douglas George Hakim

Alexandra Hamelin

Daniel Alexander Hancock

Melissa Marie Hansen

English

Minor in Journalism

History

Minor in Political Science

Psychology

Communication

Journalism

Minor in Islamic Studies

Journalism

Communication

Sociology

Conc. in Criminal Justice

Communication

Writing and Rhetoric

Biology

Psychology

Minor in Biology

English

History

Psychology

Sociology

Conc. in Criminal Justice

Biology

Communication

English

Minor in East Asian Studies - Japan

History

Political Science

Political Science

Minor in English

Conc. in Criminal Justice

English

English

Minor in History

International Relations

**Honors College**

Minor in French Language and Literature

Sociology

Conc. in Criminal Justice

Japanese Lang and Literature

Biology

Conc. in Premed: Med, Dent, Opt, Vet

English

Communication

Communication

Minor in Theatre

Communication

Communication

Minor in History

Psychology

Studio Art-Spec in New Media

Studio Art-Spec in Photography

Minor in English

Kristina Marie Haranczak  
David Michael Harding  
Michael F. Hathaway  
Princess Mi'chelle Hayes  
Samantha K. Hazelton  
Michael D. Heal  
Courtney Lynn Healy  
Kimberly K. Heckman  
Jenna Rose Helinski

Antionette Jiovanni Henry

Michael James Henson

Reham Hermiz

Mario Anthony Hernandez Jr.

Emily Lynn Hiebert  
Zeinab Hijazi  
Jordan Matthew Hiller  
Roger Hinski

Sarah Marguerite Holland  
Damian Holter  
Lauren Howard

Krista Quinn Huber  
Johanna Marie Hughes

Nicole Renee Hughes

David J. Isaac  
Ousama S. Ishak  
Emily Rose Iwankovitsch  
Autumn N. Jacobs

Shivon Jarbo  
Gerone Ezra Floresca Jimenez

Zachary Neil Jones  
Deandra Lucette Louise Jutila  
Alexsandr Kanevskiy

Marie E. Kantarian

Jason Kusai Karoumy  
Cayce Elizabeth Karpinski  
Elizabeth Marie Karwacki

Bianca Mary Kasawdish  
Tanner Kattoo

Psychology  
English  
Communication  
Communication  
Psychology  
Biology  
Psychology  
Studio Art-Spec in New Media  
Sociology  
    Conc. in Criminal Justice  
Political Science  
    Minor in Women and Gender Studies  
Anthropology  
    Minor in Latin American Studies  
Psychology  
    Minor in English  
Philosophy  
    Minor in English  
    Minor in Linguistics  
English  
Political Science  
Political Science  
English  
    Minor in History  
Communication  
French Language and Literature  
Communication  
Psychology  
English  
English  
    Minor in Studio Art  
Cinema Studies  
    Minor in English  
Journalism  
Psychology  
Psychology  
East Asian Studies - China  
International Relations  
    Minor in Chinese Lang and Civ  
Psychology  
Psychology  
    Minor in Business  
Linguistics  
Psychology  
English  
    Minor in Political Science  
Psychology  
    Minor in Biology  
Biology  
Journalism  
Latin American Lang and Civ  
**Honors College**  
Journalism  
Communication



Cassandra Lee Keller  
Jenna Kempf

Erin Ruth Kinnee

Julie Lynea Knight

Amber Daisy Knott  
Mara Christine Kovac  
Mary Margaret Kucharek  
Ryan Keith Kuhn  
Olivia Rose LaCasse  
Jennifer Ann Lajcaj

Jacalyn R. Langenstein

Brenna Marie Larsen  
Kristen Michelle Lebryk  
Nou Lee  
Benjamin James Lemon

Shelley Elizabeth Lemon  
Cassandra Lynn Leo

Linda M. Leo

Veronica Leontyeva

Marie Y. Lett  
Joseph Wey-Jye Liang

Kristina Ljucovic  
Alysse Marie Lockard  
Michael William Lowe  
Bryan Lozen

Barlet Arianit Lucaj  
Rosemarie D. Luttenberger  
Stephanie Michelle Lyon  
Jennifer Lynn MacQuarrie  
Kathleen A. Madek  
Jeffrey Lawrence Makowski  
Rasha Mansour  
Christopher Scott Manvel  
Sylvia Renae Marburger

Jessica Rose Marcum

Trevor Phillip Martin

Zachary R. Martin

Psychology  
Studio Art-Spec in New Media  
Minor in Art History  
Minor in Graphic Design  
English  
Minor in History  
Minor in Philosophy  
Writing and Rhetoric  
Minor in Graphic Design  
Sociology  
Journalism  
Communication  
Psychology  
English  
Psychology  
Minor in Sociology  
Psychology  
Minor in Biology  
Studio Art - Spec in Drawing  
Political Science  
Psychology  
Sociology  
Minor in Women and Gender Studies  
Psychology  
Political Science  
Minor in Communication  
Psychology Modified w/Conc in Ling  
Minor in English  
English  
Minor in Sociology  
Sociology  
Philosophy  
Minor in Chinese Lang and Civ  
Sociology/Anthropology  
Studio Art K-12 Spec: Drawing  
Mathematics  
Communication  
Information Technology-BS  
**Double Degree**  
Political Science  
Political Science  
History  
Sociology with Spec in Criminal Justice  
Communication  
Communication  
Communication  
Communication  
History  
Minor in English  
Biology  
Conc. in Premed: Med, Dent, Opt, Vet  
Philosophy  
**Honors College**  
History

Maria Anell Martinez  
Consolata M. Masensi

Somerset Simon Mavunga

Andrea B. Mayle  
Thomas Benjamin McCabe  
Paige Deanna McCormack

Patrick R. McCoy  
Kaitlyn Marie McDonald  
Lucia Elisia McNamara

Keith Menard

Shelley M. Mikloski  
Laura Beth Miller  
Kyle Steven Minton

Shauna Marie Mitchell

Navin Mohanan

Robin L. Morgan

Rachael Marion Morrison  
Sarah Moussally

Joanna Theodora Mouzourakis  
Amber Ray Moxley  
Michael Joseph Muglia  
Bernadette Ann Najor  
Christina Ann Narra

Nichole Rene Nash

Eric Ryan Nelson

Paige Ellen Nelson  
Rediana Nence

Scott Andrew Niewinski  
Silvy Nona  
Julianne Frances Nusly  
Dalia Fuad Odeh  
Kelly Lynn O'Hara

Jamie Nicole Onica

Stephan Richard Osborn  
Lucinda A. Parsons

Minor in Mathematics  
Spanish Language and Lit  
French Language and Literature  
Minor in East Asian Studies - China  
Political Science

Minor in International Relations  
Spanish Language and Lit  
Studio Art - Spec in Painting  
Sociology

Conc. in Criminal Justice  
Political Science  
Psychology  
Spanish - Modified  
Nursing-BSN

**Double Degree**  
Studio Art-Spec in Photography  
Minor in Graphic Design  
Psychology  
Psychology  
English

Minor in History  
Psychology  
Minor in Sociology  
Psychology  
Minor in Chinese Lang and Civ  
Spanish Language and Lit  
Minor in Mathematics

Psychology  
History  
Minor in English  
History

Communication  
Communication  
Psychology  
Psychology

Minor in Biology  
History w/Secondary Ed  
Minor in English w/Secondary Education  
Sociology

Minor in Political Science  
Conc. in Criminal Justice  
English

French Language and Literature  
Minor in English

Psychology  
Psychology  
Communication  
Psychology  
Studio Art - Spec in Painting  
Minor in Graphic Design  
Linguistics

Minor in Psychology  
Political Science  
Studio Art - Spec in Painting

Natasia Marie Partynski

Desiree Contessa Pettiford

Audra Janine Pieknik

Alex Pontois

Jake Robert Pradko

Alexandra Faith Pucel

Alexandra Puiu

Jacob Thomas Quick

Ashleigh C'hannel Quinn

Maria Louie Radelt

Caroline Raffa

Dwight Wayne Ragland

Emilie H. Ramirez

Megan Kathleen Ranger

Sara Lynn Rappley

Jami Lee Rathka

Megan Leigh Rawlins

Andrew Peter Remdenok

Ashley Kay Rhoten

Jordan Alexander Rider

Morgan Ritter

Sean Keith Robinson

Leann Marie Rollins

Kevin Edward Romanchik

Heather A. Romanowski

Madelina Marie Rosario

Lauren Ashley Rose

Katherine Carley Rozek

Samantha M. Rutkowski

Dena Marie Sana

Benson Tom Sandiha

Katelyn Juliann Savage

Kelsey R. Schwab

Dylan Vaughn Schweig

Jordan Marie Sedoskey

Aaron J. Segel

Jason J. Shamow

English

Minor in Psychology

Journalism

Minor in Graphic Design

English

Anthropology

Psychology

Minor in English

Minor in Spanish Language

Sociology

Communication

Communication

Journalism

Psychology

Psychology

Communication

Political Science

Sociology

Minor in Philosophy

English

Minor in French Language

Anthropology

Minor in Psychology

Communication

Psychology

History

Minor in Political Science

Psychology

Minor in Theatre

International Relations

Minor in Spanish Language

Sociology

Conc. in Criminal Justice

Psychology

Biology

Minor in Journalism

Writing and Rhetoric

Minor in Business

Sociology

Psychology

Communication

Communication

Political Science

Minor in Psychology

English

Spanish Language and Lit

Studio Art - Spec in Painting

Minor in Graphic Design

Anthropology

Communication

Minor in Sociology

Cinema Studies

Communication



Julie Marie Sharp  
Eric Douglas Shepherd

Sarah Jo Shields  
James Michael Silvestri  
Jenna Rose Simon  
Chavone N. Simpson  
Samantha Loris Singer

Sarah Deniece Kendrick

Korey Elizabeth Smith  
Luisa Fernanda Smith  
Heather Lee Sneath

Kathryn Lynn Soltis

Joshua Kyu-Hon Song

Angela Marie Soyad  
Cortney Jean Spiegel

Andrea L. Stabile

Derek Alan Stenli

Jacquilyn Marie Stephens  
Lars Andrew Stinson  
Kelly Marie Stoklosa

Michelle Ashley Strauchman

Alexa Sudomier

Martin L. Tallman

Heather Shallal Tenney

Kenzie Michele Timm

Stephanie Marie Touchette  
Kelly Ann Truesdale  
Jessica Urbach

Andrea Linda Valice  
Alexa Preston Van Vliet

Joseph Lewis Van Hammond  
Garrett Charles Veal  
Ashley Rose Vermander

Studio Art - Spec in Drawing  
Political Science

Minor in History  
English  
Communication  
Sociology  
Cinema Studies  
Political Science  
Conc. in Criminal Justice  
Psychology

Minor in Sociology  
Minor in Anthropology

Psychology  
Spanish Language and Lit  
Psychology

Minor in Sociology  
East Asian Studies - Japan  
Japanese Lang and Literature  
Minor in Chinese Lang and Civ

Psychology  
Sociology  
Biology

Communication

Minor in Spanish Language  
History

Minor in English  
Mathematics

Minor in Economics  
Communication

History

Communication

Minor in Applied Leadership Skills  
Minor in Psychology

Psychology

Minor in Spanish Language  
Psychology

Minor in Sociology

History

Minor in Political Science  
Psychology

Minor in Studio Art

Psychology

Minor in Studio Art

History

Psychology

English

Minor in Studio Art

Communication

Psychology

Minor in Public Admin and Public Policy  
Minor in Spanish Language

International Relations

Communication

Psychology

Robert Mariano Viviano

Justin Wagenberg  
Karly Ann Wagner

Matthew John Walker  
Seth Juan Walker

Jaimie Nicole Beard  
Elizabeth Marie Wandrei

Jenny L. Washington  
Monique Danielle Webb  
Marissa Jane Weber  
Jonathan Louis Werber  
Amy Whipple  
Jason Michael Willis

Ryan Kenneth Winowiecki  
Bethany Ann Witten  
Sarah Ellen Wojcik  
Jack Ryan Woodberg  
Anthony John Yaldo  
Lauren H. Yaldoo

Amanda Jallal Naim Yousif  
Derek Edward Zamborowski

Bachelor of Fine Arts

Ryan Christopher Dawley

Willow Raye Lupa  
Andrew Mark Wilhelm

Bachelor of Music

Ryan Christopher Dawley

Mark Douglas Johnson

Lea Anne Lalla  
Peter Portman

Bachelor of Science

Randall Vincent Ayar

April Marie Boggus  
Natalie Bogojevski  
Linda Rachel Camen

Alysse Marie Campbell

Minor in Sociology  
Political Science  
Conc. in Criminal Justice  
English  
International Relations  
Minor in French Language  
Biology  
Journalism  
Minor in Spanish Language  
Psychology  
International Relations  
Psychology  
Psychology  
Communication  
Communication  
English  
Psychology  
Studio Art-Spec in New Media  
Minor in Graphic Design  
Psychology  
Linguistics  
English  
Philosophy  
Biology  
Psychology  
Minor in English  
Psychology  
French Language and Literature

Musical Theatre  
Choral/Gen Mus Ed-BM  
**Double Degree**  
Theatre Design & Technology  
Theatre Design & Technology

Choral/Gen Mus Ed  
Musical Theatre-BFA  
**Double Degree**  
Instrumental/General Music Ed  
Minor in Jazz Studies  
Choral/Gen Mus Ed  
Choral/Gen Mus Ed

Chemistry  
Minor in Biology  
Biology  
Env Sci Spec Env Health  
Biology  
Conc. in Premed: Med, Dent, Opt, Vet  
Env Science Spec Public Health

Karen Elizabeth Coley  
David Warren Colling  
Curtis Nelson Cooper  
Ryan Joseph Day  
Michael Joseph DePorre, Jr.

Daniel Christopher Doig  
Andrea Evangelista

Thomas C. Gloss

Christine Nareen Hermiz  
Ashley Nicole Kitson

Ryan Christopher Krebs  
Craig Bryan Lather Jr.  
Norman Robert Leo

Kimberly Marie Madden  
Joseph John McCormick  
Ashley Mary Page  
Allison Anne Pritchard  
Lauren Marie Quinn  
Ervin James Radelt  
Paul James Richardson

Nicole Marie Riley  
Anna Katarzyna Sak  
Marie Ruth Schaedig  
Jamie Sommer

Rishi Sood  
Anthony William Stella  
Sara C. Szilagyi  
Azam Tolla  
Mathew Terry Walczowski  
Jamie Lynne Welker

Bachelor of Social Work

Viktoriya Goodman  
Jeffrey Daniel Marengere  
Hillary Amira Sesi  
Ashley Marie Spinazzola

Biology  
Biology  
Biology  
Chemistry  
Actuarial Science  
Minor in Economics  
Minor in Finance

Biology  
Biology

**Honors College**

Conc. in Premed: Med, Dent, Opt, Vet  
Biology  
Conc. in Premed: Med, Dent, Opt, Vet  
Biology  
Biology  
Conc. in Premed: Med, Dent, Opt, Vet  
Biology  
Actuarial Science  
Chemistry  
Minor in Biology

Chemistry  
Biochemistry  
Biology  
Env Sci Spec Env Sustn Res Mgt  
Biology  
Biology  
Actuarial Science  
Minor in Finance  
Minor in Mathematics  
Env Sci Spec Env Health  
Biology  
Env Sci Spec Env Sustn Res Mgt  
Physics

Minor in Mathematics  
Biology  
Biochemistry  
Biology  
Biochemistry  
Chemistry  
Biology  
Minor in Spanish Language  
Conc. in Premed: Med, Dent, Opt, Vet

Social Work  
Social Work  
Social Work  
Social Work



**Jointly Awarded by the College of Arts and Sciences and the School of Engineering and Computer Science**

Bachelor of Science

Daniel Paul Feldmann Jr.

Jack Summers Gill

Sarah Marie Gutierrez

Jean-Paul Ortiz-Villegas

Sarah Marie Smalarz

Ross James Solanskey

Breanne Lynn Swift

Engineering Biology

**Honors College**

Engineering Chemistry

Engineering Chemistry

Engineering Biology

Engineering Biology

Engineering Chemistry

Mechanical Engineering-BSE

**Double Degree**

Engineering Biology

**School of Business Administration**

Bachelor of Science

Richi Abdullah

Nicholas Michael Adams

William Albert Alfonsi

Leonard Alford III

Rebecca Marie Andrews

Paula Christine Arida

Rebecca Bailey

Ashley Marie Baker

Alisha Marie Balcerowiak

Joseph Noel Barton

Kayla Belanger

D'Lorean Aaron Bell

Cory Leigh Bennett

Blake Robert Bittner

Andrew Justin Boes

Bogdan Boyko

Cody John Bridgewater

Brett Jordan Bryan

Michael P. Budnik

Ethan R. Campbell

Olga Stanislavovna Chernysheva

Michael D. Ciccarelli

Joseph David Cieslik

Jack Michael Coleman

Ryan M. Comins

Accounting

General Management

Minor in Marketing

Human Resources Management

Finance

Human Resources Management

Marketing

Finance

Marketing

Accounting

Operations Management

Marketing

Finance

Human Resources Management

Minor in International Management

Accounting

Marketing

Finance

General Management

Minor in Marketing

Accounting

General Management

Minor in Finance

Human Resources Management

General Management

Minor in Finance

Finance

General Management

Minor in International Management

Marketing

Minor in French Language

Operations Management

Operations Management

Marketing

Minor in English

Candice Janine' Cosby

Steven Charles Cox Jr.  
Jonathan Cumberworth  
Gerald Dacin  
Gabriel Daniel Darga  
Ryan Michael Dekimpe  
Matthew Doerflinger  
Glen Alan Edwards  
Nicholas Paul Fedorchak  
Michael B. Fey  
James Alexander Garden  
Aaron Cleetez-Shaymon Gladney  
Sean Kelley Glissman  
Heather M. Glomski

Maegan Elizabeth Goodwin  
Gina-Louise Brady Greenhow  
Kimberly Kirsten Gregersen

Andrew Thomas Grix  
Jeffrey Thomas Hammond  
Steven Michael Herrmann  
Kaylon Renee Hicks-Leadon  
Brent William Haruo Higuchi  
Joshua Lee Hubbard  
Lisa Marie Jackimowicz  
Ashley Nicole Johnson  
Holly Kay Kammer  
Rakan Khalid Karim

Robert John Keusch

Michael A. King Jr.  
Casey Ann Korzen

Matthew Scott Lawson  
Giuseppe Salvatore Lucido  
Andrew Stewart Makowski

Vinson Aamir Mansour

Kelley Eileen Martin  
Charles Alexander Matus  
Ryan Scott McCafferty  
Gary Wayne McCartney

Jamie Lee McClenahan

Thomas Douglas Merrill

Marketing  
Journalism-BA  
**Double Degree**  
Marketing  
Marketing  
Finance  
Finance  
Marketing  
Accounting  
Finance  
Finance  
Marketing  
Marketing  
Human Resources Management  
Finance  
General Management  
Minor in Economics  
Marketing  
Accounting  
General Management  
Minor in Human Resources Management  
Minor in International Management  
Accounting  
Marketing  
Accounting  
Accounting  
General Management  
Finance  
Human Resources Management  
Accounting  
Human Resources Management  
General Management  
Minor in Marketing  
Finance  
Minor in Management Information Systems  
Marketing  
General Management  
Minor in Human Resources Management  
General Management  
Economics  
Finance  
Minor in Operations Management  
Marketing  
Minor in International Management  
General Management  
Marketing  
General Management  
Operations Management  
Minor in Finance  
Marketing  
Minor in Human Resources Management  
Marketing

Simon Peter Micakovich

Gary Gordon Mosey  
Rebecca Ann Murphy

Jesslyn Marie Murray  
David R. Nelson

Jason Dwight Newman  
Austin T. Oard  
Tarissa M. O'Malley

Ani Marie Onesian  
Jill Elaine Pearrow  
Daniel Pepaj

Emily Irene Pesta  
Travis R. Peterson  
Anthony George Pichette

Faisal Rasheed  
Alexander Jerome Reese  
Anna Ruth Reitzel  
Jonathon Richards  
Michelle Marie Richmond  
Kyle Thomas Riendl  
Nicholas John Ruccolo  
Joshua Rutkowski  
Amy Elizabeth Sahlaney

Susan Mary Schafer

Ethan Charles Schiappacasse

Mark Edward Schiebold  
Jannina Schultz-Jones  
Matthew Robert Sharp

Ibri Shehu  
Joshua Gregory Solomon  
Kimberly S. Stanek  
Donald Ford Stein  
Delan Stepho  
Kyle Allen Stirrett  
Ryan Stoner  
Charles Peter Thomas

Sharolyn Thomas  
Daniel Trepkowski  
Michelle Marie Turner

Marina Catherine Uhrin  
Zachary Norbert Ulrich

General Management

Minor in Human Resources Management

Accounting

Finance

Minor in Accounting

Marketing

General Management

Minor in Finance

Marketing

Marketing

General Management

Minor in Marketing

Marketing

Human Resources Management

Marketing

Minor in Economics

Human Resources Management

Business Economics

General Management

Minor in Human Resources Management

Accounting

Finance

Human Resources Management

Finance

Finance

Operations Management

Accounting

Finance

General Management

Minor in Human Resources Management

General Management

Minor in Accounting

Marketing

Minor in International Management

Management Information Systems

Human Resources Management

Management Information Systems

Marketing

Finance

Marketing

Finance

Marketing

Management Information Systems

Operations Management

Management Information Systems

General Management

Minor in International Management

Management Information Systems

General Management

Management Information Systems

Minor in Applied Technology in Business

Marketing

Finance



Veronica Carolina Urriola Martinez

Kelly Nicole Whitson  
Deborah Marie Wich  
Dominic Fitzgerald Williams  
Shawntae Wilson  
Michael Wissa  
Robert David Woods Jr.  
Ashley Wozny  
Valerie L. Yax

Erica Lynn Zeppa  
Robert Merchant Zielinski

### **School of Education and Human Services**

#### Bachelor of Science

Jennifer Lynn Abel  
Kimberly Ann Abelgas  
Sheri Lynn Allen  
Sheena C. Babu  
Renee Baril  
Breanna Diane Bauser  
Tina Marie Beaudry

Alyson Bedell  
Lorna Kay Bell  
Elizabeth Ann Bellhorn  
Jonelle Marie Bensek  
Charity Bertrand  
Rachel I. Bock  
Tetyana Borsuk  
Tara Louise Boufford

Kristy Lynn Alef Breuer  
Laura Suk Brittingham  
Mark Anthony Buza  
Julie Kathryn Carpenter  
Sarah Nicole Cazan  
Morgan Celeskey  
Gina Marie Chiodini  
Kenneth R. Christensen  
Anne Marie Cicchini  
Kevin Joseph Clarkston  
Marina L. Dedvukaj  
Michelle Lynn Deriemacker

Cara Jade DiTulio  
Adrienne Clare Drozdowski  
Danielle Marie Duffiney  
Amber Rose Dundas

Finance

#### **Honors College**

Minor in French Language

Accounting  
Marketing  
Management Information Systems  
Marketing  
Marketing  
Finance  
Accounting  
Accounting  
Minor in Spanish Language  
Marketing  
Accounting  
Business Economics

HRD - Human Services

Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Employment Sys and Standards  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Employment Sys and Standards  
Elementary Education  
Elementary Education  
Human Resource Development  
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Human Resource Development  
Human Resource Development  
Elementary Education  
Elementary Education  
Human Resource Development  
Human Resource Development  
Minor in Training and Development  
Human Resource Development  
Elementary Education  
Elementary Education  
Elementary Education

[illegible]

Julie Ane Martin  
Kevin Paul McCormick

Britney Elyse McDonald  
Kelli Lynne Miles  
Stephanie Ann Miszewski  
Erica Diane Momany

April Moses  
Kristina Rachel Mueller  
Miriam Rose Nahas  
Amanda Marie Narlock  
Jordan K. Nosanchuk  
Lauren Ann O'Brien  
Sarah Anne Olson  
Brenna Christine O'Malley  
Lori Ann Opron  
Kelly Marie Orlando  
Maureen Elizabeth O'Rourke  
Emanuela Palushaj  
Kara Racheal Panczyk  
Amanda Marie Piper  
Tiffany Elizabeth Piper  
Joel Edward Podzikowski  
Jonathan Thomas Reardon

Kelly Rhodes  
Katelyn Renee Riley  
Sarah Beth Robinson  
Julia Elizabeth Roehl  
Jaennetta Fawn Childers  
Kirstie Rothenberg  
Nicole Marie Salmeto  
Amy Anne Sawicki  
Francesca Annamaria Segatti  
Kelli Lynne Shamus  
Markell Adnan Shango  
Leah Chanel Sherrod  
Margaret Therese Sherry  
Amanda R. Shields  
Patrick Charles Shrader  
Stephanie N. Smith  
Jennifer Ann Sommerfield  
Kaitlyn Jane Springer

Breianne Ellen Thompson  
Jennifer Lynn Torrealba  
Danielle Paige VanderHagen  
Natalie Marie Vereecke  
Chelsey Lynne Walker  
Shannon Lee Walsh  
Nicole Rae Warden  
Patrick Michael Wearn

Elementary Education  
Human Resource Development  
Minor in Employment Sys and Standards  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Elementary Education  
Elementary Education  
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Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
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Human Resource Development  
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**Honors College**  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Human Resource Development  
Elementary Education  
Elementary Education  
Human Resource Development



Sarah Ashley Weller  
Rachel Jynice Werth  
Alysha Marie Wilamowski  
Christine Youanes  
Alana Kathleen Yuhn

Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education

## **School of Engineering and Computer Science**

### Bachelor of Science in Engineering

Manouela Petkova Anguelova

Christopher Paul Bieber  
Michael Raymond Boruszewski

Jimmie O'Neal Burgess III  
Vincenzo Cercone  
Johnathan R. Cooper  
Katy Dawn Cunningham  
Bronson Dernay  
Paul A. Easterly  
Andrew Wayne Edgerton  
Brett Allen Galbraith  
Charlie Shawky Goubrial

Sunghyun Heo  
Rex A. Humiecki  
Daniel Andrew Kinsley  
Matthew Martin Kowalczyk  
Christopher Louis Lahar II  
Matthew D. Liwienski  
Daniel Majewski  
Kristen Dawn Mannino  
Colin Frederick Mattson

Muataz Mikha  
Zinat Najnin  
Marsha Melisha Parks  
Katherine Marie Pendock

Rachel Lynn Petrach  
Kylie Noel Schalz  
Andrew Schmees  
Jacqueline Marie Sinishtaj

Edward Andrew Smolak  
Ross James Solanskey

Jorge Cesar Sugranes  
Michael James Truitt

Cornel G. Ureche  
Mina Raouf Wahba

Electrical Engineering  
Minor in Political Science  
Mechanical Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Electrical Engineering  
Mechanical Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Computer Engineering  
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Mechanical Engineering  
Computer Engineering  
Electrical Engineering  
Electrical Engineering  
Electrical Engineering  
Mechanical Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Computer Engineering  
Industrial & Systems Egr  
Minor in German Language  
Mechanical Engineering  
Mechanical Engineering  
Engineering Chemistry\_BS  
**Double Degree**  
Mechanical Engineering  
Electrical Engineering  
Computer Engineering  
Mechanical Engineering  
Computer Engineering  
Electrical Engineering

Steven James Wickware  
Andrew James Woodcox  
Andrej Zlateski

Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering

Bachelor of Science

Nicholas Adams  
Brent James Bendes  
Daniil Benyaminov  
Justin R. Bilot  
Christopher Charles Dwyer  
Robert Donald Folkerts  
Josh Tyler Grzelakowski  
Tom Lin  
Bryan Lozen

Computer Science  
Information Technology  
Information Technology  
Information Technology  
Computer Science  
Information Technology  
Information Technology  
Information Technology  
Information Technology  
Information Technology  
Communication-BA

Brett Marx  
Stefan Shafer  
Laurie Ann Swanson  
Ricjeareu Tolentino Villaflor  
Wen Zhang

**Double Degree**  
Computer Science  
Computer Science  
Information Technology  
Information Technology  
Information Technology

**Jointly Awarded by the School of Engineering and Computer Science and the College of Arts and Sciences**

Bachelor of Science

Daniel Paul Feldmann Jr.

Jack Summers Gill  
Sarah Marie Gutierrez  
Jean-Paul Ortiz-Villegas  
Sarah Marie Smalarz  
Ross James Solanskey

Engineering Biology  
**Honors College**  
Engineering Chemistry  
Engineering Chemistry  
Engineering Biology  
Engineering Biology  
Engineering Chemistry  
Mechanical Engineering-BSE

Breanne Lynn Swift

**Double Degree**  
Engineering Biology

**School of Health Sciences**

Bachelor of Science

Andrea Abousamra

Stella Osomiyame Amuwaha  
Katherine Ashworth  
Jessica Lynn Babcock  
Emily Baur

Health Sciences  
Conc. in Pre-Health Prof Studies  
Occupational Safety and Health  
BDTS Spec in Med Lab Sciences  
Biomed Diagnostc and Therap Sci  
Health Sciences

Brandon Robert Beattie

Conc. in Exercise Science  
Health Sciences

Karina Annette Beltramo

Conc. in Pre-Health Prof Studies  
Health Sciences  
Minor in Exercise Science  
Conc. in Pre-Physical Therapy

John Collins Brabant

Sarah L. Cole

Tanya Marie Crocker

Jessica Lynn Cryderman

Cara Jean Cutler

Caralyn Jeanette Debash

Stephanie Nicole D'Onofrio

Lauren Nicole Fadie

Lindsay Ann Gunther

Kimberly Laura Haisenleder

Logan Michael Heivilin

Ashley Hill

Brandon James Hrynyk

Kacie Lynn Humiecki

Liana Lewis Jarrah

Samantha Jo Jeffers

Evano Avis Kashat

Anna Kelly

Erica Renee Kozicki

Michael Kozik

Kevin Gerald Kranker

Maxine Marie Lane

Katrina Lynn Lindemann

Holly Michelle Lubzik

Christina Marie Matles

Health Sciences

Conc. in Pre-Health Prof Studies

Wellness Hlth Promo Inj Prevent

Minor in Nutrition and Health

BDTS Spec in Med Lab Sciences

Health Sciences

Conc. in Exercise Science

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Pre-Health Prof Studies

Wellness Hlth Promo Inj Prevent

Minor in Nutrition and Health

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Exercise Science

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Occupational Safety and Health

Health Sciences

Conc. in Exercise Science

Health Sciences

Conc. in Pre-Health Prof Studies

Wellness Hlth Promo Inj Prevent

Minor in Nutrition and Health

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Minor in Nutrition and Health

Conc. in Integrative Holistic Medicine

Health Sciences

Conc. in Exercise Science

Occupational Safety and Health

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Exercise Science

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Exercise Science

Wellness Hlth Promo Inj Prevent



Ashley Mattia

Andrew J. Morrison

Brigid Catherine Nash

Nicholas Andrew Niewolak

Diane Nikprelevic

Elizabeth Jean Osmak

Divyang Dilip Patel

Tejesh Shailesh Patel

Matthew Payne

Nadine Marie Piccolo

Kristen N. Preston

Amanda Rassam

Edward D. Reamer

Bradley Scott Reichelt

Matthew Salama

Chelsea Messina Salkeld

Kyle Richard Sarate

John Savage

Colin Spencer

Lisa Marie Stewart

Erin Anne Theisen

Chelsey Elizabeth Thornsberry

Alyona N. Tourlaeva

Amy Marie Trandell

Florence Marie Uwase

Lauren Elizabeth Valken

Bria M. VanOverbeke

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

**Honors College**

Conc. in Exercise Science

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Minor in Psychology

Conc. in Pre-Health Prof Studies

Health Sciences

Conc. in Integrative Holistic Medicine

Health Sciences

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Pre-Health Prof Studies

Occupational Safety and Health

Wellness Hlth Promo Inj Prevent

Minor in Nutrition and Health

Occupational Safety and Health

Health Sciences

Conc. in Pre-Health Prof Studies

Occupational Safety and Health

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

BDTS Spec in Med Lab Sciences

Occupational Safety and Health

Wellness Hlth Promo Inj Prevent

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

Conc. in Pre-Health Prof Studies

Health Sciences

Conc. in Pre-Physical Therapy

BDTS Spec in Nuclear Med Tech

Wellness Hlth Promo Inj Prevent

Minor in Psychology

Wellness Hlth Promo Inj Prevent

Health Sciences

Conc. in Exercise Science

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Ansu A. Varghese

Kathryn L. Wanczyk  
Michael Wiland

Sarah Lynn Wilt

### **School of Nursing**

#### Bachelor of Science In Nursing

Leza Aboona  
Oluwabunmi Deborah Adebayo  
Corey Lynn Adkins  
Jessica Raouf Akroush  
Boulat Nailevich Almoukhametov  
Jenny Gayle Alter  
Brock Amenra-Vaughan  
Lauren Ashley Anderson  
Ruth Appah  
Lesley Marie Arnold  
Tatyana Axyonova  
Neevel Marie Bahoura  
Amanda Rosemary Banks  
Stephanie Rene Barr  
Ward Thomas Beattie  
Jennifer Lee Bekes  
Andrew David Belanger  
Leanne Therese Belli  
Brianna Concetta Benac  
Susan Marie Bieda  
Sarah Elizabeth Boik  
Kimberly Marie Bojakowski-Hiestand  
Jeanne Elizabeth Bolcer  
Fatima Boomgaard  
Julie May Borgesen  
Jennifer Anne Boyer  
Alexandra Marie Bremerkamp  
Monique Lashawn Brown  
Patrick Kyle Bruci  
  
Elizabeth Ann Cahill  
James Joseph Candela  
Bianca Christina Caporuscio  
Christine Marie Casango  
Jessica Marie Catalfio  
Kyle Patrick Chartrand  
Jenna Marie Chiampi  
Joseph Raymond Current  
  
Aimee Renee Datsko  
Selma Demirovic  
Andrea Kristine Denmark

Health Sciences

Conc. in Pre-Physical Therapy  
Occupational Safety and Health  
Health Sciences

Conc. in Pre-Health Prof Studies  
Health Sciences  
Conc. in Exercise Science

Accelerated Second Degree BSN  
Nursing

Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing

Accelerated Second Degree BSN  
Nursing

Accelerated Second Degree BSN  
Nursing (Completion Sequence)  
Nursing (Completion Sequence)

Nursing

Nursing

Nursing

Accelerated Second Degree BSN  
Nursing

Accelerated Second Degree BSN  
Nursing

Nursing

Nursing (Completion Sequence)

Nursing (Completion Sequence)

Nursing (Completion Sequence)

Accelerated Second Degree BSN

Nursing (Completion Sequence)

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing (Completion Sequence)

Nursing

Minor in Exercise Science

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing

Nursing

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Minor in Exercise Science

Minor in Nutrition and Health

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Merenda Belinda Devine  
Kailey Lou Dillon  
Tulani Kahemba Dismuke  
Sarah Marie Doiron  
Rachelle Krystal Dougherty

Sarah Lauren Droulard  
Stacey A. Dudek  
Rachel Rae Dudka  
Kimberly Christine Dzieciolowski  
RaSheda Edra Edgar  
Laura Susanne Elias  
Ashley Christine Elias  
Jennifer Marie Emming  
Alyssa Leigh Ernst  
John William Estes  
Cosmo Michael Fattizzo  
Cherie Marie Fiolek  
Kathryn Marisa Froberger  
Londa D. Gatt  
Robin Lee Gauthier  
Stacie Jean Grant  
Maxine Griffith  
Sarah Beth Grzankowski  
Melissa Lynn Haezebrouck  
Melissa Jean Hallman  
Carly Lynn Hanson  
Jacob Bradford Hekker  
Jenna Marie Hill  
Emily Sue Hoffiz  
Katie Jo Hoxie  
Kelsey Ann James  
Faith Jamil  
Amanda Arlene Johnson  
Michael James Jopps  
Joshua Jordan Kaczmarek  
Edina Kajosevic  
Jennifer Renee Ketelhut  
Lyudmila A. Khalilova  
Lindsay Bisque Kramer  
Ulyana Kryvchenko  
Laura Aileen Kuhn  
Ashley Lehn  
Angela Jean Lind  
Emilee Lorraine Linoski  
Nichole Marie Longo  
Kimberly Ann Lorincz  
Rachelle Anne Lotrey  
Shannon Louise Lowman  
Cecilia B. Martin  
Sara Kathryn Martyniuk  
TinaMarie Lynn McGinnis  
Nancy Chia McGrogan

Nursing (Completion Sequence)  
Nursing  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Minor in Exercise Science  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Nursing (Completion Sequence)  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Nursing  
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Accelerated Second Degree BSN  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN



Lucia Elisia McNamara

Meredith Renee Miller

Sheryl Lynn Miller

Heather Anne Monzon

Daniele Michelle Moore-Johnson

Lisa Sue Morrison

Fares Mubarez

Heather Ann Mulrenan

Theodore Chukwuka Muoka

Nicole Ashlee Nagle

Neotika Nallamotheu

Sarah Marie Newman

Cory L. Nichols

Alexandra Leah Nowak

Nicole Elizabeth Odom

Edward Lee Olszewski

Bradley Scott O'Shell

Ashlee Marie Owens

Lisa Marie Pakulak

Leonard Philip Palazzolo

Jahnvi Patel

Katerina Pavlovski

Robin Michelle Pehrson

Jaclyn Marie Poeschel

Kathleen Marie Quin

Lenah Bassam Radwan

Christina Germaine Randazzo

Maribel Peralta Rayos

Brittnie Rae Riedy

Emily Ruth Romano

Stephanie Rudzewicz

Salma Syeda Samad

Snella Samuel

Deborah Jean Sanders

Sara Christine Sattler

Victoria L. Schaefer

Kristin Marie Schihl

Alyssa Leigh Schmidt

Emily Marie Schwartz

Robert Bruce Sears

Lauren Ashley Shailor

Lynn Leigh Shaouni

Lindsay Marie Shugars

Alexandra Maria Skrisson

Iryna R. Stankevych

Jeffrey Michael Stephens

Nursing

Spanish - Modified-BA

**Double Degree**

Nursing (Completion Sequence)

Nursing (Completion Sequence)

Nursing

Minor in Biology

Accelerated Second Degree BSN

Nursing

Nursing

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing

Nursing

Nursing

Nursing

Nursing

Minor in Exercise Science

Accelerated Second Degree BSN

Nursing

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Minor in Biology

Nursing (Completion Sequence)

Nursing

Nursing

Nursing

Nursing

Minor in Exercise Science

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing (Completion Sequence)

Nursing

Nursing (Completion Sequence)

Accelerated Second Degree BSN

Nursing

**Honors College**

Nursing

Nursing

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing

Nursing

Accelerated Second Degree BSN

Chuvane Stephenson-Leung  
Ashley Renee Stier  
Gretchen Marie Stinson  
Kendall Rose Stout  
Austin Ryan Sylver

Lesia Marie Tartaglia  
Natalie L. Terterian  
Hephzibah Thomas  
Karen Lynne Thomas  
Jennah Marie Stevens  
Ashley Rose Tibitoski  
Christina Marie Tober  
Crystal Renee Turk  
Daniel L. Vandecar  
Stephanie Marie Van Rijn  
Lindsey Irene VanSickle  
Patrick Verano  
Lindsey Evelien Walker  
Elon Willis Wameyo  
Angela Elizabeth Ware  
Natalie Marie Webermin  
Jenna Marie Wellington  
Staci Lynn Wells  
Ashley Williams  
Ken'Noka Latrice Williamson  
Michelle Suzanne Wilson  
David John Wozniak  
Sheryl Lynn Wydra  
Renee Yacoub  
Lauren Ashley Yasoni  
Natalie S Yu

## **University Programs**

### **Bachelor of Integrative Studies**

Bradon Michael Adamek

Vineet Aggarwal

Lena Akkad

Kaitlin Karin Aulie

Arthur John Bochenek

Brett Steven DeGracia

Nicole Kathryn Dyer

Eric Steven Eshshaki

Nursing (Completion Sequence)  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Minor in Nutrition and Health  
Nursing  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing (Completion Sequence)  
Nursing  
Nursing  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Accelerated Second Degree BSN

Integrative Studies

Minor in Political Science

Integrative Studies

Minor in Exercise Science

Integrative Studies

Minor in Applied Leadership Skills

Integrative Studies

Minor in Biology

Integrative Studies

Minor in Communication

Integrative Studies

Minor in Sociology

Integrative Studies

Minor in Communication

Integrative Studies

Minor in Philosophy

Minor in Political Science

Jessica Erin Evans

Anthony Lamar Gentry

John Luke Grosjean

Kelly Hall

Richard Arthur Hallowell

Renee Christine Helppie

Brock Richard Kennedy

Kelly Owen Howard Kinkade

Christopher J. Legato

Richard Glenn Mangay-Ayam

James McCleary

Drew Stephen Miles

Stephen Ralph Moss

John Henry Mott

Bradley James Pascoe

Kyle Thomas Prendergast

Amy Lynn Savage

Tracy Renee Simpson

Pamela A. Smith

Teresa I. Stanczyk

Donna Marie Tinker

Jillian Van Overbeke

Charlene Maria Waldorf

Nicholas Andrew Wolf

Mark Thomas Ziejka

Integrative Studies

Minor in Nutrition and Health

Integrative Studies

Integrative Studies

Minor in Graphic Design

Integrative Studies

Integrative Studies

Minor in Biology

Integrative Studies

Integrative Studies

Integrative Studies

Integrative Studies

Minor in Information Technology

Minor in Management Information Systems

Integrative Studies

Minor in Applied Leadership Skills

Minor in Human Resource Development

Integrative Studies

Minor in Exercise Science

Integrative Studies

Integrative Studies

Minor in Art History

Integrative Studies

Integrative Studies

Minor in Political Science

Conc. in Criminal Justice

Integrative Studies

Minor in Sociology

Integrative Studies

Minor in Human Resource Development

Integrative Studies

Integrative Studies

Integrative Studies

Minor in Nutrition and Health

Minor in Applied Leadership Skills

Integrative Studies

Minor in Public Relations

Integrative Studies

Minor in Communication

Minor in Music

Integrative Studies

Integrative Studies

Minor in Art History

Integrative Studies

Minor in International Management

Minor in Political Science



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**Final Graduate School Report**  
**December 15, 2012**

**College of Arts and Sciences**

Doctor of Philosophy

Elizabeth Donovan  
Amelita L Sanchez

Biomedical Sciences: Health and Environmental Chemistry  
Biomedical Sciences: Biological Communication

