

Department of Public Health
Student Handbook



Public Health

2015-2016

WILLIAM PATERSON UNIVERSITY

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WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PUBLIC HEALTH
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Dear Student,

Welcome to the 2015-2016 academic year!

We are thrilled that you have decided to pursue your education in our exciting and growing field – a relatively new field of undergraduate study that was highlighted as a “hot field” to watch by the *Washington Post* and listed as one of the five fastest growing undergraduate majors by the *Chronicle of Higher Education*.

This handbook was developed to assist you in navigating your way through your studies in the Department of Public Health. It includes important information that serves as an “orientation” to our department and to your major area of study.

Our department offers two undergraduate programs, a BS in Public Health and a BS in Applied Health. Our faculty are distinguished educators, researchers, authors, and public health leaders who take pride in their relationships with our students. Since our major courses are small, you will get to know the faculty and they will get to know you.

As chairperson of our department, I take a personal interest in your academic success. As you move through this academic year, please let me know how I can assist you in achieving your academic goals.

Again, welcome to the Department of Public Health at WPU.

Dr. William D. Kernan, EdD, MPA, MCHES
Associate Professor and Chairperson

About the Department of Public Health

The Department of Public Health was founded in 1973 and now resides in the College of Science and Health, along with the departments of Biology, Chemistry, Communication Disorders, Computer Science, Environmental Science, Kinesiology, Mathematics, Nursing, and Physics.

The department operates under the administrative leadership of the Dean of the College of Science and Health, Dr. Kenneth Wolf and the Associate Dean, Dr. Jean Fuller-Stanley.

The Department of Public Health embraces the mission of William Paterson University striving for lifelong learning, excellence, diversity and community.

The Department is committed to preparing students to understand and critically analyze public health issues, to appreciate the importance of health disparities, and to understand the local, national and global dimensions of public health issues. The Department is committed to fostering intellectual curiosity and creativity in problem solving to effectively address public health challenges in communities and populations. The Department aims to provide a foundation of core health knowledge enhanced by interdisciplinary study to promote health at all levels for all people.

The major objectives of the department are:

1. To provide undergraduate professional preparation in public health education.
2. To provide educational preparation for careers in a variety of health related industries and agencies.
3. To support research and scholarship by the faculty and students of the department.
4. To support student well-being through participation in the general education program.
5. To provide professional preparation for School Health Certification.
6. To provide service courses for other disciplines.

Academic Advising

The Department of Public Health has a well-established, student-centered academic advising system that takes a holistic approach. Faculty advisors provide advice and guidance on career planning, networking, and other matters of importance to students, in addition to academic issues.

Upon acceptance into the major, each student meets with the chairperson of the department to discuss the major program and to develop the initial academic plan. Copies of all advisement materials are placed in an “advisement folder” and given to the student for use at subsequent meetings with the faculty advisor.

Each student is assigned a faculty advisor who will work with students on an individual basis at least once a semester, more often if needed and/or requested by the student. Advisors provide students with assistance in planning course work to ensure that graduation requirements are met.

The chairperson oversees all departmental advising and works closely with individual faculty advisors to ensure that our students are working toward a timely completion of their degree.

The faculty in the Department of Public Health recognize the importance of compatibility of the faculty member and the student in an advisor/advisee relationship. Students are encouraged to request a change of advisor if they so choose. This request is made by contacting the chairperson.

It is the student’s responsibility to contact his/her advisor at least once each semester prior to registration for the following semester.

Alternate PIN numbers required for registration will not be issued via email or over the phone. Each student must meet with his/her advisor or the chairperson for course advisement and to receive the PIN.

Academic Advisors for the 2015-2016 academic year are: Dr. Corey Basch, Dr. Michele Grodner, Dr. William Kernan, Dr. Jean Levitan, and Dr. Marianne Sullivan

Academic Degree Programs

The department offers several academic programs. Students wishing to declare a major in the department may choose from the BS in Applied Health or the BS in Public Health. The BS in Public Health offers two tracks – the general track and the health education track. Information about each of these degree programs is presented later in this handbook.