Master of Arts

Mohammad Fahad Aljutaily  
Ashley M Bothuel  
Catlyn Ashley Campbell  
Jason D Coleman  
Melissa L Demski  
Leah A Gebhart  
Diana Grigoryan  
Tanya J Leon  
Audra I Lord

Linguistics  
Linguistics  
English  
Linguistics  
English  
English  
Biology  
English  
Linguistics

Master of Arts in Liberal Studies

Katherine Ann Land

Liberal Studies

Master of Music

Rachel Lynette Edwin  
April Mary Murphy  
Stacy M Neumann

Vocal Performance  
Music Education  
Music Education

Master of Public Administration

Kendal Conerly  
Laura Elizabeth Dering  
Erin L Shirey

Public Administration  
Public Administration  
Public Administration

Master of Science

Zahra Ahmed Awal  
Brandon R Madaus  
Kai M Schmidt  
Shawn G Zaleski

Physics  
Chemistry  
Biology  
Physics

**School of Business Administration**

Master of Accounting

Joseph V Conigliaro  
Steven Elwart  
Kate L Farwell  
Inxhenisa Gollosi  
Kevin G Helm  
Maria-Victoria Agustin Leonardo

Accounting  
Accounting  
Accounting  
Accounting  
Accounting  
Accounting

Sha-Nelle C Lyons  
Klodian Marku  
Jennifer E McClain  
Daniel H Ring  
Brian E Sparks  
Qingying Tang  
Jason R Wright  
Gladjola Xhani

Accounting  
Accounting  
Accounting  
Accounting  
Accounting  
Accounting  
Accounting

### Master of Business Administration

Jonathan A Caito

Business Administration  
Conc. in Accounting  
Conc. in Finance

Gordon Huw Davies  
Benjamin Gilbert DeVos

Business Administration  
Business Administration  
Conc. in Supply Chain Management

Aaron B Feiner  
Sean Michael Healey

Business Administration  
Business Administration  
Conc. in Finance

Eric R Jennings

Business Administration  
Conc. in Finance

Kimberly B Joseph

Business Administration  
Conc. in Finance  
Conc. in Human Resources Management

Robby S Joseph

Business Administration  
Conc. in Management Information Systems

Avinash Sankar Kommireddy

Business Administration  
Conc. in Production and Operations Management

Jamison Marchetti

Business Administration  
Conc. in International Business

Eric T Mohan

Business Administration  
Conc. in Entrepreneurship  
Conc. in International Business

Linda M Mohan

Business Administration  
Conc. in Finance  
Conc. in International Business

Seth Dana Persinger

Business Administration  
Conc. in Finance

Jamie M Prahler

Business Administration  
Conc. in Management Information Systems

Vasanth Ramaprakash

Business Administration  
Conc. in International Business  
Conc. in Supply Chain Management

Miranda E Reeder

Business Administration  
Conc. in International Business

David J Robinson

Business Administration  
Conc. in Human Resources Management

Elizabeth L Rummel

Business Administration  
Conc. in Entrepreneurship  
Conc. in Finance

Nicholas J Saad

Business Administration  
Conc. in International Business

Devoushka Sansi

Business Administration  
Conc. in Management Information Systems

Christopher W Sawvel	Business Administration Conc. in International Business Conc. in Supply Chain Management
Chenggang Shen	Business Administration Conc. in Finance
Michael Gregory Stefaniak	Business Administration Conc. in International Business Conc. in Management Information Systems
Devon Marie Sterk	Business Administration Conc. in Marketing
Timothy R Stoian	Business Administration Conc. in Finance
George Subonj	Business Administration Conc. in Finance
Roland M Tohme	Business Administration
Courtney Jennings Woody	Business Administration
Robert M Zehnder	Business Administration Conc. in Entrepreneurship

#### Master of Science

Darcy Ann Malavolti	Information Technology Management
---------------------	-----------------------------------

### **School of Education and Human Services**

#### Doctor of Philosophy

Wasfi K Almeshagbeh	Education: Educational Leadership
Bethanie K George	Education: Educational Leadership
Ann Marie Liesen	Education: Counseling
Denise Nicole Powell	Education: Early Childhood Education
Christopher Tidimane	Education: Counseling

#### Education Specialist

Raylynn Lafonda Henry	Leadership
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#### Master of Arts

Kathleen Alexander	Counseling
Jessica Mary Bellomo	Counseling
Lynn M Briggs	Counseling
Susan Henrietta Budzinski	Counseling
Darrecia Princess Cooper	Counseling
Michael Ryan Denyes	Counseling
Georgiana Maria Desrosiers	Counseling
Peter Dazzy Fashho	Counseling
James R Garden	Counseling
Collene Garland	Counseling
Stefanie Louise Gentile	Counseling
Carrie L Gregg	Counseling
Karen Hakimian Orzach	Counseling
Lindsay M Hart	Counseling
Andrea D Hilliker	Counseling
Mary K Hippler	Counseling
Jayanti Jha	Counseling
Kendra A Kain	Counseling



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Reading and Language Arts  
Reading and Language Arts  
Elementary Education  
Reading and Language Arts  
Secondary Education  
Elementary Education  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Elementary Education  
Reading and Language Arts  
Elementary Education  
Elementary Education  
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Elementary Education  
Elementary Education  
Reading and Language Arts  
Elementary Education  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts

Educational Studies  
Early Childhood Education  
Early Childhood Education  
Early Childhood Education  
Educational Studies  
    Conc. in International Education  
Special Education

Nicole M DeLamielleure  
 Chelsea M DeVoir  
 Deborah Lynn Doyle  
 Devon Leon Ellis  
 Renee Denise Erve  
 Carolyn A Ford  
 Maria Renee Gikas-Balogh  
 Jennifer Gonzalez  
 Jodi L Hill-Hicks  
 Stacy M Horner  
 Nicholas J Kator  
 Matthew E Kay  
 Valerie Phillips Keys  
 Marcella L Lehman  
 Justin C Luce  
 Lorna Vivienne Mars  
 Sara Ann Ruthie McCabe  
 Pamela A Meddaugh-Richards  
 Anita R Qonja  
 Sarah Ricketts  
 Heidi Ann Schmidt  
 Timothy John Varner  
 Tahnee Nicole Weiss  
 Brenda Joyce Wright  
 Melissa Gervais Zeiman  
 Diane M Zoppa

Educational Studies  
 Special Education  
 Early Childhood Education  
 Early Childhood Education  
 Early Childhood Education  
 Early Childhood Education  
 Early Childhood Education  
 Early Childhood Education  
 Special Education  
 Educational Studies  
 Educational Leadership  
 Educational Studies  
 Early Childhood Education  
 Special Education  
 Special Education  
 Early Childhood Education  
 Educational Studies  
 Early Childhood Education  
 Educational Leadership  
 Special Education  
 Special Education  
 Special Education  
 Special Education  
 Early Childhood Education  
 Early Childhood Education  
 Educational Studies  
 Conc. in International Education

#### Master of Training and Development

Mitchell Wilton Bowman  
 Lynn A Curtis-Misner  
 Richard L DeMent  
 Adrienne Leone  
 David Arthur Rosteck

Training and Development  
 Training and Development  
 Training and Development  
 Training and Development  
 Training and Development

### **School of Engineering and Computer Science**

#### Doctor of Philosophy

Radhakrishnan Swaminathan  
 Zhijun Wu

Electrical and Computer Engineering  
 Mechanical Engineering

#### Master of Science

Ghassan Abed  
 Nathan Andrew Bartnicki  
 Randy G Behrendsen  
 Kenneth Robert Goward  
 Bryant M Jones  
 Ilya N Kleyman  
 Dila Kola  
 Chris James Luteran  
 Michael John Mozal  
 Azadeh Narimissa  
 James S ODeil  
 Emily L Petrach

Mechanical Engineering  
 Electrical and Computer Engineering  
 Engineering Management  
 Mechanical Engineering  
 Embedded Systems  
 Mechanical Engineering  
 Electrical and Computer Engineering  
 Electrical and Computer Engineering  
 Electrical and Computer Engineering  
 Mechanical Engineering  
 Embedded Systems  
 Mechanical Engineering

Mechanical Engineering  
Mechanical Engineering  
Electrical and Computer Engineering  
Mechanical Engineering  
Software Engineering and Information Technology  
Electrical and Computer Engineering  
Computer Science  
Mechanical Engineering  
Computer Science

[illegible]

Exercise Science  
Safety Management  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science



## School of Nursing

### Doctor of Nursing Practice

Kwaghdoo Bossuah  
Theresa Lynn Champagne  
Sandra M Croasdell  
Helen M McKenna  
Sandra Gale Miller  
Deborah Myers Price  
Nezbile F Thomas  
Deborah M Tierney  
Marilyn L Treadwell  
Jennifer M Tunney

Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice

### Master of Science in Nursing

Mitchell Bradley  
Elisa J Brunetto  
Sudha Chand  
Eman Dahmani  
Matthew Curtis Denryter  
Ann M Florio  
Jessica Rose Goeth  
Stephanie A Gonyeau  
Alana M Greenberg  
Luke Hemphill  
Lisa M Jakinovich  
Jola Janaqi Forthoffer  
Jerry R Jurecic  
Nayna Lal  
Phillip R Lim  
Erin Nichole Locke  
Carol Malone  
Ellen T Martindell  
Jason D McLott  
Jillian Elizabeth Mouranie  
Diane A Noack  
Christine Nicole Otto  
Joseph F Ponik  
Maria Rapoport  
Mallory Elizabeth Reed  
Samantha Ann Russo  
Kristina M Suede  
Oligens Sulo  
Salina Thomas  
Brian M Vesnaugh  
Renee M Whiton  
Tyler Ray Wilhelm  
Amanda Rae Winkley

Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Adult Gerontological Nurse Practitioner  
Family Nurse Practitioner  
Nursing Education  
Nurse Anesthesia  
Nurse Anesthesia  
Family Nurse Practitioner  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Adult Gerontological Nurse Practitioner  
Nursing Education  
Nurse Anesthesia  
Nurse Anesthesia  
Nursing Education  
Family Nurse Practitioner  
Nurse Anesthesia  
Nurse Anesthesia  
Family Nurse Practitioner  
Nurse Anesthesia  
Adult Gerontological Nurse Practitioner  
Nursing Education  
Family Nurse Practitioner  
Family Nurse Practitioner  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia

**Oakland University**  
**Graduate Study and Lifelong Learning**  
**Final Graduate School Report**  
**December 15, 2012**

Approved Graduate Certificates

Ashley M Bothuel  
Robert Dale Coons  
Dilshan Singh Dhillon  
Jennifer S Foran  
Naveen Babu Gadde  
Kathleen A Lesich  
Brian G Roessner  
William G TenBrink

Teaching English as Second Language  
Statistical Methods  
Biomedical Sciences  
Finance  
Management Information Systems  
Higher Education  
Nurse Anesthesia  
Biomedical Sciences

**COMMENDATION OF ALFRED G. WILSON AWARD  
TO BENJAMIN SCOTT EVESLAGE**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management
2. **Introduction:** The Alfred G. and Matilda R. Wilson Awards are presented annually to an Oakland University senior male and female who have contributed as scholars, leaders and responsible citizens to the Oakland University community. First awarded in 1965, these honors were designated by Matilda R. Wilson, founder of Oakland University, and Durward B. Varner, Oakland's first chancellor, to recognize those students who not only have achieved academic excellence but also have made significant contributions to campus life and demonstrated interest in the social problems of our community and society. The resolution set forth below is submitted for consideration and approval in honor of Benjamin Scott Eveslage, recipient of the 2013 Alfred G. Wilson Award.
3. **Previous Board Action:** The Board of Trustees recognizes the Alfred G. Wilson Award recipient for his outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** The Alfred G. Wilson Award recipient exemplifies superior academic and co-curricular achievement by a male undergraduate. His accomplishments reflect the highest University standards of scholarship, leadership, and citizenship and serve as an outstanding example for the entire campus community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2013 Wilson and Human Relations Awards Committee reviews and interviews Alfred G. Wilson Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:



**Commendation of Alfred G. Wilson Award to Benjamin Scott Eveslage**  
**Oakland University**  
**Board of Trustees Formal Session**  
**April 3, 2013**  
**Page 2**

WHEREAS, Benjamin Scott Eveslage entered Oakland University as a freshman from Seaholm High School in Birmingham, Michigan to pursue an International Relations degree in the College of Arts and Sciences; and

WHEREAS, Mr. Eveslage demonstrated academic excellence by maintaining a 3.85 grade point average as an Honors College student, completing his undergraduate degree in three years while conducting important research and holding internships at the U. S. Department of State Detroit Passport Agency, with U.S. Senator Carl Levin, and at the University of Central Lancashire Business School, Preston, United Kingdom. Academically, he drew on previous experiences living in Ghana toward important academic research at Oakland University, which resulted in the presentation of research findings at two academic conferences; and

WHEREAS, Mr. Eveslage demonstrated widespread campus leadership by serving as 2012-2013 Student Liaison to the Oakland University Board of Trustees; as legislative affairs director of the Oakland University Student Congress and 2011 student body president, serving his fellow students and the community at large when he helped to establish a 24-hour operation at Kresge Library, lowered catering costs for student organizations and hosted a number of influential speakers at Oakland University, such as author and activist Imam Feisal Abdul Rauf and Pulitzer prize winner Sheryl WuDunn; and

WHEREAS, Mr. Eveslage dedicated himself to community service by serving honorably on the International Allies Organization, first as a member and then as its president in his second semester, by leading the team that organized and hosted the 2012 Oakland Symposium on "Empowering Women in the Global Community" with 25 renowned panelists and a benefit dinner to help fund the construction of a school for girls in rural India; and

WHEREAS, Mr. Eveslage has been selected as the 2013 recipient of the Alfred G. Wilson Award given annually to a graduating senior who has maintained high academic standards, who has demonstrated extraordinary leadership capabilities and involvement in the Oakland University community, and who has expressed social concern; now, therefore, be it

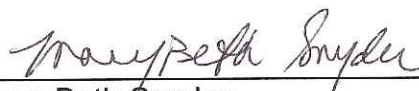
Commendation of Alfred G. Wilson Award to Benjamin Scott Eveslage  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 3

RESOLVED that the Board of Trustees expresses its appreciation to Mr. Eveslage for his unwavering commitment to campus life at Oakland University; and, be it further

RESOLVED that the Board of Trustees commends Benjamin Scott Eveslage for the quality of his leadership and extends to him its best wishes for continued success in all of his future endeavors.

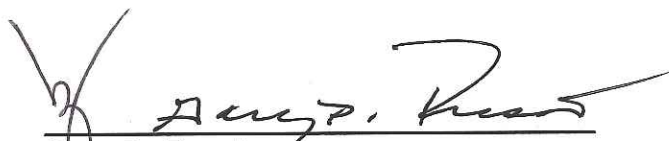
9. **Attachments:** None.

Submitted to the University President  
on March 28, 2013 by



Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/29, 2013  
to the Board for approval by



Gary D. Russi  
President

**Agendum  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013**

**COMMENDATION OF MATILDA R. WILSON AWARD  
TO SUBHA HANIF**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management
2. **Introduction:** The Alfred G. and Matilda R. Wilson Awards are presented annually to an Oakland University senior male and female who have contributed as scholars, leaders and responsible citizens to the Oakland University community. First awarded in 1965, these honors were designated by Matilda R. Wilson, founder of Oakland University, and Durward B. Varner, Oakland's first chancellor, to recognize those students who not only have achieved academic excellence but also have made significant contributions to campus life and demonstrated interest in the social problems of our community and society. The resolution set forth below is submitted for consideration and approval in honor of Subha Hanif, recipient of the 2013 Matilda R. Wilson Award.
3. **Previous Board Action:** The Board of Trustees recognizes the Matilda R. Wilson Award recipient for her outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** The Matilda R. Wilson Award recipient exemplifies superior academic and co-curricular achievement by a female undergraduate. Her accomplishments reflect the highest university standards of scholarship, leadership, and citizenship and serve as an outstanding example for the entire campus community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2013 Wilson and Human Relations Awards Committee reviews and interviews Matilda R. Wilson Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:



**Commendation of the Matilda R. Wilson Award to Subha Hanif**  
**Oakland University**  
**Board of Trustees Formal Session**  
**April 3, 2013**  
**Page 2**

WHEREAS, Subha Hanif entered Oakland University as a freshman from Rochester High School in Rochester Hills, Michigan to pursue a Biology degree in the College of Arts and Sciences; and

WHEREAS, Ms. Hanif demonstrated academic excellence by maintaining a 3.89 grade point average as an Honor's College student; by working with doctors in the emergency department of Beaumont Hospital and being invited to speak at the American College of Emergency Physicians Conference in Denver, Colorado, where she was the only undergraduate invited to present; and by being the only student from the state of Michigan to be selected and to attend the Summer Medical and Dental Education Program at the University of Virginia Medical School during her freshman year; and

WHEREAS, Ms. Hanif demonstrated widespread campus leadership in her roles as president of the Alpha Lambda Delta National Honors Society and founder of the Women's Health Awareness workshops, and as student representative of the University Senate. She was chosen by Oakland University's Development, Alumni and Community Engagement Division to be a speaker at the annual donors' gala and was highly praised for her speech on the importance of scholars at Oakland University; and

WHEREAS, Ms. Hanif demonstrated community service by working closely with Oakland University William Beaumont School of Medicine and Beaumont Hospital to develop a program to help underserved minority women in Hamtramck receive care; and, because of this work, Honors College Dean Dr. Graeme Harper recommended that she present the focus of her work at an international women's conference hosted by the Royal Society of Medicine in the United Kingdom; and

WHEREAS, Ms. Hanif has been selected as the 2013 recipient of the Matilda R. Wilson Award given annually to a graduating senior who has maintained high academic standards, who has demonstrated extraordinary leadership capabilities and involvement in the Oakland University community, and who has expressed social concern; now, therefore, be it

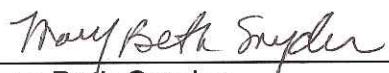
RESOLVED that the Board of Trustees expresses its appreciation to Ms. Hanif for her unwavering commitment to campus life at Oakland University; and, be it further

**Commendation of the Matilda R. Wilson Award to Ms. Subha Hanif**  
**Oakland University**  
**Board of Trustees Formal Session**  
**April 3, 2013**  
**Page 3**

RESOLVED that the Board of Trustees commends Subha Hanif for the quality of her leadership and extends to her its best wishes for continued success in all her future endeavors.

9. **Attachments:** None.

Submitted to the University President  
on March 28, 2013 by

  
\_\_\_\_\_  
Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/25, 2013  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

**COMMENDATION OF THE HUMAN RELATIONS AWARD  
TO NICHOLAS CHRISTOPHER KRISTOCK**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management
2. **Introduction:** The Human Relations Award was established in 1990 and recognizes a graduating senior who has made an outstanding contribution to intergroup understanding and conflict resolution at Oakland University.
3. **Previous Board Action:** The Board of Trustees recognizes the Human Relations Award recipient for his outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** The Human Relations Award recipient exemplifies superior academic and co-curricular achievement by a graduating senior. Accomplishments reflect the highest University standards of scholarship, leadership, and citizenship and serve as an outstanding example for the entire campus community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2013 Wilson and Human Relations Awards Committee reviews and interviews Human Relations Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:

WHEREAS, Nicholas Christopher Kristock entered Oakland University as a freshman from Detroit Catholic Central High School in Novi, Michigan to pursue a Business Administration degree from the School of Business Administration; and



**Commendation of the Human Relations Award to Nicholas Christopher Kristock  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2**

WHEREAS, Mr. Kristock demonstrated academic excellence by maintaining a 3.85 grade point average as an Honors College student, distinguishing himself by achieving Summit League Academic All Conference in 2010, 2011, and 2012; being named Golden Grizzlies Academic Award winner four times; and being named to the Dean's List every semester of attendance at Oakland University; and

WHEREAS, Mr. Kristock demonstrated widespread campus leadership by serving as peer consultant with Oakland University's Peer Transition Assistance Program, a program for students with Autism Spectrum Disorders, playing a key role in the lives of students transitioning into college and serving as a four-year member of the Oakland University men's soccer team, where he was part of three Summit League Conference Championships in 2009, 2010, and 2012 as well as one NCAA Tournament appearance. He served as team Captain for three consecutive years, an achievement that speaks to his character and leadership abilities; and

WHEREAS, Mr. Kristock dedicated himself to community service by serving honorably in the OUCARES Autism Soccer Clinic, National Autistic Society, Meals on Wheels through the Rochester Older Persons Commission, Grizz Skills soccer training for youth, March of Dimes Walk America, Salvation Army Ringing of the Bells, Gigs for Goods, a non-profit organization he cofounded to help raise funds to support Christian missions abroad, National Bone Marrow Transplant Link, canned food drives and mentoring and tutoring inner city youth. He served in various leadership roles outside of the men's soccer team, including a member of the OU Student Athlete Advisory Committee, a member of the Oakland Fellowship of Christian Athletes, a volunteer tutor through the Oakland University Academic Skills Center, and an Oakland University Student Athlete Ambassador; and

WHEREAS, Mr. Kristock has been selected as the 2013 recipient of the Human Relations Award given annually to a graduating senior who has maintained high academic and leadership standards, and who has made an outstanding contribution to intergroup understanding and conflict resolution; now, therefore, be it


RESOLVED that the Board of Trustees expresses its appreciation to Mr. Kristock for his unwavering commitment to campus life at Oakland University; and, be it further

Commendation of the Human Relations Award to Nicholas Christopher Kristock  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 3


RESOLVED that the Board of Trustees commends Nicholas Christopher Kristock for the quality of his leadership and extends to him its best wishes for continued success in all of his future endeavors.

9. **Attachments:** None.

Submitted to the University President  
on March 28, 2013 by

  
Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/25, 2013  
to the Board for approval by

  
Gary D. Russi  
President

**APPOINTMENT OF DISTINGUISHED PROFESSOR**

**A Recommendation**

1. **Division and Department:** Office of the Senior Vice President for Academic Affairs and Provost.

2. **Introduction:** In 1988 the Board of Trustees (Board) created the faculty rank of Distinguished Professor. Upon recommendation of the President and Provost, the Board may appoint individuals to the rank of Distinguished Professor for the duration of the individual's active service at Oakland University. Appointments to distinguished professorships are based on the candidate's efforts and accomplishments in the areas of teaching, intellectual contributions and service, giving consideration to the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities, the quality of the candidate's accomplishments and the relation of all the foregoing factors to the objectives of the area or departments, the goals of the college or school, and the mission and long-range vision of the University.

Andrei Slavin, Professor of Physics, is recommended for the appointment of Distinguished Professor.

3. **Previous Board Action:** The Board has periodically appointed individuals to the rank of Distinguished Professor at Formal Sessions of the Board.

4. **Budget Implications:** A one-time salary stipend of \$2,500 plus an annual supplies and services allocation of \$1,500, up to five years, for the Distinguished Professor will be paid from the Provost's Discretionary Fund.

5. **Educational Implications:** Recognition of a distinguished faculty member's long-standing dedication to the mission of the institution reinforces a culture that is devoted to excellence in teaching, research, creative endeavor, and service.

6. **Personnel Implications:** None.



Appointment of Distinguished Professor  
Oakland University  
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April 3, 2013  
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7. **University Reviews/Approvals:** A selection committee of his peers recommended Andrei Slavin, Professor of Physics, for approval to Dr. Susan M. Awbrey, Interim Senior Vice President for Academic Affairs and Provost, to the appointment of Distinguished Professor.

8. **Recommendation:**


RESOLVED, that the Board of Trustees approves the appointment of Andrei Slavin, Professor of Physics, to the rank of Distinguished Professor, effective August 15, 2013.

9. **Attachments:** A. Biography of Andrei Slavin.

Submitted to the President  
on 3/26/, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommendation on 3/26 2013  
to the Board for Approval by

  
Gary D. Russi  
President

## Biography

Dr. Andrei Slavin is an outstanding candidate for Distinguished Professor because of his internationally acclaimed preeminence in scholarship. Dr. Slavin is a Professor in the Department of Physics. He obtained his Ph.D. in 1977 from Leningrad Polytechnic Institute, and was recruited by Oakland University as an Assistant Professor in 1991. He was promoted to Associate Professor with tenure in 1994, and then to Professor in 1998.

Dr. Slavin's research has focused on a growing field of physics called "spintronics," an emerging technology based on the intrinsic spin of the electron and its magnetic moment. In particular, Dr. Slavin studies nonlinear excitations in magnetic films called spin waves, which have potential applications in microwave signal processing.

Dr. Slavin has five publications with over 100 citations each. Some of these are from his early work in Russia (Kalinikos and Slavin, Theory of Dipole-Exchange Spin-Wave Spectrum for Ferromagnetic-Films with Mixed Exchange Boundary-Conditions, *J. Physics C-Solid State Physics*, 1986; 248 Citations). But others are more recent, such as a paper in the leading journal *Nature* (Demokritov, Demidov, Dzyapko, Melkow, Serga, Hillebrands, and Slavin, Bose-Einstein Condensation of Quasi-Equilibrium Magnons at Room Temperature Under Pumping, *Nature*, 142 citations in less than 7 years). Note that in physics, the first author listed is usually the researcher who does most of the work, but the last author listed is typically the team leader. Another highly influential paper was published in *Physical Review Letters*, widely considered the premier journal in physics (Jorzick, Demokritov, Hillebrands, Bailleul, Fermon, Guslienko, Slavin, Berkov, and Gorn, Spin Wave Wells in Nonellipsoidal Micrometer Size Magnetic Elements, *Phys. Rev. Lett.*, 176 Citations).

To obtain a snapshot of Dr. Slavin's recent impact, search the Web of Science for all papers from the last five years written by authors with "Oakland Univ" listed as in their address, and then order them by number of citations. The most cited paper was by Distinguished Professor Michael Chopp. The second in the list was Dr. Slavin's (Slavin and Tiberkevich, Nonlinear Auto-Oscillator Theory of Microwave Generation by Spin-Polarized Current, *IEEE Trans. Magnetics*, 2009; 87 citations). The third paper was by Distinguished Professor Gopal Srinivasan. In fact, the top eight publications in this list all included a Distinguished Professor among the co-authors (either Chopp, Srinivasan, or Sevilla) except Slavin's paper and a paper by Libin Rong. Dr. Slavin remains prolific, with papers coming out in late 2012 in the prestigious journals *Nature Materials* and *Nature Communication*. Over his career, he has published over 180 articles in peer-reviewed professional journals, with 16 of those appearing in the last two years.

Besides citation data, another objective measure of Dr. Slavin's research productivity is his success in obtaining external funding for his research. He currently has two active awards



from the National Science Foundation: Collaborative Research: Signal Processing Devices Based on Spin-Torque Nano-Oscillators, for \$270,000, in 2010, and Material World Network: Dynamically Controlled Artificial Magnonic Materials Based on Arrays of Nano-Sized Magnetic Dots, for \$330,000, in 2010. During his years at Oakland, Dr. Slavin has been awarded six NSF grants for a total of over \$1,000,000 in funding, all as Principal Investigator.

One Hallmark of Dr. Slavin's success in supporting his research is his ability to find a variety of funding sources. He has been awarded well over \$1,000,000 from the Department of Defense, including grants from the Army Research Office, from the U.S. Army Tank, Automotive Research, Development, and Engineering Center (TARDEC), and from the Defense Advanced Research Projects Agency (DARPA). He also has obtained funding from Research Corporation, and from several foreign countries supporting his international collaborations. The total amount of external funding that Dr. Slavin has brought to OU is over \$3,000,000.

Dr. Slavin's work is well known internationally. He has worked with an array of collaborators across Europe. He has held visiting positions in Germany, France, Italy, Portugal, Sweden, and Australia. Senior researchers from throughout the world visit Oakland University to work with him. He has active collaborations with researchers from Ukraine, Russia, and South Korea. He has given invited talks at scientific meetings throughout the world.

In 2010, Dr. Slavin was elected as a fellow of the American Physical Society, the largest professional organization for physicists in the United States. Only one half of one percent of APS members can be elected as fellows annually. Dr. Slavin's election was for *"contributions to the understanding of linear of nonlinear spin wave dynamics in magnetic films and nanostructures, microwave magnetic envelope solitons and magnetization dynamics induced by spin momentum transfer."* In 2012 he was inducted as a fellow of the IEEE, the main professional organization for electrical engineers in the U.S. The Magnetics Society of the IEEE chose him *"for contributions to magnetic excitations and magnetization dynamics induced by spin transfer."*

Dr. Slavin's ground-breaking research, outstanding productivity, preeminence in scholarship and commitment to mentoring students has brought distinction to Oakland University and merit the rank of Distinguished Professor.



**MASTER OF PUBLIC HEALTH DEGREE**  
**A Recommendation**

**1. Divisions and Departments:** Academic Affairs, Health Sciences Program; School of Health Sciences.

**2. Introduction:** The Health Sciences Program proposes a Master of Public Health (MPH) Degree. The proposed start date of the program is Fall 2013.

The Oakland University Health Sciences Program in the School of Health Sciences (SHS) seeks approval of a proposed Master of Public Health (MPH) Degree. The MPH Degree will be housed in the Health Sciences Program.

**The Program**

The mission of the Master of Public Health (MPH) Degree program at Oakland University is to prepare graduate students to preserve, protect, and promote the health of human populations through organized community effort. We value the full and active participation of our community partners in the promotion of health. We strive through our teaching, research, and service to lift the capacity of our community partners to engage in public health practice including, but certainly not limited to, needs assessment; program planning, implementation, and evaluation; health policy formation; and health literacy campaigns. Our goals reflect our overarching purposes of teaching, research, service, and workforce development.

There is a great need in our region for more specialized training in public health and improved delivery of health promotion interventions. The proposed MPH program would graduate students specially trained to meet this need. The proposed MPH program will train students to improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. These public health professionals may be employed in a variety of settings including, but not limited to, international health organizations (e.g., World Health Organization, Doctors Without Borders), federal government agencies (e.g., Centers for Disease Control and Prevention, Department of Health and Human Services, National Institutes of Health), state and local health departments (e.g., Michigan Department of Community Health and Oakland County Health Department), voluntary and philanthropic organizations (e.g., American Red Cross, Kaiser Permanente), corporations and worksite wellness sites, local hospitals and non-profit organizations (e.g., Migrant Health Promotion, Alternatives For Girls).

The MPH program at Oakland University is a generalist, professional program that delivers the core and cross-cutting competencies established by the Council on Education for Public Health (CEPH) and the Association of Schools of Public Health (ASPH). The program as proposed does not segment into specializations or concentrations but is designed to be modular and scalable and responsive to changing needs. While obviously not currently an accredited program, Oakland University's proposed MPH program is committed to adhering to the principles and expectations of the two main governing organizations – CEPH and ASPH – to best position itself for



future accreditation. Moreover, it is our expressed intention to seek CEPH accreditation for this MPH program as soon as technically possible.

The requirement for the proposed MPH program is 44 credits. If students successfully carry and complete a normal load, it will be possible to graduate in two calendar years. Students enrolled in the program will be expected to complete 20 credits of MPH core required courses, 8 credits of cross-cutting core courses, 8 credits of required culminating courses, and 8 credits of elective courses.

This graduate program fits well with the established programs in the School of Health Sciences. It complements the existing graduate programs and provides a much-needed generalist professional graduate training program for undergraduate majors within and outside of the School. This program fills unique community and academic niches as well as meets student and employer demand for the following reasons:

- There remains a great need for more specialized training in public health, improved delivery of health promotion interventions, and the elimination of critical health disparities;
- The MPH program would greatly contribute to the health care industry that has been identified as one of the few growing economic sectors in Southeast Michigan;
- More than three-quarters of potential students surveyed reported that there is a great or moderate need for the MPH program;
- Potential employers surveyed responded that their organizations would be interested in hiring graduates, serving as practicum sites, and working with faculty to provide service-learning experiences outside the classroom; and
- The program has been designed according to CEPH accreditation requirements and is well-positioned to apply for accreditation as soon as allowed.

**3. Previous Board Action: None.**

**4. Budget Implications:** The proposed MPH program is prepared to start in Fall 2013 and is expected to generate a positive revenue based solely on the modest projected full-time student cohort (see the MPH Proposal, Appendix H: Proforma Budget, p. 90). The Senior Vice President for Academic Affairs and Provost will complete annual reviews of the program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

**5. Educational Implications:** The proposed MPH program in the School of Health Sciences would promote all aspects of the teaching, research, and service mission of Oakland University. This program supports the provision of excellent and relevant instruction by building on the specialized training of existing faculty members and providing students with training in an important growth sector in Michigan's economy. The formation of this program will bring together new and existing faculty with research interests in the wide-ranging field of public health. This synergy will foster new



collaborative projects and better-position Oakland University to be competitive for health-related grant funding. In addition, the proposed MPH program will employ a service-learning approach to instruction so Oakland University MPH students will engage the community in relevant public health practice while learning the necessary theory and didactic information necessary to complete their degree.

The proposed MPH program is aligned with a number of Oakland University's goals, including but not limited to the following:

- Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement;
- Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students;
- Oakland University cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further advance the quality of life in the service area of the university; and
- Oakland University serves its constituents through a philosophy and program of public service that is consistent with its instructional and research missions; and

**6. Personnel Implications:** The Council on Education for Public Health (CEPH) requires accredited programs to have adequate faculty resources. Specifically, CEPH requires considerable evidence that program personnel resources meet the standard of "adequate" to the task of graduate public health education and training: (1) a minimum of three primary full-time faculty for each concentration or generalist degree offered; (2) representation of the five public health disciplines among the faculty regardless of the size of the student body; and (3) a student:faculty ratio of 10:1 or less in recognition of the demanding instructional, service-learning, practicum, and advising activities. Growing the faculty in Health Sciences to meet the curricular needs of the MPH program, best position the program for accreditation, and safeguard the curricular needs of the existing bachelors degree program in Health Sciences is of prime importance.

In Year One, teaching responsibility for the proposed MPH program will be handled by current full-time, tenured or tenure-track faculty in the School of Health Sciences. One new full-time, tenure-track position is requested in each of Years Two, Three, and Four in order to meet the disciplinary and cross-cutting competencies required by CEPH.

We included funds for minimal staff to support this master's program. We budgeted one staff position to help us manage marketing, graduate applications and admissions, advising and student retention, as well as all of the required paperwork and processing associated with CEPH-required practicum and capstone sites. In addition, we budgeted for two Graduate Assistant (GA) positions in the first four years increasing to four (4) in Year Five.



**Master of Public Health Degree  
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**7. University Reviews/Approvals:** The proposal for a Master of Public Health (MPH) Degree was reviewed and approved by the Health Sciences Program, SHS Committee on Instruction, SHS Faculty Assembly, SHS Dean Kenneth Hightower, Oakland University Graduate Council, Oakland University Senate, and the Interim Senior Vice President for Academic Affairs and Provost.

**8. Recommendation:**

WHEREAS, the Master of Public Health Degree is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Public Health Degree will respond to the demand for well-trained, methodologically and culturally competent public health professionals and that the degree is consistent with Oakland University's objectives for Institutional Priorities; now, therefore, be it


RESOLVED, that the Board of Trustees authorizes the School of Health Sciences and the Health Sciences Program to offer a Master of Public Health Degree; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Master of Public Health Degree to evaluate academic quality and fiscal viability to determine whether the program should be continued.

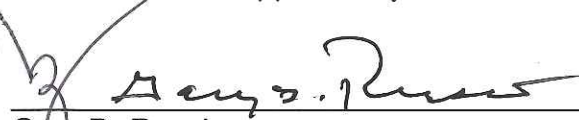
**9. Attachments:** Attachment A – Proposal for the Master of Public Health Degree.

Submitted to the President

on March 25, 2013 by

  
Susan M. Awbrey  
Interim Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/23, 2013  
to the Board for approval by

  
Gary D. Russi  
President

**Proposed Program:** Master of Public Health Program

**Degree:** Master of Public Health (MPH)

**Requested Implementation Term:** Fall 2013

**School:** Health Sciences

**Program:** Health Sciences

**Director:** Patricia A. Wren, PhD, MPH

**Governance**

**Health Sciences Program**

Date Submitted	Date Approved
9/1/12	9/10/12

**School of Health Sciences Committee on Instruction**

Date Submitted	Date Approved
9/11/12	9/13/12

**School of Health Sciences Faculty Assembly**

Date Submitted	Date Approved
9/13/12	9/28/12

**Dean Kenneth Hightower**

Date Submitted	Date Approved
9/13/12	10/1/12

**University Governance**

**Graduate Council**

Date Submitted	Date Approved
10/24/12	12/12/12

**Senate**

Date Submitted	Date Approved
10/24/12	2/14/13

**Board of Trustees**

Date Submitted	Date Approved
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**Presidents Council**

Date Submitted	Date Approved
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**Abstract**

The School of Health Sciences is proposing a new graduate degree program – a Master of Public Health (MPH) program. To that end, we undertook a rigorous planning process in developing this program. We consulted with colleagues and potential collaborators both inside and outside Oakland University. We conducted surveys of potential students, drawing on a rich cross-section of currently enrolled Oakland University undergraduates, as well as a survey of potential employers drawn from participants in the Human Health Career Exploration Fair sponsored by OU's Career Services Department.

There is a great need in our region for more specialized training in public health and improved delivery of health promotion interventions. The proposed MPH program would graduate students specially trained to meet this need. The proposed Master of Public Health Program will train students to improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. These public health professionals may be employed in a variety of settings including, but not limited to, international health organizations (e.g., World Health Organization, Doctors Without Borders), federal government agencies (e.g., Centers for Disease Control and Prevention, Department of Health and Human Services, National Institutes of Health), state and local health departments (e.g., Michigan Department of Community Health and Oakland County Health Department), voluntary and philanthropic organizations (e.g., American Red Cross, Kaiser Permanente), corporations and worksite wellness sites, local hospitals and non-profit organizations (e.g., Migrant Health Promotion, Alternatives For Girls).

The Master of Public Health program at Oakland University is a generalist, professional program that delivers the core and cross-cutting competencies established by the Council on Education for Public Health (CEPH) and the Association of Schools of Public Health (ASPH). The program as proposed does not segment into specializations or concentrations but is designed to be modular and scalable and responsive to changing needs. While obviously not currently an accredited program, Oakland University's proposed MPH program is committed to adhering to the principles and expectations of the two main governing organizations – CEPH and ASPH – to best position itself for future accreditation. Moreover, it is our expressed intention to seek CEPH accreditation for this MPH program as soon as technically possible. The requirement for the proposed MPH is 44 credits. If students successfully carry and complete a normal load, it will be possible to graduate in two calendar years. Students enrolled in the program will be expected to complete 20 credits of MPH core required courses, 8 credits of cross-cutting core courses, 8 credits of required culminating courses, and 8 credits of elective courses.



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## **Rationale**

### *Regional Need*

There remains a great need for more specialized training in public health and improved delivery of health promotion interventions. In 2006, Michigan ranked among the worst five states with regard to racial and ethnic disparities in infant mortality rates. In Detroit, in 2006, infant mortality was more than four times as high in blacks compared to whites (14.9/1,000 versus 3.5/1000 live births).<sup>1</sup> Infant mortality rates in Michigan have increased from 6.6/1,000 in 2000 to 11.3/1,000 in 2006 for Hispanics and from 5.9/1,000 in 2000 to 7.6/1,000 in 2006 for Arab Americans.<sup>2</sup> In addition, Michigan's Behavioral Risk Factor Surveillance Survey identified many risk factors leading to premature death or disability in the state.<sup>3</sup> Results of the 2002 survey indicated that 24.1% of Michigan adults were current cigarette smokers (whites 23.9%, blacks 25.3%, Arab-Americans 38.9%); 25.2% were obese (whites 23.7%, blacks 34.5%); and 24.3% engaged in no physical activity (whites 22.7%, blacks 32.2%). Michigan has been among the ten heaviest states for the past 14 years, and currently has the third highest obesity prevalence in the U.S.<sup>3</sup> Worse, Michigan residents living in the Detroit metropolitan area may still have difficulty obtaining health care because providers are currently in short supply. In fact, various counties in Michigan have been recognized as health professional shortage areas.<sup>4</sup>

The creation of a Master of Public Health (MPH) program at Oakland University would greatly contribute to the health care industry in Southeast Michigan, which has been identified as one of the few growing sectors in our economy.<sup>5</sup> MPH graduates of Oakland University could be employed by public health departments, health maintenance organizations (HMOs), pharmaceutical and life science companies, community-based non-profit health agencies, and other organizations conducting health-related research and interventions. These graduates, like other OU graduates, are likely to stay in Southeast Michigan and contribute to this growing economic sector.

According to the Bureau of Labor Statistics<sup>6</sup>, Michigan is among the states with the highest employment of medical and health services managers. In Michigan, the mean salary of medical and health service managers was \$88,930. The Michigan Department of Technology<sup>7</sup> forecasts Oakland County job growth rates of 16.6%, 25.1%, and 11.9% for healthcare practitioners/technical occupations, healthcare support occupations, and community/social service occupations, respectively, in the decade between 2008 and 2018, indicating strong growth potential in local jobs for Oakland University students graduating with a MPH degree. Moreover, according to a report based on data from the 2011 American Community Survey<sup>8</sup>, people who earned a bachelor's degree in social science on average earned \$2,406,000 over their lifetime. Social science bachelor's degree earners who went on to obtain a master's degree had work-life earnings of \$2,986,000. Further, those who received a professional degree (for example a master of public health degree) had work-life earnings of \$4,310,000.

### *Promoting the Role and Mission of Oakland University*

The proposed MPH program in the School of Health Sciences would promote all aspects of the teaching, research, and service mission of Oakland University. This program supports the provision of excellent and relevant instruction by building on the specialized training of existing



faculty members and providing students with training in an important growth sector in Michigan's economy. The formation of this program will bring together new and existing faculty with research interests in the wide-ranging field of public health. This synergy will foster new collaborative projects and better-position Oakland University to be competitive for health-related grant funding. In addition, the proposed MPH program will employ a service-learning approach to instruction so Oakland University MPH students will engage the community in relevant public health practice while learning the necessary theory and didactic information necessary to complete their degree.

#### *Program Mission, Goals and Objectives*

The mission of the Master of Public Health (MPH) degree program at Oakland University is to prepare graduate students to preserve, protect, and promote the health of human populations through organized community effort. We value the full and active participation of our community partners in the promotion of health. We strive through our teaching, research, and service to lift the capacity of our community partners to engage in public health practice including, but certainly not limited to, needs assessment; program planning, implementation, and evaluation; health policy formation; and health literacy campaigns. Our goals reflect our overarching purposes of teaching, research, service, and workforce development.

#### Teaching Goals

1. Incorporate in classroom discussion and activities the knowledge and expertise of students whose background, experiences, and professional goals enrich the program;
2. Provide theoretically sound and evidence-based instruction in the core public health competencies; and
3. Deliver service-learning experiences and other community-based participatory practices throughout the curriculum.

#### Research Goals

1. Engage in community-based participatory research to improve the health of vulnerable populations; and
2. Enable students to participate in research to better connect theory and practice and enhance the development of their core competency skills.

#### Service Goals

1. Through teaching and research, launch productive partnerships with local community-based organizations;
2. Establish formal relationships with national, state, and local public health organizations and non-profit agencies; and
3. Use expertise to help improve the capacity of local agencies through membership in various organizations.



### Workforce Development Goals

1. Provide formal continuing education and informal training to service-learning and community-based participatory research partners; and
2. Use information technology and distance education to deliver educational programs and services to persons working in public health.

### *Comparison with Other Programs*

The table in Appendix A briefly notes other schools, degrees, and certificate programs throughout Michigan that are similar or related to the proposed Master of Public Health Program at Oakland University. Many other universities offer some kind of related program, such as Health Education, but none offer the kind of broad training across disciplines that an MPH program offers. Currently, MPH degrees are only granted by the University of Michigan, Michigan State University, and Wayne State University. A summary of these program requirements can be found in Appendix B.

The proposed Master of Public Health program would be a unique program for the School of Health Sciences and for Oakland University. Within the School of Health Sciences, graduate-level coursework and degrees are currently available in exercise science, occupational safety and health, and physical therapy. The MPH program would complement these offerings without duplicating efforts, as graduates of each of these programs will receive tailored training in the specifics of their chosen health-related field.

### *Indicators of Student Demand*

In order to obtain some baseline estimates of the potential demand for the MPH program, we conducted a web-based survey of currently enrolled undergraduate students at Oakland University. The survey briefly introduced students to the five major disciplines within public health and solicited students' level of interest in obtaining a graduate MPH degree in each discipline as well as their overall level of enthusiasm for an MPH at Oakland University. All of the questions and complete descriptive statistics are presented in Appendix C. Broad summary indicators are reported here.

A total of 454 students completed the questionnaire with the majority enrolled in the School of Health Sciences (56.6%), and smaller numbers drawn from the School of Nursing (22.2%) and College of Arts and Sciences (9.0%) among other units. Some respondents chose not to answer individual items so the sample size does vary by question. The demographics of this sample closely mirrored the OU student population – 76.7% female, 84.1% white/Caucasian, and 35.8% between 21-24 years of age with an additional 31.6% who reported being 25 years of age or older.

Students were asked to express their degrees of interest in the five public health disciplines on a 5-point Likert-type scale. We collapsed the two most favorable categories (extremely interested and very interested) to yield summary levels of student interest detailed below. Students could express interest in multiple specialization areas so the column will not total to 100%. In addition, students were asked a broad overarching question, "Overall, how interested would you

be in getting an MPH in any of the five specializations at Oakland University?” and those data are shown in the last line of the table.

<b>Specialization</b>	<b>Percent Extremely or Very Interested</b>	<b>Number Interested (n=433 total)</b>
Biostatistics	13.4%	58
Environmental Health Sciences	42.7%	185
Epidemiology	53.6%	232
Health Education	71.1%	308
Health Policy	46.4%	201
<b>Overall Interest in OU MPH degree</b>	<b>54.6</b>	<b>234</b>

Importantly, the majority of potential students surveyed reported that there is a great or moderate need for this program (77.2%). Close to 40% of respondents indicated that they would be extremely or very likely to apply for admission to the MPH program and 58.7% reported that they also knew someone who would be interested in the MPH program at OU. When asked if a new graduate program in public health would change the way they feel about attending Oakland University, 12.7% of respondents said they would feel much more positive, an additional 45.8% said they would feel more positive, with almost all of the rest indicating that their feelings toward OU would be unchanged.

#### *Program's Unique Aspects*

As already noted, the proposed program would be a new but complementary graduate program in the School of Health Sciences at Oakland University. The MPH program would have two specific defining features to distinguish it from other public health programs in the area. First, in keeping with faculty strengths and national guidelines, students will graduate with generalist professional training in all of the traditional public health disciplines (biostatistics, environmental science, epidemiology, policy, and education).

Second, the entire curriculum will be infused with and guided by the principles of a service learning-based educational model. In each course and throughout the whole of their training, students will both learn and apply their skills in the field through practicums, class projects, and capstone experiences incorporating Community-Based Participatory Research (CBPR) and other community-based models of health promotion practice.



*Sources of Advice and Consultation*

In addition to the survey of potential students, a survey of potential employers was also conducted with the help of Michael Stromayer from Career Services. Mr. Stromayer and his staff have been instrumental in sponsoring the Human Health Career Exploration Fair, a collaborative venture between the Schools of Health Science and Nursing. Mr. Stromayer sent the link to the survey to past organizational participants of the Career Exploration Fair representing area hospitals, health care organizations, and public health departments. Nineteen potential employers completed the survey. All of the questions and summary statistics are shown in Appendix D. Excerpts from these findings are presented below.

The vast majority of potential employers responded that there is a need for the MPH program at OU; specifically, 12.5% said it was a great need, 25.0% said moderate need, and 37.5% said some need. Just over 30% indicated that their organization would be very interested in serving as a potential internship or employment site for students enrolled in the MPH program. Similar to the student data, the employers also expressed interest in seeing OU produce public health professionals with a range of specialized training:

<b>Specialization</b>	<b>Percent Extremely or Very Interested</b>	<b>Number Interested (n=13 total)</b>
Biostatistics	38.5%	5
Environmental Health Sciences	46.2%	6
Epidemiology	30.8%	4
Health Education	46.2%	6
Health Policy	53.9%	7

The proposed program plan was modeled after recommendations by the Association of Schools of Public Health (ASPH) and The Council on Education for Public Health (CEPH). The ASPH document entitled, "Master's Degree in Public Health Core Competency Model, Version 2.3, May 2007) outlines five core areas as well as seven cross-cutting competencies: (1) communication & informatics; (2) diversity & culture; (3) leadership; (4) professionalism; (5) program planning; (6) public health biology; and (7) systems thinking. The model of the core competencies is reproduced in Appendix E and the competencies are defined in Appendix F.

CEPH is the organization that accredits programs and schools of public health (See Appendix G). CEPH accreditation standards require that MPH degree programs be at least 42 semester credits in length. CEPH also requires that the program deliver sufficient core coursework for students to obtain breadth and depth in the five core areas of public health knowledge: (1) biostatistics; (2) epidemiology; (3) environmental health sciences; (4) health services administration; and (5) social and behavioral sciences. Students must also have the opportunity to further develop their skills through approved, supervised practice experiences at international, national, state, or local governmental or non-governmental health organizations. Finally, students enrolled in a CEPH-accredited MPH program must demonstrate their skill proficiency



and knowledge integration through the completion of an approved culminating experience (e.g., comprehensive examination, applied practice project, thesis or research paper, case study, capstone seminar, etc). Of additional interest to the proposed Oakland University MPH program, CEPH also categorizes graduate MPH degree programs as either professional or academic and offers these definitions:

A professional degree is one that, based on its learning objectives and types of positions its graduates pursue, prepares students with a broad mastery of the subject matter and methods necessary in a field of practice; it typically requires students to develop the capacity to organize, analyze, interpret, and communicate knowledge in an applied manner.

A research or academic degree program is one that, based on its learning objectives and the paths its graduates follow, prepares students for scholarly careers, particularly in academia and other research settings; it typically prepares students to investigate, acquire, organize, analyze, and disseminate new knowledge in a discipline or field of study. (CEPH Accreditation Criteria: Public Health Programs, June 2011, page 12).

It is our intent to seek accreditation for this MPH program as soon as technically possible as expressed in the published CEPH criteria.

### **Self-Study**

#### *How the Program Would Serve the Goals of the Unit*

The proposed MPH program will enhance the ability of Oakland University and the School of Health Sciences to meet their overarching goals. Notably, through the delivery of this program, the institution will:

1. Provide a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation and enhancement;
2. Assume an obligation to advance knowledge through research and scholarship of its faculty and students;
3. Cooperate with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further advance the quality of life in these service area of the university;
4. Serve its constituents through a philosophy and program of public service that is consistent with instructional and research missions; and
5. Offer continuing education to provide Michigan residents with high-quality course work for professional development and personal enrichment.

#### *Staffing Needs*

There is considerable relevant expertise and appropriate credentials among the full-time, tenured and tenure-track faculty in the School of Health Sciences. We are already well-positioned to

deliver several key foundational courses in the MPH curriculum, notably in the social/behavioral sciences and epidemiology. In addition, the proposed MPH program would require three new full-time faculty in Health Sciences in order to meet the ASPH and CEPH competency requirements. Accreditation requires adequate faculty and staff resources. CEPH requires considerable evidence that program personnel resources meet the standard of "adequate" to the task of graduate public health education and training: (1) a minimum of three primary full-time faculty for each concentration or generalist degree offered; (2) representation of the various public health disciplines among the faculty regardless of the size of the student body; and (3) a student:faculty ratio of 10:1 or lower in recognition of the demanding instructional, service-learning, practicum, and advising activities required of faculty.

The pro forma budget (Appendix H) also includes resources to support the administrative and advising needs of this program. A three-quarter time staff person has been included in year one increasing to full-time in all subsequent years. This person will help direct our recruitment and admissions processes, as well as practicum and capstone placements. The full-time staff person is sought in order to help meet the considerable administrative demands of the program. This individual will assist in monitoring student and programmatic outcomes; coordinating any required CEPH pre-accreditation consultation visit; assembling the relevant CEPH accreditation application and supporting self-study materials; identifying and maintaining relationships with community-based organizations participating as practicum, service-learning, and capstone sites; recruiting potential graduate students and fostering relationships with alumni among other activities. In addition, this staff person will aid in advising prospective and admitted graduate students. Currently, the School of Health Sciences Advising Office has three professional advisors serving the needs of more than 2000 undergraduate majors. There is no member of the advising staff with professional graduate advising responsibilities and the MPH would require a significant commitment of staff time.

#### *Faculty Qualifications*

The School of Health Sciences currently employs several experienced and highly regarded faculty with advanced credentials, including the MPH, who can contribute to the teaching, research, and service goals of the program (Appendix I). These faculty have excellent training in the principles of community-based participatory public health and have vibrant research portfolios in addition to excellent teaching evaluations. Our existing faculty represent the public health disciplines of social/behavioral sciences and epidemiology. Core courses in the MPH sequence will be delivered by qualified School of Health Sciences faculty including Drs. Cheezum, Dallo, and Wren.

#### *Classroom and Laboratory Space*

The MPH program will be able to utilize teaching, research, and community engagement spaces in the new \$62 million, 160,000-square foot Human Health Building. Occupied by the Schools of Health Sciences and Nursing, the Human Health Building has state-of-the-art teaching, clinical, lab, and simulation spaces. The building was designed to embody, in its design and function, the hands-on, specialized, and technical nature of these two fields. The building has expanded the University's capacity to engage in funded research initiatives as well as



educational and service-learning partnerships. The MPH program will require additional faculty and staff offices as well as research facilities within the Human Health Building.

### *Equipment*

Modest and standard funding for equipment, largely desktop computing and software infrastructure for new faculty and staff, has been included in the budget.

## **Program Plan**

### *Degree Requirements*

The Master of Public Health program at Oakland University seeks to improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. These public health professionals may be employed in a variety of settings including, but not limited to, international health organizations (e.g., World Health Organization, Doctors Without Borders), federal government agencies (e.g., Centers for Disease Control and Prevention, National Institutes of Health), state and local health departments (e.g., Michigan Department of Community Health and Oakland County Health Division), voluntary and philanthropic organizations (e.g., American Red Cross, Kaiser Permanente), corporations and worksite wellness sites, local hospitals and non-profit organizations (e.g., Migrant Health Promotion, Alternatives For Girls).

The Master of Public Health program at Oakland University is a generalist, professional program that delivers the core and cross-cutting competencies established by the Council on Education for Public Health (CEPH) and the Association of Schools of Public Health (ASPH). The program as proposed does not segment into specializations or concentrations but is designed to be modular and scalable and responsive to changing needs. While obviously not currently an accredited program, Oakland University's proposed MPH program is committed to adhering to the principles and expectations of the two main governing organizations – CEPH and ASPH – to best position itself for future accreditation. The requirement for the MPH is 44 credits. CEPH accreditation requires that MPH programs be at least 42 credit hours in length; the proposed credit distribution is consistent with this requirement and in keeping with the majority of other MPH degree programs in our region (see Appendix B). If students successfully carry and complete a normal load, it will be possible to graduate in two calendar years. The 20 credits of MPH core courses must be taken at Oakland University unless prior departmental written permission is obtained. The graduate assessment plan for the MPH program can be found in Appendix J.

MPH Core Required Courses	20 credits
Cross-Cutting Competency Courses	8 credits
Required Culminating Courses	8 credits
Elective Courses	8 credits
<b>Total Program</b>	<b>44 credits</b>



We will recruit students that represent a broad spectrum of diverse backgrounds including underrepresented students. We understand that, in particular, race can be included as part of a holistic and flexible admissions and financial aid process. Because much of our faculty's research centers on health disparities and the impacts on vulnerable populations, we expect to garner considerable attention from potential students drawn from these circumstances, settings, and communities. The travel monies included the pro forma budget are to support recruitment.

We expect to admit a small cohort of full-time graduate students in order to meet the financial demands of the program outlined in the pro forma budget. Of course, once the required projected cohort is achieved, the MPH admissions committee will also give every consideration to qualified part-time students, particularly those health care workers already employed in our surrounding communities seeking advanced credentials. We expect that the professional experiences and expertise of these part-time students will enrich the composition and instructional experiences of each cohort. The length of time it will take a part-time student to complete the curriculum will vary by the number of courses the student takes each semester, but is likely to be between three and four years. While the curriculum is not presently designed to specifically accommodate part-time students (e.g., weekend courses; longer practicum periods with fewer hours required per week), as the program grows it is possible that the course schedule and delivery system will be adjusted to meet the needs of a growing part-time student population.

#### *Admission Requirements*

Prospective students will apply through the OU Graduate Admissions gateway by February 15<sup>th</sup> each year in order to be reviewed for admittance into the program for the Fall Semester. Admission to the MPH program is selective. Applicants will be expected to provide the following required elements:

- Official transcripts indicating baccalaureate degree from a regionally accredited undergraduate institution
- Undergraduate overall grade point average of at least 3.0
- Application for Admission to Graduate Study
- Graduate Record Examination (GRE) score from within the last five (5) years
- Three (3) recommendation letters from faculty members, supervisors, or professional mentors. Letters must be on letterhead, signed, and should include a statement describing the referee's relationship to the applicant, duration of the relationship, and an assessment of the applicant's aptitude for graduate school and public health practice.
- Personal Statement of at least 1000 words describing the applicant's reasons for seeking an MPH degree, related public health experiences, and long-term professional goals.
- International applicants will additionally have to meet the University's standards established in the International Student Supplemental Application Packet.

Potential students will not be asked to complete a criminal background check. The MPH program does not rely on "clinical" placements but instead helps students to secure appropriate educational practicum placements. We do not expect that any student with a criminal record will, by definition, experience problems finding a practicum placement. Often community-based organizations hire people representative of the population they serve, which may include those

with criminal records. The MPH program will, of course, comply with standard University procedures with respect to criminal background checks and practicum students will be expected to meet the individual employment requirements of any participating agency.

### *Sample Curriculum*

All proposed required courses and a listing of potential graduate level elective courses drawn from around the campus or elective courses in the MPH program are listed below. We are sensitive to the impact the proposed MPH program will have on other graduate programs on campus. It is our expectation that the small cohort of full-time MPH students will disperse themselves across a wide range of potential elective courses and, consequently, no one graduate program will bear a disproportionate burden of supporting this initiative. Rather, we would seek collaborative, reciprocal arrangements whereby graduate students in other programs are also eligible to take electives from the MPH program. Draft syllabi for new proposed MPH courses (noted with an asterisk below) can be found in Appendix K. The proposed schedule for the full-time student cohort is shown below:

<b>Year One</b>	
<b>Fall Semester</b>	<b>Winter Semester</b>
Foundations of Health Behavior and Health Education (PH 600) (4) (Wren)	Organization & Administration of Health & Medical Care Programs (PA569) (4) (DesJardins – MPA)
Principles of Community-Based Participatory Research (PH 610) (4) (Cheezum)	Planning, Implementation, and Evaluation of Public Health Interventions (PH 620) (4) (Cheezum)
Elective Class (4) (TBD)	
<b>Summer Semester</b>	
Public Health Practicum (PH 630) (4)	
<b>Year Two</b>	
<b>Fall Semester</b>	<b>Winter Semester</b>
Statistical Methods in Public Health (PH 640) (4) (TBD)	Introduction to Environmental Health Sciences (PH 660) (4) (TBD)
Introduction to Epidemiology (PH 650) (4) (Dallo)	Public Health Capstone (PH 690) (4) (TBD)
Elective Class (4) (TBD)	

### **MPH Core Required Courses (20 credits)**

Five courses, one apiece in the traditional public health disciplines, are required of all admitted and enrolled students in order to satisfy the Council on Education for Public Health's core curricular elements for an MPH degree. These five courses are as follows:



**Statistical Methods in Public Health (PH640)\* 4 credits**

Descriptive statistics - graphical and quantitative, confidence limits and statistical tests, sample size requirements, linear regression and correlation, multiple and curvilinear regression, count data and contingency tables, control charts, sampling and specifications.

**Introduction to Epidemiology (PH 650)\* 4 credits**

This course introduces students to the basic concepts and methods involved in the study of the distribution and determinants of diseases in populations. Content will include types of epidemiologic research, biases in design and sources of error, as well as techniques for analyzing epidemiologic data.

**Introduction to Environmental Health Sciences (PH 660)\* 4 credits**

This course presents the core concepts, principles and applications of environmental health sciences. Students will learn the sources of and ways to control the important physical, chemical, biologic, and sociologic factors that impact human health in various environments.

**Organization & Administration of Health & Medical Care Programs (PH/PA 569) 4 credits**

Emphasis on the application of administrative and organizational analytical perspectives to health and human service organizations. Concepts and perspectives from the governmental and public interest concerns will be applied.

**Foundations of Health Behavior and Health Education (PH 600)\* 4 credits**

This course explores the psychosocial bases for health decision-making and health behaviors. The main individual, community-based, and social-ecological conceptual models will be addressed. Perceptions of health and illness, methods of changing health behaviors, and the importance of communication will be covered.

**Cross-Cutting Competency Courses (8 credits)****Principles of Community-Based Participatory Research (PH 610)\* 4 credits**

Public health research in a community setting can benefit from involvement of community members throughout the research process. Community-based participatory research (CBPR) methods will be explored from a theoretical and practical perspective through various stages of the research process, from conception, grant writing, intervention development, implementation, evaluation, and reporting results.

**Planning, Implementation, and Evaluation of Public Health Interventions (PH 620)\* 4 credits**

This course covers the development of health interventions including literature reviews and program justifications, needs assessment methodologies, and critical review of materials. Issues relevant to implementation and management of health interventions will be addressed. Strategies for effective program evaluation will also be addressed.



**Required Culminating Courses (8 credits)**

Public Health Practicum (PH 630)\* 4 credits

The practicum provides the opportunity to work in an organization that addresses public health issues. Students will apply public health principles and theories learned and demonstrate their mastery of CEPH/ASPH public health competencies. The practicum enables students to bridge the gap between classroom learning in years one and two with public health practice in summer.

Public Health Capstone (PH 690)\* 4 credits

Students will participate in a culminating capstone experience showcasing their knowledge of public health theory, principles of practice, research methods and data analysis. Through this experience, students will demonstrate leadership, teamwork, and creativity. Students will complete a defined portfolio showcasing their mastery of public health practice defined with their advisor and will participate in capstone seminars.

**Elective Courses (8 credits – can be taken within Public Health or Related Disciplines)**

Please note that what follows is a listing of proposed elective courses both within the MPH program and drawn from other graduate programs on campus. This list is not intended to be exhaustive nor is it intended to imply that MPH students will enroll en masse as a cohort in any one or more of these courses. This list is intended to showcase the range of potential programs and departments that could be interested in some reciprocal graduate student exchanges and curriculum planning opportunities.

**Proposed MPH Program**

Quantitative and Qualitative Research Methods (PH 615)\* 4 credits

Mechanisms of Chronic and Infectious Disease (PH 625)\* 4 credits

Social Determinants of Health (PH 655)\* 4 credits

Legal and Ethical Issues in Public Health (PH 685)\* 2 credits

**Biomedical Sciences**

Topics in Physiological Ecology (BIO 581) 3 credits

Topics in Evolutionary Biology (BIO 582) 3 credits

Topics in Community and Population Biology (BIO 583) 3 credits

Topics in Behavioral Biology (BIO 584) 3 credits

Science and Business of Biotechnology (CHM 550) 3 credits

Industrial and Environmental Toxicology (ENV 446) 3 credits

Environmental Fate and Transport (ENV 485) 3 credits

Toxic Substance Control (ENV 486) 3 credits

Seminar in Health and Environmental Chemistry (CHM 685) 2 credits

**Mathematics and Statistics**

Multivariate Statistical Methods I (STA 521) 4 credits

Nonparametric Methods (STA 526) 4 credits

Linear Statistical Models (STA 527) 4 credits

Reliability and Life Data Analysis I (STA 528) 4 credits

Statistical Methods in Sample Surveys (STA 529) 4 credits

Time Series I (STA 530) 4 credits  
Multivariate Statistical Methods II (STA 621) 4 credits  
Reliability and Life Data Analysis II (STA 628) 4 credits  
Time Series II (STA 630) 4 credits

#### Public Administration

Nonprofit Organization and Management (PA 510) 4 credits  
Fundraising and Philanthropy (PA 511) 4 credits  
Public Policy and Health Care (PA 559) 4 credits  
Health Planning: Policies and Processes (PA 568) 4 credits  
Grants: Politics and Administration (PA 631) 4 credits  
Public Budgeting and Finance (PA 653) 4 credits

#### Sociology

Specialized Field Techniques of Social Research (SOC 502) 4 credits

#### School of Business Administration

Health Economics (HCM 527) 2 credits  
Quality Improvement in Health Care (HCM 606) 2 credits  
Government Policy in Health Care (HCM 624) 2 credits  
Hospital Administration (HCM 634) 2 credits  
Transforming the Health Care Organization (HCM 635) 2 credits  
Managing Technology in Health Care (HCM 645) 2 credits  
Health Care Marketing and Consumer Satisfaction (HCM 661) 2 credits  
Hospital Finance and Managed Care (HCM 670) 3 credits

#### School of Education and Human Services

Instructional Design (HRD 503) 4 credits  
Trends and Issues in Technology-Based Training (HRD 550) 4 credits  
Advanced Instructional Design (HRD 603) 4 credits  
Instructional Design Theory to Practice (HRD 625) 4 credits

#### School of Health Sciences

Advanced Exercise Physiology (EXS 520) 4 credits  
Diagnostic Testing and Exercise Prescription (EXS 530) 3 credits  
Nutrition, Weight Management and Exercise (EXS 540) 2 credits  
Corporate and Worksite Wellness Programs (EXS 565) 2 credits  
Integrative Holistic Medicine Principles for Practice (HS 641) 4 credits

#### School of Nursing

Diversity and Social Issues (NRS 521) 2 credits  
Holistic Perspectives on Aging (NRS 598) 2 credits  
Health Promotion Across the Lifespan (NRS 631) 2 credits



*New Courses*

All currently proposed new courses, include 3 core courses, 3 cross-cutting competency courses, and multiple public health electives are listed below:

Introduction to Epidemiology (PH 650)\* 4 credits  
Introduction to Environmental Health Sciences (PH 660)\* 4 credits  
Foundations of Health Behavior and Health Education (PH 600)\* 4 credits  
Principles of Community-Based Participatory Research (PH 610)\* 4 credits  
Planning, Implementation, and Evaluation of Public Health Interventions (PH 620)\* 4 credits  
Public Health Practicum (PH 630)\* 4 credits  
Public Health Capstone (PH 690)\* 4 credits  
Quantitative and Qualitative Research Methods (PH 615)\* 4 credits  
Mechanisms of Chronic and Infectious Disease (PH 625)\* 4 credits  
Social Determinants of Health (PH 655)\* 4 credits  
Legal and Ethical Issues in Public Health (PH 685)\* 2 credits

*Required Courses from Other Units*

Required coursework for the MPH Degree will be completed in Public Administration.

*Public Health Practicum Placements*

As part of the curriculum, each student will complete a public health practicum during the summer between Years 1 and 2. It is necessary to note that the summer practicum (like any internships, job shadowing, and service-learning experiences) are **not** clinical. It is entirely in keeping with CEPH accreditation requirements that these placements occur in communities, in association with local governmental health agencies, and especially with non-profit organizations. We have, consequently, tried very hard to stay away from describing these relationships, organizations, and activities as clinical or even as specifically occurring within a clinical setting. Examples of potential practicum placement activities include analyzing epidemiological data for a county health department; developing health education programs in a community-based, non-profit organization; assisting a regional transportation authority with a community needs assessment; or developing a community outreach plan for a local public hospital.

While specific internships have not yet been developed, many organizations have been identified as likely sites for practicum placements, and the faculty of the Health Sciences Department are continuing to build relationships with organizations in Oakland, Macomb, and Wayne Counties that may serve as potential practicum sites. In addition, interested students may leave the region to complete the practicum. A variety of placements outside of the metro Detroit area may be possible, such as working for the Centers for Disease Control and Prevention or with an international public health agency. The School of Health Sciences will not provide funds to support practicum placements.

Students will be expected to find and secure their own practicum sites. This is standard practice within the field of public health and with CEPH-accredited schools and programs. We will have faculty and staff working with students and potential sites to support these efforts. We will begin



discussing the practicum requirements during new student orientation. We will continue these efforts during faculty advising sessions. We will also spend time as appropriate in the introductory first semester courses.

Practicum organizations and their participating preceptors will not be reimbursed by Oakland University for the supervision of MPH students. Agency preceptors will not, normally, become OU faculty unless they have sole or shared responsibility for teaching a formal class within the curriculum. A standard letter of agreement will be signed by the agency preceptor and faculty advisor expressing the shared set of understandings and expectations of everyone's roles. While organizational staff time must be devoted to supervising the MPH student, we hope that agencies will view practicum students as value-added resources thereby increasing the capacity of the organization to develop tools or programs.

Most practicum placements will not require IRB approval (i.e., most students will be engaged in health promotion interventions or formative evaluations for program planning purposes and not in research). All of the students will have completed CITI training and their practicum work will be executed with purposeful attention to the protection of any human subjects/participants involved. In the case that a practicum placement does require IRB approval, two MPH faculty currently serve on the IRB (Drs. Wren and Dallo) and will act as a liaison to assist students in obtaining necessary approval. Of course, Drs. Wren and Dallo will abstain from voting on any application on which they appear as a faculty mentor or key personnel according to the Standard Operating Procedures of the IRB.

#### *Distance Education Technology*

As noted previously, the MPH program is designed to be modular, scalable, and responsive to changing needs. The inaugural classes of incoming students would move through the curriculum as a single cohort affording us the greatest amount of curricular control within a limited budget while still positioning the program to meet accreditation requirements. Because the program is designed to be flexible and responsive, we can envision the ability to offer select courses via distance learning as an option once the MPH program is operational. Similarly, we could also develop an executive-style version of the program, where specialized student groups (including but not limited to current public health professionals seeking advanced credentials or dually enrolled medical students) may complete coursework electronically, at night, or on weekends.

#### *New Internal Procedures*

The proposed Oakland University MPH Program will be administered by Dr. Patricia Wren. Before joining the OU faculty, Dr. Wren was a faculty member in the Department of Health Behavior/Health Education at the University of Michigan School of Public Health and delivered four graduate MPH courses while there. Currently, she serves as the Director of the Health Sciences Program in the School of Health Sciences and has been in that position for the past three years. Funds are provided in the pro forma budget to support the creation of program coordinators to help direct and supervise the admissions, practicum, and capstone requirements of the degree.

*Specific Responsibilities*

As per the model of the School of Health Sciences, the Health Sciences Program Director together with any Program Coordinator will oversee admissions, student advising, curriculum development, program evaluation, and any accreditation efforts. Faculty input will be sought out throughout all of these processes.

*Recruiting Plans*

The recruitment of new graduate students in this major would follow general school policies, with additional attention paid to the needs of current graduating undergraduate students and professionals in the field of public health within the Metro Detroit region. We will recruit students that represent a broad spectrum of diverse backgrounds including underrepresented students. We understand that, in particular, race can be included as part of a holistic and flexible admissions and financial aid process. Because much of our faculty's research centers on health disparities and the impacts on vulnerable populations, we expect to garner considerable attention from potential students drawn from these circumstances, settings, and communities. The travel monies included the pro forma budget are to support recruitment.

*Planned Enrollment Levels*

We have planned for an inaugural cohort of ten full-time MPH students. In subsequent years, we are proposing to grow the size of the entering class to 12 in Year Two, 15 in Year Three, and 18 in Years Four and Five.

*Student Advising*

We have included funding in this proposal for a staff person to assist with the administrative and advising components of this new graduate program. As noted previously, the School of Health Sciences Advising Office has three professional advisors serving the needs of more than 2000 undergraduate majors. There is no member of the advising staff with professional graduate advising responsibilities. A new staff person with a range of skills, increasing to full-time in year two, is needed to serve the complex demands of the MPH program. In addition, it is our expectation that faculty teaching in the MPH program will be engaged in the professional development and ongoing mentoring of the student cohort. Each student will be assigned to a faculty mentor upon admission into the MPH program. We will rely on the professional staff person to provide technical assistance to our recruitment, admission, and advising efforts in order to successfully offer this new graduate degree program.

*Accreditation*

The proposed MPH program has been modeled after the requirements and guidelines of CEPH, the national accrediting body for public health programs. We have also strictly adhered to the tenets and curricular requirements of ASPH. We anticipate beginning the process of seeking CEPH accreditation following the formative first five years of the program once sufficient admissions, graduation, and outcome metrics become available. The MPH program was built from the ground up around the CEPH requirements to best position the program for future



accreditation. Among the key CEPH accreditation requirements are: (1) at least 42 credit hours in length; (2) evidence of curricular breadth and depth as well as adequate full-time faculty representing the five core disciplines in public health: biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences; (3) student:faculty ratio must not exceed 10:1; and (4) inclusion of both a supervised practicum experience and an approved capstone.

#### *Program Evaluation*

The Health Sciences Program Director, Program Coordinator, and all faculty in the MPH program will participate in the ongoing monitoring and evaluation efforts. Process and outcome information will be used to inform future program developments. The MPH Program's curriculum and assessment committees will work together to infuse systematic feedback and quality improvement suggestions provided by students, faculty, practicum preceptors, and community members. This process will continue throughout the life of the program. These efforts are standard and required of all units. Again, an overarching assessment plan is included as Appendix J.

#### **Needs and Costs of the Program**

##### *Meeting the Cost of the Program*

The costs of the program are entirely covered by graduate tuition (see Appendix H for the pro forma budget). It is anticipated that there will be 10 students in the first cohort taking 24 credits in their first year and 20 credits in their second year. Enrollment is expected to increase to 22 students (12 first-year and 10 second-year) in Year Two. Enrollment is expected to grow at a moderate but steady rate to reach a stable annual enrollment of at least 36 full-time students. The projected cohort enrollment figures will generate approximately \$142,860 in current year tuition dollars in year one; by year five, an enrollment of 36 students in the MPH program will generate approximately \$471,438 in current year tuition dollars. Please note that these revenue projections are entirely predicated on the full-time student cohort needed. Successful recruitment and retention of highly qualified part-time students can be used to significantly augment these revenue projections.

##### *Direct Support from Outside Agencies*

There are no resources supporting this program projected from any outside agencies. We expect to fully cover the costs of the MPH program from graduate tuition. We do anticipate, in addition, that faculty engaged in the MPH program will have successful funded research programs.

##### *Required Support of Other Units*

We will require continued University support of the MPH program until such time as we can add faculty lines and expertise in needed areas. The program is projected to provide a surplus of funds starting in Year One and continuing in all subsequent years.



*Increased Revenue Analysis*

We have every expectation that the delivery of the MPH will enhance the revenue generation for the School of Health Sciences and the University. The present proposal is the most modest expression of a full-time cohort-based MPH program and does not factor in additional tracks for part-time students, medical or other health professional school students, dual degree possibilities, or executive-style offerings. Faculty in the MPH program will be expected to have vibrant research portfolios, at least in part to support the community-based participatory research emphasis of this program. Faculty will be expected to submit grant applications to major foundations, philanthropies, as well as take advantage of funding initiatives sponsored by the National Institutes of Health (NIH), the National Science Foundation, and the Michigan Department of Community Health (MDCH), among others. The presence of graduate assistants will significantly enhance the capacity of the faculty to engage in funded research. The addition of new full-time, tenure-track faculty with specific expertise currently missing will enhance the research capacity within Health Sciences and make collaborative research even more possible. The MPH program returns net income to the University in Year One and beyond.

*Faculty Positions*

The Council on Education for Public Health (CEPH) requires accredited programs to have adequate faculty resources. Specifically, the 2011 CEPH accreditation criteria mandate that, "A critical mass of faculty is necessary to support each MPH degree offered, including generalist degrees.... To assure a broad ecological perspective, the faculty complement will need to represent various public health disciplines, regardless of the size of the student body."<sup>9</sup>

Specifically, as noted earlier, CEPH requires considerable evidence that program personnel resources meet the standard of "adequate" to the task of graduate public health education and training: (1) a minimum of three primary full-time faculty for each concentration or generalist degree offered; (2) representation of the various public health disciplines among the faculty regardless of the size of the student body; and (3) a student:faculty ratio of 10:1 or less in recognition of the demanding instructional, service-learning, practicum, and advising activities. Growing the faculty in Health Sciences to meet the curricular needs of the MPH program, best position the program for possible accreditation, and safeguard the curricular needs of the existing bachelors degree program in Health Sciences is of prime importance.

Drs. Wren and Cheezum currently teach required courses within the undergraduate program in Health Sciences. The Health Sciences Program has close to 1500 majors and just one tenured faculty member (Dr. Wren) and three tenure-track faculty (Dr. Lucarelli in her third year and Drs. Cheezum and Lynch in their first year). Balancing the distinct faculty resource needs of the BS in Health Sciences and MPH program is a key consideration in budgeting for this proposal.

In Year One, teaching responsibility for the proposed MPH program will be handled by the current full-time, tenured or tenure-track faculty in the School of Health Sciences. The members of the MPH Planning Committee have the requisite credentials and teaching experience to manage the proposed coursework and reduced student numbers in the short-term. In Year One only, we have budgeted faculty inload replacement costs for Drs. Wren and Cheezum so they may teach 4-credits apiece of the required core competency MPH courses. Drs. Wren and

Cheezum will dedicate 0.5 FTE to the MPH program in Year One. As the size of the MPH student body grows, the amount of faculty time dedicated to the MPH program and number of full-time affiliated faculty will increase such that the CEPH-required student:faculty ratio of no more than 10:1 is maintained.

One new full-time, tenure-track position is requested in each of Years Two, Three, and Four in order to meet the cross-cutting competencies required by CEPH and to ensure continued delivery of all courses required in the undergraduate and graduate programs in Health Sciences. Under Administrative costs, we have included \$12,600 each year to compensate the Program Coordinator applying the standard formula used in the School of Health Sciences.

#### *Staff Positions*

We have included funds for minimal staff to support the operations of this master's program. We have budgeted one staff position to help us manage marketing, graduate applications and admissions, as well as all of the required paperwork and processing associated with CEPH-required practicum and capstone sites. This staff member will also be expected to help with advising, curriculum planning, and student retention. Because the Health Sciences Program does not currently have any graduate programs, there are no existing resources or economies of scale to draw upon making this position essential.

#### *Library Holdings*

Shawn Lombardo, Coordinator of Collections, Kresge Library, prepared a formal evaluation of the library holdings in support of the proposed MPH program. Her evaluation is included in Appendix L. We have taken the annual library budget provided on the last page of this report and inserted it into the pro forma. In sum, these funds support a subscription to the Health and Psychosocial Instruments index, purchase of additional monographs and reference books, relevant journal subscriptions and a modest annual stipend to support ongoing resources that will support the MPH program.

#### *Graduate Assistants*

We budgeted for two Graduate Assistant (GA) positions in the first four years increasing to four (4) in Year Five. We believe these Graduate Assistants will be warranted in terms of the increased support and mentorship provided by the new faculty lines. These positions can be further divided into four (and subsequently eight) partial GA positions if the pool of talented graduate student applicants warrants. Tuition for these positions is also included under Operating Expenses.

#### *Space*

In 2012, the Schools of Health Sciences and Nursing moved into the new LEED-platinum certified Human Health Building. Sufficient classroom, office, and research space for the faculty, staff person, and graduate assistants is available in the new building. As the number of MPH faculty increases, additional office and research space in the new Human Health Building will be necessary.



*Equipment, Computer and Other Maintenance Costs*

Expenditures for equipment and computers are \$7000 in Year One in order to provide sufficient hardware and software technology support for the full-time staff person and advisor. Reduced funding is requested in Years Two, Three, and Four in order to provide required and standard computing for the new full-time tenure-track faculty. In Year Five, ongoing equipment funding is requested for routine maintenance and upgrades to hardware, software, and licensing fees.

*Supplies and Services*

We have included a modest \$15,000 in supplies and services in Year One to cover the initial costs of marketing, brochures, and printing, banners, sponsorships, media buys, trade show materials and table rentals at relevant public health meetings. Travel costs are \$5000 in the first year to raise awareness of a new program and are reduced in subsequent years. These costs will enable the professional staff person and perhaps one faculty member to travel to a professional meeting for student recruitment. Telephone costs, required, are budgeted at the minimum amount. These expenditures, notably supplies and services costs, are reduced in Years Two and Three and hold steady beginning in Year Four.

**Five-Year Timeline**

The 5-year timeline is contained with the pro forma budget shown in Appendix H.

**Program Assessment Plan**

The approved assessment plan for the MPH program is included as Appendix J.