Departmental admission requirements

In order to be admitted to the majors within the Department of Public Health, students must have a cumulative Grade Point Average (GPA) of at least a 2.0 and take and pass (with a C- or better; C or better if transferring credit from another institution) the following courses (or equivalent transfer course):

- BIO 1140: Applied Anatomy & Physiology (or BIO 1120 & 1130 or BIO 1180 & 1190 or BIO 1200)
- MATH 1300: Elementary Statistics (or MATH 2300)
- PBHL 1100: Healthy U or PBHL 1300: Healthy Living After 30

Upon acceptance into the department, students are required to meet with the department chairperson to review previous course work that may be applicable to their major, and to develop their individualized academic plan.

General degree requirements

In order to qualify for graduation, all students must complete a minimum of 120 credits of coursework in the following areas: major courses, co-requirements, University Core Curriculum, foreign language, and free electives.

Students sometimes accrue more than the required number of credits needed for graduation. This happens as a result of transferring from another institution, changing majors while at William Paterson University, adding a minor, course failure, or because of an error from not seeking or following advisement recommendations in course selection.

Bachelor of Science (B.S.) in Applied Health

The B.S. in Applied Health program is for students with an interest in health services related careers. This program prepares students for employment in a variety of positions in health care industries and settings such as non-profit health organizations, health insurance companies, pharmaceutical and medical device companies, nursing homes, assisted living communities and other residential settings. For allied health professionals with AAS degrees, this program may enable advancement at their present place of employment.

APPLIED HEALTH CURRICULUM (37 Credits)

Core Courses: 19 credits		CR
PBHL 2950	Disparities in Health (UCC 4)	3
PBHL 3020	Health Care in the United States	3
PBHL 3040	Health Research Methods I (<i>fall only</i>)	3
PBHL 3042	Health Research Methods II (<i>spring only</i>)	3
PBHL 4500	Health Administration (<i>spring only</i>)	3
PBHL 4961	Introduction to Internship (<i>fall & spring only</i>)	1
PBHL 4971	Internship in Applied Health (<i>spring & summer only</i>)	3
Elective Courses: 9 credits		CR
PBHL 2100	Women's Health	3
PBHL 2150	Drugs and Health	3
PBHL 2200	Stress Management	3
PBHL 2210	Nutrition	3
PBHL 2700	Concepts and Issues of Aging	3
PBHL 3110	Global Health Issues (UCC 6)	3
PBHL 3140	Reproductive Rights (UCC 5)	3
PBHL 3150	Food & Community (UCC 5)	3
PBHL 3210	Lifespan Nutrition (<i>fall only</i>)	3
PBHL 3220	Food and Social Issues (<i>spring only</i>)	3
PBHL 3750	Human Disease	3
PBHL 3900	Human Sexuality	3
PBHL 4300	Counseling Skills for Health Professionals	3
PBHL 4950	Cultural Dimensions of Health (UCC WI; <i>spring only</i>)	3
Co-Requirements: 9 credits		CR
MGT 2000	Principles of Management	3
MKT 2100	Principles of Marketing	3
CS 2010	Computer and Information Technology	3

The BS in Applied Health was designed specifically to allow students the opportunity to direct their studies and strengthen their training through the declaration of a minor. All Applied Health majors are strongly advised to declare a minor that complements the major and enhances their desirability in the workforce.

Applied Health majors work closely with their academic advisor to assure that they meet both the requirements for their major and their minor.

Suggested minors for Applied Health majors include:

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science
- Economics
- Interpersonal Communication
- Professional Sales
- Psychology
- Public Relations
- Social Justice
- Sociology
- Sports Management
- Statistics
- Woman's & Gender Studies

Bachelor of Science (B.S.) in Public Health – General Track

The general track is for students who wish to pursue careers in a variety of public health disciplines including: environmental health, epidemiology, international health, biostatistics, or health administration. Please note that some fields require further education/training beyond the bachelor's level.