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### Appendix A: Comparable Public Health-Related Programs in the Area

University	Location	School or College	Departments / Programs	Degrees	Credit Hrs	Cost/tuition	CEPH Accrd?
University of Michigan – Ann Arbor	MI (Ann Arbor)	School of Public Health	Biostatistics Environmental Health Science Epidemiology Health Behavior & Health Education Health Management & Policy	MPH MS  MHSA PhD	Typically 60 in four terms but reduction possible	\$47900 (resident); \$80,000 (non-resident)	YES
Central Michigan University	MI (Mount Pleasant)	College of Education and Human Services	Nutrition and Dietetics (Distance learning) Health Promotion and Program Mgmt (currently closed)	MS	31-37	\$15,000 (resident); \$28000 (non-resident)--fees not available	No
Eastern Michigan University	MI (Ypsilanti)	College of Health and Human Services	Health Education Dietetics Human Nutrition (Distance learning)	MS	36 72 30	\$20,000 (resident); \$36,000 (non-resident)	No
University of Michigan – Flint	MI (Flint)	School of Health Professions and Studies	Health Education	MS	39	\$20,000 (resident); \$30,000 (non-resident)	No
Michigan State University	MI (East Lansing)	College of Human Medicine  College of Agriculture and Natural Resources College of Communication Arts and Sciences	Epidemiology Public Health  Human Nutrition  Health Communication	MS MPH PhD  MS PhD  MA	42     33	\$24,000 (resident); \$48,000 (non-resident)	No
Wayne State University	MI (Detroit)	School of Medicine College of Education College of Liberal Arts and Sciences College of Pharmacy and Health Sciences	Public Health Medical Research Health Education  Nutrition and Food Science Medical Research Occupational and Environmental Health	MPH  Med  MA MS MS	42  36  32 30 32	\$29,000 (resident); \$55,000 (non-resident)	YES



University	Location	School or College	Departments / Programs	Degrees	Credit Hrs	Cost/tuition	CEPH Accrd?
University of Illinois at Chicago	IL (Chicago)	School of Public Health	Community Health Sciences (Online option) Environmental and Occupational Health Sciences Epidemiology Biostatistics Health Policy and Administration (online option)	MPH MHA MS PhD DrPH	42-53	\$37,000 (in-state); \$61,000 (out-of-state)	YES
Northern Illinois University	IL (Dekalb)	College of Health and Human Sciences	Health Promotion  Health Services Management	MPH	43-46 (non-thesis; +6 for thesis option)	\$20,000 (resident); \$35,000 (non-resident)	YES
Northwestern University	IL (Chicago)	School of Medicine	Public Health  Epidemiology and Biostatistics	MPH MSEB	19 UNITS/classes (2.5 year program)	\$79,000	YES
Southern Illinois University - Carbondale	IL (Carbondale)	College of Education and Human Services	Community Health Education	MPH	43	\$25,000 (resident); \$52,000 (non-resident)	YES
Loyola University	IL (Mayville), but MPH program is ONLINE	School of Medicine (online)	Health Policy and Law Epidemiology Health Management	MPH	44	\$48,000	
Indiana University & Purdue University - Indianapolis	IN (Indianapolis)	School of Medicine (but accredited by ASPH)	Epidemiology Health Policy and Management Biostatistics Health Administration Environmental Health Social and Behavioral Sciences	MPH MHA PhD	45	\$21,000 (resident); \$52,000 (non-resident)	YES
Indiana University - Bloomington	IN (Bloomington)	School of Public Health	Behavioral, Social, and Community Health Biostatistics Environmental Health Epidemiology Exercise Physiology Health Behavior Health Promotion Nutrition Science Public Health Public Health Administration	MPH PhD MS	43	\$23,000 (resident); \$45,000 (non-resident)	YES

University	Location	School or College	Departments / Programs	Degrees	Credit Hrs	Cost/tuition	CEPH Accrd?
Ohio State University	OH (Columbus)	School of Public Health	Biostatistics  Environmental Health Sciences Epidemiology Health Behavior and Health Promotion Health Services Management and Policy Clinical Translational Science Veterinary Public Health	MPH  MHA MS PhD	45-48	\$26,000 (resident); \$60,000 (non-resident)	YES
Case Western Reserve University	OH (Cleveland)	School of Public Health School of Medicine	Population Health Research Global Health Health Care Policy and Administration Health Promotion and Disease Prevention Genetic Epidemiology and Bioinformatics Global Health Epidemiology Health Behavior and Prevention Health Care Organizations, Outcomes, and Policy Biostatistics Nutrition Public Health Nutrition Internship Program Environmental Health Sciences	MPH  PhD MS	36-42	\$53,500	YES
Northwest Ohio Consortium for Public Health (Bowling Green State University and University of Toledo); accredited	OH (Toledo)	Consortium	Environmental and Occupational Health Sciences Health Promotion and Education Public Health Administration Public Health Epidemiology Public Health Nutrition	MPH	45	\$23,000 (resident); \$42,000 (non-resident)	YES

University	Location	School or College	Departments / Programs	Degrees	Credit Hrs	Cost/tuition	CEPH Accrd?
Wright State University	OH (Dayton)	School of Medicine	Emergency Preparedness Global Health Health Promotion and Education Public Health Management	MPH	42	\$25,000 (resident); \$42,000 (non-resident)	YES
University of Minnesota	MN (Minneapolis)	School of Public Health	Biostatistics  Community Health Promotion Environmental Health Epidemiology Maternal and Child Health Public Health Administration and Policy Public Health Medicine Public Health Nutrition  Veterinary Public Health	MPH  MHA  MS PhD	42-48	\$32,000 (resident); \$46,000 (non-resident)	YES
University of Wisconsin-Lacrosse	WI (Lacrosse)	College of Science and Health	Community Health Education	MPH	44	\$14,000 (resident); \$71,000 (non-resident)	YES
University of Wisconsin-Milwaukee	(WI) Milwaukee	Zilber School of Public Health	Enviornmental and Occupational Health  Community Health Promotion	MPH  MPH, PhD (2013) MPH, PhD (TBD)	  42 45	~\$38,200-40,950	No
University of Wisconsin-Madison	(WI) Madison	School of Medicine and Public Health	Population Health Sciences	MPH  PhD, Population Health MPH dual degrees MS, Population Health	42	33,800 (in state), 68,750 (out of state)	YES
Medical College of Wisconsin	(WI) Milwaukee (program is on-line)	Institute for Health and Society	Public Health	MPH BS/MPH	42 (certificate 15)	\$29,820 \$10,650	YES



## Appendix B: MPH Curriculum Comparison

	Michigan State University	Cr	University of Michigan	Cr	Wayne State University	Cr
<b>Core Courses</b>						
Biostatistics	Biostatistics for Public Health (HM 802)	3	Introduction to Biostatistics (BIO 503)	4	Biostatistics (FPH 7015)	4
Environmental Health Sciences	Environmental Factors of Health (HM 806)	3	Principles of Environmental Health Sciences (EHS 500)	3	Principles of Environmental Health (OEH 7420)	3
Epidemiology	Epidemiology and Public Health (HM 803)	3	Strategies & Uses of Epidemiology (EPID 503)	3	Epidemiology (FPH 7240) & Applied Epid (FPH 7250)	6
Health Policy & Management	Public Health Administration (HM 804)	3	Survey of the US Health Care System (HMP 602)	3	Social Basis of Health Care (FPH 7320)	3
Social & Behavioral Sciences	Social and Behavioral Aspects of Public Health (HM 805)	3	Psychosocial Factors in Health-Related Behavior (HBHE 600)	3	Community Health Organization and Administration (FPH 7100)	3
<b>Additional Required Courses</b>	Introduction to Public Health (HM 801)	3	Program Development in Health Education (HBHE 651)	3	Seminar in Public Health (FPH 7010)	1
			Techniques of Survey Research (HBHE 530)	3	Health Program Evaluation (FPH 7230)	3
					Research Methods for Health Professionals (FPH 7210)	4
<b>Elective Courses</b>	6 elective courses	18	10-11 elective courses	~ 30	3 elective courses	9
<b>Field/Practicum Experience</b>	Introduction to Public Health Practicum (HM 891)	1	318 to 636 hours of supervised work	3-6 credit reduction	Practicum in Public Health (FPH 7440)	3
	Public Health Practicum (HM 892) + 240 hours of work	3				
<b>Capstone</b>	Public Health Capstone (HM 893)	2	MPH Capstone	1	MPH Research Project (FPH 8990)	3
<b>Total Credits</b>		<b>42</b>		<b>60</b>		<b>42</b>

## Appendix C: Student Survey Instrument and Results

Public health involves improving people's health with research and education about causes of disease and ways to lead healthier lives. People who earn a master's degree in public health (MPH) pursue meaningful careers in organizations as varied as the World Health Organization (WHO), the Centers for Disease Control (CDC), local health departments, community organizations, hospitals, HMOs, and consulting firms, among others.

We want to learn about your interest in studying public health, your current status as a student, and whether a potential new master's program in public health might change your academic and career plans.

Please read each question carefully and give the answer that best describes you. There are no right or wrong answers and all answers are confidential. After completing the survey, you will have an opportunity to enter a drawing for an iPod Touch.

### Did you know that Oakland University is considering offering a master's degree in public health (MPH)?

Answer Options	Response Percent	Response Count
Yes	22.9%	104
No	77.1%	350
<i>answered question</i>		<b>454</b>
<i>skipped question</i>		<b>0</b>

Public health master's degree programs sometimes offer specializations in five areas: biostatistics, environmental health science, epidemiology, health education, and health policy.

In the next few questions, we will describe each specialization and ask how interested you are in getting an MPH in each area.

### BIOSTATISTICS involves using mathematical modeling and statistics to solve health problems. How interested are you in getting an MPH with a specialization in BIOSTATISTICS at Oakland University?

Answer Options	Response Percent	Response Count
Extremely interested	1.6%	7
Very interested	11.8%	51
Neither interested nor disinterested	46.9%	203
Very disinterested	26.3%	114
Extremely disinterested	13.4%	58
<i>answered question</i>		<b>433</b>
<i>skipped question</i>		<b>21</b>



**ENVIRONMENTAL HEALTH SCIENCE** involves examining how toxins and other environmental factors affect human health. How interested are you in getting an MPH with a specialization in ENVIRONMENTAL HEALTH SCIENCE at Oakland University?

Answer Options	Response Percent	Response Count
Extremely interested	6.7%	29
Very interested	36.0%	156
Neither interested nor disinterested	40.6%	176
Very disinterested	12.0%	52
Extremely disinterested	4.6%	20
<i>answered question</i>		<b>433</b>
<i>skipped question</i>		<b>21</b>

**EPIDEMIOLOGY** involves studying disease patterns and outbreaks in large populations. How interested are you in getting an MPH with a specialization in EPIDEMIOLOGY at Oakland University?

Answer Options	Response Percent	Response Count
Extremely interested	10.4%	45
Very interested	43.2%	187
Neither interested nor disinterested	33.3%	144
Very disinterested	8.1%	35
Extremely disinterested	5.1%	22
<i>answered question</i>		<b>433</b>
<i>skipped question</i>		<b>21</b>

**HEALTH EDUCATION** involves understanding health behaviors and encouraging people to make healthier choices. How interested are you in getting an MPH in HEALTH EDUCATION at Oakland University?

Answer Options	Response Percent	Response Count
Extremely interested	28.6%	124
Very interested	42.5%	184
Neither interested nor disinterested	21.7%	94
Very disinterested	4.4%	19
Extremely disinterested	2.8%	12
<i>answered question</i>		<b>433</b>
<i>skipped question</i>		<b>21</b>



**HEALTH POLICY involves using management and public policy tools to improve health and health care. How interested are you in getting an MPH in HEALTH POLICY at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	12.5%	54
Very interested	33.9%	147
Neither interested nor disinterested	37.4%	162
Very disinterested	12.5%	54
Extremely disinterested	3.7%	16
<i>answered question</i>		<b>433</b>
<i>skipped question</i>		<b>21</b>

**Overall, how interested would you be in getting an MPH in any of the five specializations at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	16.1%	69
Very interested	38.5%	165
Neither interested nor disinterested	34.3%	147
Very disinterested	8.2%	35
Extremely disinterested	3.0%	13
<i>answered question</i>		<b>429</b>
<i>skipped question</i>		<b>25</b>

**Would you prefer a program where students are equally trained in all five specializations or would you prefer to focus on one, but learn a little about the others?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Equal training in all specializations	30.3%	130
Focus on one specialization	61.3%	263
No opinion	8.4%	36
<i>answered question</i>		<b>429</b>
<i>skipped question</i>		<b>25</b>

**How much need is there for a master's degree program in public health at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Great need	39.9%	171
Moderate need	37.3%	160
Some need	18.9%	81
A little need	3.0%	13
No need	0.9%	4
<i>answered question</i>		<b>429</b>
<i>skipped question</i>		<b>25</b>

**How likely would you be to apply for admission to an MPH program at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely likely	10.5%	45
Very likely	27.3%	117
Neither likely nor unlikely	33.2%	142
Very unlikely	17.3%	74
Extremely unlikely	11.7%	50
<i>answered question</i>		<b>428</b>
<i>skipped question</i>		<b>26</b>

**Would you prefer an MPH program that is full- or part-time?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Full-time	34.3%	147
Part-time	36.4%	156
No opinion	29.2%	125
<i>answered question</i>		<b>428</b>
<i>skipped question</i>		<b>26</b>



**How would you like the MPH program to be structured? Check more than one option, if you want.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Blocked class times (one four-day weekend a month)	25.9%	111
Traditional full-day program	41.8%	179
Evening program	30.6%	131
Web-based instruction	36.2%	155
Distance learning / video conferencing	14.0%	60
No preference	22.9%	98
<i>answered question</i>		<b>428</b>
<i>skipped question</i>		<b>26</b>

**If you were admitted to an MPH program at Oakland University, how soon would you want to start?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
As soon as possible	21.4%	91
Within the next 1-2 years	27.0%	115
Within the next 3-5 years	11.3%	48
I would like to enroll, but I am not sure when	13.4%	57
I would not enroll	27.0%	115
<i>answered question</i>		<b>426</b>
<i>skipped question</i>		<b>28</b>

**Do you know anyone else who would be interested in an MPH program at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	58.7%	250
No	41.3%	176
<i>answered question</i>		<b>426</b>
<i>skipped question</i>		<b>28</b>

**How would a new master's degree program in public health change your feelings about attending Oakland University now or in the future? Would your feelings be:**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Much more positive	12.7%	54
More positive	45.8%	195
Unchanged	41.1%	175
More negative	0.0%	0
Much more negative	0.5%	2
<i>answered question</i>		<b>426</b>
<i>skipped question</i>		<b>28</b>



**Are you now working or have you ever worked in public health, medicine, health sciences, wellness, or health promotion?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	57.1%	241
No	42.9%	181
<i>answered question</i>		<b>422</b>
<i>skipped question</i>		<b>32</b>

**Have you declared a major?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes, I am majoring in a health-related field.	79.5%	337
Yes, I am majoring in a non-health field.	13.4%	57
No, I am currently undecided.	7.1%	30
<i>answered question</i>		<b>424</b>
<i>skipped question</i>		<b>30</b>

**In which school or college are you enrolled?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
College of Arts and Sciences	9.0%	38
School of Business Administration	4.2%	18
School of Education and Human Services	1.4%	6
School of Engineering and Computer Science	0.5%	2
School of Health Sciences	56.6%	240
School of Nursing	22.2%	94
Undecided	6.1%	26
<i>answered question</i>		<b>424</b>
<i>skipped question</i>		<b>30</b>

**Sex**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Male	23.3%	99
Female	76.7%	325
<i>answered question</i>		<b>424</b>
<i>skipped question</i>		<b>30</b>

<b>Race/Ethnicity (Check all that apply)</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
White/Caucasian	84.1%	354
Black/African-American	5.5%	23
Hispanic/Latino	3.1%	13
Asian/Pacific Islander	4.8%	20
Native American	1.0%	4
Arab American/Chaldean/Middle Eastern	4.5%	19
Other (please specify)	1.4%	6
<i>answered question</i>		<b>421</b>
<i>skipped question</i>		<b>33</b>

<b>Age</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
18 years or younger	7.5%	32
19-20 years	25.0%	106
21-24 years	35.8%	152
25-29 years	12.5%	53
30 years or older	19.1%	81
<i>answered question</i>		<b>424</b>
<i>skipped question</i>		<b>30</b>

Thank you for completing this survey. If you want to be included in the drawing for the iPod Touch, please type your full name and Oakland University email address here. This information will only be used for the drawing and will not be linked to your survey answers.



## Appendix D: Employer Survey Instrument and Results

The School of Health Sciences at Oakland University is considering the creation of a new master's degree program in public health. We are interested in your thoughts about the potential need and structure of this program, as well as whether you think your employer would be interested in hiring graduates of this program. Your answers are confidential and we very much appreciate your time.

**Before starting this survey, did you know that Oakland University is considering offering a master's degree in public health (MPH)?**

Answer Options	Response Percent	Response Count
Yes	15.8%	3
No	84.2%	16
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>0</b>

**Does your employer currently employ persons in the field(s) of public health, epidemiology, biostatistics, health education, health sciences, wellness, or health promotion?**

Answer Options	Response Percent	Response Count
Yes	52.6%	10
No	47.4%	9
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>0</b>

**How likely is your employer to hire persons in the field(s) of public health, epidemiology, biostatistics, health education, health sciences, wellness, or health promotion in the next two years?**

Answer Options	Response Percent	Response Count
Extremely likely	10.5%	2
Very likely	15.8%	3
Neither likely nor unlikely	26.3%	5
Very unlikely	26.3%	5
Extremely unlikely	21.1%	4
<i>answered question</i>		<b>19</b>
<i>skipped question</i>		<b>0</b>



**How much need is there for a master's degree program in public health at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Great need	12.5%	2
Moderate need	25.0%	4
Some need	37.5%	6
A little need	0.0%	0
No need	25.0%	4
<b><i>answered question</i></b>		<b>16</b>
<b><i>skipped question</i></b>		<b>3</b>

**How interested would your employer be in serving as a certified internship or employment site for MPH students during their studies at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	0.0%	0
Very interested	31.3%	5
Neither interested nor disinterested	31.3%	5
Very disinterested	12.5%	2
Extremely disinterested	25.0%	4
<b><i>answered question</i></b>		<b>16</b>
<b><i>skipped question</i></b>		<b>3</b>

**How likely is your employer to hire a graduate of Oakland University with an MPH?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely likely	0.0%	0
Very likely	12.5%	2
Neither likely nor unlikely	56.3%	9
Very unlikely	18.8%	3
Extremely unlikely	12.5%	2
<b><i>answered question</i></b>		<b>16</b>
<b><i>skipped question</i></b>		<b>3</b>

Traditionally, public health programs include five areas of specialization: biostatistics, environmental health science, epidemiology, health education/behavioral science, and health management/policy. In the next few questions, we would like to know how interested you (or your employer) would be in seeing graduate students prepared in each of these areas.

**How interested would you be in seeing graduate students prepared with an MPH in Biostatistics (using mathematical modeling and statistical procedures to solve public health problems) at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	15.4%	2
Very interested	23.1%	3
Neither interested nor disinterested	38.5%	5
Very disinterested	15.4%	2
Extremely disinterested	7.7%	1
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**How interested would you be in seeing graduate students prepared with an MPH in Environmental Health Science (examining how toxins and other environmental factors affect human health) at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	7.7%	1
Very interested	38.5%	5
Neither interested nor disinterested	30.8%	4
Very disinterested	15.4%	2
Extremely disinterested	7.7%	1
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**How interested would you be in seeing graduate students prepared with an MPH in Epidemiology (studying disease patterns and outbreaks in large populations) at Oakland University?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Extremely interested	7.7%	1
Very interested	23.1%	3
Neither interested nor disinterested	46.2%	6
Very disinterested	15.4%	2
Extremely disinterested	7.7%	1
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>



**How interested would you be in seeing graduate students prepared with an MPH in Health Education/Behavioral Science (understanding health behaviors and encouraging people to make healthier choices) at Oakland University?**

Answer Options	Response Percent	Response Count
Extremely interested	7.7%	1
Very interested	38.5%	5
Neither interested nor disinterested	30.8%	4
Very disinterested	23.1%	3
Extremely disinterested	0.0%	0
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**How interested would you be in seeing graduate students prepared with an MPH in Health Management/Policy (using policy and management tools to improve health and health care) at Oakland University?**

Answer Options	Response Percent	Response Count
Extremely interested	15.4%	2
Very interested	38.5%	5
Neither interested nor disinterested	23.1%	3
Very disinterested	15.4%	2
Extremely disinterested	7.7%	1
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**Do you know of other employers who might be interested in seeing graduate students with an MPH from Oakland University?**

Answer Options	Response Percent	Response Count
Yes	30.8%	4
No	69.2%	9
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**Would you prefer to see graduate students with specialist or generalist (across all specializations) MPH training?**

Answer Options	Response Percent	Response Count
Specialist training	30.8%	4
Generalist training	15.4%	2
No preference	53.8%	7
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>



**What is your current job?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Public health professional	7.7%	1
Physician	0.0%	0
Registered nurse	7.7%	1
Exercise physiologist	0.0%	0
Physical therapist	7.7%	1
Registered dietitian	0.0%	0
Other	84.6%	11
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**Do you have a graduate degree or certification in public health?**

Answer Options	Response Percent	Response Count
Yes	23.1%	3
No	76.9%	10
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**Sex**

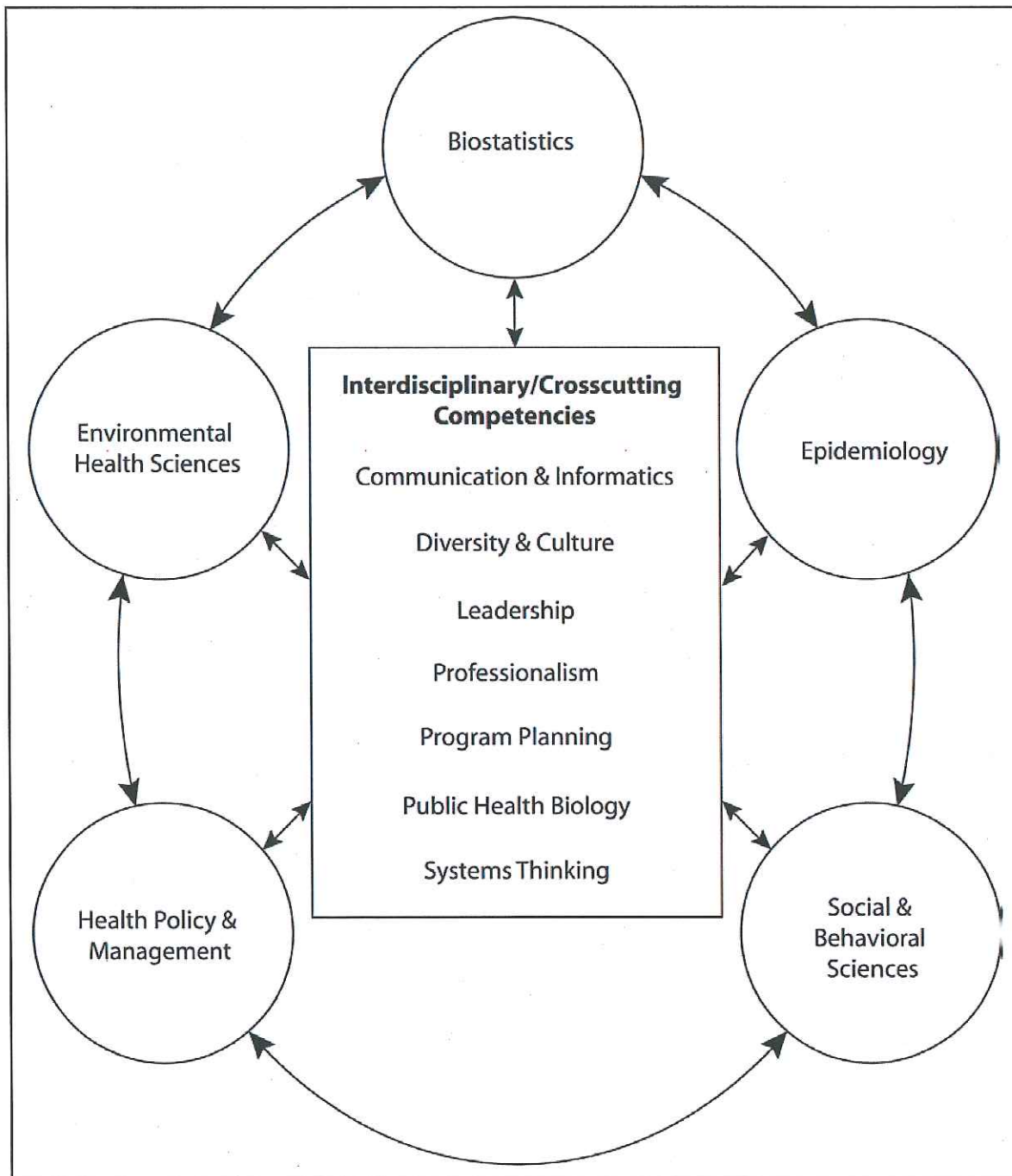
Answer Options	Response Percent	Response Count
Male	38.5%	5
Female	61.5%	8
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

**Race/Ethnicity (Choose all that apply)**

Answer Options	Response Percent	Response Count
White/Caucasian	84.6%	11
Black/African-American	7.7%	1
Hispanic/Latino	0.0%	0
Asian/Pacific Islander	0.0%	0
Native American	0.0%	0
Arab American/Chaldean/Middle Eastern	0.0%	0
Other (please specify)	7.7%	1
<i>answered question</i>		<b>13</b>
<i>skipped question</i>		<b>6</b>

Thank you for completing our survey. Your answers will be very helpful as we seek to develop new educational opportunities at Oakland University.

## Appendix E: Association of Schools of Public Health (ASPH) Core Competency Model





## Appendix F: Association of Schools of Public Health (ASPH) Core Competencies

**A. BIOSTATISTICS** is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

- A. 1. Describe the roles biostatistics serves in the discipline of public health.
- A. 2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- A. 3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- A. 4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- A. 5. Apply descriptive techniques commonly used to summarize public health data.
- A. 6. Apply common statistical methods for inference.
- A. 7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- A. 8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- A. 9. Interpret results of statistical analyses found in public health studies.
- A.10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

**B. ENVIRONMENTAL HEALTH SCIENCES** represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community.

- B. 1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- B. 2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- B. 3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- B. 4. Specify current environmental risk assessment methods.
- B. 5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- B. 6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- B. 7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
- B. 8. Develop a testable model of environmental insult.

**C. EPIDEMIOLOGY** is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems.

- C. 1. Identify key sources of data for epidemiologic purposes.
- C. 2. Identify the principles and limitations of public health screening programs.
- C. 3. Describe a public health problem in terms of magnitude, person, time and place.
- C. 4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- C. 5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- C. 6. Apply the basic terminology and definitions of epidemiology.
- C. 7. Calculate basic epidemiology measures.
- C. 8. Communicate epidemiologic information to lay and professional audiences.
- C. 9. Draw appropriate inferences from epidemiologic data.
- C. 10. Evaluate the strengths and limitations of epidemiologic reports.

**D. HEALTH POLICY AND MANAGEMENT** is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

- D.1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
- D. 2. Describe the legal and ethical bases for public health and health services.
- D. 3. Explain methods of ensuring community health safety and preparedness.
- D. 4. Discuss the policy process for improving the health status of populations.
- D. 5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
- D. 6. Apply principles of strategic planning and marketing to public health.
- D. 7. Apply quality and performance improvement concepts to address organizational performance issues.
- D. 8. Apply "systems thinking" for resolving organizational problems.
- D. 9. Communicate health policy and management issues using appropriate channels and technologies.
- D.10. Demonstrate leadership skills for building partnerships.



**E. SOCIAL AND BEHAVIORAL SCIENCES** address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

- E. 1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
- E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- E. 6. Describe the role of social and community factors in both the onset and solution of public health problems.
- E. 7. Describe the merits of social and behavioral science interventions and policies.
- E. 8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- E. 9. Apply ethical principles to public health program planning, implementation and evaluation.
- E. 10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.



**F. COMMUNICATION AND INFORMATICS** The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

- F. 1. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
- F. 2. Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
- F. 3. Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
- F. 4. Apply theory and strategy-based communication principles across different settings and audiences.
- F. 5. Apply legal and ethical principles to the use of information technology and resources in public health settings.
- F. 6. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
- F. 7. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
- F. 8. Use information technology to access, evaluate, and interpret public health data.
- F. 9. Use informatics methods and resources as strategic tools to promote public health.
- F. 10. Use informatics and communication methods to advocate for community public health programs and policies.

**G. DIVERSITY AND CULTURE** The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

- G.1. Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
- G. 2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
- G. 3. Explain why cultural competence alone cannot address health disparity.
- G. 4. Discuss the importance and characteristics of a sustainable diverse public health workforce.
- G. 5. Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
- G. 6. Apply the principles of community-based participatory research to improve health in diverse populations.
- G. 7. Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
- G. 8. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
- G. 9. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
- G.10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

**H. LEADERSHIP** The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

- H.1. Describe the attributes of leadership in public health.
- H. 2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
- H. 3. Articulate an achievable mission, set of core values, and vision.
- H. 4. Engage in dialogue and learning from others to advance public health goals.
- H. 5. Demonstrate team building, negotiation, and conflict management skills.
- H. 6. Demonstrate transparency, integrity, and honesty in all actions.
- H. 7. Use collaborative methods for achieving organizational and community health goals.
- H. 8. Apply social justice and human rights principles when addressing community needs.
- H. 9. Develop motivating strategies for collaborative problem solving, decision-making, and evaluation.

**I. PUBLIC HEALTH BIOLOGY** The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.

- I.1. Specify the role of the immune system in population health.
- I. 2. Describe how behavior alters human biology.
- I. 3. Identify the ethical, social and legal issues implied by public health biology.
- I. 4. Explain the biological and molecular basis of public health.
- I. 5. Explain the role of biology in the ecological model of population-based health.
- I. 6. Explain how genetics and genomics affect disease processes and public health policy and practice.
- I. 7. Articulate how biological, chemical and physical agents affect human health.
- I. 8. Apply biological principles to development and implementation of disease prevention, control, or management programs.
- I. 9. Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
- I. 10. Integrate general biological and molecular concepts into public health.



**J. PROFESSIONALISM** The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

- J.1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
- J. 2. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
- J. 3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
- J. 4. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
- J. 5. Promote high standards of personal and organizational integrity, compassion, honesty and respect
- J. 6. Analyze determinants of health and disease using an ecological framework.
- J. 7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.
- J. 8. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
- J. 9. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
- J. 10. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
- J. 11. Value commitment to lifelong learning and professional service

**K. PROGRAM PLANNING** The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

- K.1. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- K. 2. Describe the tasks necessary to assure that program implementation occurs as intended.
- K. 3. Explain how the findings of a program evaluation can be used.
- K. 4. Explain the contribution of logic models in program development, implementation, and evaluation.
- K. 5. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K. 6. Differentiate the purposes of formative, process, and outcome evaluation.
- K. 7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphasizes on reliability and validity.
- K. 8. Prepare a program budget with justification.
- K. 9. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
- K. 10. Assess evaluation reports in relation to their quality, utility, and impact on public health.

**L. SYSTEMS THINKING** The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

- L. 1. Identify characteristics of a system.
- L. 2. Identify unintended consequences produced by changes made to a public health system.
- L. 3. Provide examples of feedback loops and “stocks and flows” within a public health system.
- L. 4. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
- L. 5. Explain how systems models can be tested and validated.
- L. 6. Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
- L. 7. Illustrate measurement of changes in public health systems (including input, processes, output)
- L. 8. Analyze inter-relationships among systems that influence the quality of life of people in their communities.
- L. 9. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
- L. 10. Analyze the impact of global trends and interdependencies on public health related problems.
- L. 11. Assess strengths and weaknesses of applying the systems approach to public health problems.



# ACCREDITATION CRITERIA PUBLIC HEALTH PROGRAMS

AMENDED JUNE 2011



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## **Basis of Accreditation Review**

### **CEPH Purpose and Procedures**

The Council on Education for Public Health (CEPH) is the only independent agency recognized to accredit graduate schools of public health and graduate public health programs outside schools of public health. CEPH assists schools and programs in evaluating the quality of their instructional, research and service efforts, and grants accreditation to those schools and programs that meet its published criteria.

CEPH accreditation procedures are detailed in a separate manual, which should be used in conjunction with these criteria. A separate criteria document is published by CEPH for schools of public health.

### **Bases for Accreditation Criteria**

Accreditation of institutions that prepare graduates for public health practice, as an area of specialized accreditation, is based on the unique functions that public health schools and programs perform in universities and health science centers. Their educational functions derive from the variety of functions performed by school and program graduates in the health and medical care system and in society. The goals of those professionals working "to enhance health in human populations, through organized community effort"<sup>1</sup> are to identify the totality of health problems and needs of defined populations, to consider mechanisms by which the needs may be met, and to assure services essential to protect and promote the health of populations.

The missions and goals of public health schools and programs focus on preparing individuals who will serve as practitioners, researchers and instructors who are competent to carry out broad public health functions in local, state, national and international settings.

For purposes of CEPH accreditation, excellence in education relates directly to proficiency in practice. By defining educational quality in terms of competence of the graduates of schools and programs reviewed for accreditation, CEPH criteria serve to link learning with application in practice or research settings. Graduates who prepare for practice in a defined professional specialty area should be ready, when granted their degrees, to begin professional careers with a level of competence appropriate to their education and previous experience, and to stay current with developments in public health and related fields. Graduates who prepare for research careers should be prepared to engage in research that addresses community-relevant public health questions.

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<sup>1</sup> Definition adopted by CEPH, 1978

CEPH criteria for accreditation, as set out on the following pages, deal with both process and outcomes—the ends to be achieved through public health educational, research and service activities, the means used to achieve the desired ends and evaluation of the degree to which the desired ends are attained.

### **Characteristics of a Public Health Program**

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and community and that combines educational excellence with applicability to the world of public health practice.

## Criteria, Interpretations and Documentation

### 1.0 The Public Health Program

#### 1.1 **Mission.** The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

**Interpretation.** While each program must define its own mission, it is expected that all programs of public health will be guided by the broad mission of public health, which was defined by CEPH in 1978 as "enhancing health in human populations, through organized community effort." Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Thus, all programs of public health will be constituted as a consortium of disciplines, together addressing the health of the community through instruction, research and community service. It is further expected that all programs of public health, at a minimum, will prepare public health practitioners who have a prevention orientation and are able to identify and assess needs of populations; plan, implement and evaluate programs to address identified needs; and otherwise assure conditions that protect and promote the health of populations.

In addition, the program may define its mission to include other roles and functions, which derive from the purposes of its parent institution, reflect its own aspirations and are responsive to the changing health needs and demands of populations within the program's defined service area(s). These factors may be important considerations in the program's definition of its values. The mission, goals and objectives should reflect the program's defined values.

The mission, goals and objectives must specifically identify what the program has proposed to accomplish through its public health instructional, research and service activities.

The mission, goals and objectives of a program should prescribe and limit the activities of the program in ways that permit both the rational allocation of resources and evaluation of outcomes. The goals and objectives should be the basis of the program's evaluation activities. There should be clearly delineated relationships between the mission and goals and between the goals and objectives. Each program will be evaluated by CEPH based on its self-defined mission, goals and objectives.

**Required Documentation.** The self-study document should include the following:

- a. A clear and concise mission statement for the program as a whole.
- b. A statement of values that guides the program.
- c. One or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research and service.
- d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.



- e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.
- f. Description of how the mission, values, goals and objectives are made available to the program's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.
- g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.2 Evaluation. The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.**

**Interpretation.** A public health program must undertake ongoing, well-documented, systematic, broad-based and integrated evaluation of its activities to determine its effectiveness in achieving its stated mission, goals and objectives. The results of this process must be regularly used to inform the program's planning and decision-making processes. A program must demonstrate how evaluation efforts contribute to quality enhancement of its programs and activities.

The program should have specific data collection mechanisms to provide information for the evaluation, which can be used to improve its management and planning. The program should engage its constituents, including community stakeholders, alumni, employers and the university, in evaluation to ensure the consideration of external contextual factors; a wide variety of methods for obtaining stakeholders' input is possible.

Accreditation, and the self-study process, is one, although not the only, method of evaluation for programs of public health. A program that pursues accreditation must undertake a self-study process that is reflective, thoughtful and analytical and that produces a candid assessment of the program's strengths and weaknesses in reference to accreditation criteria.

Like other evaluation activities, the self-study process should involve the program's institutional officers, administrative staff, faculty, student body, alumni and other significant constituencies, especially representatives from the public health community.

**Required Documentation.** The self-study document should include the following:

- a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

- b. Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.
- c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (eg, 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.
- d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.
- e. Assessment of the extent to which this criterion is met, and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.3 Institutional Environment. The program shall be an integral part of an accredited institution of higher education.**

**Interpretation.** An accredited institution of higher education is one that is accredited by a regional accrediting agency recognized by the US Department of Education. When a public health program is sponsored by more than one institution and is operated as a single organizational unit, each parent university must be accredited by a regional accrediting agency. Regardless of whether only one parent university is the degree-granting institution, the organizational relationships with each participating institution shall be clearly defined and shall contribute to the integrity of the program.

**Required Documentation.** The self-study document should include the following:

- a. A brief description of the institution in which the program is located, and the names of accrediting bodies (other than CEPH) to which the institution responds.
- b. One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.
- c. Description of the program's involvement and role in the following:
  - budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising
  - personnel recruitment, selection and advancement, including faculty and staff
  - academic standards and policies, including establishment and oversight of curricula
- d. If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.
- e. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.



- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.4 Organization and Administration.** The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

**Interpretation.** Organization of the program should enhance the potential for fulfillment of its stated mission and goals. The administrative structure and resources should allow the program to carry out its instructional, research and service functions. The environment must be characterized by commitment to the integrity of the institution, including high ethical standards in operations, equity in its dealings with all constituents, support for the pursuit and dissemination of knowledge and accountability to its constituencies. The environment should create an interdisciplinary public health community that fosters learning, research and service.

**Required Documentation.** The self-study document should include the following:

- a. One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.
- b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.
- c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.5 Governance.** The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

**Interpretation.** Within the framework of the university's rules and regulations, program administration and faculty should have sufficient prerogatives to assure integrity of the program and to allow accomplishment of the program's stated mission, goals and objectives. Program faculty should have formal opportunities for input in decisions affecting admissions and progress, resource allocation, faculty recruitment and promotion, curriculum design and evaluation, research and service activities, and degree requirements. Where degrees are awarded to program students through the university's graduate school, program faculty should represent program views and interests in graduate school policy setting and decision making. Students should have formal methods to participate in policy making and decision making within the program.

Students should participate in appropriate aspects of governance including providing student perspectives on instruction, research and service opportunities, field experiences, and career counseling and placement procedures. Administrative mechanisms should permit appropriate



student involvement in program policy formulation and review. Standing and ad hoc committees, with explainable exceptions, should include student members.

**Required Documentation.** The self-study should include the following:

- a. A list of standing and important ad hoc committees, with a statement of charge, composition and current membership for each.
- b. Identification of how the following functions are addressed within the program's committees and organizational structure:
  - general program policy development
  - planning and evaluation
  - budget and resource allocation
  - student recruitment, admission and award of degrees
  - faculty recruitment, retention, promotion and tenure
  - academic standards and policies, including curriculum development
  - research and service expectations and policies
- c. A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.
- d. Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.
- e. Description of student roles in governance, including any formal student organizations.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.6 Fiscal Resources. The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.**

**Interpretation.** Program financial resources shall be sufficient to achieve the program's mission, goals and objectives. Financial support must be adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees, and must adequately support the program's ongoing operation.

**Required Documentation.** The self-study document should include the following:

- a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact the fiscal resources available to the program.

- b. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in a table format as appropriate to the program. See CEPH Data Template 1.6.1.
- c. If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.
- d. Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.
- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.7 Faculty and Other Resources. The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.**

**Interpretation.** Program resources shall be sufficient to achieve the program's mission, goals and objectives. These include personnel (faculty, administration and staff), offices, classrooms, library facilities and holdings, laboratories, computer facilities, field experience sites and other community resources that facilitate partnerships with communities to conduct instruction, research and service.

Adequate faculty resources are critical to the development and sustenance of a public health program. A critical mass of faculty is necessary to support each MPH degree offered, including generalist degrees. While instructional resources may be drawn from other parts of the university and from professionals in practice settings and the community, there must be primary faculty to sustain the curricular requirements for each specialty. To assure a broad ecological perspective, the faculty complement will need to represent various public health disciplines, regardless of the size of the student body.

The size of the faculty complement in relation to the size of the student body should support and encourage effective and regular student/faculty interactions. An appropriate student/faculty ratio (SFR) depends on a number of factors, including the nature of the institution, the range of instructional responsibilities (bachelor's, master's and doctoral) and instructional intensity (eg, didactic material, laboratory supervision, practical experiences, electronic methodologies). Public health instruction is labor intensive and will generally require low SFRs. For graduate education, the SFR should typically be 10:1 or lower. The program's mission and curriculum add context that may make a lower SFR necessary. Both the student headcount (HC) and the student full-time equivalent (FTE) are relevant to the consideration of adequacy of the SFR. For bachelor's degrees in accredited public health programs, the SFR should 1) be adequate for the number of



students, 2) be adequate for the specific curricular goals and methods of delivery and 3) demonstrate consistency with normal and acceptable ratios for other baccalaureate programs within the institution.

An accredited public health program must have at least three primary faculty for each concentration offered and for a generalist degree, if offered. If the program also offers a doctoral degree in any concentration area within the unit of accreditation, then the minimum faculty requirement rises: the program must have five primary faculty in each concentration area that includes both master's and doctoral degrees.

Collaborative programs are subject to the same minimum faculty requirements. Each concentration offered must be supported by the requisite number of faculty members, although faculty may be drawn from multiple institutions to support a single concentration, when appropriate but, typically, the minimum number of faculty may not be sufficient.

Primary faculty are full-time university employees. Primary faculty spend a majority of time/effort (.50 FTE or greater) on activities associated with the public health program. These activities must include regular responsibility for a public health class or classes. Research and service effort should be included in the FTE if the project impacts the public health program and its students.

Adjunct faculty whose primary appointment is elsewhere (eg, at a local health department) are not eligible to count as primary faculty, regardless of their level of commitment to the program, nor are individuals whose appointment at the university is less than full-time. Faculty with nine-month contracts may constitute primary faculty if nine-month contracts are usual practice at the university.

Overall adequacy of resources relates to the ability of the program to assure the continuity of its degree programs and meet its commitments to students and other constituents. The probable stability of resources is a factor in evaluating resource adequacy.

**Required Documentation.** The self-study document should include the following:

- a. A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.
- b. A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including



other faculty. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations.

Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a. (Template 4.1.1) and 4.1.b (Template 4.2.2).

- c. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.
- d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.
- e. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.
- f. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.
- g. A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.
- h. A concise statement of any other resources not mentioned above, if applicable.
- i. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.
- j. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**1.8 Diversity. The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

**Interpretation.** Recognizing that graduates of public health programs may be employed anywhere in the world and work with many different populations, programs should provide a learning environment that prepares their students with broad skills regarding diversity and cultural competence, within the context of their own institution's mission statement. Systematic, coherent and long-term efforts to incorporate elements of diversity are expected at all levels including faculty, staff, students, curriculum, research and service. Programs can accomplish these aims through a variety of practices including incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; policies that are free of harassment and discrimination; reflection in the types of research conducted; and cultural considerations in service or workforce development activities.

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 must define these terms in its own context.

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status.

CEPH understands that the definition of diversity in international settings, as well as the ability to track such data, differs greatly from that in the United States. This does not, however, relieve international institutions from the obligation to demonstrate efforts and outcomes related to diversity and cultural competency.

**Required Documentation.** The self-study document should include the following:

- a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:
  - i. Description of the program's under-represented populations, including a rationale for the designation.
  - ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.
  - iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.
  - iv. Policies that support a climate for working and learning in a diverse setting.
  - v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.
  - vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.
  - vii. Policies and plans to recruit, develop, promote and retain a diverse staff.
  - viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.
  - ix. Regular evaluation of the effectiveness of the above-listed measures.
- b. Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.
- c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.
- d. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.



- e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

## **2.0 Instructional Programs**

- 2.1 Degree Offerings.** The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

**Interpretation.** The program shall offer the Master of Public Health (MPH), the primary professional public health degree. Other master's degrees (eg, MHS, MSPH, MS in industrial hygiene) also designate preparation for professional practice in a community setting and are considered to be equivalent professional master's degrees. All equivalent professional master's degrees are expected to meet the same curricular requirements as the MPH. A program may offer other degrees as well, including bachelor's and doctoral degrees, if these are consistent with its stated mission and if it has the additional resources needed to do so.

A degree program, sometimes referred to as a program of study, course of study or curriculum, is a series of planned and evaluated learning experiences that constitute the total requirements for the award of a degree. The program of study for each concentration, specialization or track within each degree, and for tracks designated as "generalist," shall provide sufficient depth of training in the designated area through required coursework and other experiences.

CEPH categorizes graduate degree programs as professional or academic. A professional degree is one that, based on its learning objectives and types of positions its graduates pursue, prepares students with a broad mastery of the subject matter and methods necessary in a field of practice; it typically requires students to develop the capacity to organize, analyze, interpret and communicate knowledge in an applied manner. A research or academic degree program is one that, based on its learning objectives and the paths its graduates follow, prepares students for scholarly careers, particularly in academia and other research settings; it typically prepares students to investigate, acquire, organize, analyze and disseminate new knowledge in a discipline or field of study.

CEPH does not categorize baccalaureate public health degrees as academic or professional; all baccalaureate public health degrees included in the unit of accreditation are subject to the same



minimum requirements as defined in Criterion 2.8. Public health bachelor's degrees may include BSPH degrees and bachelor of arts and bachelor of science degrees in environmental health, health education and other public health fields.

A public health program may offer a course of study to provide the student with a sound academic background in order to practice competently as a generalist in public health or may offer one or more courses of study in selected areas of basic public health knowledge or closely-related areas, sufficient to constitute an area of specialization. Depth of training requires a critical mass of faculty and sufficient advanced-level courses to support the areas of specialization. "Generalist" degrees must also be defined and supported with sufficient advanced-level courses.

The program is the unit of CEPH accreditation and it is the responsibility of the program to define what degree programs are included within that unit. All MPH degree programs offered by the institution, in all areas of specialization and including those offered in a format other than regular on-site course sessions (eg, distance learning, executive) must be presented for accreditation review. Additional degrees, such as bachelor's or doctoral degrees, may be reviewed for accreditation if defined by the program as part of the unit.

**Required Documentation.** The self-study document should include the following:

- a. An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.
- b. The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.
- c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.2 Program Length. An MPH degree program or equivalent professional master's degree must be at least 42 semester-credit units in length.**

**Interpretation.** Degree programs must conform to commonly accepted standards regarding program length and objectives of the credentials. The MPH degree normally takes two years of full-time study, or the equivalent of 42 semester credit units or 56 quarter credit units. Student credit units may vary from institution to institution and program format may influence the duration of the course of study.

**Required Documentation:** The self-study document should include the following:

- a. Definition of a credit with regard to classroom/contact hours.

- b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.
- c. Information about the number of professional public health master's degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.
- d. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.3 Public Health Core Knowledge. All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.**

**The areas of knowledge basic to public health include the following:**

**Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;**

**Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;**

**Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;**

**Health services administration – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and**

**Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.**

**Interpretation.** Concepts and competencies from these five areas must be integrated into all professional public health degree curricula, including those offered at the master's and doctoral levels. Programs may define the public health core requirements more broadly than this, depending on the mission of the program and the competencies it establishes for its graduates. At a minimum, the five core areas constitute the intellectual framework through which public health professionals in all specializations approach problem solving.

**Required Documentation.** The self-study document should include the following:

- a. Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the program, it need be described only



once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each. See CEPH Data Template 2.3.1.

- b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.4 Practical Skills. All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.**

**Interpretation.** The program must provide opportunities for professional public health degree students at the master's and doctoral levels to apply the knowledge and skills being acquired through their courses of study. Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a professional public health degree program. These opportunities can take place in a variety of agencies and organizations and should include local and state public health agencies to the extent possible and appropriate. Opportunities may also include those in appropriate local, state, national and international non-governmental agencies and organizations. An essential component of the practice experience is supervision by a preceptor qualified to evaluate the professional competence of the student. Programs must have well-defined learning objectives, procedures and criteria for evaluation of the practice experience. Individual waivers, if granted, should be based on well-defined criteria; the possession of a prior professional degree in another field or prior work experience that is not closely related to the academic objectives of the student's degree program should not be sufficient reason for waiving the practice requirement.

While there are advantages to a practice placement conducted full-time in a concentrated block of time, this is not always possible for students. Programs should be sensitive to the constraints of students and may develop alternative modes for providing practice experiences. If the student can do a placement only in his or her regular place of employment, the assignment must extend beyond or be something other than his or her regular work duties and allow application of the knowledge and skills being learned. There should be regular assessment and evaluation of practice placement sites and preceptor qualifications.

Residents in preventive medicine, occupational medicine, aerospace medicine and public health and general preventive medicine completing their academic year in the program may count their practicum year, accredited by the Accreditation Council for Graduate Medical Education, as the required practice experience for the MPH program.

**Required Documentation.** The self-study document should include the following:

- a. Description of the program's policies and procedures regarding practice placements, including the following:
  - selection of sites
  - methods for approving preceptors
  - opportunities for orientation and support for preceptors



- approaches for faculty supervision of students
  - means of evaluating student performance
  - means of evaluating practice placement sites and preceptor qualifications
  - criteria for waiving, altering or reducing the experience, if applicable
- b. Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last two academic years.
  - c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.
  - d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.
  - e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.5 Culminating Experience. All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.**

**Interpretation.** A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Many different models are possible, including written or oral comprehensive examinations, applied practice projects, a major written paper such as a thesis or an applied research project, development of case studies, capstone seminars and others. Each professional public health degree program, whether at the master's or doctoral level, must require a culminating experience.

In those instances when the practice experience is closely linked with the culminating experience, it is essential that these assignments be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge. A major project or analytical paper would, in most cases, be a component of the culminating experience. The evaluation of the practice experience takes on special significance when it is linked to the culminating experience.

**Required Documentation.** The self-study document should include the following:

- a. Identification of the culminating experience required for each professional public health degree program. If this is common across the program's professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.
- b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

- 2.6 Required Competencies.** For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelor's, master's and doctoral).

**Interpretation.** Competencies define what a successful learner should know and be able to do upon completion of a particular program or course of study. These statements describe in measurable terms the knowledge, skills and abilities a successful graduate will demonstrate at the conclusion of the program. The relationship between competencies and learning objectives (the incremental learning experiences at the course and experiential levels that lead to the development of the competencies) should be explicit and aligned with the program's mission, goals and objectives.

The agreement about competencies and the articulation of learning objectives through which competencies are achieved are central to the educational process. Given that competencies define the nature and content of a program and establish explicit student expectations, they should be widely available to students and prospective students, for example, on the program's website, syllabi and/or in student handbooks. Competencies should guide the curriculum planning process and should be the primary measure against which student achievement is measured. Required competencies may change over time as practice changes and/or knowledge and research areas evolve. A program should periodically assess changing needs to ensure the continued relevance of its curricula.

A program may develop its own competencies or may subscribe to competencies that have been promulgated by recognized public health organizations that demonstrate an understanding of public health practice needs. In professional areas where competencies exist, programs should review, adapt and/or modify them, as appropriate and necessary, and use them to inform competency development efforts.

**Required Documentation.** The self-study document should include the following:

- a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (eg, one set each for BSPH, MPH and DrPH).
- b. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.
- c. A matrix that identifies the learning experiences (eg, specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the



program, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree or specialty area. See CEPH Data Template 2.6.1.

- d. Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.
- e. Description of the manner in which competencies are developed, used and made available to students.
- f. Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.
- g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.7 Assessment Procedures. There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.**

**Interpretation.** A public health program shall award or recommend the award of a degree only when the student has demonstrated mastery of necessary theories, concepts and content, and demonstrated competence in the skills defined in the competencies. Procedures for measuring attainment of competencies may include evaluation of performance in practice placements, written project reports or theses, comprehensive examinations and professional credentialing examinations, as examples. Neither grades alone nor the successful completion of a set of required courses should be considered sufficient evidence that a student has mastered the necessary content or demonstrated proficiency in the application of skills. A curriculum is more than a set of required courses. Judgment about the success of an individual student in achieving the competencies should include an assessment about the student's ability to select theories, methods and techniques from across the content matter of a field, to integrate and synthesize knowledge and to apply it to the solution of public health problems. The manner in which this assessment is done may differ between professional and academic programs, among degrees and among specializations.

Programs should be taking steps to ensure graduation rates as high as the program can reasonably attain, but no lower than 70% for baccalaureate and master's degrees and 60% for doctoral degrees. If the program cannot demonstrate graduation rates that meet or exceed these thresholds, the program must demonstrate that its graduation rates are higher than the average graduation rates for other degrees at the same level offered by the institution.

Job placement rates must also be monitored and should also be as high as the program can reasonably attain, but no lower than 80% by degree for those graduates who can be located. If the program cannot demonstrate job placement rates that meet or exceed this threshold, the program must demonstrate that its job placement rates are higher than the average job placement rates for other degrees at the same level offered by the institution. Note: "job



placement" includes both employment and pursuit of additional education through enrollment in educational or training programs.

**Required Documentation.** The self-study document should include the following:

- a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.
- b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.
- c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.
- d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program's graduates on these national examinations for each of the last three years.
- e. Data and analysis regarding the ability of the program's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.8 Bachelor's Degrees in Public Health. If the program offers baccalaureate public health degrees, they shall include the following elements:**

**Required Coursework in Public Health Core Knowledge:** students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

**Elective Public Health Coursework:** in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic,

quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

**Capstone Experience:** students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

**Interpretation.** A program shall have sufficient faculty expertise to support the development and implementation of public health bachelor's degree programs. This criterion does not define a minimum number of total credit hours that are required for the baccalaureate degree, but the number and structure of credit hours must be congruent with other baccalaureate degree programs in the institution. Programs should recognize that delivering public health bachelor's degree programs may require additional or specialized resources in areas such as advising and career counseling, as compared to graduate professional public health degrees.

**Required Documentation.** The self-study document should include the following:

- a. Identification of all bachelor's-level majors offered by the program. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.
- b. Description of specific support and resources available in the program for the bachelor's degree programs.
- c. Identification of required and elective public health courses for the bachelor's degree(s).  
Note: The program must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (ie, required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).
- d. A description of program policies and procedures regarding the capstone experience.
- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

- 2.9 Academic Degrees.** If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.



**Interpretation.** Because public health programs must provide an interdisciplinary learning environment, students pursuing academic health degrees should acquire a broad public health orientation, as well as depth of education in a specific discipline. Given that these degree programs prepare students who may become public health faculty, as well as prepare researchers who will be expected to work in multidisciplinary settings, the curricula should facilitate a broad public health perspective. Opportunities for cross-disciplinary work should be afforded to all academic students.

Students in academic curricula should be familiar with the basic principles and application of epidemiology and should develop competence in other areas of public health knowledge that are particularly relevant to their own disciplines. Ensuring that students are familiar with and competent in public health areas outside the concentration will require at least the equivalent of three semester-credit hours of instruction that introduces students to the breadth of public health and at least the equivalent of three semester-credit hours of instruction in epidemiology. If the program can document that an academic degree student has completed these two requirements for a previous graduate degree, then the program may waive the requirement for the student.

While opportunities to engage in research activities are important for all students, they are essential for students in academic or research curricula. Such opportunities are possible only when faculty themselves are actively engaged in research.

All academic degrees, at the master's or doctoral level, should culminate in an integrative activity that permits the student to demonstrate the ability to successfully undertake research or to demonstrate analytical skills appropriate for the pursuit of further education or scholarship.

**Required Documentation.** The self-study document should include the following:

- a. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.
- b. Identification of the means by which the program assures that students in academic curricula acquire a public health orientation. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.
- c. Identification of the culminating experience required for each academic degree program. If this is common across the program's academic degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.
- d. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.10 Doctoral Degrees. The program may offer doctoral degree programs, if consistent with its mission and resources.**

**Interpretation.** A public health program may offer doctoral degrees if it has faculty expertise, availability of advanced-level courses and active research sufficient to support the development



and offering of doctoral degree curricula. These curricula must meet CEPH's requirements for professional or academic degrees, as appropriate.

Establishment of an accreditable doctoral program is contingent on the establishment and support of sufficient advanced-level coursework within the program. Doctoral programs must not rely extensively on master's-level courses but should have courses that are specifically developed for, and have learning objectives targeted toward, doctoral students. To attract strong doctoral students and to provide all students with a quality education, programs must ensure that doctoral courses are available beyond those associated with the master's degree, such that a student completing an MPH at the program would have ample additional coursework available if he or she were to remain at the institution for doctoral study.

The accreditation criteria do not define a minimum number of post-master's credit hours associated with the degree. The Council expects, however, that credit requirements will fall within the range typical of the discipline. It is especially important that programs clearly explain and document the proportion of total doctoral credits required in post-master's degree didactic coursework and how many credits are allocated to exams and to the dissertation or thesis and related research. In total, many successful academic doctoral programs require at least 50-60 semester credits of didactic coursework. In total, successful professional doctoral programs typically require between 30-50 semester credits of didactic coursework, plus practice experience, exams and a professional project or dissertation.

**Required Documentation.** The self-study document should include the following:

- a. Identification of all doctoral programs offered by the program, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.
- b. Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities, etc.
- c. Data on student progression through each of the program's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.
- d. Identification of specific coursework, for each degree, that is aimed at doctoral-level education.
- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.11 Joint Degrees. If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.**

**Interpretation.** Public health programs, in cooperation with other degree-granting units in the institution, may offer joint, coordinated, concurrent or dual degrees, such as the MD/MPH, MBA/MPH and MPH/MSW. For the purposes of these criteria, all of these terms are synonymous and refer to programs of study that the program advertises to students as allowing

them to complete a public health degree along with, or in concert with, a second, separate degree program.

The required curriculum of the public health component of these joint degrees must be comparable to the curriculum in the separate public health degree. Any "course sharing" that allows courses or other experiences from the non-public-health degree to replace courses that would otherwise be required for a separate public health degree must be identified and supported by a competency-based analysis. Thus, the program must document that the curriculum for a joint degree addresses all of the competencies associated with the standalone public health degree.

**Required Documentation.** The self-study document should include the following:

- a. Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.
- b. A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.
- c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**2.12 Distance Education or Executive Degree Programs.** If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

**Interpretation.** A program of study may be delivered through various models and may use a wide range of learning technologies. Distance education or executive degree programs are those that are offered in a format or design that differs significantly from the established approach of students attending regular on-site course sessions spread over a semester, quarter or other standard term. The occasional use of sophisticated communications technologies in a regular program format need not be included in this section.



A degree program offered in a distance or executive format is a curriculum or course of study that is flexibly structured to meet the needs of a student population and that leads to the award of a degree. There is great variation in these models but generally they are designed to accommodate the needs of employed professionals (or part-time students) who cannot pursue a course of study in a standard, in-residence time frame or format. Most often, accommodations are introduced in terms of time, location or method of delivery. Executive or extended degree programs, for example, may be offered in concentrated blocks of time during the summer or throughout the academic year. They may be offered in locations distant from the main campus of the institution that awards the degree. Distance education may be offered in innovative formats, taking advantage of advanced technology such as interactive television, computer-assisted learning and other contemporary learning methods.

Innovative means of offering public health degree programs and thereby upgrading the qualifications of the public health workforce are encouraged, particularly those models that respond to the needs of mid-career working public health professionals. Programs that do so, however, must plan, implement and evaluate these degree programs, consistent with principles of good practice regarding adult learning. While format and structure of the learning experiences must be appropriate to the adult student, academic rigor must be comparable regardless of the format and structure. Academic rigor takes into consideration such factors as the qualifications of the instructor, institutional approval and review processes, and congruence between degree of complexity and the level of the degree.

While CEPH supports innovative delivery modes, including distance learning modalities, institutions that pursue them must demonstrate adequate faculty support, adequate faculty/student and student/student interaction, successful integration of supervised and evaluated practice experiences, continuity of support to sustain the degree programs and a commitment to evaluate the learning model. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

Additionally, the program must verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. The program must notify students in writing that it uses processes that protect student privacy and must notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

**Required Documentation.** The self-study document should include the following:

- a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.
- b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the



manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

- c. Description of the processes that the program uses to verify that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.
- d. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

### **3.0 Creation, Application and Advancement of Knowledge**

#### **3.1 Research. The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.**

**Interpretation.** The research program shall be consistent with the program's stated mission and goals and should complement learning objectives stated for the program's instructional programs. The program should provide an environment that is conducive to research and scholarly inquiry by all faculty. Such endeavors may involve basic and applied topics and appropriately include research aimed at improving the practice of public health. Opportunities should be available for students who would benefit from research experiences, whether or not such is required as a part of the curricula.

**Required Documentation.** The self-study document should include the following:

- a. Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.
- b. Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.
- c. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.
- d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for

each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

- e. Description of student involvement in research.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**3.2 Service. The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.**

**Interpretation.** The program's service activities should contribute to the fulfillment of its stated mission and goals and should complement learning objectives. Because the community is the site where public health is implemented, effective linkages with organizations and agencies in the community are essential to the success of the program in meeting its overall objectives. As a consequence, faculty should be actively involved with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and competence. There should, as well, be effective ways for the community to participate in the work of the program, including assessing the relevance of curricula, participating in instruction and evaluating the effectiveness of the program. The service activities may relate to local, regional, national and international opportunities and needs.

Opportunities to engage in service should be available to all students, regardless of curricular requirements. The program should offer opportunities for students to cultivate professionalism and conscious responsibility toward the profession and the goals of public health through service to communities, agencies, underserved populations and organizations. The primary educational function of a program is the preparation of well-qualified public health professionals, and this takes place not only through courses and degree programs but also through service-based interactions with faculty.

Service is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research. Participation in internal university committees is not within the definition of this section. Service as described herein refers to contributions of professional expertise to the public, including professional practice. While these activities may generate revenue, the value of service is not measured in financial terms.

Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative and judicial bodies; serving as board members and officers of professional associations; and serving as members of community-based organizations, community advisory boards or other groups.

For purposes of reporting in the self-study, the program must distinguish service efforts from research or training/continuing educational efforts; elements should not be reported in multiple



sections without distinction. For example, a single funded project might contain elements of both research and service: eg, implementation of a community-based program (service) and evaluation of the program (research). In the self-study, the program should make these distinctions explicit to allow for review of research, service and workforce development without confusion.

**Required Documentation.** The self-study document should include the following:

- a. Description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.
- b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.
- c. A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.
- d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.
- e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**3.3 Workforce Development. The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.**

**Interpretation.** Although the primary educational function of a public health program is the preparation of qualified professionals, a program should also address the needs of the large numbers of personnel engaged in public health practice without formal training and previously trained professionals who seek to maintain and advance their knowledge and skills. Assessment of professional needs should be undertaken periodically in public health settings and short-term programs should be developed and made available in easily accessible locales and formats. Programs should collaborate with other institutions that train or employ public health personnel to assess workforce needs and extend continuing education opportunities beyond the program's own market area.

The growth in certificate programs, both as an organized course sequence to supplement a degree program and as an independent sequence of courses to upgrade skills of non-degree



students, is a positive development for the field of public health practice. If a program offers certificate programs, it should assure adequate academic oversight, appropriate faculty qualifications and credentials, truth in advertising and appropriate quality assurance mechanisms.

If the program offers certificate programs, these shall be well defined, accurately described in promotional materials and responsive to identified professional needs. If academic credits earned for the certificate can subsequently be applied to degree requirements, the conditions and limitations for such application should be defined and shared with prospective students at the time of admission to the certificate program.

If the program offers non-degree distance learning opportunities, these shall be responsive to identified professional needs and assure appropriate technological support. Non-degree offerings, regardless of format, should be regularly evaluated.

**Required Documentation.** The self-study document should include the following:

- a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.
- b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (ie, optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.
- c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.
- d. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.
- e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.
- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

#### **4.0 Faculty, Staff and Students**

- 4.1 Faculty Qualifications.** The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

**Interpretation.** Faculty adequacy relates to a number of factors, including those stated above. The faculty of a public health program must draw broadly from the many disciplines that contribute substantially to public health and must, in particular, be able to support the instructional concentrations the program elects to offer. The full- and part-time faculty referenced in Criterion 1.7 who support each concentration area must be trained and experienced in disciplines appropriate to their instructional, research and service activities. The primary faculty may be complemented by faculty from other parts of the university as well as individuals from the community.

Faculty should teach and supervise student research and practice experiences in areas of knowledge with which they are thoroughly familiar and qualified by education and experience. To assure a broad public health perspective, in spite of increasing specialization in the field of public health, there should be faculty who have professional experience and have demonstrated competence in public health practice. To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs should regularly involve public health practitioners and other individuals involved in public health work through such arrangements as adjunct and part-time faculty appointments and use as preceptors. Programs should also encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

**Required Documentation.** The self-study document should include the following:

- a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification\*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.

\*Note: classification refers to alternative appointment categories that may be used at the institution.

- b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program. See CEPH Data Template 4.1.2.
- c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.
- d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.



- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**4.2 Faculty Policies and Procedures.** The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

**Interpretation.** Policies, procedures and operational guidelines related to conditions of employment should be established and available to all faculty. Procedures should provide for fair and equitable treatment of faculty and should be consistently applied. Criteria for advancement should reflect the program's mission and goals. The program should provide opportunities to enhance the instructional capabilities of faculty and otherwise support their professional growth and development. If the program makes part-time, adjunct, clinical or other classes of faculty appointments, the responsibilities and privileges of these categories should be made explicit. Service to the community should be seen as a significant contribution in promotion and tenure deliberations. Procedures for evaluating faculty competence and performance, particularly in the area of instruction, should be in place and consistently applied.

**Required Documentation.** The self-study document should include the following:

- a. A faculty handbook or other written document that outlines faculty rules and regulations.
- b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.
- c. Description of formal procedures for evaluating faculty competence and performance.
- d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.
- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**4.3 Student Recruitment and Admissions.** The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

**Interpretation.** A public health program should seek individuals who have the educational prerequisites, interest and motivation for undertaking and advancing in public health careers, consonant with the program's stated mission, goals and objectives. Admission procedures and policies should emphasize public health experience as an important factor when considering applicants.

Catalogs and bulletins used by the program to describe its educational offerings must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment



literature and other supporting material, in whatever medium it is presented, must contain accurate information.

**Required Documentation.** The self-study document should include the following:

- a. Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.
- b. Statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.
- c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.
- d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.
- e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.
- f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.
- g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

**4.4 Advising and Career Counseling. There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.**

**Interpretation.** Each student enrolled in the program should have access, from time of enrollment, to advisors who are knowledgeable about the program's curricula overall and about specific courses and programs of study. Orientation, including written documentation, should be provided for all entering students. Career and placement counseling should be available to students. Advisors should be sensitive to the differing needs of students in regard to career and placement counseling.

**Required Documentation.** The self-study document should include the following:

- a. Description of the program's advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.
- b. Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.
- c. Information about student satisfaction with advising and career counseling services.
- d. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.
- e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

## **Templates for Data Presentations**

CEPH developed data templates in an effort to simplify and standardize the program's approach to self-study documents. We realize that due to the uniqueness of each program, there may be instances in which certain data presentations may need to be modified from the format we have provided. Content for the templates is included in appropriate locations throughout the document. While the format of the tables may change so that they are more appropriate to the program, the data required, as outlined throughout the document, must be provided. Templates are available for download at [www.ceph.org](http://www.ceph.org).



## Appendix H: Pro Forma Budget

Senate Budget Review Committee Note: Two existing faculty within Health Sciences will contribute to teaching classes within the MPH program at no additional cost to the program beyond Year One.

School or College Name  
Program Name  
Fiscal Year  
Fund Number

Proforma Income Statement  
Program Title  
Program Type (New, INC, CRCE, MUC)  
Fiscal Year  
Incremental Analysis  
Fund Number

Masters in Public Health

New	Year 1	Year 2	Year 3	Year 4	Year 5

<b>Revenue Variables:</b>						
Headcount		10	22	27	33	36
Number of Sections @ 2 cr		0	0	0	0	0
Number of Sections @ 3 cr		0	0	0	0	0
Number of Sections @ 4 cr		6	11	11	11	11
Number of Sections @ other		0	0	0	0	0
<b>Total Credit Hours</b>		<b>240</b>	<b>488</b>	<b>600</b>	<b>732</b>	<b>792</b>
Undergraduate		0	0	0	0	0
Graduate		240	488	600	732	792
Doctoral		0	0	0	0	0
UG FYES		0	0	0	0	0
Graduate FYES		10	20.33333333	25	30.5	33
Doctoral FYES		0	0	0	0	0
<b>Total FYES</b>		<b>10</b>	<b>20.33333333</b>	<b>25</b>	<b>30.5</b>	<b>33</b>
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate		\$ -	\$ -	\$ -	\$ -	\$ -
Graduate		\$ 595.25	\$ 595.25	\$ 595.25	\$ 595.25	\$ 595.25
Enrollment Fees per Semester		\$ -	\$ -	\$ -	\$ -	\$ -
Other Fees		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Revenue</b>						
Tuition		\$ 142,860.00	\$ 290,482.00	\$ 357,150.00	\$ 435,723.00	\$ 471,438.00
Enrollment Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Course Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Other Fees		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>		<b>\$ 142,860.00</b>	<b>\$ 290,482.00</b>	<b>\$ 357,150.00</b>	<b>\$ 435,723.00</b>	<b>\$ 471,438.00</b>
<b>Expenses</b>						
Salaries/Wages	ACCT					
Faculty Salaries	6101	\$ -	\$ 65,000.00	\$ 130,000.00	\$ 195,000.00	\$ 195,000.00
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ 33,750.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Faculty Inload (Replacement Costs)	6301	\$ 11,173.00	\$ -	\$ -	\$ -	\$ -
Faculty Overload	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant	6311	\$ 10,264.00	\$ 10,264.00	\$ 10,264.00	\$ 10,264.00	\$ 20,528.00
Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Salary Expenses</b>		<b>\$ 67,187.00</b>	<b>\$ 132,264.00</b>	<b>\$ 197,264.00</b>	<b>\$ 262,264.00</b>	<b>\$ 272,528.00</b>
Fringe Benefits	6701	\$ 21,361.34	\$ 48,402.00	\$ 74,649.00	\$ 100,896.00	\$ 100,896.00
<b>Total Salary and Fringe Benefits</b>		<b>\$ 88,548.34</b>	<b>\$ 180,666.00</b>	<b>\$ 271,913.00</b>	<b>\$ 363,160.00</b>	<b>\$ 373,424.00</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$ 15,000.00	\$ 10,000.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Graduate Assistant Tuition	7101	\$ 19,040.00	\$ 19,040.00	\$ 19,040.00	\$ 19,040.00	\$ 38,080.00
Facility Charges	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	7201	\$ 5,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Telephone	7301	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00
Equipment	7501	\$ 7,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Library	7401	\$ 7,416.00	\$ 6,730.00	\$ 7,117.00	\$ 7,532.00	\$ 7,976.00
<b>Total Operating Expenses</b>		<b>\$ 53,564.00</b>	<b>\$ 42,878.00</b>	<b>\$ 40,765.00</b>	<b>\$ 41,180.00</b>	<b>\$ 66,672.00</b>
<b>Total Expenses</b>		<b>\$ 142,112.34</b>	<b>\$ 223,544.00</b>	<b>\$ 312,678.00</b>	<b>\$ 404,340.00</b>	<b>\$ 434,096.00</b>
<b>Net Income/Loss</b>		<b>\$ 747.66</b>	<b>\$ 66,938.00</b>	<b>\$ 44,472.00</b>	<b>\$ 31,383.00</b>	<b>\$ 37,342.00</b>
<b>Percentage of Expenses to Tuition</b>						
		0.994766405	0.76962314	0.87540089	0.927974883	0.920791201

## Appendix I: Abbreviated Faculty Vitae

<b>Faculty Name: Patricia A. Wren</b> Title: Associate Professor & Program Director School: SHS	Office: 3098 Human Health Building	Office Phone: X8664  Office Email: <a href="mailto:wren@oakland.edu">wren@oakland.edu</a>
Degrees-School-Year		
PhD Education-University of Michigan; 1999  MPH Health Behavior and Health Education - University of Michigan; 1992  BA Political Science – DePaul University; 1986	Research Interests <ul style="list-style-type: none"><li>• Quality of life</li><li>• Survey design</li><li>• Patient-centered outcomes</li></ul>	
<b>Grants Awarded</b> Co-Investigator, “Preparations for In-Home Testing of Brain-Computer Interfaces Operating Assistive Technology,” National Institute on Disability and Rehabilitation Research, U.S. Department of Education, 2009-2012. PI, Jane Huggins, PhD; \$605,995.  Co-Principal Investigator, “GRASP – Grizzlies Response: Awareness and Suicide Prevention.” Garret Lee Smith Suicide Prevention grant, Substance Abuse and Mental Health Services Administration, 2012-2015. PI, Michael MacDonald, PhD; \$612,000.		
<b>Most Recent Publications (limit to 6)</b> Waljee AK, Joyce JC, Wren PA, Khan TM and Higgins PDR (2009). Patient reported symptoms during an ulcerative colitis flare: A qualitative focus group study. <i>European Journal of Gastroenterology &amp; Hepatology</i> . 21(5):558-564.  Wren PA, Musch DC, Janz NK, Niziol LM, Guire KE, Gillespie BW for the CIGTS Study Group (2009). Contrasting the use of two vision-specific quality of life questionnaires in subjects with open-angle glaucoma. <i>Journal of Glaucoma</i> . 18(5):403-411.  Knittel AK, Wren PA, and Gore L (2010). Lessons learned from a peri-urban needle exchange. <i>Harm Reduction Journal</i> . 7:8.  Huggins JE, Wren PA, and Gruis KL (2011). What would brain-computer interface users want? Opinions and priorities of potential users with amyotrophic lateral sclerosis. <i>Amyotrophic Lateral Sclerosis</i> . 12(5):318-324.  Gruis KL, Wren PA, and Huggins JE (2011). Amyotrophic lateral sclerosis patients’ self-reported satisfaction with assistive technology. <i>Muscle &amp; Nerve</i> . 43(5):643-647.  Zilliox L, Peltier AC, Wren PA, Anderson A, Smith AG, Singleton JR, Feldman EL, Alexander NB, and Russell JW (2011). Assessing autonomic dysfunction in early diabetic neuropathy: The Survey of Autonomic Symptoms. <i>Neurology</i> . 76(12):1099-1105.		

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Community and Public Health Techniques of Survey Research Psychosocial Aspects of Research Program Evaluation in Health Education Materials and Methods in Health Education Programs	Foundations of Health Behavior & Health Education



<b>Faculty Name: Florence J. Dallo</b>	Office: 3148 Human Health Building	Office Phone: X8679  Office Email: <a href="mailto:dallo@oakland.edu">dallo@oakland.edu</a>
Title: Assistant Professor		
School: SHS		
Degrees-School-Year		
PhD Preventive Medicine & Community Health-University of Texas Medical Branch; 2004	<b>Research Interests</b>  Arab and Chaldean Americans: <ul style="list-style-type: none"><li>• physical health</li><li>• mental health</li><li>• health care access and utilization</li><li>• refugee health</li></ul>	
MPH Epidemiology-University of Michigan; 1999		
BS Biology-University of Michigan;1996		
<b>Grants Awarded:</b> Dallo, FJ & Fakhouri M. (2012). <i>A Health Profile of Arab Americans in Michigan: A Novel Approach to using a Hospital Administrative Database</i> . OU-Beaumont Multidisciplinary Research Award: \$20,000.  Dallo, FJ & Kridli S. (2011). <i>Church Health Fairs: A Strategy to Improve Wellness and Health Promotion in the Chaldean American Community</i> . Oakland University: Collaborative Research Award, School of Health Sciences/School of Nursing: \$2,250.  Dallo, FJ. (2011). <i>A Health Profile of Refugees from the Middle East</i> . Oakland University: Prevention Research Center, School of Health Sciences: \$5,000.  Dallo, FJ. (2012). <i>Serious psychological distress: Ethnic heterogeneity among foreign-born non-Hispanic whites</i> , School of Health Sciences: \$2,500.		
<b>Most Recent Publications (limit to 6)</b> Billmeier TM, <b>Dallo FJ</b> (2010). Nativity Status and Mammography Use: Results from the 2005 National Health Interview Survey. <i>Journal of Immigrant and Minority Health</i> ; March 5. Epub ahead of print.  Morrow JB, <b>Dallo FJ</b> , Manjula J (2010). Community-Based Colorectal Cancer Screening Trials with Multi-Ethnic Groups: A Systematic Review. <i>Journal of Community Health</i> ; 35:592-601.  <b>Dallo FJ</b> , Zakar T, Borrell L, Fakhouri M, Jamil H (2011). Cancer Knowledge Increases after a Brief Intervention among Arab Americans in Michigan. <i>J Cancer Educ</i> ; 26:139-146.  <b>Dallo Dallo FJ</b> , Schwartz K, Ruterbusch J, Booza J and Williams DR (2011). Mortality Rates among Arab Americans in Michigan. <i>Journal of Immigrant and Minority Health</i> . Epub ahead of print. February 12.  Gutierrez-Chefchis N, Gimpel N, <b>Dallo FJ</b> , Foster B and Ohagi E (2011). Shared Medical Appointments for Hispanic Diabetic Patients in a Residency Clinic. <i>American Journal of Managed Care</i> .		

DeHaven M, Gimpel N, **Dallo F**, Billmeier T (2011). Reaching the Underserved Through Community-Based Participatory Research and Service Learning: Description and Evaluation of a Unique Medical Student Training Program. *J Public Health Management Practice*; 17:363-368.

Graduate Courses Taught (relevant to new degree)

Introduction to Epidemiology  
Chronic Disease Disparities

Prospective Graduate Courses (relevant to new degree)

Introduction to Epidemiology  
Social Epidemiology  
Public Health Capstone

<b>Faculty Name: Rebecca R. Cheezum</b>	Office: 351 Human Health Building	Office Phone: X8681  Office Email: <a href="mailto:cheezum@oakland.edu">cheezum@oakland.edu</a>
Title: Assistant Professor		
School: SHS		
Degrees-School-Year		
PhD-Health Behavior and Health Education - University of Michigan, 2012	Research Interests: <ul style="list-style-type: none"><li>• Social determinants of adolescent health inequities;</li><li>• Policy change to address social determinants of health;</li><li>• Community-based participatory research</li></ul>	
MPH-Social Behavioral Sciences – Boston University, 2003		
BA-Psychology – Bates College, 1997		
<b>Grants Awarded:</b> Cheezum, RR. (2011). <i>Coalitions Working to Change Policies that Affect Adolescents: A qualitative study of three youth-serving coalitions</i> . The Society for the Psychological Study of Social Issues: \$2,500.  Cheezum, RR. (2011). <i>Coalitions Working to Change Policies that Affect Adolescents: A qualitative study of three youth-serving coalitions</i> . Rackham Graduate Student Research Grant: \$3,000.		
<b>Most Recent Publications (limit to 6)</b> Israel, B. A., Coombe, C. M., <b>Cheezum, R. R.</b> , Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., et al. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. <i>American Journal of Public Health</i> , 100(11), 2094-2102.  Sampson, N., Parker, E. A., <b>Cheezum, R. R.</b> , O’Toole, A., Patton, J., Lewis, T. C., Robins, T. G., Keirns, C. C. Stress and health among caregivers of children with asthma in Detroit. <i>Family and community health</i> (accepted for publication)  Sampson, N., Parker, E. A., <b>Cheezum, R. R.</b> , O’Toole, A., Patton, J., Lewis, T. C., Robins, T. G., Keirns, C.C. “I wouldn’t look at it as stress”: Conceptualizations of caregiver stress among low-income families of children with asthma. <i>Journal of health care for the poor and underserved</i> . (accepted for publication)		
Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)	
Intervention Planning for Public Health	Principles of Community-Based Participatory Research  Planning, Implementation, and Evaluation of Public Health Interventions	



Faculty Name: <b>Melissa M. Reznar</b>	Office: 3102 Human Health Building	Office Phone: x8668  Office Email: <a href="mailto:reznar@oakland.edu">reznar@oakland.edu</a>
Title: Visiting Assistant Professor		
School: SHS		
Degrees-School-Year		
PhD Human Nutrition –Michigan State University; 2012	Research Interests <ul style="list-style-type: none"> <li>• Nutrition intervention</li> <li>• College student health</li> <li>• Preschool &amp; family health</li> </ul>	
MPH Epidemiology-University of Michigan; 2002		
BS Biomedical Science-Western Michigan University; 1999		
Grants Awarded:		
<b>Most Recent Publications (limit to 6)</b> <p>Horacek TM, Erdman MB, <b>Reznar MM</b>, Olfert M, Brown-Esters ON, Kattleman KK, Kidd T, Koenings M, Phillips B, Quick G, Shelnutt KP, White AB. Evaluation of the food store environment on and near the campus of 15 post-secondary institutions. <i>American Journal of Health Promotion</i>; in-press.</p> <p>Horacek TM, White AA, Greene GW, <b>Reznar MM</b>, Quick VM, Morrell JS, Colby SM, Kattelman KK, Herrick MS, Mathews A, Phillips BW, Byrd-Bredbenner C (2012). Sneakers and spokes: an assessment of the walkability and bikeability of US postsecondary institutions. <i>Journal of Environmental Health</i>; 74(7):8-15.</p> <p>Khan O, Shen Y, Caon C, Bao F, Ching W, <b>Reznar M</b>, Buccheister A, Hu J, Latif Z, Tselis A, Lisak R. Axonal metabolic recovery and potential neuroprotective effect of glatiramer acetate in relapsing-remitting multiple sclerosis. <i>Multiple Sclerosis</i>; 11(6): 646-51.</p> <p>Alozie Arole CN, Puder KS, <b>Reznar M</b>, Eby E, Zhu BP. Folic acid awareness in Michigan, 1996-1999. <i>Obstetrics and Gynecology</i>; 102(5 Pt 1): 1046-50.</p>		
Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)	
N/A	Statistical Methods in Public Health  Mechanisms of Chronic and Infectious Disease	

<b>Faculty Name: Amanda Lynch</b>	Office: 3103 Human Health Building	Office Phone: X8669
Title: Assistant Professor		Office Email: <a href="mailto:lynch3@oakland.edu">lynch3@oakland.edu</a>
School: SHS		
Degrees-School-Year		
PhD, Nutritional Sciences, Cornell University, 2011	<b>Research Interests</b> <ul style="list-style-type: none"><li>• Self-monitoring and weight management</li><li>• Dietary and weight loss behaviors after bariatric surgery</li><li>• Strategy development and habit formation in weight and dietary changes</li></ul>	
MS, Nutrition Sciences, Cornell University, 2008		
BS, Applied Nutrition, Pennsylvania State University, 2001		
<b>Grants Awarded:</b>		
Lynch, A & Zalesin, K. (2012). <i>Examining Dietary and Weight Changes After Bariatric surgery: A Pilot Study</i> . Oakland University: OU-Beaumont Interdisciplinary Research Award: \$20, 012		
<b>Most Recent Publications</b>		
<b>Lynch, A.</b> & Bisgoni, C. (In Press) Understanding self-monitoring and weight loss after gastric bypass surgery: An exploratory study. <i>Obesity Surgery</i> .		
Sobal, J. Blake, C. Jastran, M., <b>Lynch, A.</b> Bisogni, C. & Devine, C. (2012). Eating maps: Places times, and people in eating episodes. <i>Ecology of Food and Nutrition</i> . 51(3):247-264.		
Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)	
Adult and Pediatric Obesity Nutrition Seminar: Research and Professional Practices	Quantitative and Qualitative Research Methods Social Determinants of Health	

## **Appendix J: Graduate Assessment Plan**

### **Oakland University Master of Public Health Program Assessment Plan**

#### **Master of Public Health Program Goals**

- 1) Provide theoretically sound and evidence-based instruction to promote student learning in the core public health competencies.**
  1. Oakland Goal Match: Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.
- 2) Advance knowledge through the research and scholarship of its faculty and students particularly by engaging in community-based participatory research to improve the health of populations.**
  1. Oakland Goal Match: Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students.  
  
AND
  2. Oakland University cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further advance the quality of life in the service area of the university.
- 3) Meet the needs of its constituents by delivering service-learning experiences throughout the curriculum and providing formal continuing education and informal training to community-based research partners.**
  1. Oakland Goal Match: Oakland University serves its constituents through a philosophy and program of public service that is consistent with its instructional and research missions.  
  
AND
  2. Offerings in continuing education provide Michigan residents with high-quality course work for professional development and personal enrichment.



## Student Learning Outcomes

Upon completion of the MPH program at Oakland University, the student will be able to:

1. Apply advanced content knowledge related to the core concepts of public health.(MPH Goal A)
2. Apply advanced levels of competence in the skills of public health practice including the planning implementation and assessment of public health programs in the community setting. (MPH Goal A, B, C)
3. Apply their public health skills in the field through practicum, internships, and class projects incorporating Community-Based Participatory Research (CBPR) and other community-based models. (MPH Goal A, B and C)
4. Apply the principles of seven interdisciplinary/cross-cutting competencies: 1) communication & informatics; 2) diversity & culture; 3) leadership; 4) professionalism; 5) program planning; 6) public health biology; and 7) systems thinking. (MPH Goal A)
5. Apply the ability to integrate knowledge and skills to solve problems and to produce scholarly work in an approved culminating experience. (MPH Goal A and B)
6. Apply acquisition of skills and experiences in the application of knowledge from an area of emphasis to regional, national, and/or international public health problems. (MPH Goal A and B)
7. Apply the translation of moral, ethical, legal, and operational public health standards into practices that meet the health needs of Michigan residents. (MPH Goal A and B)
8. Recognize the value of intellectual curiosity, be able to apply the scientific method, and engage in lifelong learning in order to keep abreast of changes in the field of public health. (MPH Goal A)
9. Apply sensitivity to individual, social, cultural and emotional differences/similarities in public health delivery settings in all interactions. (MPH Goal A and C)
10. Apply effective written, verbal, and non-verbal communication skills within the public health realm. (Goal A, B, C)

### **Direct Measures of Student Learning Outcomes**

1. Poster presentation of student research, and/or community-based field project from the Public Health Practicum course with multiple internal and external evaluators. (Used to assess learning outcomes #2, 3, 4, 5, 6, 8, 10). See grading rubric in Appendix A.
2. Public Health Capstone project or paper in the public health field assessed by multiple evaluators. Successful completion of 300 hours from the field experience. During their capstone project, students will complete eight self-reflections about their experiences. (Used to assess learning outcomes #1, 2, 3, 5, 7, 9, 10)
3. For selected required courses, students will take a 10 item exam at the beginning (pre-test) and end of the semester (post-test) to assess initial knowledge and learning/application of specific public health principles and concepts. The select courses are: Principles of Community-Based Participatory Research, Foundations of Health Behavior and Health Education, Program Planning and Implementation, Introduction to Epidemiology, and Introduction to Environmental Health Sciences. (used to assess learning outcomes #1, 2, 4, 7, 8, 9, 10)

### **Indirect Measures of Student Learning Outcomes**

1. Yearly "Exit" surveys sent to students just prior to graduation. (The program director provides a report which includes summary data in the form of means and frequencies for all survey items to faculty at the yearly curriculum meeting. This tool is used to measure all program goals and learning outcomes).
2. Surveys to practicum preceptors of our students within 1-month of practicum completion.
3. Surveys to alumni at 10 months post-graduation.
4. Surveys to employers of graduates at 10 months post-graduation.

## Public Health Practicum course grading rubric

**Instructions:** Please circle the nearest whole number in each category, drawing on the criteria as specified below the topic for ranking.

### 1. Strength of research/project question/argument(s):

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** - There is no identifiable research question or articulated purpose.

**Fair** - The main idea is not clear. The purpose of the research or project is murky or underdeveloped.

**Good** - Main idea somewhat clear but the writer loses focus.

**Very Good** - Main idea clear. Developed throughout the paper and returned to at the conclusion.

**Excellent** - The main idea of the project is clear and reflects a complexity of thought and synthesis of the literature. Also developed throughout the paper and returned to at the conclusion where a thoughtful contribution to the literature is made.

### 2. Strength of public health theory as applied to the research question/project:

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** - No theoretical framework is evident.

**Fair** - Theoretical framework is mentioned but not addressed in detail or applied.

**Good** - Theoretical framework is detailed but not integrated into poster

**Very Good** - Single theoretical framework identified, detailed and integrated.

**Excellent** - Multiple theoretical frameworks detailed and applied. Clear that student has a grasp of theory and how it is integrated into research.