PUBLIC HEALTH – GENERAL CURRICULUM (53 Credits)

Core Courses: 21 credits		CR
PBHL 3000	Introduction to Public Health	3
PBHL 3020	Health Care in the United States	3
PBHL 3040	Health Research Methods I (<i>fall only</i>)	3
PBHL 3042	Health Research Methods II (<i>spring only</i>)	3
PBHL 3400	Environmental Health (<i>spring only</i>)	3
PBHL 3750	Human Disease	3
PBHL 4000	Epidemiology (<i>fall only</i>)	3
General Track Courses: 28 credits		CR
PBHL 4301	Public Health Practice (<i>fall only</i>)	3
PBHL 4962	Introduction to Internship in PH (<i>fall only</i>)	1
PBHL 4972	Internship in Public Health (<i>spring only</i>)	6
Major electives: 18 credits (choose six of the following)		
PBHL 2100	Women's Health	3
PBHL 2150	Drugs and Health	3
PBHL 2200	Stress Management	3
PBHL 2210	Nutrition	3
PBHL 2700	Concepts and Issues of Aging	3
PBHL 2950	Disparities in Health (UCC 4)	3
PBHL 3110	Global Health Issues (UCC 6)	3
PBHL 3140	Reproductive Rights (UCC 5)	3
PBHL 3150	Food & Community (UCC 5)	3
PBHL 3210	Lifespan Nutrition (<i>fall only</i>)	3
PBHL 3220	Food and Social Issues (<i>spring only</i>)	3
PBHL 3900	Human Sexuality	3
PBHL 4300	Counseling Skills for Health Professionals	3
PBHL 4950	Cultural Dimensions of Health (UCC W1; <i>spring only</i>)	3
Co-Requirements: 4 credits (choose one)		CR
BIO 1300	Field Biology	4
BIO 1700	Basic Microbiology	4
CHEM 1310	College Chemistry (with lab CHEM 0310)	4
ENV 1100	Environmental Sustainability	4
PHYS 1100	Introduction to Physics	4

Bachelor of Science (B.S.) in Public Health - Health Education Track

The health education track prepares students as entry-level health educators who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs. Our program is the only one in New Jersey approved by the Society for Public Health Education/American Association of Health Education Baccalaureate Program Approval Committee (SABPAC). Graduates are eligible to take the national examination to become Certified Health Education Specialists (CHES).

PUBLIC HEALTH – HEALTH EDUCATION CURRICULUM (53 Credits)

MAJOR CORE COURSES (21 credits)	Cr	MAJOR ELECTIVES (6 credits)	Cr
PBHL 3000 Introduction to Public Health	3	PBHL 2100 Women’s Health	3
PBHL 3020 Health Care in the US	3	PBHL 2150 Drugs & Health	3
PBHL 3040 Health Research Methods I (F)	3	PBHL 2200 Stress Management	3
PBHL 3042 Health Research Methods II (SP)	3	PBHL 2210 Nutrition	3
PBHL 3400 Environmental Health (SP)	3	PBHL 2700 Concepts & Issues of Aging	3
PBHL 3750 Human Disease	3	PBHL 2950 Disparities in Health (UCC 4)	3
PBHL 4000 Epidemiology (F)	3	PBHL 3110 Global Health Issues (UCC 6)	3
		PBHL 3140 Reproductive Rights (UCC 5)	3
MAJOR TRACK COURSES (22 credits)	Cr	PBHL 3150 Food & Community (UCC 5)	3
PBHL 3010 Health Ed Theory and Practice (F)	3	PBHL 3210 Lifespan Nutrition	3
PBHL 3610 Methods in Public Health Ed (Sp)	3	PBHL 3220 Food & Social Issues	3
PBHL 4610 Program Planning (F)	3	PBHL 3900 Human Sexuality	3
PBHL 4962 Intro. to Internship PBHL-Gen (F)	1	PBHL 4300 Counseling Skills for Health Prof.	3
PBHL 4972 Internship in Public Hlth-Gen (Sp)	12	PBHL 4950 Cultural Dimensions of Health (UCC WI; <i>spring only</i>)	3
<i>F = Fall only course SP = Spring only course</i>			
MAJOR CO-REQUIREMENTS (4 credits)	Cr		
BIO 1300 Field Biology	4		
BIO 1700 Basic Microbiology	4		
CHEM 1310 College Chemistry (w/lab 0310)	4		
ENV 1100 Environmental Sustainability	4		
PHYS 1100 Introduction to Physics	4		