### 3. Use of appropriate methods of gathering and analyzing data:

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** - No methods mentioned, unclear what data is.

**Fair** - Methods and data are mentioned but insufficient information on procedure, gathering of data and methodological approach.

**Good** - Clearly identified method section, discussion of data collection, use of data in findings/analysis.

**Very Good** - Clearly identified method section, discussion of why method selected, data collection and limitations. Data used in analysis/findings.

**Excellent** - Detailed methods section that contains information on selection of method, why research is public health, how data was gathered, method of analysis, and limitation of research. Analysis of data ties back to initial question and literature review.



**4. Clarity of conclusions about research question/project drawn from research and further research suggestions:**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** – No conclusion to project.

**Fair** – Conclusion attempted but only offers summary of findings.

**Good** – Conclusion consists of summary of findings, as well as speculation on future research.

**Very Good** – Conclusion summarizes findings, speculates on future research and ties analysis back to original question.

**Excellent** – Conclusion summarizes findings, speculates on future research and ties analysis to research question. Returns to literature review and clearly states the contribution of research.

**5. The extent to which the poster is well organized and well written:**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** – Information on the poster appears to be disorganized. Excessive amount of typos, grammar and misspellings. Clear the poster was not proofread.

**Fair** – Information is poorly organized throughout the poster with multiple typos, grammar and misspellings.

**Good** – Most sentences are well-constructed but may have stilted structure. A few grammatical errors present. Student could have improved on poster organization.

**Very Good** – Poster is aesthetically pleasing and most sentences are well constructed. Few grammatical errors are present. Occasionally words and phrases are used inappropriately

**Excellent** – Sentences are well-constructed and illustrate appropriate use of grammar. Poster has great organizational flow with figures, tables and writing. Figures, tables and words are used very appropriately.

**6. Strength of public health competencies applied and demonstrated:**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge.

### Public Health Capstone course grading rubric

My Capstone addresses the following core competencies of public health:

1. Understand the role of epidemiology in the control of health problems including: (a) an understanding of the language of epidemiology; (b) ability to calculate basic epidemiologic measures; (c) ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data; and (d) ability to evaluate and communicate the strengths and limitations of epidemiologic reports and public health manuscripts.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge.

2. Understand the behavioral, social, and cultural factors related to individual and population health including: (a) ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice; (b) describe the role of social and community factors in both the onset and solution of public health problems; and (c) describe the use of evidence-based approaches to the development and evaluation of social and behavioral science interventions.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge.

3. Describe how environmental and biological factors contribute to individual and community health problems.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge

4. Demonstrate an understanding of the legal and ethical bases for public health policies and services including: (a) showcase the process of achieving policies to improve the health status of a population; (b) knowledge of the principles of program planning, budgeting, management, and evaluation in organizational settings; and (c) describe the role of legal and regulatory environments in shaping public health policy and practices.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge.

5. Demonstrate effective written and oral skills, including presentation of data, for communicating with different audiences in the context of professional public health activities.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

**Poor** – Student displays no knowledge of public health competencies.

**Fair** – Student displays little public health competency knowledge.

**Good** – Student demonstrates some public health knowledge of the core competencies.

**Very Good** – Student meets requirements for public health competencies.

**Excellent** – Student exceeds expectations for public health knowledge.



## **Appendix K: Syllabi for Proposed Courses**

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 600, Foundations of Health Behavior and Health Education  
4 Credits, Semester, Year**

**Instructor:** Patricia Wren, PhD, MPH  
**Course Section:** TBD  
**Office:** 3098 Human Health Building  
**Telephone:** 248-364-8664  
**Email address:** [wren@oakland.edu](mailto:wren@oakland.edu)  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

### **Course Description**

This course explores the psychosocial bases for health decision-making and health behaviors. The main individual, community-based, and social-ecological conceptual models will be addressed. Perceptions of health and illness, methods of changing health behaviors, and the importance of communication will be covered.

### **Required Text and Readings**

Glanz K, Rimer BK, Viswanath K. Health Behavior and Health Education: Theory, Research, and Practice. 4th edition, 2008. Jossey-Bass.

### **Course Objectives**

At the end of this course, students will be able to:

1. Describe key behavioral theories, Health Belief Model, Theory of Planned Behavior, Social Ecological Model, Social Cognitive Theory, Self-Regulation, Transtheoretical Model
2. Demonstrate how these theories and models are applied
3. Critique the above theories by demonstrating an understanding of the strengths and weaknesses of each
4. Describe how behavioral sciences can be used to understand and intervene upon current public health problems
5. Articulate how psychosocial and community theories are used to design, implement, and evaluate public health problems
6. Applying theories to culturally diverse and unique populations
7. Understand communication theory as applied to health behavior change
8. Understand the application of economic theory to public health
9. Acquire skills in applying behavioral science theories and models to current public health problems

**Academic Integrity**

The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including Handout materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

**Course Procedures and Student Expectations**

Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be randomly taken at varying class times. A student who leaves class after attendance has been taken will be marked absent. Students are encouraged to exchange ideas and to integrate personal experiences in the class sessions.

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned **off** and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

**Grade Distribution**

The grade you earn will consist of three (3) components:

1. Three exams: (45%)
2. Three individual assignments: (25%)
3. Group Presentation and Paper (30%)

Grading Scale											
<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									<b>F</b>	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

Week	Topics	Reading
1	Introduction. Why Theory?	
2	Social Ecological Theory	
3	Health Belief Model	
4	Social Cognitive Theory	
5	Theory of Planned Behavior & Transtheoretical models	
6	Self Regulation & Diffusion of Innovation	
7	Tailoring, Health communication	
8	Theory application to internet interventions	
9	How social and economic policy affects behavior	
10	Community organizing	
11	Behavioral economics	
12	Policy and media advocacy	
13	Re-AIM Model	
14	Price and Behavior	



**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 610: Principles of Community-Based Participatory Research  
4 Credits, Semester, Year**

**Instructor:** Rebecca Cheezum, PhD, MPH  
**Course Section:** TBD  
**Office:** 3150 Human Health Building  
**Telephone:** 248-364-8681  
**Email address:** cheezum@oakland.edu  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

### **Course Description**

Public health research in a community setting can benefit from involvement of community members throughout the research process. Community-Based Participatory Research (CBPR) provides a framework for enhancing these relationships and increasing the relevance of the research process in the community. Methods in CBPR will be explored from both a theoretical as well as practical/logistical perspective, and through various stages of the research process, from conception/design, grant writing, intervention development, implementation, evaluation, and reporting of results.

### **Required Texts and Readings**

Israel BA, Eng E, Schulz AJ, Parker EA. (2005) *Methods in Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass.

Minkler M, Wallerstein N. (2003) *Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass.

Additional required readings will be posted on Moodle for each week.

### **Course Objectives**

By the end of the course students are expected to be able to:

1. Describe basic approaches taken in community-based participatory research
2. Describe the unique strengths that CBPR brings to public health research
3. Critically assess the limitations of CBPR research
4. Develop a strategic plan to enhance community involvement in research
5. Critically assess the functioning of a community-academic research partnership
6. Use appropriate language to develop written grant proposals using CBPR

## **Academic Integrity**

The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

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## **Course Procedures and Expectations of Students**

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned **off** and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

## Grade Distribution

The grade you earn will consist of two (2) components:

1. Case Studies: (75%)
2. Research Proposal (25%)

*Group Case Studies (3 @ 25% each):* Case studies will be used throughout the semester to highlight important concepts from a real-world perspective. Research articles highlighting CBPR concepts will be assigned. Students will work in small groups to critically analyze these articles, and will present their analysis to the class. Students will assess each other's quality and quantity of efforts toward the assignment using a peer assessment tool, and individual grades on group case studies may vary based on individual efforts. Each student will present 3 case studies throughout the semester, each worth 25% of their final grade.

*Research Proposal (25%):* Each student will work individually to develop a public health research proposal that integrates CBPR principles throughout. Students must describe specific activities they will use to strengthen community partnerships, and division of responsibilities throughout each phase of the research project.

*Participation:* Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be taken daily. A student who leaves class after attendance has been taken will be marked absent. Excessive absences may lower your final grade in this class. The instructor will provide a warning if participation is inadequate.

Grading Scale											
<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									<b>F</b>	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.



Week	Topics	Readings
1	Introduction to CBPR and health disparities	Israel Chapter 1
2	Developing and maintaining partnerships in CBPR The importance of co-learning and capacity-building in CBPR	Israel Chapter 2
3	Effective group processes	Israel Chapter 3
4	Fundamental components of a research proposal; how CBPR research proposals are distinct  <b>CASE STUDY 1 PRESENTATIONS</b>	Example RFP, proposal
5	Conducting a CBPR community assessment Identifying community strengths and resources CBPR approach to quantitative and qualitative methods for community assessment Finding local health data	Israel Chapter 4
6	Application of research methodologies for CBPR Intervention evaluation research in CBPR Ethical approaches to CBPR research design	Minkler Chapters 11 and 12
7	Disseminating findings Utilizing findings within the community	Israel Chapter 13
8	Addressing challenges in seeking funding to support CBPR  <b>CASE STUDY 2 PRESENTATIONS</b>	
9	The impact of cultural differences in community-based work CBPR in health disparities research	Minkler Chapters 14 and 16
10	Practical implications of research-based interventions for community partners Sustainability of interventions Power sharing in CBPR	
11	Evaluation and sustainability of CBPR partnerships	Israel Chapter 12
12	Policy implications of CBPR and community advocacy	Israel Chapter 16
13	Developing a budget, workplan for CBPR research proposal  <b>CASE STUDY 3 PRESENTATIONS</b>	
14	Academic implications of CBPR  <b>RESEARCH PROPOSAL DUE</b>	Minkler Chapter 5

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 620: Planning, Implementation, and Evaluation of Public Health Interventions  
4 Credits, Semester Year**

**Instructor:** Rebecca Cheezum, PhD, MPH  
**Course Section:** TBD  
**Office:** 3150 Human Health Building  
**Telephone:** 248-364-8681  
**Email address:** cheezum@oakland.edu  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

**Course Description**

Public health interventions are a key strategy to deliver health education and improve health behaviors in individuals and communities. This course will cover the steps necessary in development of health interventions including literature reviews and program justifications, needs assessment methodologies, and critical review of materials. Issues relevant to implementation and management of health interventions will be addressed. Strategies for effective program evaluation will focus on reliability and validity of measurements and the fit between evaluation measures and program values.

*Prerequisites:* PH 600: Foundations of Health Behavior and Health Education

**Required Texts and Readings**

McKenzie JF, Neiger BL, Thackeray R. (2009). Planning, Implementing, & Evaluating Health Promotion Programs, a Primer (5th Edition). San Francisco, CA: Pearson Education, Inc.

Additional required readings will be posted on Moodle for each week.

**Course Objectives**

By the end of the course students are expected to be able to:

1. Describe the appropriate steps that should be completed in designing a health intervention program
2. Critically analyze the strengths and weaknesses of various needs assessment methodologies
3. Understand and troubleshoot various issues that arise during implementation of health promotion programs
4. Develop an implementation and management program for a health intervention program
5. Understand the concepts of instrument reliability and validity for measuring program effectiveness
6. Create appropriate needs assessment and program evaluation measurements (surveys, focus group/interview guides, observation tools)

## **Academic Integrity**

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## **Course Procedures and Expectations of Students**

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned off and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

## **Grade Distribution**

The grade you earn will consist of four (4) components:

1. Health Intervention Justification: (25%)
2. Health Education Intervention (25%)
3. Midterm Exam (25%)
4. Final exam (25%)



*Health intervention justification (25%):* Students will be required to perform a literature review and develop a comprehensive justification portraying the importance of a health intervention program targeted to a specific health behavior and population. Students will be graded on the accuracy and completeness of information, organization, and writing abilities.

*Health education intervention (25%):* Students will develop a health education intervention program and all associated materials. Interventions will be presented to the class at the end of the semester.

*Midterm Exam (25%)*

*Final Exam (25%)*

Exams will consist of true/false, multiple choice, matching, and short answer essay questions. The midterm will cover all material presented in class lectures and in written materials prior to the exam, while the final exam will cover material presented after the midterm exam and before the final exam. Exams will critically assess the students ability to understand and apply key concepts relevant to health intervention design, implementation and evaluation.

Grading Scale											
A	100%	4.0	B	89%	3.5	C	79%	2.9	D	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									F	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

<b>Week</b>	<b>Topics</b>	<b>Readings</b>
1	Introduction to health interventions Developing a project justification Performing literature reviews	
2	Models of health intervention planning	
3	Needs assessments – purpose, population selection, finding existing data	
4	Measurement instruments and sampling methodologies HEALTH INTERVENTION JUSTIFICATION DUE	
5	Mission statements, goals, and objectives	
6	MIDTERM EXAM	
7	Review of health behavior change theories	
8	Individual-focused intervention strategies	
9	Community, environment, and policy intervention strategies	
10	Implementation strategies and associated concerns Ethical and legal concerns with health intervention implementation	
11	HEALTH EDUCATION INTERVENTION PRESENTATIONS	
12	Evaluation strategies and design	
13	Data analysis and reporting	
14	FINAL EXAM	

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 630: Public Health Practicum  
4 Credits, Semester Year**

**Instructor:** TBD  
**Course Section:** TBD  
**Office:** 3148 Human Health Building  
**Telephone:** 248-364-8664  
**Email address:** [dallo@oakland.edu](mailto:dallo@oakland.edu)  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

### **Course Description**

The practicum provides the opportunity to work in an organization that addresses public health issues. Students will apply public health principles and theories learned and demonstrate their mastery of CEPH/ASPH public health competencies. The practicum enables students to bridge the gap between the classroom and public health practice.

#### *Pre-Requisites:*

1. Students must have completed all required MPH core courses and the majority of other MPH coursework in order to register for PH630
2. Students must have their proposal approved by the course faculty before starting practicum

### **Course Objectives**

By the end of the course students are expected to be able to:

1. Develop a proposal that is mutually acceptable to the student, the preceptor and the practicum course faculty.
2. Demonstrate skills and knowledge from didactic coursework in a public health practice setting.
3. Describe the relationship of the project(s) to the organization's mission, vision and programs.
4. Apply the ASPH designated MPH public health competencies in carrying out the practicum project(s).
5. Exhibit professionalism in all work situations (e.g., behavior, dress, oral and written communication, ethics).
6. Submit a paper and do a poster presentation that describes and evaluates the practicum project as a culminating experience requiring synthesis and application of public health.



## **Academic Integrity**

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## **Course Procedures and Student Expectations**

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The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

## **Grade Distribution**

Grading Scale is satisfactory or unsatisfactory by the Faculty Advisor based on feedback.

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

Step	Topics
	<i>Prior to engaging in practicum</i>
1	Review practicum syllabus
2	Meet with a Practicum Experience faculty to discuss development of the practicum and timeline
3	Complete practicum proposal and obtain all required signatures before registration
4	Submit an application and receive human subjects' office approval (IRB) if needed
5	Complete at least 200-contact hours in a public health practice setting applying knowledge and skills from MPH coursework and demonstrating achievement in the public health competencies
	<i>Following completion of the practicum</i>
7	Electronically submit the written paper
8	Participate in a poster session describing the practicum experience
9	Submit completed Preceptor Evaluation of Student and Student Evaluation of Course forms

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH640, Statistical Methods in Public Health  
4 Credits, Semester, Year**

**Instructor:** Melissa Reznar, PhD, MPH  
**Course Section:** TBD  
**Office:** 3102 Human Health Building  
**Telephone:** 248-364-8668  
**Email address:** reznar@oakland.edu  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

### **Course Description**

This course will cover principles of biostatistics in the context of public health applications. The course will provide a foundation of statistical knowledge, including descriptive statistics, rates and standardization, nonparametric methods, inference on proportions, regression models, life tables, and sampling theories. Statistical package SAS will be used.

### **Required Texts and Readings**

Pagano M, Gauvreau K. *Principles of Biostatistics*, 2<sup>nd</sup> Edition, Duxbury Press, Pacific Grove, CA, 2000.

### **Course Objectives**

By the end of the course students are expected to be able to:

1. Calculate descriptive statistics: mean, median, mode, range, standard deviation.
2. Select the most appropriate statistical method for their study.
3. Understand sampling distributions, probability modeling, and the Central Limit Theorem.
4. Understand the basis of hypothesis testing and perform z-, t-, and F-tests.
5. Perform tests of correlation, chi-square, and simple and linear regression.



## **Academic Integrity**

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## **Course Procedures and Student Expectations**

Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be randomly taken at varying class times. A student who leaves class after attendance has been taken will be marked absent. Students are encouraged to exchange ideas and to integrate personal experiences in the class sections.

All communication and musical devices (e.g. cell phones, pagers, PDAs, Blackberries, iPods, etc) are to be turned **off** and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

## **Grade Determination**

Grade will be based on:

1. Three exams: (75%)
2. Assignments (25%)

Grading Scale											
<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									<b>F</b>	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

Week	Topics	Reading
1	Introduction and overview of text	
2	Types of Numerical Data; Frequency Distributions	
3	Measures of Central Tendency	
4	Rates and Standardization and Life Tables	
5	Probability Theoretical Probability Distributions (Binomial, Poisson, Normal)	
6	Sampling Distribution of the Mean -- Confidence Intervals	
7	Hypothesis Testing -- Comparison of Two Means	
8	Analysis of Variance -- Nonparametric Methods	
9	Inference on Proportions -- Contingency Tables	
10	Multiple 2X2 Tables	
11	Correlation -- Simple Linear Regression	
12	Multiple Regression	
13	Logistic Regression -- Survival Analysis	
14	Sampling Theory	

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 650, Introduction to Epidemiology  
4 Credits, Semester, Year**

**Instructor:** Florence J. Dallo, PhD, MPH  
**Course Section:** TBD  
**Office:** 3148 Human Health Building  
**Telephone:** 248-364-8679  
**Email address:** [dallo@oakland.edu](mailto:dallo@oakland.edu)  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

**Course Description**

The overall purpose of this course is to introduce public health students to epidemiology so that they may understand how epidemiology contributes to (1) assessing the public health importance of diseases and health-related behaviors; (2) identifying factors that cause disease and contribute to health problems; (3) describing the natural history of diseases; and (4) evaluating procedures for studying, preventing, and controlling diseases and behaviors that affect health. After completing this course, students should be able to understand the basic concepts, methods, and nomenclature of epidemiology, and the application of these concepts and methods to current public health problems.

**Required Text and Readings**

Gordis L. Epidemiology, 4th Edition. Elsevier. Philadelphia, PA, 2009.

**Course Objectives**

At the end of this course, students will be able to:

1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures (prevalence, incidence, relative risk, odds ratio, etc).
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.



**Academic Integrity**

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Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including Handout materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

**Course Procedures and Student Expectations**

Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be randomly taken at varying class times. A student who leaves class after attendance has been taken will be marked absent. Students are encouraged to exchange ideas and to integrate personal experiences in the class sessions.

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned off and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

### Grade Distribution

The grade you earn will consist of three (3) components:

1. Three quizzes: (30%)
2. Four assignments: (40%)
3. Final exam (30%)

Grading Scale											
A	100%	4.0	B	89%	3.5	C	79%	2.9	D	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									F	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

Week	Topics	Chapters
1	Introduction	1
2	The Dynamics of Disease Transmission	2
3	Measuring the Occurrence of Disease	3
4	Assessing the Validity and Reliability of Diagnostic and Screening Tests	4
5	The Natural History of Disease: Ways of Expressing Prognosis	5
6	Assessing the Efficacy of Preventive and Therapeutic Measures: Randomized Trials	6 & 7
7	Cohort Studies	8
8	Case-Control and Cross-Sectional Studies	9
9	Estimating Risk	10 & 11
10	Comparing Cohort and Case-Control Studies	12
11	Association and Causal Inference	13 & 14
12	Identifying the Roles of Genetic and Environmental Factors in Disease Causation	15
13	Using Epidemiology to Evaluate Health Services The Epidemiologic Approach to Evaluation of Screening Programs	16 & 17
14	Epidemiology and Public Policy Ethical and Professional Issues in Epidemiology	18 & 19

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 660, Introduction to Environmental Health Sciences  
4 Credits, Semester, Year**

**Instructor:** TBD  
**Course Section:** TBD  
**Office:** TBD  
**Telephone:** TBD  
**Email address:** TBD  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

**Course Description**

This course presents the core concepts, principles and applications of environmental health sciences. Students will learn the sources of and ways to control the important physical, chemical, biologic, and sociologic factors that impact human health in various environments.

**Required Texts and Readings**

Friis, Robert H. Essentials of Environmental Health. 1<sup>st</sup> edition. Jones & Bartlett. 2006

**Course Objectives**

At the end of this course, students will be able to:

1. Define the major sources and types of environmental agents.
2. Discuss the transport and fate of these agents in the environment.
3. Identify the carriers or vectors that promote the transfer of these agents from the environment to the human
4. Describe how these agents interact with biological systems, and the mechanisms by which they exert adverse health effects.
5. Explain and use models for prediction of the magnitude of adverse effects in biological systems.
6. Identify and define the steps in the risk-assessment and risk-management processes.
7. Describes the steps in the regulatory process in terms of risk assessment and risk management and identify current legislation and regulation regarding environmental issues.
8. Identify significant gaps in the current knowledge base concerning the health effects of environmental agents and identify areas of uncertainty in the risk-assessment process.



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## **Course Procedures and Student Expectations**

Regular class attendance and active participation in class discussions is important. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be randomly taken at varying class times. A student who leaves class after attendance has been taken will be marked absent. Students are encouraged to exchange ideas and to integrate personal experiences in the class sessions.

All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned off and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

### Grade distribution

The grade you earn will consist of three (3) components:

1. Three quizzes: (30%)
2. Four assignments: (40%)
3. Final exam (30%)

Grading Scale											
<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	*2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									<b>F</b>	≤59%	0.0

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule as necessary.

Week	Topics	Reading
1	Human impact on the environment	
2	Environment-human interaction	
3	Environmental impact on humans	
4	Exposure, dose, response	
5	Environmental toxicology	
6	Environmental carcinogenesis	
7	Risk assessment and management	
8	Indoor and outdoor air pollution	
9	Environmental health economics and policy	
10	Occupational health	
11	Food- and water-borne disease	
12	Municipal, industrial, and hazardous waste	
13	Environmental justice and policy	
14	Risk communication	

**School of Health Sciences  
Master of Public Health Program  
Oakland University  
PH 690: Public Health Capstone  
4 Credits, Semester Year**

**Instructor:** TBD  
**Course Section:** TBD  
**Office:** TBD  
**Telephone:** TBD  
**Email address:** TBD  
**Office Hours:** TBD  
**Course Times:** TBD  
**Classroom:** TBD

**Course Description**

The Public Health Capstone is a required component for all students in the Master of Public Health (MPH) Program. Students participate in student seminars and a variety of assignments that enable them to reflect on the knowledge and skills developed during their MPH studies.

**Course Objectives**

By the end of the capstone, students will be able to:

1. Describe how they integrated public health theory, knowledge, and skills in a community or public health practice setting during their practicum placement;
2. Articulate their experience with the “realities” of public health practice – organizational structure, local and organizational politics, program administration, community relationships, and program coordination;
3. Complete a defined project that facilitates their reflection and to articulate what they have learned while putting together a portfolio of their work completed during their MPH studies.
4. Demonstrate leadership, teamwork, communication skills, and creativity through in-class activities and group projects.

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The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

## **Course Requirements and Student Expectations**

### ***Capstone Seminars***

MPH students must attend weekly capstone seminars. The seminars will be facilitated by a faculty member of the Health Sciences Department and will be structured to facilitate integration of previous coursework from across the curriculum with capstone experience and student reflection on his/her capstone experience. A schedule of seminar topics is provided below.

### ***Grading***

1. Class participation (20%)
2. Reflection papers (40%)
3. Portfolio (40%)

### ***Reflection assignments***

During the capstone, students are required to complete self-reflections about their experiences. A total of 8 reflections are required over the course of the semester. The purpose of this journaling is to provide the student with an opportunity for self-reflection and synthesis of the activities of the placement. Self-reflection is not simply to report about the completed tasks and activities, but to actually reflect upon the work that is being done in the field experience and how it relates to overall career goals, public health, and the cross-cutting MPH competencies. While there are several ways for MPH students to organize their thoughts in a self-reflection, here are a few examples to assist in formatting and writing self-reflections:

#### ***Example I: What? So What? Now What?***

Divide your reflection into three sections. Answer the following questions: What?  
So What? Now What?

#### ***Example II: Double Journal***

Fold an 8.5 x 11 inch piece of paper in half:

- On one half record the incidents or activities that happened
- On the second half, record your thoughts and feelings about the incident or activities

*Example III: Perspective Taking*

Journal or reflect as though you are someone other than yourself:

- Take the perspective of your preceptor, a client that receives services in the program that you are working, a lawyer, or a child.
- Switch perspectives and journal from your point of view or another's point of view.
- Reflect by comparing and contrasting the different perspectives.

*Example IV: Letter to Yourself*

For your first journal entry of your field experience, write a letter to the MPH Program or yourself outlining your expectations, the reason for choosing this field experience, and your goals. At the end of your field experience, take a look at your initial letter. Write a letter to the MPH Program or yourself reflecting about what you learned, what did not go well, how you see the organization you worked with now, what has changed, and why?

*Example V: Fly on the Wall*

Reflect on an incident that happened during the practicum placement. Reflect about what you did, whom you have worked with, and tools you have used. Then, pretend that you are a "fly on the wall" observing, but not participating, in the scene and write about your observations.

*Example VI: MPH Interdisciplinary Cross-Cutting Competencies*

Choose one of the MPH Interdisciplinary Cross Cutting Competencies that was identified in your Capstone Agreement. Reflect about what you have learned regarding this competency.

For example:

- Communication and Informatics – Journal about a specific incident in which someone you were working with shared information verbally to an individual or in a group at a meeting. How did it go? Did the recipient of the communication listen? Did they hear it? What did you learn about communication through observing this interaction? If it had been you providing the information, what would you have done differently and why?
- Leadership – Compare and contrast the leadership styles of people you are interacting with in your field experience. How do these leadership styles differ from the way that you wish to provide leadership? What styles would you like to emulate in the future?
- Professionalism – Ask some of your colleagues at the field experience site about their personal definitions of "professionalism." How do their definitions differ from your own? What have you learned from the exercise?

*Portfolio*

*As a final project, students will prepare a portfolio that includes work completed during practicum placement, previous coursework, and other relevant experiences.*

Week	Topics	Readings
1	Introduction to course	TBD
2	Professionalism in the practicum placement Reflection assignment due	TBD
3	Practicum placement challenges Reflection assignment due	TBD
4	Conflict resolution in practicum placement and in public health Reflection assignment due	TBD
5	Communication and informatics in public health	TBD
6	Community engagement in public health Reflection assignment due	TBD
7	Diversity and culture in public health	TBD
8	Effective leadership in public health Reflection assignment due	TBD
9	Merging research and practice	TBD
10	Grant writing for public health Reflection assignment due	TBD
11	Systems thinking in public health	TBD
12	Topic selected by students Reflection assignment due	TBD
13	Topic selected by students Reflection assignment due	TBD
14	Topic selected by students Portfolio assignment due	TBD



## Appendix L: Library Evaluation



**Kresge Library**  
Rochester, Michigan 48309-4401

*A teaching library with an outstanding student-centered  
information literacy program*

### MEMORANDUM

**To:** Patricia Wren, Associate Professor, School of Health Sciences (SHS)

**From:** Shawn V. Lombardo, Coordinator of Library Collections, Kresge Library  
Julia Rodriguez, Library Liaison to the School of Health Sciences

**Re:** Library Collection Evaluation for Proposed Master's Degree in Public Health

**Date:** July 27, 2012

To develop this collection evaluation, we reviewed the proposal for the new program and compared the holdings of the Kresge and the School of Medicine (SOM) Libraries to those universities with similar programs (noted in the program proposal) and with standard collection development tools. In general, the proposed new program will benefit greatly from the library's existing collections that have been built to support coursework in nursing, social work, biomedical science and psychology. However, there are a few resources that should be acquired for the library to support the program adequately. Below is a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional resources.

#### **Currently Available Resources**

##### *Indexes and Other Databases*

Kresge and the School of Medicine (SOM) Libraries subscribe to a number of relevant indexes that cover the journal literature in the health sciences. These include health sciences databases such as *PubMed/Medline*; the *Cochrane Library of Systematic Reviews*; *CINAHL* (a nursing and allied health database) and *Health Reference Center Academic (HRCA)*; *Cochrane*, *CINAHL* and *HRCA* provide full-text access to numerous periodicals in the health sciences. *PsycInfo* (covering the literature in psychology and related disciplines), *Social Work Abstracts* and *Sociological Abstracts* are comprehensive sources for identifying the literature on social and health behaviors; *ERIC* and *SportDiscus* are good indexes to the health education literature; and *Current Index to Statistics* includes coverage of biostatistics. The library's *Web of Knowledge* platform (consisting of the *Science Citation Index* and *Social Science Citation Index*, as well as *Medline*) provides the ability to cross-search the biomedical and social science literature.

### *Data Sets and Statistics*

A large proportion of health-related data and statistics is gathered by federal and state government agencies; in many cases, these data sets and statistics are made freely available online. Examples include the National Health Interview Survey (NHIS), National Health and Nutrition Examination Survey (NHANES), and the CDC's Behavioral Risk Factor Surveillance System (BRFSS). Other free sources of grey literature, statistics and reports include the Michigan Department of Health and the American Public Health Association. In addition to these resources, the library administers Oakland's membership in the Inter-University Consortium for Political and Social Research (ICPSR), which provides an extensive number of downloadable data sets in the health and social sciences from government and non-government entities, individual researchers and other sources. The library's Roper Center (*iPoll*) subscription provides access to Roper public opinion polling data on social, political and other issues. Funding for both of these resources has been provided annually by the Provost.

### *Journals*

Kresge Library currently provides access to an excellent selection of journals, primarily online, covering the fields of biostatistics, environmental health sciences, epidemiology, health education and health policy. Of particular importance to the proposed program are the library's eJournal packages from Elsevier (ScienceDirect), Wiley-Blackwell, Oxford University Press, Sage, and Lippincott, Williams and Wilkins (from OVID, funded by the SOM Library). A review of ISI's *Journal Citation Reports* rankings of the top public health journals (by impact factor) illustrates the strength of the library's collection: the Kresge Library and SOM Library together subscribe to more than 75 percent of the top 60 publications (Appendix A). The Libraries' databases noted in the previous section provide easy access to these journals through the library's openURL link resolver (i.e., the *Get It* links embedded in the databases). Similarly, the libraries provide access to more than 90 percent of the public health titles described in *Magazines for Libraries*, a standard collection development tool for academic libraries that lists core journal titles by discipline. Of the five degree specializations listed in the program proposal, the current collection appears to be weakest in the areas of environmental health, biostatistics and epidemiology.

### *Monographs and Reference Sources*

The combined eBook collections of the SOM and Kresge Libraries are a significant source of monographs and reference books on public health-related topics. The Springer eBook collection, for example, contains 200 recent titles addressing statistical applications in medicine, the health sciences and public policy (e.g., the book series *Statistics for Biology and Health* and individual titles such as *Regression Methods in Biostatistics*) and thousands of other titles that would be useful to public health researchers (e.g., the *Springer Series on Epidemiology and Public Health*; and individual titles such as the *Encyclopedia of Public Health*). The proposed program will also be supported by the publications of the National Academies Press – a publisher of studies, reports and other materials covering, in part, the health sciences and public health – which recently announced that its titles would be freely available online. In addition, the Libraries purchase a number of books annually to support the health sciences through a departmental allocation for titles requested by SHS faculty and through the library's approval plan with its primary book vendor, which supplies recent publications based upon a profile that the library has created to support the university's curriculum. Coverage of health policy is fairly good



through this profile, but the Libraries do not receive many titles in epidemiology, biostatistics or environmental health science through the plan. As a result, the Libraries own few of the biostatistics titles included on a Doody's Core Title List 2012. (Note: public health topics are not well-represented on the Doody's List.)

### **Resources Needed**

#### *Indexes, Statistical Sources and Other Databases*

The library's current indexes to the public health literature generally are sufficient to support the proposed program. The library and the medical library provide access to most of the databases that both Wayne State and the University of Michigan provide for their public health programs. One notable exception is *Biological Abstracts (BIOSIS)*, to which both of these institutions subscribe. However, *BIOSIS* is an expensive subscription (more than \$16,000 annually) and *PubMed* and *Web of Science*, as well as the library's new discovery service *Library OneSearch*, should be adequate for student and faculty researchers in the program. Both institutions also subscribe to *LexisNexis Statistical Universe*, an index to statistics and data sources. Since *Statistical Universe* does not contain the data sets themselves, it generally would be of limited use to most master's-level students.

One resource that should be acquired, however, is *HaPI (Health and Psychosocial Instruments)*, a database that contains information on approximately 15,000 measurement instruments (i.e. questionnaires, interview schedules, checklists, coding schemes, rating scales, etc.) in the fields of health and psychosocial sciences. Although the full-text of the instruments is not included in the database, *HaPI* can be used to discover available instruments and reliability and validity evidence about them. Both Wayne State University and the University of Michigan maintain subscriptions to *HaPI* which, in conjunction with *Mental Measurements Yearbook*, can provide students and faculty more comprehensive coverage of test instruments in the health and social sciences. The annual cost of a subscription to *HaPI* is included in the recommended five-year library budget for the program (Appendix C).

#### *Journals*

In coordination with faculty in the School of Health Sciences, we recommend adding subscriptions to a few core titles in public health and its associated specializations; these titles are listed in Appendix B, along with their annual subscription costs. The total cost for these journals are also included in the five-year recommended library budget for the program (Appendix C).

#### *Books and Reference Titles*

As noted above, the library should expand its books and reference resources to support the proposed program. Prices for books related to public health vary widely, the most expensive being those addressing biostatistics and epidemiology. Julia Rodriguez, the library's liaison to the School of Health Sciences, has noted that faculty in the School regularly request that the library purchase more monographs than the department's current allocation allows. Therefore, a fairly small amount of funding for monographs is included in the library budget in Appendix C, with additional funding in the first year for targeted retrospective collection building.



#### **Library Budget for Proposed Program**

Appendix C provides a five-year budget to enhance the library's ability to support the teaching and research activities for students and faculty in the proposed program. The budget includes funding, with annual inflationary increases, for subscriptions to *HaPI* and a few new journals, as well as for the purchase each year of approximately ten books on public health topics, in addition to those that the library receives through its approval plan. The budget also includes funding to cover the annual inflationary cost increases for the library's current journals and research databases (historically averaging eight percent or more per year) that support the proposed program. Without additional funding, the library cannot guarantee that we will be able to maintain subscriptions even to our current resources.

- C: Adriene Lim, Dean, University Libraries  
Julia Rodriguez, Library Liaison to the School of Health Sciences  
Kristine Condic, Library Representative, OU Senate

Appendix A  
OU Libraries' Access to Top-Ranked Public Health Journals  
(Rankings from ISI *Journal Citation Reports* 2010)

Journal Title	OU Access	Impact Factor
ANNU REV PUBL HEALTH	Annual Reviews	8.609
EPIDEMIOL REV	Oxford UP	8.238
ENVIRON HEALTH PERSP	open access	6.087
EPIDEMIOLOGY	LWW Collect.	5.866
INT J EPIDEMIOL	Oxford UP	5.759
AM J EPIDEMIOL	Oxford UP	5.745
BULLETIN OF THE WORLD HEALTH ORGANIZATION	open access	5.459
EUR J EPIDEMIOL	Springer	4.535
AM J PREV MED	ScienceDirect	4.11
J. of Toxicology and Environmental Health - B Critical Reviews	NO	4.041
GENET EPIDEMIOL	Wiley-Blackwell	3.988
CANCER EPIDEMIOLOGY BIOMARKERS & PREVENTION	AACR	3.919
AM J PUBLIC HEALTH	ScienceDirect	3.85
J CLIN EPIDEMIOL	ScienceDirect	3.753
INFECT CONT HOSP EP	NO	3.751
DRUG SAFETY	NO	3.599
SCAND J WORK ENV HEA	Proquest Psyc	3.54
ENVIRON RES	ScienceDirect	3.5
OCCUP ENVIRON MED	NO	3.494
PREV MED	ScienceDirect	3.299
ANN EPIDEMIOL	ScienceDirect	3.238
MED CARE	LWW Collect.	3.183
J EXPO SCI ENV EPID	NO	3.132
J ADOLESCENT HEALTH	ScienceDirect	3.116
TOB CONTROL	NO	3.077
PUBLIC HEALTH GENOM	NO	3.049
J EPIDEMIOL COMMUN H	NO	2.983
INT J HYG ENVIR HEAL	ScienceDirect	2.886
TROP MED INT HEALTH	Wiley-Blackwell	2.841
T ROY SOC TROP MED H	ScienceDirect	2.832
NICOTINE TOB RES	Oxford UP	2.801
CANCER CAUSE CONTROL	Springer	2.789
VECTOR-BORNE ZOONOT	NO	2.733
HEALTH & PLACE	ScienceDirect	2.694
PALLIATIVE MED	Sage	2.515
NEUROEPIDEMIOLOGY	NO	2.482
ENVIRON HEALTH-GLOB	PubMed Central	2.45
AM J TROP MED HYG	Highwire	2.446
ECONomics and Human Biology	ScienceDirect	2.438
PSYCHIAT SERV	NO	2.388
BMC PUBLIC HEALTH	PubMed Central	2.364
Community dentistry and oral epidemiology	Wiley-Blackwell	2.328
STATISTICS IN MEDICINE	Wiley-Blackwell	2.328
HEALTH EXPECTATIONS	Wiley-Blackwell	2.315
EUR J PUBLIC HEALTH	Oxford UP	2.267
EPIDEMIOL INFECT	Cambridge UP	2.257
INT J PUBLIC HEALTH	Springer	2.241
PATIENT EDUC COUNS	ScienceDirect	2.237
HIGH ALT MED BIOL	NO	2.236
J EPIDEMIOL	open access	2.11
Ethnicity & health	NO	2.078
PUBLIC HEALTH NUTR	Cambridge UP	2.075
J URBAN HEALTH	Springer	2.068
ANN OCCUP HYG	Oxford UP	2.014
J OCCUP ENVIRON MED	LWW Collect.	1.98
QUAL LIFE RES	Springer	1.958
PAEDIATR PERINAT EP	Wiley-Blackwell	1.928
INT ARCH OCC ENV HEA	Springer	1.91
PREHOSP EMERG CARE	NO	1.889
J PUBLIC HEALTH-UK	Oxford UP	1.878
AM J IND MED	Wiley-Blackwell	1.75
Disaster medicine and public health preparedness	LWW Collect.	1.747
ANN HUM BIOL	NO	1.713
GEOSPATIAL HEALTH	NO	1.705
J OCCUP HEALTH	NO	1.701
ENVIRON GEOCHEM HLTH	Springer	1.667
J TOXICOL ENV HEAL A	NO	1.637
J PUBLIC HEALTH POL	NO	1.635
EUR J CONTRACEP REPR	NO	1.616
COMMUNITY GENET	NO	1.538

Appendix B					
Recommended Journals to Support Proposed MPH					
Title	Publisher	ISSN	JCR 2010 Rank	Core Title <sup>1</sup>	Cost <sup>2</sup>
American Journal of Health Education	AAHPERD	1932-5037	-	✓	\$215
Journal of Public Health Policy	Palgrave	1745-655X	68	✓	\$421
Ethnicity and Health	Taylor & Francis	1465-3419	51		\$1,140
Journal of Epidemiology and Community Health	BMJ Publishing Group	1470-2738	27	✓	\$1,330
					<b>\$3,106</b>
<sup>1</sup> Listed in <i>Magazines for Libraries</i> (18th ed., 2010)					
Other Journals to Consider (with additional funding)					
Title	Publisher	ISSN	JCR 2010 Rank	Core	Cost <sup>4</sup>
Journal of Exposure Science and Environmental Epidemiology	Nature	1559-064X	23		\$1,170
Journal of Toxicology and Environmental Health Parts A & B	Taylor & Francis	1087-2620	12, 67		\$5,300
Drug safety	Springer Science & Bus	1179-1942	16		\$2,570
Occupational and environmental medicine	BMJ	1470-7926	19		\$1,175
Tobacco Control	BMJ	1468-3318	25		\$900
					<b>\$8,300</b>

**Appendix C**  
**Budget for Library Materials to Support Proposed MPH**

	Year 1	Year 2	Year 3	Year 4	Year 5
HaPI (EBSCO - 5 simultaneous users) <sup>1</sup>	\$ 1,310	\$ 1,376	\$ 1,444	\$ 1,516	\$ 1,592
Monographs and reference books <sup>2</sup>	\$ 2,000	\$ 1,000	\$ 1,050	\$ 1,103	\$ 1,158
Journal subscriptions <sup>1</sup>	\$ 3,106	\$ 3,354	\$ 3,623	\$ 3,913	\$ 4,226
Funding to support current resources	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	<b>\$ 7,416</b>	<b>\$ 6,730</b>	<b>\$ 7,117</b>	<b>\$ 7,532</b>	<b>\$ 7,976</b>

<sup>1</sup> Presumes 8% annual inflationary increase

<sup>2</sup> Presumes 5% annual inflationary increase



## **Appendix M: Internal Support Letters**

*Dean Ken Hightower*

### **MEMO**

To: Susan Awbrey, Interim Sr. Vice President, Provost Academic Affairs  
From: Ken Hightower, Dean School of Health Sciences  
RE: Masters in Public Health proposal support  
Date: October 10, 2012

I strongly support the proposal for a Master's in Public Health in Health Sciences, a school dedicated to health and well-being of our citizens by providing our students with relevant and timely learning experiences in health education and practice-based opportunities. This new graduate degree program has been explored for a number of years and our analyses of both the student populations and the community demonstrate a great need in our region for more specialized training in public health and improved delivery of health promotion interventions. The proposed MPH program would graduate students specially trained to meet this need. The proposed Master of Public Health Program will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. The core program is designed as a cohort model, initially of 8 to 10 students in the first year or two, with options for individuals going out of the cohort to take various elective courses in other schools or the college.

The School of Health Sciences is already well positioned in the community to foster and promote community health through its sizeable undergraduate health science degrees as well as the Prevention Research Center that encourages translational research. When the School of Medicine gains accreditation and can dedicate time and resources for further credentials, we are confident that are existing program can be strengthened. Currently, courses from the College, the School of Nursing and the School of Business have a wealth of courses suitable for new tracks or elective offerings in the future. We in the School of Health Sciences

already was first to offer an interprofessional graduate degree with our Master's in Safety Management with the School of Business.

The Master of Public Health program at Oakland University is a generalist, professional program that delivers the core and cross-cutting competencies established by the Council on Education for Public Health (CEPH) and the Association of Schools of Public Health (ASPH). It is modest and be successful from the start with a structure that allows expansion. The cohort approach permits a profit as quickly as the second year even with the addition of a faculty line. The program as proposed does not segment into specializations or concentrations but is designed to be modular and scalable and responsive to changing needs. While obviously not currently an accredited program, Oakland University's proposed MPH program is committed to adhering to the principles and expectations of the two main governing organizations – CEPH and ASPH – to best position itself for future accreditation.

The proposal as currently crafted is designed to be flexible and accommodating to future development of new electives from other academic units as well as different tracks that focus on various sub-specialties as mandated by community needs. It is well-positioned to be accredited in the future since we have adhered to the principles and requirements of the two major accrediting bodies.

Our MPH is designed particularly with an interesting collaborative component in CAS. There are 25 potential elective courses in the College listed, and each appropriate department or section is free to opt in or out as they prefer. And, given the extensive range of reasonable electives, the likelihood of getting one or two MPH students per CAS class is remote. That's the advantage of fully listing as many relevant cross-disciplinary selections as possible. It's why we would also open our curriculum to our colleagues around campus, eventually in nursing, engineering, business and medicine when they finalize their busy accreditation initiatives. Our MPH is to be collegial at the graduate training program level.

*Department of Chemistry*

10/18/12

Oakland University Mail - Fwd: MPH proposal support

Patricia Wren <wren@oakland.edu>

---

**Fwd: MPH proposal support**

1 message

---

**Kenneth Hightower** <hightowe@oakland.edu>  
To: Patricia Wren <wren@oakland.edu>

Thu, Oct 18, 2012 at 1:30 PM

Pls log this into doc

Ken

----- Forwarded message -----

From: "Arthur Bull" <abull@oakland.edu>  
Date: Oct 18, 2012 1:06 PM  
Subject: MPH proposal support  
To: <hightowe@oakland.edu>

Dear Ken, I have read the MPH proposal and offer strong support. Our current graduate offerings can easily handle the potential MPH students who would be interested in our offerings.

—  
Arthur W. Bull, Ph.D.  
Professor and Chair  
Department of Chemistry  
Oakland University  
248-370-2347



*Department of Mathematics and Statistics*



Department of Mathematics and Statistics

College of Arts and Sciences  
Rochester, Michigan 48309-4485  
(248) 370-3430 Fax: (248) 370-4184

Eddie Cheng

e-mail: echeng@oakland.edu

October 15, 2012

Kenneth Hightower, Dean and Professor  
School of Health Sciences  
Oakland University  
Rochester, MI  
48309

Dear Dean Hightower:

This is a supporting letter regarding the Proposal for a Masters in Public Health Program in the School of Health Sciences (SHS). I have reviewed this proposal and left with the impression that this is a well-crafted and well-prepared proposal.

With various medical challenges and aging populations in Michigan, health care and public health issues require urgent attention. The School of Health Sciences has a number of programs and it is reasonable to expect that this new program will be as successful as its existing programs. The SHS and the Department of Mathematics & Statistics (DMS) have an ongoing cooperative relation and we expect the cooperation will strengthen with this new program.

One item that puzzles me was two of the proposed courses, namely PH 640 Statistical Methods in Public Health and PH 650 Introduction to Epidemiology, as DMS is already offering similar courses. After talking with Dean Hightower and Director Wren, I came to the realization that they are very much interested in utilizing our existing courses. We anticipate cooperation between SHS and DMS in terms of course offerings in the biostatistics area.

I believe such a program in public health complements nicely our new medical school and the SHS is in a unique position to offer such a program. It is a carefully designed program that benefited from their expertise in graduate programs, it draws strength from Oakland University and it is customized for students in Michigan. In short, I support this proposal.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Eddie Cheng'.

Eddie Cheng, Ph.D.  
Distinguished Professor and Chair

Department of Political Science

10/22/12

Oakland University Mail - Fwd: support for MPH

Patricia Wren <wren@oakland.edu>

---

**Fwd: support for MPH**

---

**Kenneth Hightower** <hightowe@oakland.edu>  
To: Patricia Wren <wren@oakland.edu>

Fri, Oct 19, 2012 at 1:28 PM

-----Forwarded message-----

From: **David Dulio** <ddulio@oakland.edu>  
Date: Fri, Oct 19, 2012 at 12:36 PM  
Subject: support for MPH  
To: "Hightower, Ken" <hightowe@oakland.edu>

Ken -

I'm happy to pass on support on behalf of the Political Science Department for the proposed Master of Public Health program. This will be an important addition to the graduate offerings at OU. We are pleased that the Master of Public Administration program can help provide an elective course for these students. We would welcome other opportunities for future collaborations.

Best of luck,  
Dave

—  
David Dulio  
Professor and Chair  
Department of Political Science  
Oakland University  
Rochester, MI 48309

—  
kenneth hightower  
Dean, Professor, School of Health Sciences  
Oakland University  
<http://preventionresearch.oakland.edu>  
<https://twitter.com/kenhightower>

## Master of Public Administration Program

10/19/12

Oakland University Mail - Re: MPH support

Patricia Wren <wren@oakland.edu>

---

### Re: MPH support

2 messages

Diane Hartmus <hartmus@oakland.edu>

Fri, Oct 19, 2012 at 6:13 AM

To: Kenneth Hightower <hightowe@oakland.edu>, "Patricia A. Wren" <wren@oakland.edu>, Dave Dulio <ddulio@oakland.edu>

Patricia Wren and I have met and consulted a number of times as she has worked to develop the proposed Master in Public Health program. I happy to support Prof. Wren's work and look forward to consulting with her on the program.

If you would like any more information from me regarding this proposal, please feel free to contact me.

Diane

On Oct 17, 2012 12:13 PM, "Kenneth Hightower" <hightowe@oakland.edu> wrote:

hi diane.....I know that Dave has passed the MPH support task to you as you and its author Patricia Wren have worked together on this and have had conversations suggesting your support, at least conceptually. I know in the future there will be much room for addition elective and/or tracks with your program and other CAS programs. As a small cohort-based program there will be no significant impact on class sizes or instructor loads til you and other faculty choose to expand. Each cohort member is free to go on their own to explore over 25 different classes.

For now, I would greatly appreciate just a short sentence or two that you in principle support the MPH proposal...attached version again in the event you did not receive this briefer but accurate version. many thanks, (also my support letter to the provost)

I also know that Eddie Cheng is on board and is looking for possible ways to collaborate in the immediate future.  
thanks,

ken

--  
kenneth hightower  
Dean, Professor, School of Health Sciences  
Oakland University  
<http://preventionresearch.oakland.edu>  
<https://twitter.com/kenhightower>

---

Kenneth Hightower <hightowe@oakland.edu>

Fri, Oct 19, 2012 at 9:29 AM

To: Diane Hartmus <hartmus@oakland.edu>

Cc: "Patricia A. Wren" <wren@oakland.edu>, Dave Dulio <ddulio@oakland.edu>

Thanks so much, Diane. I know you two have consulted and am confident you will be a valuable contributor to future improvements and potentially the addition of new tracks. Your ongoing participation has been extremely useful to us and the future MPH students.

[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ui=2&ik=27d47d31e2&view=pt&search=inbox&th=13a6f7ffac252a78>

1/1



**Appendix N: External Support Letters**  
*The Baldwin Center*

August 17, 2012

Jennifer Lucarelli, PhD  
Assistant Professor, Health Sciences  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Dr. Lucarelli:

It is with pleasure that I write this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the skills of local public health professionals. Additionally, this program's emphasis on community-based public health will help translate the graduate's knowledge and skills into improvements in health for vulnerable populations located in the City of Pontiac where my agency is located.

As you know, The Baldwin Center is located in Pontiac, MI and its mission is to feed, clothe, educate and empower the disadvantaged of Pontiac. Pontiac is an urban center very near the campus of Oakland University that is experiencing high levels of poverty and unemployment and high levels of chronic diseases. The Baldwin Center provides critical support to the low-income residents of the community and is also committed to improving their health.

Oakland University has been a key strategic partner as we strive to increase the quality of our interventions and expand our service offerings. We have been a site for several service learning experiences with several schools and departments and have developed a collaboration with the School of Health Sciences that has enabled us to start offering more opportunities for physical activity and other wellness activities for children and adults in the community.

The Baldwin Center is a natural setting for additional community-based research and learning around public health and we would be pleased to serve as a community site in which students enrolled in the public health program would further enhance their skills and enrich their learning. This experience will also enhance student's capacity for community-based work that serves the most vulnerable parts of society that is not often served by traditional means. This program would benefit students, faculty, and the Baldwin Center as we work to meet our collective goals of better health for all.

Furthermore, this program will help to strengthen the relationship between Oakland University and the surrounding community particularly those experiencing high levels of poverty and chronic disease. I support this program wholeheartedly! Feel free to contact me at 248.332.6101 if any further information is needed.

Sincerely,



Lisa Machesky  
Executive Director

**BOARD OF DIRECTORS**

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United Methodist Church*

**Jeffrey Hauswirth, CPA, CVA**  
*Hauswirth Moncrief PLLC*

**Dan Hosler**  
*Community Volunteer*

**Cindy Judson, EdD**  
*Community Volunteer*

**Lucy Payne**  
*St. Joseph Mercy Oakland*

**Robert Wade**  
*Valeo North America, Ret.*

**Ursula Warren**  
*Consumers Energy*

**Francine Zick**  
*Community Volunteer*

**Lisa Machesky**  
*Executive Director*

**PO Box 420700  
212 Baldwin Avenue  
Pontiac, MI 48342-0700  
(248) 332-6101 phone  
(248) 332-0533 fax  
www.baldwincenter.org**

## Centro Multicultural La Familia



**La Familia**  
Diversity is Our Strength  
Pontiac, MI 48342  
Ph: (248) 858-7800  
Fax: (248) 874-1830

### Multicultural Family Center

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#### MISSION

To provide culturally-competent support services to families in a holistic approach in order to improve their quality of life.

[www.centromulticultural.org](http://www.centromulticultural.org)

August 10, 2012

Patricia Wren, PhD MPH  
School of Health Sciences  
Oakland University

Dear Dr. Wren:

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. The program's emphasis on community-based public health will help translate graduate's knowledge and skills into improvements in health for vulnerable populations in South East Michigan. This is especially important given the proximity of Oakland University to a wide number of nonprofit and social service agencies in Oakland County.

Centro Multicultural La Familia (CMLF) mission is to provide culturally competent support services to families in a holistic approach in order to improve their quality of life. We provide a wide variety of programs in both English and Spanish including mental health, substance abuse, domestic violence, integrated care or "medical home", parenting education and employment and language supports. Participation in the Healthy Pontiac We Can! Coalition with you and your staff has provided an even broader perspective to the work we do, it is more holistic.

Recognizing the importance of providing solid training for MPH students, we applaud OU School of Health Sciences in their efforts to make this degree accessible. CMLF could be considered a potential site for MPH students to do their internships or projects given the exposure to cultural diversity and social issues they will have at CMLF. We would benefit from hiring graduates that are familiar with the issues facing our local community and the clients we serve from different ethnic backgrounds. If granted, we look forward to working more closely with faculty members and students in helping to improve our understanding of the role that public health plays in the quality of life of the community in South East Michigan. If I can be of any further assistance, please feel free to call me at 248-858-7800 ext 1002.

Sincerely,

Sonia Acosta, PhD

Sonia Acosta, PhD  
President/CEO

Diversity is our Strength



*Detroit Medical Center*

December 22, 2012

Florence Dallo PhD, MPH  
Assistant Professor  
Wellness, Health Promotion and Injury Prevention Program  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Dallo:

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals.

The Detroit Medical Center's (DMC) record of service has provided medical excellence throughout the history of the Metropolitan Detroit area. From the founding of Children's Hospital in 1886, to the creation of the first mechanical heart at Harper Hospital 50 years ago, to our compassion for the underserved, our legacy of caring is unmatched.

Our medical experts are nationally recognized and each year, hundreds of DMC doctors are included in the list of America's Best Doctors™. A reputation for excellence draws patients to world-class programs in oncology, organ transplant, cardiology, women's services, neurosciences, stroke treatment, optometry, orthopaedics, pediatrics and rehabilitation. We are the leading academically integrated system in metropolitan Detroit and the largest health care provider in southeast Michigan. The DMC has more than 2,000 licensed beds and 3,000 affiliated physicians.

Detroit Medical Center facilities employ best practices and conduct business in an atmosphere of respect and professionalism. Our recognition of and attention to diversity in our business operations and healthcare services is unparalleled.

Our volunteer efforts in health education and disease prevention represent an ongoing commitment to the health and well-being of the communities we serve.

The DMC continues to meet the health care needs of a growing community, offering the best in medical research and development, advanced technology and optimum clinical services.

The DMC would benefit from employing MPH graduates by providing the knowledge, skills, and abilities to adapt to the ever changing healthcare landscape. The role of healthcare is evolving to keep individuals, communities, and specific population groups healthy and well. The MPH graduate can assist DMC in defining this role to achieve optimal health in the communities that we serve.

Sincerely,



Craig DeLeon  
Corporate Director Health and Wellness  
Detroit Medical Center



Macomb County Health Department



**MACOMB COUNTY HEALTH DEPARTMENT**

**Mount Clemens Health Center**

43525 Elizabeth Road ♦ Mount Clemens, Michigan 48043

PHONE: 586-469-5235 FAX: 586-469-5885

[www.macombcountymi.gov/publichealth](http://www.macombcountymi.gov/publichealth)

Steven C. Gold, M.P.H.  
Director/Health Officer

Kevin P. Lokar, M.D.  
Medical Director

May 31, 2012

Florence Dallo PhD, MPH  
Assistant Professor  
Wellness, Health Promotion and Injury Prevention Program  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Dallo:

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals.

The Macomb County Health Department (MCHD) provides a full range of public health services to the County's 840,000 residents, including Immunization clinics, Children's Special Health Care Services, WIC, Family Planning, Health Education and Environmental Health. Services are delivered from three main offices located in Cities of Mt. Clemens, Warren and St. Clair Shores and from several satellite locations. Also under the auspices of the MCHD are the Animal Shelter and the Office of the Medical Examiner.

Competent delivery of the above services requires well-trained and educated staff. The majority of our professional positions require a minimum of a Bachelor's Degree, while Master's Degrees are preferred or required, particularly in management positions. Establishing an MPH program at Oakland University would provide a convenient opportunity for those public health professionals from Macomb County, as well as, the Metro-Detroit area who wish to enhance their abilities and their credentials by obtaining a Masters Degree in Public Health.

The MCHD certainly supports this worthwhile endeavor and I will be anticipating its successful implementation.

Sincerely,

Gary R. White, R.S., M.S.  
Deputy Health Officer



OAKLAND

August 10, 2012

50 N Perry St.  
Pontiac, Michigan  
48342-2217  
tel (248) 338 5000  
mclaren.org

Jennifer Lucarelli, PhD  
Assistant Professor  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Lucarelli:

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University.

Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. The program's emphasis on community-based public health will help translate graduate's knowledge and skills into improvements in health for vulnerable populations in South East Michigan, and especially in Northern Oakland County and the City of Pontiac.

McLaren-Oakland has been directly involved with Oakland University in a number of community projects, but especially with a Building Healthy Communities initiative, Pontiac We Can! This initiative has made efforts in the City of Pontiac to improve nutrition and physical activity among residents as well as a variety of capacity building including applying for grant funding and membership recruitment.

Professor Lucarelli and I have considered an internship project with our cardiac rehabilitation department. While we were not able to fulfill all the parameters of that position requirement, I do hope that we will be able to continue to explore other opportunities of have a potential internship or practicum projects for MPH students here at McLaren-Oakland.

Another indirect contact that I have with Oakland University is in my role as Volunteer Services Coordinator. A number of Oakland University students volunteer at McLaren-Oakland and the majority of those individuals are seeking future careers within the realms of healthcare. I believe that it is crucial for a community to be able to offer both educational and employment opportunities within its own community so that the talent that is developed in a community can stay in that community.

In closing, I fully support the addition of the MPH program at Oakland University. In addition, I look forward to continued collaboration. If you have any additional questions, feel free to contact me at 248-338-5460.

Sincerely,

A handwritten signature in cursive script that reads 'Marie Bristow'.

Marie Bristow, MPA  
Community Program & Volunteer Services Coordinator

## Medical Network One



June 12, 2012

Florence Dallo Ph.D., MPH  
Assistant Professor  
Wellness, Health Promotion and Injury Prevention Program  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Dallo:

Medical Network One is a healthcare management organization for primary and specialty care physicians and behavioral health specialists that provides administrative infrastructure and clinical support to develop and sustain high performing, patient-centric practices. In the course of our work, we frequently collaborate with a wide spectrum of healthcare professionals for the purpose of collectively improving patient outcomes. That is why I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University.

Such a program would be a welcome addition to Michigan's healthcare educational offerings because it can strengthen the skills, core capacities, diversity, preparation and responsiveness of public health professionals and ultimately improve the health of individuals and communities. As care becomes more integrated under the tenets of the Patient Centered Medical Home (PCMH), and as Accountable Care Organizations (ACOs) are developed and take root within communities from the foundation of the PCMH movement, the inclusion of masters-prepared public health professionals will be critical to the success of ACOs, which are highly networked and interconnected by design. As leaders in both the advancement of the PCMH in Michigan and teaching others about the foundational structure of ACOs, Medical Network One is dependent on highly educated individuals who see the broader healthcare landscape in terms of its direct impact on patient populations.

Our company and peer organizations will be measurably enhanced by the ability to add those who are pursuing or have obtained a Master's degree in public health at Oakland University and are interested in sharing their skills in the bold new healthcare world. In hiring OU/MPH graduates, it would be our hope and expectation that they would contribute to our mission with the experiences, education, and insights gained from a top tier MPH program.

Sincerely,

A handwritten signature in cursive script that reads "Ewa M Matuszewski".

Ewa Matuszewski  
CEO  
Medical Network One

4986 Adams Road Suite D Rochester, MI. 48306  
Voice 248.475.4701 FAX 248.475.5777



Michigan Department of Education



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DEPARTMENT OF EDUCATION  
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PUBLIC INSTRUCTION

August 10, 2012

Jennifer Lucarelli, PhD  
Assistant Professor  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Dr. Lucarelli:

I am extremely pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. The program's emphasis on community-based public health will help translate graduate's knowledge and skills into competitively trained public health employees working for the improved health of vulnerable populations in Michigan. Such a program is important because it will provide a needed base of graduates with foundational skills, core capacities, diversity, preparation and responsiveness in the knowledge of public health.

As a state agency that hires public health graduates and partners with the faculty of Oakland University School of Health Sciences, we are continually pleased with the quality of faculty and programs and look forward to an influx of well-trained graduates with potential for our agency to hire in the future. Our current work related to Local Wellness Policies and our past work through the SNAK program has been incredibly beneficial to our learning and application of data.

As an intern preceptor for a number of graduate level public health and nutrition programs, I would be thrilled to host Oakland University School of Health Sciences students as they work toward their degree. I can foresee students enjoying our work with Smarter Lunchrooms, Farm to School, and Nutrition Standards in Schools. I believe school meals are the best safety net programs for our children and we have an obligation as professionals to continually improve these programs and work integrally within the school community on these improvements.

The opportunity for potential students to maximize their learning at Oakland University School of Health Sciences is great and I am thrilled about the endless possibilities both for the students as well as those of us who would be future employers. I see this program as a great asset to our state and I fully support the addition of the MPH program at Oakland University. I look forward to continued collaboration.

Sincerely,

A handwritten signature in cursive script, reading "Diane L. Golzynski".

Diane L. Golzynski, PhD, RD  
School Nutrition Consultant

STATE BOARD OF EDUCATION

JOHN C. AUSTIN - PRESIDENT • CASANDRA E. ULBRICH - VICE PRESIDENT  
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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
www.michigan.gov/inde • (517) 373-3324



December 22, 2012

Florence Dallo PhD, MPH  
Assistant Professor  
Wellness, Health Promotion and Injury Prevention Program  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Dallo:

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals.

Beaumont Health System supports numerous programs related to health promotion and disease prevention within the communities we serve around the metro Detroit area, both internally and externally. Examples of these programs include Project Healthy Schools, Diabetes Education, and Healthy Lifestyles Patient Series. Public health students are uniquely positioned to liaison between hospital and provider organizations and the world of health promotion and disease prevention as they have intimate knowledge of behavior change strategies that hospitals often have the resources to implement.

My experience with MHP students has been very positive and several have made lasting impacts on our community and corporate health promotions programs. In addition, connections between Beaumont and Oakland University are strong and would lend themselves well to supporting and fostering student's education and hands-on experiences within the program. myOptimal Health, Beaumont's internal corporate wellness program, has accepted numerous student interns from Oakland programs, several leading to hires into Beaumont. We have been duly impressed with the high quality of education and experience those students possess and would expect no less from an MPH program at Oakland.

You have my wholehearted support for the program's inception and ongoing successful training of health promotion and public health professionals.

Kind Regards,

Tom Spring, MS FAACVPR  
Programs Manager  
Corporate and Community Health Promotion  
Beaumont Health System

cc. Lucy Stemburgh, MS



Oakland County Health Division



L. BROOKS PATTERSON, OAKLAND COUNTY EXECUTIVE

Kathleen Forzley, RS, MPA, Manager  
HEALTH DIVISION

September 4, 2012

Patricia Wren, PhD, MPH  
Assistant Professor  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Dr. Wren:

I strongly support the creation of a Masters of Public Health (MPH) at OU, and I am pleased to provide this letter of support for the program that is proposed by the School of Health Sciences at Oakland University. As the Health Officer for Oakland County Health Division, I oversee a large public health staff, and I am aware of their needs to pursue this valuable education and credential. Many of our staff that would like to obtain the MPH credential have settled for alternative educational programs due to easier access than what is currently available for the MPH. I notice that MPH prepared staff are generally better prepared for many of our Health Division positions and progress at a more rapid rate due to their understanding and broad perspective of public health issues and solutions. I am confident that this MPH program will provide enhanced access to this valuable education and will provide opportunities to enhance the skills of our current employees.

Given our current relationship with Oakland University in many program areas, particularly our community health coalitions, I see creation of an MPH program providing many additional opportunities for collaboration. MPH students will be able to participate in these programs during their practicum and internships, developing critical skills in a hands-on setting. Furthermore, the work of these students during their academic training and beyond will be of great benefit to the local community as they take leadership roles in public health.

In closing, I strongly support the addition of the MPH program in the School of Health Sciences at Oakland University, and I look forward to continued collaboration.

Very Sincerely,

OAKLAND COUNTY HEALTH DIVISION  
Department of Health and Human Services

Kathy Forzley, RS, MPA  
Manager/Health Officer

NORTH OAKLAND HEALTH CENTER  
1200 NORTH TELEGRAPH ROAD  
PONTIAC MICHIGAN 48341-0432  
General Information 248-858-1280

SOUTH OAKLAND HEALTH CENTER  
27725 GREENFIELD ROAD  
SOUTHFIELD MICHIGAN 48076-3663  
General Information 248-424-7000



OLHSA



A Community Action Agency

September 12, 2012

HELPING PEOPLE. CHANGING LIVES.

Community Action Since 1964 

Ronald B. Borgmesser  
Chief Executive Officer

**Central Office**

Patricia Wren, PhD, MPH  
Associate Professor  
Health Sciences Program Director  
School of Health Sciences  
Oakland University  
Rochester, MI 48309  
196 Cesar E. Chavez Avenue  
P.O. Box 430598  
Pontiac, MI 48343-0598  
248.209.2600  
248.209.2645

**South Office**

345 E. Nine Mile Road  
Ferndale, MI 48220-1719

248.542.5860  
248.542.5897  
info@olhsa.org

**Livingston Office**

2300 E. Grand River  
Suite 107  
Howell, MI 48843-7574  
517.546.8500  
517.546.3057  
livingston@olhsa.org

Dear Dr. Wren:


I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. The program's emphasis on community-based public health will help translate graduate's knowledge and skills into improvements in health for vulnerable populations in Oakland County and Pontiac.

OLHSA is eager to partner with Oakland University School of Health Sciences in promoting Wellness to staff and clients and develop evidenced-based best practices. Populations to serve would include low income minorities families, pregnant women and infants, HIV clients, and seniors.

In addition, OLHSA would benefit from the knowledge and experience of MPH graduates in many of their programs including Health Services implementation in the Head Start and Early Head Start Programs. Collaborations could include implementing health services, program planning in health education and nutrition initiatives, and research projects.

In closing, I fully support the addition of the MPH program at Oakland University. I look forward to continued collaboration.

Sincerely,

  
Lynn Crotty  
Director of Child and Family Service  
OLHSA

*St. Joseph Mercy Hospital*



44405 Woodward Ave.  
Pontiac, MI 48341  
P: 248-858-3000  
stjoesoakland.org

September 11, 2012

Jennifer Lucarelli, PhD, Assistant Professor  
School of Health Sciences  
Oakland University  
Rochester, MI 48309

Dear Professor Lucarelli,

I am pleased to provide this letter of support for the Master of Public Health (MPH) program proposed by the School of Health Sciences at Oakland University. Such a program is important because it will improve the health of individuals and communities by strengthening the foundational skills, core capacities, diversity, preparation and responsiveness of public health professionals. The program's emphasis on community-based public health will help translate graduate's knowledge and skills into improvements in health for vulnerable populations in Oakland County.

St. Joseph Mercy Oakland (SJMO) is a community and safety-net hospital that has been serving the greater-Pontiac community for more than 85 years. A member of Trinity Health, the country's fourth-largest Catholic health system, SJMO is known for its commitment to patient safety and excellence in care. In 2011, SJMO provided inpatient care to more than 19,000 patients, cared for more than 330,000 outpatients, experienced more than 47,000 emergency room visits, and performed nearly 13,500 surgeries. In the same timeframe, SJMO provided more than \$33 million in uncompensated (charity) care and community programs serving more than 57,500 local residents.

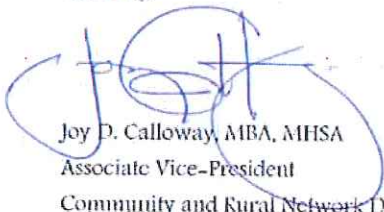
SJMO is currently partnered with Oakland University's School of Health Sciences to provide internships in many program areas including Metabolic Nutrition and Weight Management, Senior Fit, Shapedown and Community Health Promotion. Under an MPH program, SJMO could offer enriching and comprehensive internship and practicum experiences in all of the above areas (and others) that would benefit MPH students and advance their public health studies.

REMARKABLE MEDICINE. REMARKABLE CARE.

Our organization would benefit from hiring graduates from the MPH program at Oakland University in a number of ways; because of our current relationship with the University, we know that MPH graduates would be well educated and prepared to be part of the fast-paced healthcare workforce. We would also benefit, as part of a larger community, by keeping newly minted talent in the region, and by having locally-vested individuals serving their own community.

St. Joseph Mercy Oakland is enthused about the potential to further strengthen our successful partnership with Oakland University in this exciting new way. The benefits of enriching our collaboration in this way are endless and **we are in full support of the addition of the MPH program at Oakland University.**

Sincerely,



Joy D. Calloway, MBA, MHSA  
Associate Vice-President  
Community and Rural Network Development



**WORKING CAPITAL MANAGEMENT AND INVESTMENT POLICY**

**A Recommendation**

1. **Division and Department:** Finance and Administration Division, Treasury Management Department
2. **Introduction:** Investment market volatility in recent years has injected increased risk into the investment options available under the current Pooled Cash Investment Policy (Attachment A), which has not changed with regard to strategy or investment options since December 2000. This revised Working Capital Management and Investment Policy ("Policy", Attachment B) recommendation adopts the same investment management structure as the Endowment Management and Investment Policy, approved by the Board of Trustees ("Board") in March 2012, whereby the Board appoints an Investment Adviser who works with the Administration to invest and manage the University's Working Capital.

The Policy clearly states the strategic objectives, guidelines, restrictions, and performance evaluation related to Working Capital. The Policy defines the roles and responsibilities of the Board, Investment Advisors, Investment Managers, Custodians, and University Administration.

3. **Previous Board Action:** The current Pooled Cash Investment Policy was approved by the Board on June 9, 2000 with subsequent approval of Investment Managers by the Board on July 11, 2007 and June 29, 2010.
4. **Budget Implications:** Investment income from Working Capital investments supplements University budgets.
5. **Educational Implications:** None.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** This Recommendation has been developed by the Treasury Management Department, and reviewed by JPM Asset Management, Commonfund, UBS Wealth Management, the Vice President for Finance and Administration, and President.

**Working Capital Management and Investment Policy**  
**Oakland University**  
**Board of Trustees Formal Session**  
**April 3, 2013**  
**Page 2**

**8. Recommendation:**

WHEREAS, the relevance of the Pooled Cash Investment Policy with regard to Working Capital investment is diminished by modern market conditions; and

WHEREAS, an efficient and timely investment management process is necessary to manage risks and returns associated with Working Capital investment; and


WHEREAS, current best practices have been used in the development of the Working Capital Management and Investment Policy; now, therefore, be it

RESOLVED, that the Board of Trustees adopts the attached Working Capital Management and Investment Policy, effective immediately.

**9. Attachments:**

- A. Pooled Cash Investment Policy
- B. Working Capital Management and Investment Policy

Submitted to the President  
on 3/26, 2013 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/26, 2013  
to the Board of Trustees for Approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

## **OAKLAND UNIVERSITY**

### **Pooled Cash Investment Policy**

#### **Investment Objective**

It is anticipated that the maximum amount of available cash in excess of normal operating needs is to be invested in income-bearing instruments to seek the maximum return available within the guidelines specified below. Cash balances in the various funds of the university are to be pooled for the purpose of investing.

#### **Investment Manager**

An investment manager(s) will be appointed to execute this policy. Subject to this policy, the investment manager is accorded full discretion to (1) select individual securities, (2) make periodic adjustments to the structure of the portfolios, and (3) diversify the assets in the pooled cash portfolio.

#### **Investment Guidelines – Short-Term**

The investment objective of the short-term portfolio is to provide the maximum return available at the lowest possible risk. The preservation of principal overrides any consideration of appreciation of principal. It is expected that the annual total return of the short-term portfolio shall exceed the performance of 91-day Treasury Bills.

The following guidelines are to be followed in the selection of financial instruments to be in the short-term portfolio:

- Funds available are to be invested in instruments which are convertible into cash at any time.
- No short-term investments are to have a maturity greater than one year.
- Commercial paper shall have a rating of P-1, A-1 or F-1 (as used by Moody's, Standard & Poor's or Fitch).
- Investments in banks shall have a rating of P-1, A-1 or F-1 (as used by Moody's, Standard & Poor's or Fitch).
- No more than 10% of the total funds available for investment are to be invested in any single issuer. There are no restrictions on instruments issued or guaranteed by the U.S. Government or its agencies.
- The benchmark will be the Merrill Lynch 91-day Treasury Bill return.
- Commingled or mutual funds may be used if they comply with the above guidelines.



## Investment Guidelines – Intermediate Fixed Income

Funds eligible for investment in intermediate fixed income securities have been identified by the university as having at least a three-year investment horizon. The investment objective of the intermediate fixed income portfolio is to provide a total return over a market cycle greater than short-term instruments with some aversion to risk. It is expected that the total return over a three-year moving period shall exceed the return of the Lehman Intermediate Government/Corporate Bond Index.

The following guidelines are to be followed in the selection of financial instruments in the intermediate fixed income portfolio:

- Investments are restricted to U.S. Dollar denominated fixed income securities.
- The maximum maturity of any security shall not exceed fifteen years, and the average maturity of the portfolio shall be between three and six years.
- All securities purchased should be of investment grade as rated by Moody's and Standard & Poor's rating agencies. For money market instruments a minimum rating of A1/P1 is required. The average quality of the portfolio shall be between AA and AAA.
- The following instruments are allowed in the portfolio
  - Debt securities issued by the U.S. Government.
  - Debt securities issued by a U.S. corporation or a governmental entity within the U.S.
  - Certificates of Deposit with U.S. banks or their foreign subsidiaries.
  - Debt securities issued by a foreign subsidiary of a U.S. parent corporation which are guaranteed by the U.S. parent.
  - Debt securities of non-United States issuers, including foreign governments, corporations and supranational agencies.
  - Repurchase agreements with eligible banks and brokers collateralized by cash or other eligible securities equal to at least 102% of the market value of the repurchase agreement.
  - Mortgage-backed and asset-backed securities.
- The maximum investment in any one issuer should not exceed 10% of the portfolio at the time of purchase, with the exception of U.S. Government and Government Agency securities.
- The average modified duration of the portfolio should not be more than 20% shorter or longer than that of the benchmark index, **Lehman Intermediate Government/Corporate Bond Index**.
- Commingled and mutual funds may be used if they comply with the above guidelines.

## **Investment Guidelines-Equity**

The investment objective of the equity portion of the Oakland University Pooled Cash is to provide a total return, over a full market cycle, above the return on high quality short and intermediate fixed income securities. The goal is to improve the return on the total pool on average by 1-2% per year through the use of equity investments.

Funds eligible for investment in equity securities have been identified by the university as having at least a five-year investment horizon. Market values fluctuate over shorter periods and the risk of capital loss does exist. However, historical asset return data suggest that the risk of principal loss over a holding period of at least five years is substantially less than that for shorter periods.

Given the conservative nature of the pooled cash investment policy, the goal is to maintain the volatility of the equity portfolio below that of the equity market as measured by the Standard & Poors 500 index. In addition, it is desirable to limit the impact on the total pool from a negative return from the equity holdings. This is accomplished by limiting the allocation to equities, investing a majority of the equity funds in a less volatile discipline and through diversification of investment styles.

The following guidelines are to be followed in managing the equity portfolio:

All equity investments will be made in readily marketable securities.

Equity holdings in any one company may not exceed 5% of the market value of the equity portfolio or its equivalent representation in the representative market benchmark, whichever is larger.

Equity holdings may not exceed 5% of the outstanding stock of one company.

Equity holdings may not exceed 30% of the total Oakland University Pooled Cash fund.

Individual stocks or mutual funds may be used, providing they are consistent with the investment policy.

The performance objectives are to be viewed over the long term and have been established after full consideration of all factors set out in this Investment Policy Statement. These performance objectives are as follows:

Equities:

- 1) Provide a return over a full market cycle of at least one to two percent average annually above that of short and intermediate fixed income securities.
- 2) Provide a return over a full market cycle above the weighted average of the appropriate benchmarks (Custom Index).
- 3) Provide a return for each equity style above the appropriate benchmark over a market cycle.

The equity benchmarks for each investment discipline included in the Fund are:

Equity Income/Value:	Russell 1000 Value Index
Large Cap Growth:	Russell 1000 Growth Index
International Stocks:	MSCI EAFE Index

Returns will be measured relative to the appropriate index and over the longer-term on a risk adjusted basis using a Sharpe ratio. The predicted variability of the equity portfolio will be maintained below the S&P500.

**Asset Allocation/Equity Portion**

- The following asset allocation is designed to meet the Funds' investment objectives:

<b>ASSET CATEGORY</b>	<b><u>INITIAL TARGET ALLOCATION</u></b>	<b><u>ACCEPTABLE RANGE*</u></b>
Equities		
Value/Equity Income	70%	60-75%
Large Company Growth	15%	10-20%
International	15%	10-30%

\*Range represents the percentage of the equity portion of the Pooled Cash Fund



## **Derivative Policy**

Derivative instruments are not allowed for the purpose of leveraging, shorting securities as a sole investment or entering into swap transactions. Investments in derivative securities are allowed for the purpose of yield enhancement, duration management, yield curve management or sector diversification. Interest-only and principal-only mortgage-backed securities, inverse floating rate securities and interest rate swaps are specifically prohibited.

## **Performance Evaluation**

Performance should be communicated by the manager to the client on a quarterly basis in a mutually agreeable form. The manager is expected to exceed the return of the benchmark index over a market cycle.

## **Communications**

- Investment manager will provide asset statements detailing the Fund holdings at cost and market value on a monthly basis.
- Investment manager will communicate in writing any major changes in investment strategy.
- Investment manager will communicate in writing any significant changes (i.e., personnel, ownership, investment philosophy) in the advisors' firm.
- Each investment manager is expected to meet upon request
- Company will provide investment manager with annual projections of cash flow requirements.

# OAKLAND UNIVERSITY

## WORKING CAPITAL MANAGEMENT AND INVESTMENT POLICY

### GENERAL PHILOSOPHY

In recognition of its fiduciary responsibility, the Oakland University Board of Trustees (Board) has adopted the following Working Capital Management and Investment Policy (Policy) for Oakland University (University) and the University's Working Capital, which includes three principal categories: Short-Term Investments, Intermediate-Term Investments, and Long-Term Investments.

In the course of conducting the business of the University, all cash collections shall be concentrated into a single cash pool and shall be managed and invested as a portfolio.

No University cash collection shall be deposited into any other account unless that action was approved previously by the Treasurer to the Board of Trustees (Treasurer) and affirmed by the President. Separate accounts so approved will be monitored and reconciled by the University Controller's Office and closed immediately after they are no longer needed for the purpose for which they were intended.

### DEFINITIONS

- **Asset Class** – For the purposes of this Policy, Working Capital invested assets shall be grouped into three managed classes as noted in Working Capital Portfolio: Short-Term, Intermediate-Term and Long-Term.
- **Custodian** – Is typically a bank but may be another type of financial institution which has fiduciary custody of the Working Capital investments which are being managed by an Investment Manager. The Investment Manager and the Custodian may, at times, be the same firm.
- **Intermediate-Term Investments** – Investments with an investment horizon of one year to five years.
- **Investment Advisor** - A firm or individual retained by the University to advise on investment strategy, asset allocation, performance monitoring, and investment manager search and selection.
- **Investment Consultant** – An advisor used to guide asset allocation decisions, Investment Manager selection and overall investment strategy.
- **Investment Grade** – Investments holding a credit rating of Baa or better from Moody's Investors' Service, or BBB or better from Standard and Poor's or Fitch Investor's Service. For Short Term investments, investment grade shall be investments holding a credit rating of A-2/P-2 or better from Moody's Investor's Service, Standard and Poor's, or Fitch Investor's Service.



- Investment Manager – An investment firm selected to manage an investment portfolio in a specific investment segment (e.g. large cap equities).
- Long-Term Investments – Investments with an investment horizon greater than five years.
- Short-Term Investments – Investments with an investment horizon of one year or less.
- Total Investment Pool – The average market value for the previous twelve months of the assets in the Working Capital Portfolio.
- Working Capital – All funds held by the University except those held in the endowment pool.
- Working Capital Portfolio (Portfolio) – The investment portfolio used to invest the University's Working Capital.

### STRATEGIC OBJECTIVES

1. Safeguarding the assets in the Portfolio.
2. Assuring the liquidity of the Portfolio is sufficient to meet the operating and capital needs of the University.
3. Earning a reasonable rate of return on the Portfolio while managing risk to a conservative level and adhering to the guidelines contained within this Policy.
4. Managing and investing Working Capital according to current best practices.

### GUIDELINES

1. The Portfolio will be divided into three investment groups: Short-Term Investments, Intermediate-Term Investments, and Long-Term Investments. The Treasurer shall determine how much of the Portfolio will be allocated to each group. However, no more than thirty percent of the Total Investment Pool shall be invested as Long-Term.
2. Short-Term Investments will be immediately available for use. Assets in this pool will all be rated as Investment Grade or better by any one rating agency and have an average maturity of no more than one year.
3. Intermediate-Term Investments will be liquid within five business days or less and will be rated Investment Grade or better by any one rating agency. This Asset Class will have average maturities of no more than five years.
4. Long-Term Investments - Assets will be liquid within 20 business days or less and will be rated Investment Grade or better by any one rating agency. Assets with average maturities of greater than five years are permitted. This Asset Class also includes equities.
5. Derivatives may be used in the Portfolio as hedging strategies but only by Investment Managers where those strategies are appropriate. Derivatives may not be used for speculative purposes.



## RESTRICTIONS

1. The Portfolio may not contain:
  - a. Commodities or commodities futures.
  - b. Direct real estate ownership.
  - c. High risk debt rated below Investment Grade.
  - d. Collectables such as coins, stamps and automobiles.
  - e. Investments that are downgraded to less than Investment Grade by any one rating agency. They must be sold unless the Investment Manager and the Treasurer agree that they can continue to be held.
2. The Portfolio may not purchase debt that is not publicly traded and regulated.
3. The Portfolio may not purchase equity that is not publicly traded or regulated.
4. Investments in any one company, except the United States Government or its agencies, may not exceed five percent (5%) of the Total Investment Pool, nor more than five percent (5%) of the outstanding equity and/or debt of the company.
5. For non-amortizing securities, the maturity of any single debt instrument shall not exceed 15 years.
6. No securities purchases shall be made on margin, or use the University's leverage in a transaction.
7. The Portfolio may not contain more than a 30% allocation to equities managers.

## INVESTMENT ADVISOR, INVESTMENT MANAGER AND CUSTODIAN SELECTION

1. Generally, the University shall utilize professional management services for the management of the Portfolio. This does not preclude direct investment and ownership of securities by the University.
2. The Investment Advisor shall be appointed by the Board upon recommendation by the Treasurer.
3. The Investment Managers shall be appointed by the Treasurer upon advice of the Investment Advisor.
4. The Custodian shall be appointed by the Treasurer.
5. No more than fifty percent (50%) of University equity and bond investments shall be assigned to a single Investment Manager.

## INVESTMENT MANAGER PERFORMANCE EVALUATION

Investment Managers and their performance will be measured over periods of the most recent quarter ending; one-year, three-year and five-year periods; and will be compared to appropriate market indices (benchmarks), or other national reporting standards. Market indices shall include indices that are appropriate for each Investment Manager's specific portfolio. Risk-adjusted benchmarks shall be used when and where appropriate to measure performance. An Investment Manager whose performance falls below the top quartile over a three-year period, or below the median over the period of one year, shall be a candidate for replacement, absent a satisfactory explanation for the level of performance.

All Investment Managers must report their performance in writing each month end, and their portfolio holdings at least quarterly and annually.