Internships

The internship program for students majoring in the Department of Public Health is a supervised experience designed to provide the opportunity for students to apply their academic preparation in a professional work setting.

The internship experience is a requirement for all Bachelor of Science (B.S.) degree candidates in the Department of Public Health. The internship is the culmination of the major course of study and is completed after all other major courses and major co-required courses are taken and passed with the minimum required grade in each course.

Interns work for a predetermined number of hours under the supervision of a trained health professional, the Internship Site Supervisor. The objectives of the internship program and the sites at which students complete their internship are consistent with the roles and responsibilities of entry level health professionals. The type of experience, location and length of the internship is determined by the degree program.

Bachelor of Science in Applied Health	Bachelor of Science in Public Health	
	<i>General track</i>	<i>Health Education track</i>
3 college credits	6 college credits	12 college credits
120 total hours	240 total hours	480 total hours
Spring or Summer Semester	Spring Semester only	Spring Semester only

Internship pre-requisites include:

- Major GPA of 2.0 or better (2.5 for Health Education track)
- Grades of C or better in all PBHL major core courses
- Be within 12 credits of graduation.

The Internship Site Coordinator assists all students in the identification of an appropriate internship site during the Introduction to Internship course that students take the semester before their internship. Internship sites generally are located within a reasonable driving distance from the University (1.5 – 2 hour drive). Students wishing to intern at a site that is located further from campus must qualify based on criteria listed in the Out-of-Area Internship policy located in the Internship Manual.

The goals of the internship program are as follows:

1. To provide interns with supervised work experiences that will enable them to integrate skills and classroom preparation into professional public health practice.
2. To expose interns to the wide variety of disciplines and multitude of settings within the broad field of public health.
3. To expose interns to the varied responsibilities within the field for the purpose of helping to secure entry-level employment or matriculation into a graduate program of study.
4. To enhance interns' awareness on the importance of professional conduct, skill enhancement, continuing education, and networking.

More detailed information about the Department of Public Health's Internship program is located in the Internship Manual. Questions about internships should be directed to the department chairperson or the Internship Site Coordinator.

Student should understand the following about the internship program:

- Completing the internship requirement must take precedence over all other activities during the semester in which the internship is completed, including other coursework and employment.
- All major course requirements must be completed with the minimum grade requirement before the semester of the internship.
- While we attempt to identify a multitude of geographically diverse internship sites, there is no guarantee that you will be placed at a site that is local to your place of residence.

Required Portfolio Artifacts for the Internship

During the Introduction to Internship course, students must compile a professional portfolio composed of, at a minimum, the course assignments listed below. Students are strongly encouraged to save electronic copies of all coursework.

DEPARTMENT CORE → ALL STUDENTS

Course	Artifact
PBHL 3020 – Health Care in the US	Student's choice
PBHL 3040 – Health Research Methods I	Literature Review
PBHL 3042 – Health Research Methods II	PPT presentation and questionnaire
PBHL 3750 – Human Disease	Student's choice

APPLIED HEALTH PROGRAM CORE → APPLIED HEALTH STUDENTS ONLY

Course	Artifact
PBHL 4500 – Health Administration	Student's choice

PUBLIC HEALTH PROGRAM CORE → ALL PUBLIC HEALTH STUDENTS (BOTH TRACKS)

Course	Artifact
PBHL 3000 – Introduction to Public Health	Student's choice
PBHL 3400 – Environmental Health	PPT presentation
PBHL 4000 – Epidemiology	Community Health Assessment Paper

PUBLIC HEALTH – HEALTH ED. TRACK → HEALTH EDUCATION TRACK STUDENTS ONLY

Course	Artifact
PBHL 3010 – Theory	Term paper
PBHL 3610 – Methods	Innovation Project/PPT Disease Specific Guide/PPT
PBHL 4610 – Planning	Program Planning poster

In addition, students should also include exemplary examples of coursework from their major elective courses, major co-required course, minor courses, and University Core Curriculum courses.

Academic Standards

Departmental probation

Students earning less than a C grade in any PBHL major core course will be placed on departmental probation. Students on departmental probation must repeat the course in which a grade less than C is earned.

Progression in the major

Students on departmental probation for a grade less than C in a pre-requisite course will not be permitted to progress to the next level course as follows:

- PBHL 3000 Introduction to Public Health will not progress to:
 - PBHL 3400 Environmental Health
 - PBHL 4000 Epidemiology
- PBHL 3010 Health Education Theory will not progress to:
 - PBHL 3610 Methods of Health Education
- PBHL 3020 Health Care in the US will not progress to:
 - PBHL 4500 Health Administration
- PBHL 3040 Health Research Methods I will not progress to:
 - PBHL 3042 Health Research Methods II
- PBHL 3042 Health Research Methods II will not progress to:
 - PBHL 4301 Public Health Practice
- PBHL 3610 Methods of Health Education will not progress to:
 - PBHL 4610 Program Planning
- Any PBHL major core course, will not progress to:
 - PBHL 4961 Internship in Applied Health
 - PBHL 4962 Internship in Public Health
 - PBHL 4963 Internship in Health Education

Awards for Academic Excellence

Roselynn Daniels Award

This award is presented to a student for outstanding service to the Department.

Award for Outstanding Academic Achievement

This award is bestowed upon the graduating seniors with the highest GPA in each major.

Certified Health Education Specialist (CHES) Examination

Taking the Certified Health Education Specialist Examination is required for all Public Health – Health Education track majors. Successful completion of PBHL 4973 Internship in Public Health Education is based on this criterion (however, passing the exam is not a pre-requisite for passing PBHL 4973).

If this requirement is not met, and the student’s performance otherwise warrants, a grade of “IP” (incomplete pass) will be given until the CHES examination is taken. (Note: the exam is administered twice per year –April and October - by the National Commission for Health Education Credentialing, Inc.). Graduation will be delayed until this requirement is met.

Faculty

Corey Basch, EdD, MPH, CHES, Associate Professor

Dr. Basch holds master’s degrees in nutrition education, communication and education, and cognition and learning as well as a doctorate focusing on health and humanities all from Columbia University. In addition, she holds a master’s degree in public health from the University of Massachusetts- Amherst. Dr. Basch completed postdoctoral training in the Department of Epidemiology at Columbia University with a specialization in cancer-related population science. Dr. Basch teaches Health Research Methods I and II, Concepts and Issues of Aging, Methods of Public Health Education, Popular Literature in Public Health, Program Planning, and Healthy U.

Eli Green, PhD, CSE, Assistant Professor

Dr. Green holds a Master’s degree in Education and a Doctorate in Human Sexuality Studies from Widener University, and an additional Master’s in Applied Women’s Studies from Claremont Graduate University. He is a Certified Sexuality Educator by the American Association of Sexuality Educators, Counselors and Therapists. Dr. Green’s research focuses

specifically the effectiveness of cultural competency education at reducing prejudice, with particular attention to evaluating the effectiveness of various teaching methods. Dr. Green teaches Human Sexuality, Disparities of Health and Human Disease.