The University may utilize an independent performance evaluation service to ensure that all Investment Managers are competitive in the market and that their performance meets the needs and expectations of the University.

### ROLE OF BOARD OF TRUSTEES

The Board:

1. Shall establish investment policies relating to the administration of the University's Working Capital Portfolio.
2. Shall establish investment objectives.
3. Shall appoint an Investment Advisor(s), and specify any investment restrictions deemed appropriate.
4. Shall establish the guidelines and restrictions under which the University may directly invest in and own securities independent of Investment Managers and may authorize such investment.
5. Shall receive periodic reports from the Treasurer on investment results.

### ROLE OF INVESTMENT ADVISOR(S)

The Investment Advisor:

1. Shall annually develop and communicate to the Treasurer and the Board an appropriate strategy to meet investment management objectives.
2. Shall advise the Treasurer regarding searches for an Investment Manager(s) and Custodian(s).
3. Shall provide a monitoring and measurement program which will permit evaluation of the performance of the Investment Manager(s) in comparison with the investment markets and with other managers.
4. Shall provide such other information pertaining to the investment program as may reasonably be required.

### ROLE OF THE INVESTMENT MANAGERS

The Investment Managers:

1. Shall report their performance in writing each month, calendar quarter and year, and report their portfolio holdings at least quarterly and annually to the Investment Advisor and the Treasurer.
2. Is authorized to execute investment transactions in conformity with this Policy, subject to any restrictions established by the Board.
3. Shall report immediately to the Treasurer and the Investment Advisor any major change in the manager's confidence regarding the securities markets or any decline in Portfolio value in excess of ten percent (10%) since the last reporting date.
4. Shall be reasonably expected to provide other necessary information for the development of interim reports and shall meet, as necessary, with the Investment Advisor and the Treasurer.
5. Shall vote all proxies in accordance with instructions received from the University.



### ROLE OF THE CUSTODIAN(S)

The Custodian(s):

1. Shall hold all securities under management by the Investment Managers in an agreed-upon nominee name and form.
2. Shall execute all transactions as directed by the Investment Managers.
3. Shall collect all income pertaining to the securities held and shall temporarily invest such income in cash equivalents until reinvested or remitted to the University.
4. Shall periodically remit accumulated income to the University pursuant to instructions received from the University.
5. Shall provide a full monthly accounting of all transactions, together with a listing of all holdings at cost and market.
6. Shall provide such other information pertaining to the Portfolio as may reasonably be required.

### ROLE OF THE UNIVERSITY ADMINISTRATION, THROUGH THE TREASURER

The University, through the Treasurer:

1. Is responsible for the continuous monitoring and review of: the Investment Advisors', Investment Managers', and Custodians' reports, the actions of the Investment Managers, and the status of the University's Portfolio.
2. Shall maintain communications, as appropriate, between the Investment Advisor, Custodian, and Investment Managers.
3. Shall make recommendations to the Board concerning investment policies, structure, objectives and selection of Investment Advisor(s).
4. Shall periodically invest available funds with the Investment Managers in consultation with the Investment Advisor.
5. Shall direct changes in existing allocations in consultation with the Investment Adviser as necessary.
6. May, in consultation with the Investment Managers and the Investment Advisor, and within the parameters established by this Policy, direct the reallocation of assets between the investment options and funds managed by the Investment Managers.
7. Shall appoint Custodians, monitor their activity and receive, reconcile and account for remitted accumulated income.

### GIFTS OF INVESTMENTS

Certain funds are obtained by the University through donor gifts subject to Donor Restrictions that restrict the form of investment, either directly by specifying qualifying investment vehicles or indirectly by stipulating higher-than-normal distributions. Such Gifts of Investments will be accepted only if the investments can be sold by the University at the first available opportunity, but no later than 30 days after the gift, and the proceeds of the sale be invested in the Portfolio in accordance with the provisions of this Policy.



**ANCILLARY ACTIVITIES OPERATING BUDGETS FOR THE  
FISCAL YEAR ENDING JUNE 30 2014**

**A Recommendation**

1. **Division and Department:** Academic Affairs, Finance and Administration, and Student Affairs and Enrollment Management Divisions
2. **Introduction:** Proposed budgets for the following seven ancillary activities are presented for approval for the fiscal year ending June 30, 2014:

Campus Recreation	Meadow Brook Theatre
Graham Health Center	Oakland Center
Lowry Center for Early Childhood Education	University Housing
Meadow Brook Music Festival	

The ancillary activities presented here represent a broad range of operations connected with and in support of the educational mission of Oakland University. Each ancillary budget is presented in a similar format, using common terminology and revenue, expense and transfer categories. The "all funds" budget model has been used to construct the presentation of these budgets. The all funds model is intended to provide a comprehensive picture of the financial activities of each unit. This format depicts operating and capital transactions in the General Fund, Auxiliary Fund, Designated Fund, Expendable Restricted Fund, and Plant Fund. Gifts are included, but the fund balances in permanent endowments are not included as there is no discretion with regard to their use. Distributions from these endowments are income in the Expendable Restricted Funds and are included.

3. **Previous Board Action:** The Board of Trustees (Board) approved the FY2013 ancillary budgets on August 6, 2012.
4. **Budget Implications:** See individual ancillary program descriptions for budget implications.
5. **Educational Implications:** See individual ancillary program descriptions for educational implications.
6. **Personnel Implications:** See individual ancillary program descriptions for personnel implications.
7. **University Reviews/Approvals:** The ancillary activities operating budgets were prepared by the ancillary units, reviewed by the Financial Performance Review Committee, Budget and Financial Planning Office, Interim Senior Vice President for Academic Affairs and Provost, Vice President for Student Affairs and Enrollment Management, Vice President for Finance and Administration, and President.

**Ancillary Activities Operating Budgets for the  
Fiscal Year Ending June 30 2014  
Oakland University  
Board of Trustees Formal Session  
April 3, 2013  
Page 2**

**8. Recommendation:**

RESOLVED, that the Board of Trustees approves the FY2014 budgets for Campus Recreation, Graham Health Center, Lowry Center for Early Childhood Education, Meadow Brook Music Festival, Meadow Brook Theatre, Oakland Center, and University Housing, with expenditures and transfers not to exceed the expense total for each unit as reflected in the attached budgets, except as set forth; and, be it further

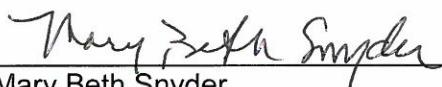
RESOLVED, that all expenditures and transfers beyond the approved expense total must have the prior approval of the President or his designee and these amounts will be reported on a periodic basis to the Board of Trustees.


**9. Attachments:**

A. Description of Programs and Proposed Budgets, FY2014

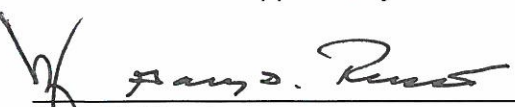
Submitted to the President  
on 3/27, 2013 by

  
\_\_\_\_\_  
Susan M. Awbrey  
Interim Senior Vice President for Academic Affairs and Provost

  
\_\_\_\_\_  
Mary Beth Snyder  
Vice President for Student Affairs and Enrollment Management

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/28, 2013  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

## Department of Campus Recreation

### Description of Program

The Department of Campus Recreation is responsible for recreational sports, the Recreation Center, Upper Pioneer Fields, including the Grizzly Oaks Disc Golf Course and running trails. Our mission is to enhance the quality of life in the University community through programs, services and facilities that support healthy lifestyle choices.

Program highlights from the current fiscal year include:

- Increased student use of the Rec Center and participation in intramural sports.
- Partnered with various campus departments to provide health and wellness educational sessions for students in residence halls and classrooms.
- Collaborated with Exercise Science and Wellness Health Promotion students who achieved more than 1,900 hours of practical experience.
- Assisted OU employees in the transition to “outcome-based” health insurance programs through employee wellness initiatives.
- Increased employee use of facilities, programs and services by 65%.
- Received Michigan’s “Healthiest Employers” Award by Crain’s Business Detroit.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	<u>Projected FY2013</u>
Building Entries	309,373	312,953	320,000
Student Visits	154,193	157,318	162,000
Intramural Participation	14,830	14,746	16,266
Club sports	24	23	24
Days of Operation	351	352	351



## **Department of Campus Recreation**

### **Explanation of Major Changes**

- Operating revenue variance due to reduced rental as a result of repurposing the Pioneer Room and the pool refinishing project.
- Student Tuition allocation increase based on higher enrollment and additional medical school students.
- General Fund support to cover Employee Wellness programs and services.
- Compensation decrease due to one-time salary savings, vacant graduate assistant position and student employment efficiencies.

### **Budget Assumptions**

- Operational revenue reduction due to impact of pool closure and upper fields renovation.
- Student Tuition Allocation increase based on enrollment projections.
- Compensation increase reflects recommended salary increases for staff and full time graduate assistant staff.
- Supplies and Service increase due to custodial contract.
- Equipment increase represents the potential impact of upper field construction project on the operational budget.
- Permanent budget reductions of \$75,000 incurred in FY12 are now being reported as an increase to University Overhead.
- Capital expense includes the department's portion of pool project, the building sound system replacement and upper field project recreation equipment.

**Oakland University**  
**Ancillary Activities Operating Budget**  
**Department of Campus Recreation**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue	\$ 399,000	\$ 381,000	\$ 363,000
Retail Sales	1,200	1,375	1,500
Student Tuition Allocation	3,806,575	3,821,854	3,856,544
Gifts and Grants	-	-	-
Investment Income	100	60	60
General Fund Support	-	25,000	25,000
Total Revenue	\$ 4,206,875	\$ 4,229,289	\$ 4,246,104
<b>EXPENDITURES:</b>			
Compensation	\$ 1,408,227	\$ 1,371,534	\$ 1,412,073
Supplies and Services	433,520	445,266	468,240
Repairs and Maintenance	231,619	231,619	231,550
Cost of Retail Sales	1,000	1,000	1,000
Equipment	60,000	60,000	80,000
Insurance	28,050	25,871	27,165
Utilities	405,000	389,000	395,000
Debt Service	1,506,498	1,506,498	1,507,604
University Overhead	54,491	54,491	117,724
Other Transfers	75,000	75,000	-
Total Expenditures	\$ 4,203,405	\$ 4,160,279	\$ 4,240,356
Net Revenue	\$ 3,470	\$ 69,010	\$ 5,748
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -	\$ -	\$ -
Unrestricted Fund Balance	1,513,302	1,578,842	1,554,590
Less: Major Capital Expenditures	30,000	30,000	390,000
Total Fund Balance	\$ 1,483,302	\$ 1,548,842	\$ 1,164,590

**Oakland University  
Department of Campus Recreation  
Proposed Major Capital Expenditures  
Fiscal Year 2014**

<b>Item Description</b>	<b>Estimated Cost</b>
RAC pool refinishing project	\$ 250,000
Rec Center building sound system replacement	90,000
Upper Field project recreation equipment	50,000

**FY 2014 Total**

**\$ 390,000**



## **Graham Health Center**

### Description of Program

The Graham Health Center provides acute care for Oakland University students and staff members. The primary users of the center are residence hall students, student health insurance participants and female students who utilize the center for their women's health care needs.

Service delivery at the Graham Health Center is a nurse practitioner/physician assistant model utilizing a consultative relationship with two area physicians. One physician is on site four hours each week and available by phone for consultation during the remainder of the hours that the health center is open. The physicians also provide delegated prescriptive authority to the nurse practitioners/physician assistants. In addition, a consulting psychiatrist is on site weekly to conduct student psychiatric evaluations and/or medication reviews.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	<u>Projected FY2013</u>
Patient Visits	3,740	4,170	4,155
Participants in Student Health Insurance	346	345	300

### Explanation of Major Changes

- Transfer of \$16,929 is support of mental health needs of the University Counseling Center.

### Budget Assumptions

1. Operating Revenue is estimated to increase by approximately 3% to reflect FY13 experience and student use.
2. Student Tuition Allocation reflects anticipated enrollment growth.
3. Compensation includes recommended salary increases for staff, as well as anticipated continued Counseling Center support for psychiatric needs.
4. The Major Capital Expenditures will support a changeover to electronic medical records. The electronic medical records (EMR) software, Point and Click, was purchased in FY13.

**Oakland University**  
**Ancillary Activities Operating Budget**  
**Graham Health Center**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue	\$ 240,800	\$ 242,000	\$ 249,260
Retail Sales	31,200	32,000	32,640
Student Tuition Allocation	361,954	361,954	369,193
Gifts and Grants	-	-	-
Investment Income	-	-	-
General Fund Support	-	-	-
Total Revenue	<u>\$ 633,954</u>	<u>\$ 635,954</u>	<u>\$ 651,093</u>
<b>EXPENDITURES:</b>			
Compensation	\$ 424,561	\$ 426,000	\$ 437,355
Supplies and Services	127,000	129,750	133,902
Repairs and Maintenance	10,660	10,660	10,660
Cost of Retail Sales	26,000	26,000	26,000
Equipment	2,500	2,500	2,000
Insurance	6,043	6,043	5,979
Utilities	6,000	6,000	6,900
Debt Service	-	-	-
University Overhead	28,819	28,819	25,117
Other Transfers	-	16,929	-
Total Expenditures	<u>\$ 631,583</u>	<u>\$ 652,701</u>	<u>\$ 647,913</u>
Net Revenue	<u>\$ 2,371</u>	<u>\$ (16,747)</u>	<u>\$ 3,180</u>
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -	\$ -	\$ -
Unrestricted Fund Balance	196,556	177,438	170,118
Less: Major Capital Expenditures	10,500	10,500	19,482
Total Fund Balance	<u><u>\$ 186,056</u></u>	<u><u>\$ 166,938</u></u>	<u><u>\$ 150,636</u></u>

**Oakland University  
Graham Health Center  
Proposed Major Capital Expenditures  
Fiscal Year 2014**

<b>Item Description</b>	<b>Estimated Cost</b>
Eight (8) Computers	\$ 11,482
Workstations for the Electronic Medical Records Computers	4,000
Painting of the Graham Health Center suite	4,000

<b>FY 2014 Total</b>	<b>\$ 19,482</b>
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## Lowry Center for Early Childhood Education

### Description of Program

The vision of the Lowry Center for Early Childhood Education is to cultivate and maintain an environment where faculty, students, staff and parents collaborate to provide a model center which exhibits best practice in the field of early childhood education and development. It has three related components, described below, with purposes that are congruent with the goals of the School of Education and Human Services (SEHS) and the mission of Oakland University:

- To provide high quality, developmentally appropriate early childhood experiences for young children and families.
- To provide learning and teaching environments for students and practitioners in Education, Human Services and related fields.
- To expand knowledge in Education, Human Service and related fields through research and service.

These components are based on the belief that learners of all ages should have meaningful, interesting and challenging experiences. Child and adult development are fostered by active participation of the learner.

### Key Performance Indicators

#### Overall Center Enrollment

March 30, 2009	March 30, 2010	March 30, 2011	March 30, 2012	March 2013
69%	55%	72%	79%	83%

#### Enrollment by Category

	Winter 2009 Participants	Winter 2010 Participants	Winter 2011 Participants	Winter 2012 Participants	Winter 2013 Participants
Community	117	98	102	116	105
Students	21	28	27	28	23
Faculty & Staff	25	20	25	21	25

#### Daily Rates

Age Group	FY2010	FY2011	FY2012	FY2013	FY2014
Toddlers	\$55 9am-4pm \$45 9am-2pm  \$26 2-4 pm \$31 9-12am \$38 12-4pm	\$55 9am-4pm \$45 9am-2pm   \$31 9am-12pm	\$57.50 9am-4pm \$47.50 9am-2 pm \$33.50 9am-12pm	\$57.50 9am-4pm \$47.50 9am-2pm \$33.50 9am-12pm	\$57.50 9am-4pm   \$33.50 9am-12pm

## Lowry Center for Early Childhood Education

Age Group	FY2010	FY2011	FY2012	FY2013	FY2014
Preschool	\$46 9am-4pm	\$46 9am-4pm	\$48.50 9am-4pm	\$48.50 9am-4pm	\$48.50 9am-4pm
	\$26 9am-12pm	\$26 9am-12pm	\$28.50 9am-12pm	\$28.50 9am-12pm	\$28.50 9am-12pm
Pre-K	\$46 9am-4pm	\$46 9am-4pm	\$48.50 9am-4pm	\$48.50 9am-4pm	\$48.50 9am-4pm
	\$26 9am-12pm	\$26 9am-12pm	\$28.50 9am-12pm	\$28.50 9am-12pm	\$28.50 9am-12pm

### All Age Groups

Before Care 7:30 -9:00 am	\$5.00 per ½ hour Community	\$5.00 per ½ hour Community	\$5.00 per ½ hour Community	\$5.00 per ½ hour Community	\$5.00 per ½ hour Community
After Care 4:00-5:30 pm	\$3.00 per ½ hour OU	\$3.00 per ½ hour OU	\$3.00 per ½ hour OU	\$3.00 per ½ hour OU	\$3.00 per ½ hour OU

- Registration/Deposits for community members will be \$200 per year; \$150 will be deducted from the final payment (\$50 non-refundable)
- Registration charges for OU affiliates will be \$75 per year, \$25 will be deducted from the final payment of the school year (\$50 non-refundable per school year)
- Schedule change charges of \$25.00 per occurrence will be applied to families with frequent schedule changes.
- A late charge of \$25.00 will be applied to families who have not paid their monthly tuition by the 10<sup>th</sup> of the month.

### Explanation of Major Changes

In the Fall of 2012 Elementary Education (undergraduate) students with a major in Early Childhood began to complete their practicum experiences at Lowry. In the Winter of 2013 an education specialist program in Early Education and Intervention was launched. This program will culminate in a capstone project, and some students may implement this project at Lowry. In addition, several Ph.D. students are completing field studies and coursework at the Lowry Center.

### Budget Assumptions

Revenue –

*Operating Revenue* \$778,580, up 3% over FY2013 estimates

- Based on 83% projected enrollment, primarily due to a greater enrollment in our pre-kindergarten full-day option.

## Lowry Center for Early Childhood Education

- Increase in summer camp 2013 tuition rates from \$39 to \$45/day (for largest increase)
- Families will continue to be offered a 5% discount on the oldest sibling when enrolling two or more children. This discount is common practice among preschools.

### *Gifts and Grants*

- \$54,590 for CCAMPIS grant award for the period 10/1/13-9/30/14. This is the final year in a four-year cycle.
- \$4,800 for National Inclusion Project. This is the third year Lowry has received funding.
- \$5,600 in projected gifts and investment income from endowments

### *General Fund Budget Support - \$33,814*

- Based on number of practicum students enrolled for Summer 2013 and Fall 2013 as of March, 2012 (graduate =16; undergraduates = 15)

### *Expenses -*

#### *Compensation \$787,691*

- Includes recommended salary increases for staff and student employees, and 10 month teacher salary increases to market rates.
- Includes change of a full time temporary teacher to full time permanent with benefits and a 10 month teacher changing from a 30 to 40 hour work week.

#### *Repairs and Maintenance – cleaning services contract based on current trend*

#### *Proposed Major Capital Expenditures \$95,000*

- Playground resurfacing \$68,000
- Flooring for 6 Lowry classrooms and shared bathroom areas \$27,000



**Oakland University**  
**Ancillary Activities Operating Budget**  
**Lowry Center for Early Childhood Education**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue	\$ 754,826	\$ 754,826	\$ 778,580
Retail Sales	-	-	-
Student Tuition Allocation	-	-	-
Gifts and Grants	62,150	62,400	60,590
Investment Income	4,075	4,479	4,400
General Fund Support	16,133	27,751	33,814
Total Revenue	<u>\$ 837,184</u>	<u>\$ 849,456</u>	<u>\$ 877,384</u>
<b>EXPENDITURES:</b>			
Compensation	\$ 740,278	\$ 720,800	\$ 787,691
Supplies and Services	39,925	42,760	42,020
Repairs and Maintenance	28,700	29,516	29,520
Cost of Retail Sales	-	-	-
Equipment	-	-	-
Insurance	-	-	-
Utilities	1,450	112	-
Debt Service	-	-	-
University Overhead	-	-	-
Other Transfers	-	-	-
Total Expenditures	<u>\$ 810,353</u>	<u>\$ 793,188</u>	<u>\$ 859,231</u>
Net Revenue	<u>\$ 26,831</u>	<u>\$ 56,268</u>	<u>\$ 18,153</u>
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -	\$ -	\$ -
Unrestricted Fund Balance	374,721	404,158	422,311
Less: Major Capital Expenditures	-	-	95,000
Total Fund Balance	<u>\$ 374,721</u>	<u>\$ 404,158</u>	<u>\$ 327,311</u>

**Oakland University  
Lowry Center for Early Childhood Education  
Proposed Major Capital Expenditures  
Fiscal Year 2014**

<b>Item Description</b>	<b>Estimated Cost</b>
Install floor tile in six classrooms	27,000
Resurface playground	68,000
<b>FY 2014 Total</b>	<b><u>\$ 95,000</u></b>

## Meadow Brook Music Festival

### Description of Program

Oakland University's ten-year agreement with Palace Sports and Entertainment (PSE) to operate and manage the Meadow Brook Music Festival (Festival) ended following the 2006 season.

In November 2006, PSE exercised its option to extend the Agreement for five-years, through the 2011 season.

In September 2010, PSE exercised its option to extend the Agreement for an additional two-years through the 2013 season. PSE has one final option to extend the lease term for an additional one-year through the 2014 season by notifying OU in writing by July 1, 2013 of its intent to exercise the option. All terms and conditions of the Agreement will remain in full force and effect during the extended Agreement, which provides for an annual guaranteed payment of \$135,000, plus 6% of gross box office revenues over \$3.5 million.

The Festival's events typically include rock, indie rock, jazz, country, comedy, adult contemporary and family entertainment.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	<u>Projected FY2013</u>
Attendance	81,104	66,277	70,000
Gross Revenue	\$1,672,140	\$1,959,559	\$2,100,000
Number of Events	34	30	30

### Budget Assumptions

The FY2014 budgeted revenue is consistent with the extended Agreement and historical investment income. The budgeted expenses include insurance, supplies and services, and compensation.



**Oakland University**  
**Ancillary Activities Operating Budget**  
**Meadow Brook Music Festival**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue	\$ 135,000	\$ 135,000	\$ 135,000
Retail Sales	-	-	-
Student Tuition Allocation	-	-	-
Gifts and Grants	-	-	-
Investment Income	10,000	10,800	10,000
General Fund Support	-	-	-
Total Revenue	\$ 145,000	\$ 145,800	\$ 145,000
<b>EXPENDITURES:</b>			
Compensation	\$ 6,000	\$ 6,000	\$ 6,135
Supplies and Services	2,500	2,500	2,500
Repairs and Maintenance	-	-	-
Cost of Retail Sales	-	-	-
Equipment	-	-	-
Insurance	4,816	4,597	4,649
Utilities	-	-	-
Debt Service	-	-	-
University Overhead	-	-	-
Other Transfers	-	-	-
Total Expenditures	\$ 13,316	\$ 13,097	\$ 13,284
Net Revenue	\$ 131,684	\$ 132,703	\$ 131,716
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ 81,000	\$ 82,000	\$ 92,000
Unrestricted Fund Balance	966,648	966,667	1,088,383
Less: Major Capital Expenditures	-	-	-
Total Fund Balance	\$ 1,047,648	\$ 1,048,667	\$ 1,180,383
Goad Memorial Concert Endowment		\$ 44,800	
Trumbull MBMF Endowment		37,200	
Restricted Fund Balance *		<u>\$ 82,000</u>	

## Meadow Brook Theatre

### Description of Program

Oakland University (University) entered into an Agreement with The Theatre Ensemble (Ensemble), a non-profit corporation, to lease Meadow Brook Theatre (MBT) facilities in 2002. In March 2012, the University Board of Trustees approved a renewal of the original Agreement through June 30, 2016, which will allow the Ensemble to continue in the MBT facilities through the MBT Fiftieth Anniversary season (2015-2016). Highlights of the Agreement include the following:

- Continued professional theatre productions and related events at Meadow Brook Theatre, including a full-season of plays.
- Guaranteed weekly fixed rent payments each production season, with a guaranteed number of weeks each year.
- Additional rent payments based on tickets sold.
- Opportunities for a strong relationship between the Ensemble and the University's students, particularly those in the academic theatre program.

All contractual payments to the University from the Ensemble continue to be paid in a timely manner.

The Ensemble is committed to presenting high quality productions, geared to inspire, educate and entertain a diverse audience base. This year, the season included three musicals, three dramas and a comedy. The Ensemble continues to share its resources with the University's Department of Music, Theatre and Dance in professional and artistic avenues and a number of students are employed by the Ensemble in a variety of professional and operational positions.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	Projected <u>FY2013</u>
Total Attendance	64,461	69,339	70,000

### Explanation of Major Changes

The FY2013 budget included \$50,000 for potential repairs and improvements to the Theatre. After additional engineering review, the estimated cost for making repairs increased to \$159,000, which has been reflected in the FY2014 budget, and the time frame for making the repairs changed to accommodate the Ensembles performance schedule. Design drawings will be completed in FY2013; repairs will be made in August 2013.

## **Meadow Brook Theatre**

### **Budget Assumptions**

Under the current agreement, rent will be \$1,890 per week for the 37 week season. Rent revenue covers expenses for repairs; maintenance; insurance and utilities to maintain the auxiliary operation and provides net revenue for major capital expenditures.

For FY2014, \$159,000 has been allocated for potential repairs and improvements to the Theatre.



**Oakland University**  
**Ancillary Activities Operating Budget**  
**Meadow Brook Theatre**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY 2013 BUDGET</b>	<b>FY 2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue	\$ 95,000	\$ 98,500	\$ 98,500
Retail Sales	-	-	-
Student Tuition Allocation	-	-	-
Gifts and Grants	-	-	-
Investment Income	-	-	-
General Fund Support	-	-	-
Total Revenue	<u>\$ 95,000</u>	<u>\$ 98,500</u>	<u>\$ 98,500</u>
<b>EXPENDITURES:</b>			
Compensation	\$ -	\$ -	\$ -
Supplies and Services	1,000	1,000	1,000
Repairs and Maintenance	2,500	2,500	2,500
Cost of Retail Sales	-	-	-
Equipment	-	-	-
Insurance	2,708	2,501	2,625
Utilities	43,000	43,000	45,300
Debt Service	-	-	-
University Overhead	-	-	-
Other Transfers	-	-	-
Total Expenditures	<u>\$ 49,208</u>	<u>\$ 49,001</u>	<u>\$ 51,425</u>
Net Revenue	<u>\$ 45,792</u>	<u>\$ 49,499</u>	<u>\$ 47,075</u>
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -	\$ -	\$ -
Unrestricted Fund Balance	309,409	313,116	343,660
Less: Major Capital Expenditures	50,000	16,531	159,000
Total Fund Balance	<u><u>\$ 259,409</u></u>	<u><u>\$ 296,585</u></u>	<u><u>\$ 184,660</u></u>

Item Description	Estimated Cost
Rigging System Repairs	\$ 159,000

\$ 159,000

## Oakland Center

### Description of Program

The Oakland Center serves as a community center for students, faculty, staff and university guests. It offers a wide-range of services and amenities such as: campus-wide food service, university bookstore, credit union, meeting and conference room facilities, departmental and student organization offices. The Oakland Center continues to experience strong and growing student utilization and to attract a diversity of campus and community programs.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	<u>Projected FY2013</u>
Number of meeting room reservations	5,800	5,464	6,250
Number of meeting attendees	276,543	273,168	287,183

- 224,716 pedestrian entries were recorded during September 2012 with a total of 1,150,428 entries from July 2012 through March 4, 2013.
- 273 Banquet Room events were held with 62,777 attendees.

The following capital projects were completed:

- Banquet Room improvements

### Explanation of Major Changes

- Revenue projections reflect an increase in annual bookstore commissions.
- Salary savings were realized due to a vacant full-time position.
- Reduced utility consumption resulted in energy cost reductions.

### Budget Assumptions

1. Student tuition allocation reflects a 1.5% increase.
2. The budget reflects \$112,000 plant renewal project as detailed in the proposed major capital expenditures attachment.
3. Total transfer activity \$89,400 is food service amortization. \$153,423 in bookstore revenue transfers to general fund is now reported as an increase to University Overhead.



**Oakland University**  
**Ancillary Activities Operating Budget**  
**Oakland Center**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue:			
Bookstore Commissions	\$ 628,300	\$ 650,000	\$ 672,000
Conferences	200,000	205,600	215,800
Food Service	339,000	349,700	350,000
Other	175,500	175,500	157,000
Total Operating Revenue	\$ 1,342,800	\$ 1,380,800	\$ 1,394,800
Retail Sales	-		
Student Tuition Allocation	1,073,902	1,073,902	1,090,011
Gifts and Grants	300	396	300
Investment Income	200	200	200
General Fund Support	-		
Total Revenue	\$ 2,417,202	\$ 2,455,298	\$ 2,485,311
<b>EXPENDITURES:</b>			
Compensation	\$ 1,051,628	\$ 979,725	\$ 1,064,109
Supplies and Services	233,500	248,000	259,500
Travel	6,500	6,500	6,900
Repairs and Maintenance	270,000	285,000	299,000
Cost of Retail Sales	-		
Equipment	25,900	60,094	65,000
Insurance	24,400	22,596	23,725
Utilities	420,000	370,000	390,500
Debt Service	80,866	80,866	80,866
University Overhead	58,882	58,882	191,787
Other Transfers	242,823	242,823	89,400
Total Expenditures	\$ 2,414,499	\$ 2,354,486	\$ 2,470,787
Net Revenue	\$ 2,703	\$ 100,812	\$ 14,524
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -	\$ -	\$ -
Unrestricted Fund Balance	1,052,258	1,150,367	914,891
Less: Major Capital Expenditures	250,000	250,000	112,000
Total Fund Balance	\$ 802,258	\$ 900,367	\$ 802,891

**Oakland University**  
***OAKLAND CENTER***  
**Proposed Major Capital Expenditures**  
**Fiscal Year 2014**

<b>Item Description</b>	<b>Estimated Cost</b>
Replace sixteen year old upper level corridor and lounge carpet	\$ 112,000
<b>FY 2014 Total</b>	<b>\$ 112,000</b>

## Department of University Housing

### Description of Program

The Department of University Housing has administrative oversight for on-campus housing operations including budget, facility operations, maintenance, programming, support services and personnel. The department also has property management responsibilities for the Meadow Brook Subdivision.

### Key Performance Indicators

	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>
Opening Occupancy	1,985	2,068	2,087
Renovation and Refurbishing Projects	\$2,451,639	\$1,667,372	\$1,745,469
Chartwell's Board Rate Increase	3.5%	3.5%	3.7%

Capital projects in FY2013 include:

- Residential network upgrades
- Greek cottage renovations
- Additional Bear Bus vehicles
- Ann V. Nicholson Apartments heating and domestic hot water
- Mattress replacements
- Student room lock security upgrades
- Lounge furniture replacements

### FY2013 Explanation of Major Changes

The increase in operating revenue over the Board approved FY2013 budget is due to higher than budgeted occupancy.

The increase in food service expense is due to higher occupancy.

The increase in repairs and maintenance is due to an internal transfer provided to expand the Bear Bus program with two shuttle buses.



## Department of University Housing

### FY2014 Budget Assumptions

- 1). The **Residence Hall** budget reflects a 4.5 percent double room rate increase in room and board. The proposed room rates position Oakland University Housing at the middle tier among other Michigan Universities. The recommended rates are as follows:

Year	FY2012	FY2013	FY2014
Academic Year Rate (double room)	\$7,968	\$8,207	\$8,576
Academic Year Rate (single room)	\$8,663	\$8,922	\$9,324
Summer Semester – Base Rate (double room)	\$2,505	\$2,580	\$2,696
Summer Semester – Base Rate (single room)	\$2,705	\$2,785	\$2,910
Percentage Increase (Acad. Yr – double)	3.75%	3.0%	4.5%

- 2). The **University Student Apartments** budget reflects a 4.5 percent rate increase. The recommended rates are as follows:

Year	FY2012	FY2013	FY2014
Academic Year Rate (3 and 4 Bedrooms)	\$6,318	\$6,507	\$6,800
Academic Year Rate (2 Bedrooms)	\$6,640	\$6,839	\$7,146
Summer Semester Rate (3 and 4 Bedrooms)	\$2,998	\$3,088	\$3,226
Summer Semester Rate (2 Bedrooms)	\$3,330	\$3,430	\$3,584
Percentage Increase (Acad. Yr– 3&4 BR)	3.75%	3.0%	4.5%

- 3). The **George T. Matthews Apartments** budget reflects a 4.5 percent rate increase. The recommended rate is as follows:

Year	FY2012	FY2013	FY2014
Single student annual rate	\$6,640	\$6,839	\$7,146
Percentage Increase	3.75%	3.0%	4.5%

## Department of University Housing

### FY2014 Budget Assumptions (continued)

- 4). The increase in operating revenue is due to our anticipated increase in room and board rates and occupancy.
- 5). Food service increase is due to a 2.8 percent increase in Chartwells rates.
- 6). Increase in compensation is due to an increase in student labor, and the anticipated filling of two positions due to retirement. We anticipate the addition of one administrative position to support the new housing volume.
- 7). Increase in debt service (\$1.355 million) reflects the debt payment on the new residence hall.
- 8). Major capital expenditures reflect \$3.145 million for Hamlin Hall plumbing completion and the re-carpeting of South Hamlin Hall.

**Oakland University**  
**Ancillary Activities Operating Budget**  
**University Housing**  
**Proposed Budget - All Funds**  
**FY2014**

	<b>FY2013 BUDGET</b>	<b>FY2013 ESTIMATED ACTUAL</b>	<b>FY2014 PROPOSED BUDGET</b>
<b>REVENUE:</b>			
Operating Revenue:			
Room & Board	\$ 15,293,435	\$ 16,045,971	\$ 15,990,178
Conferences	300,000	300,000	340,000
Other	335,860	335,860	333,286
Total Operating Revenue	<u>\$ 15,929,295</u>	<u>\$ 16,681,831</u>	<u>\$ 16,663,464</u>
Retail Sales	-		
Student Tuition Allocation	-		
Gifts and Grants	-		
Investment Income	2,000	2,000	2,000
General Fund Support	-		
Total Revenue	<u>\$ 15,931,295</u>	<u>\$ 16,683,831</u>	<u>\$ 16,665,464</u>
<b>EXPENDITURES:</b>			
Compensation	\$ 3,056,356	\$ 3,096,518	\$ 3,362,693
Supplies and Services	441,366	475,366	431,950
Student Programming & Retention	322,352	322,352	400,270
Food Service	3,361,066	3,525,586	3,391,659
Travel	15,914	15,914	25,000
Repairs and Maintenance	867,850	1,218,548	1,002,850
Cost of Retail Sales			
Equipment	415,800	274,302	250,000
Insurance	99,879	99,879	97,614
Utilities	1,197,225	1,197,225	1,229,691
Debt Service	1,502,393	1,502,393	2,857,393
University Overhead	348,737	348,737	353,388
Other Transfers	(99,350)	(99,350)	66,450
Total Expenditures	<u>\$ 11,529,588</u>	<u>\$ 11,977,470</u>	<u>\$ 13,468,958</u>
Net Revenue	<u>\$ 4,401,707</u>	<u>\$ 4,706,361</u>	<u>\$ 3,196,506</u>
<b>Ending Balances prior to Major Cap.Expenditures:</b>			
Restricted Fund Balance *	\$ -		
Unrestricted Fund Balance	8,893,678	9,198,332	8,903,306
Less: Major Capital Expenditures	4,325,600	3,491,533	3,145,700
Total Fund Balance	<u>\$ 4,568,078</u>	<u>\$ 5,706,800</u>	<u>\$ 5,757,606</u>



Item Description	Estimated Cost
North Hamlin Hall Plumbing Renovation	\$ 2,895,700
Re-Carpeting of South Hamlin Hall	250,000
FY 2014 Total	<u>\$ 3,145,700</u>

**ENGINEERING CENTER - LOW VOLTAGE SYSTEMS CONTRACT**

**A Recommendation**

1. **Division and Department:** Finance and Administration Division, and Facilities Management Department.
2. **Introduction:** The Engineering Center requires Low Voltage Systems (LVS) which include security systems, telecommunications wiring and equipment, audio visual and LAN/Wi-Fi equipment, and installation. The LVS is not covered under the Construction Manager contract previously approved by the Board of Trustees (Board) but falls within the project budget of \$74,551,739.

As part of the required competitive bid process a Request for Proposal (RFP) was issued for LVS services. Five responses to the RFP were received (Attachment A). A committee consisting of members from Facilities Management, Purchasing, University Technology Services, and Classroom Technology thoroughly vetted the proposals. The review process included a detailed interview, verification of experience, reference checks, and a cost analysis. Motor City Electric Technologies submitted the lowest cost qualified bid, has excellent relevant experience and references, and made an excellent presentation during their interview.

Additionally, \$280,000 in contingencies were identified to accommodate possible variables and scope changes.

Facilities Management recommends that Motor City Electric Technologies be approved to provide LVS for the Engineering Center project.

3. **Previous Board Action:** On December 9, 2010, the Board approved the Fiscal Year 2012 Capital Outlay Project Request to the State of Michigan, which included the Engineering Center as the University's top priority Capital Outlay request. On March 30, 2011, the Board approved the Engineering Center reimbursement resolution. On June 8, 2011, the Board approved SmithGroup Inc. as the architectural and engineering firm for the Engineering Center. On October 31, 2011, the Board approved the schematic design and financing for the Engineering Center. On March 28, 2012, the Board approved Walbridge as construction manager at risk for the Engineering Center.
4. **Budget Implications:** LVS services are included in the project budget of \$74,551,739.

Engineering Center - Low Voltage Systems Contract  
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5. **Educational Implications:** State of the art LVS and equipment will be installed in the Engineering Center, providing an enhanced student experience.

6. **Personnel Implications:** None.

7. **University Reviews/Approvals:** This recommendation was formulated by the selection committee listed above, and was reviewed by the Associate Vice President for Facilities Management, Vice President for Finance and Administration, and President.

8. **Recommendation:**

RESOLVED, that the Vice President for Finance and Administration be authorized to negotiate and execute a contract with Motor City Electric Technologies to provide Low Voltage Systems for the Engineering Center; and, be it further

RESOLVED, that the total cost for all Low Voltage Systems for the Engineering Center, inclusive of reimbursables and Oakland University contingencies, will not exceed \$3,885,561; and, be it further

RESOLVED, that the contract be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and with University policies and regulations, and conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

9. **Attachments:**

A. Engineering Center Low Voltage Bid Summary.

Submitted to the President  
on 3/25, 2013 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/28, 2013  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President



**Engineering Center  
Low Voltage Bid Summary**

<b>Contractor</b>	<b>Proposal Amount</b>
Dynalectric	\$3,605,561
Motor City Electric Technologies	\$3,681,070
Center Line Technologies	\$4,049,950
La Belle Electric Services	\$4,147,711
Shaw Systems and Integration	\$4,172,213

## HAMLIN HALL INFRASTRUCTURE RENOVATION CONTRACT

### A Recommendation

1. **Division and Department:** Finance and Administration Division, and Facilities Management Department
2. **Introduction:** In an effort to effectively manage the maintenance of aging facilities, University Housing (UH) engaged the consulting firm of Harley Ellis Devereaux to analyze the infrastructure of Hamlin and Vandenburg Halls. In response to the firm's findings, UH is implementing the first phase of the Hamlin Hall renovation, a rehabilitation of the plumbing system in the Hamlin Hall South Tower. This project includes demolition and replacement of domestic hot and cold water piping, bathroom fixture replacement, above grade horizontal and vertical sanitary piping, domestic hot water generating equipment and fire suppression sprinklers.

The Board of Trustees (Board) approved this project, as outlined in the FY2013 UH auxiliary budget, on August 6, 2012.

As part of the required competitive bid process a Request for Proposal (RFP) was issued for a General Contractor for the Hamlin Hall Infrastructure Renovation. Three responses to the RFP were received (Attachment A). A committee consisting of members from Facilities Management, Purchasing, and University Housing thoroughly vetted all proposals. The review process included a detailed interview, verification of experience in the construction of similar facilities, reference checks, and a cost analysis. George W. Auch Company submitted the lowest cost qualified bid, has excellent relevant experience and references, and made an excellent presentation during their interview.

Additionally, \$280,000 in contingencies were identified to allow for possible variables and scope changes.

Facilities Management recommends that George W. Auch Company be approved as the General Contractor for the Hamlin Hall Infrastructure Renovation.

**Hamlin Hall Infrastructure Renovation Contract**  
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3. **Previous Board Action:** On August 6, 2012, the Board unanimously approved the FY2013 UH budget, which included major capital expenditures in the Hamlin Hall South Tower.
4. **Budget Implications:** Rehabilitation of the plumbing system was included in the FY2013 UH auxiliary budget. The George W. Auch Company proposal falls within this budget.
5. **Educational Implications:** Upgraded plumbing systems and equipment will be provided for water saving fixtures, a consistent domestic hot water supply and maintenance savings in repair of water leaks in the domestic water system. Well maintained student housing significantly enhances the Oakland University student experience.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** This recommendation was formulated by the selection committee, reviewed by Facilities Management, Harley Ellis Devereaux, and Plant Engineering, the Associate Vice President of Facilities Management, Vice President for Finance and Administration, and President.
8. **Recommendation:**  
RESOLVED, that the Vice President for Finance and Administration be authorized to negotiate and execute a contract with the George W. Auch Company as the General Contractor for the Hamlin Hall Infrastructure Renovation; and, be it further

RESOLVED, that the total cost for all plumbing services for the Hamlin Hall Infrastructure Renovation (Hamlin Hall South Tower), inclusive of reimbursables and Oakland University contingencies, will not exceed \$3,068,000; and, be it further

RESOLVED, that the contract be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and with University policies and regulations, and conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

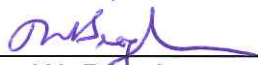


Hamlin Hall Infrastructure Renovation Contract  
Oakland University  
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9. Attachments:

A. Hamlin Hall Infrastructure Renovation Bid Summary

Submitted to the President  
on 3/25, 2013 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/26, 2013  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

**Hamlin Hall  
Infrastructure Renovation Bid Summary**

<b>Contractor</b>	<b>Proposal Amount</b>
George W. Auch	\$2,788,000
Clark Construction	\$2,908,000
Frank Rewold & Son	\$3,090,591