Michele Grodner, EdD, CHES, Professor

Dr. Grodner holds master's degrees in community nutrition, and nutrition education as well as a doctorate in family and community education all from Teachers College, Columbia University. She is a certified health education specialist whose interests and expertise are cultural, societal and psychological factors affecting food choices. Dr. Grodner teaches Nutrition, Lifespan Nutrition, Food and Social Issues, and Health Care in the U.S.

Alex Kecojevic, DrPH, MPH, Assistant Professor

Dr. Hayden holds

William Kernan, EdD, MPA, MCHES, Associate Professor

Dr. Kernan holds master's degrees in health administration and health education as well as a doctorate from Columbia University. Dr. Kernan is a master certified health education specialist with expertise in college health promotion and substance abuse prevention. As a former Peace Corps volunteer, he also has a special interest in global health, culture, and food systems issues. Dr. Kernan teaches Health Research Methods I and II, Cultural Dimensions of Health, Global Health Issues, Health Disparities, Food and Community, Public Health Practice, Program Planning, and Stress Management.

Jean Levitan, PhD, Professor

Dr. Levitan received both her masters and doctoral degrees from New York University in health education with a specialization in human sexuality. Her interests and expertise are in women's health and sexuality education. She is an affiliated faculty member in the Women's and Gender Studies Department. Dr. Levitan teaches Human Sexuality, Women's Health, Reproductive Rights, Health Care in the U.S., and Healthy Living after 30.

Marianne Sullivan, DrPH, MPH, Assistant Professor

Dr. Sullivan holds a doctorate in public health from Columbia University and a master's in public health from the University of California – Berkeley. Her area of interest is epidemiology and environmental health. She is a past Department of Environmental Protection STAR Fellow. Dr. Sullivan teaches Environmental Health, Epidemiology, and Introduction to Public Health.

Naa-Solo Tettey, EdD, MPH, MCHES, CPH, Assistant Professor

Dr. Tettey holds master's degrees in psychology and education, health care administration, and public health, as well as a doctorate in health and behavior studies with a concentration in health education from Columbia University. Dr. Tettey is a master certified health education specialist, certified in public health, and an ACSM certified wellness coach. Her interests and expertise are in health disparities, complementary and alternative health, faith-based health education, and the use of social media and the internet as health promotion tools. Dr. Tettey teaches Healthy U, Health Research Methods I, Health Research Methods II, Health Administration, and Disparities in Health.

Staff

Sylvia Jackman, MPH, Internship Site Coordinator

Ms. Jackman earned her master's degree in public health from Hunter College. She is a health educator with many years of experience in a variety of public and private health settings, as well as higher education teaching experience. Ms. Jackman coordinates internship site placements and oversees interns in the field.

Geraldine Suppa, Administrative Assistant

Ms. Suppa supports the administrative functioning of the department in addition to assisting both faculty and students. She is available Monday – Friday from 8 am to 4 pm unless otherwise posted. Ms. Suppa also manages the chairperson's calendar and makes all appointments for the chairperson.

Policies

Cell phone use

Unless otherwise instructed, all personal electronic communication devices (cell phones, Blackberry's, etc.) are to be turned off during class.

Communication

Email communication between faculty and students will only be through WPU email addresses.

Grading

The Departmental grading scale is utilized for calculating grades in all PBHL courses. Please note that the C- grade has been eliminated from this scale.

DEPARTMENT OF PUBLIC HEALTH GRADING SCALE

A	93-100	B+	87-89	B-	80-82	C	70-76	D	60-66
A-	90- 92	B	83-86	C+	77-79	D+	67-69	F	<60

Recording of lectures and class sessions

Students must obtain the written permission from their instructor before using any electronic recording devices during class sessions. Information contained in recorded lectures is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

Students with disabilities who are unable to take or read notes and who are requesting recording may make such requests to the Office of Disability Services, not to instructors, by following the procedures provided to students by that Office. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law.

Reference style

The Department of Public Health has universally adopted the use of the sixth edition of the Publication Manual of the American Psychological Association, commonly referred to as APA style, as the set of citation and attribution guidelines for use in all PBHL courses. An introduction to APA style is provided to all students as part of the core writing intensive course, PBHL 3040 Health Research Methods I. APA style is to be used in all courses where papers or reports are required.

Standards of Academic Conduct

Academic dishonesty, including plagiarism and all forms of cheating, is taken very seriously at the University and within our Department. The University's Standards of Academic Conduct state:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities.

William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed.

All members of the University community are expected to adhere to the Academic Integrity Policy.

Violations of Academic Integrity Violations of the Academic Integrity Policy include, but may not be limited to, the following examples:

Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

Cheating during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

Collusion is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose.

Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

(William Paterson University, 2012-1013 Undergraduate Handbook, Retrieved August 16, 2013 from www.wpunj.edu).

Examples of academic integrity violations

While not meant to be an exhaustive or complete list, these are some examples of academic integrity violations:

1. Cutting and pasting from websites without citing the sources and/or utilizing parentheses to indicate the use of someone else's words.
2. Copying verbatim or paraphrasing without citing the source.
3. Completing an assignment in a group that was not assigned as a group project and then handing in the results for individual credit.
4. Submitting graded work from one class in another class for credit, without the permission of the professor.
5. Copying homework from a fellow student.
6. Turning in any work that was completed by another person.

Student Support Services

Academic Support Center

At the Academic Support Center, located in the Lower Level of Raubinger Hall, students receive one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for basic skills math and reading courses. Workshops designed to help students develop effective study skills and strategies are frequently offered. From the Center's lab, students may access network computer facilities. Study groups, and exam review sessions are also available.

Early Alert

The Early Alert Program was developed to enable the Academic Support Center to reach out to students who are struggling academically, financially, and/or possibly emotionally. A student is placed on Early Alert by the professor before the end of the 10th week of the semester.

The Early Alert system is accessed through the Faculty tab on WP Connect. Faculty are encouraged to use the Early Alert system for any student who seems to be having difficulty.

Office of Disability Services

The Office of Disability Services, located in 134 Speert Hall, works in collaboration with students to determine appropriate reasonable accommodations based upon the individualized needs of the student. ODS acts as a resource and works in cooperation with faculty and other university departments. They strive to empower, support and guide the diverse community in achieving, promoting and fostering independence, self-advocacy and success.

ODS is committed to providing access for all students with documented disabilities to all programs, activities and related benefits of the University's educational and professional programs, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990, as amended in 2008) and applicable state law.

Science Enrichment Center

Located in Science Building, the Science Enrichment Center provides tutorial assistance, references, a Virtual Science Resource Center, laboratory equipment, multimedia, study and other science skill training, workshops, cooperative learning, technological assistance and mentors. This program provides the opportunity for all students, regardless of previous academic background, to excel in science and enables science professors to maintain high academic standards in their courses.

Students of Life

Students of Life (SOL) is an intergenerational program that brings together retired and older adults with undergraduate students at William Paterson University. The SOL program, which is sponsored by the University's Institute for Creative Aging, provides a mutually beneficial mentoring experience for both younger and older generations. SOL volunteers, with their lifetimes of experience, offer perspective, encouragement, and support to students in a variety of ways as they navigate through college life. (973-720-3690)

Writing Center

The William Paterson University Writing Center, located in Atrium 128, provides one-on-one tutoring for anyone in the university community working on any kind of writing in any stage of development. Tutorial sessions typically take thirty minutes to an hour and cover writing skills including style, logic, voice, transitions, grammar, and organization. The Writing Center works with students so that they learn to do the important work of proofreading and editing their own writing. Writing Center staff does not discuss student grades nor do they proofread students' work for them.

For more information...

Additional detailed information about the Department of Public Health, including general public health resources and career information is located on the department's website.

You may always contact the chairperson, your advisor, or other faculty within the department with your questions or concerns.

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Public Health
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