



**University Senate  
TRANSMITTAL FORM**

<b>Senate Document #:</b>	11-12-29
<b>PCC ID #:</b>	11024
<b>Title:</b>	Proposal to Establish an Executive Master of Public Health in Public Health Practice and Policy
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	February 22, 2012
<b>Date of Senate Review:</b>	March 8, 2012
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The School of Public Health and the Department of Health Services Administration wish to establish an Executive Master of Public Health (EMPH) in Public Health Practice and Policy. This 42-credit graduate degree will be an area of concentration within the currently existing Master of Public Health. The EMPH targets those working in the public health industry and emphasizes public health policy, practice and management.</p> <p>Students will be admitted as an annual cohort in the fall semester. Instruction will be delivered in a blended-learning format with on-site executive sessions and online courses. The EMPH curriculum will require students to take the 15 credits in core public health courses (Epidemiology, Biostatistics, Environmental Health, Health Behavior, and Health Systems), 12 credits in public health and public health management courses, and 15 credits in public health policy and practice courses. The EMPH also includes leadership training throughout its curriculum and requires a capstone course in which students integrate all course learning into a final project.</p> <p>The program is expected to enroll 12-18 students each year, and will be self-supported. Tuition revenue will be used to cover the program's expenses. The Department of Health Services Administration will provide general academic oversight for the</p>

	<p>program. The Office of Extended Studies will provide the administrative services for the program.</p> <p>The Academic Planning Advisory Committee approved the proposal on November 21, 2011. The Graduate PCC Committee approved the proposal on January 24, 2012, and the Graduate Council approved the proposal on February 13, 2012. The Senate PCC Committee approved the proposal on February 3, 2012.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new concentration for the Master of Public Health program.
<b>Committee Work:</b>	The Committee considered the proposal at its meeting on February 3, 2012. Laura Wilson, Chair of the Health Services Administration Department, was present to discuss the proposal. After discussion, the Committee voted unanimously to recommend the proposal.
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate declines to approve this program, the University will lose an opportunity to establish a program specially designed for working professionals in the field of public health who seek to develop their leadership and management skills.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK  
PROGRAM/CURRICULUM PROPOSAL**

Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.  
Please email the rest of the proposal as an MSWord attachment to [pcc-submission@umd.edu](mailto:pcc-submission@umd.edu).

**DATE SUBMITTED:** October 21, 2011

PCC LOG NO.

**11024**

**COLLEGE/SCHOOL:** College/School Unit Code—First 8 digits: SPHL /1330101

Unit Codes can be found at [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**DEPARTMENT/PROGRAM:** Department/Program Unit code—Last 7 digits: SPHL / 1331301

**TYPE OF ACTION** (choose one):

- |   |  |
|---|--|
| <input type="checkbox"/> Curriculum change (including information specializations)  | <input type="checkbox"/> <i>New academic degree/award program</i>            |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input checked="" type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> New Minor   |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              | <input type="checkbox"/> Other   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

**SUMMARY OF PROPOSED ACTION:**

**APPROVAL SIGNATURES:** *Please print name, sign, and date*

1. Department Committee Chair: Sharon Simson Sharon Simson 10/27/11
2. Department Chair: Laura Wilson Laura Wilson 10/27/11
3. College/School PCC Chair: Amy R. Sapkota Amy R. Sapkota 10/27/11
4. Dean: Robert S. Gold Robert S. Gold 10/27/11
5. Dean of the Graduate School (if required): [Signature] [Signature] 10/15/11
6. Chair, Senate PCC: David Galness David Galness 2/3/12
7. Chair of University Senate (if required): \_\_\_\_\_
8. Vice President of Academic Affairs & Provost: \_\_\_\_\_

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK  
PROGRAM/CURRICULUM PROPOSAL**

Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.  
Please email the rest of the proposal as an MSWord attachment to [pcc-submission@umd.edu](mailto:pcc-submission@umd.edu).

**DATE SUBMITTED:** November 30, 2011

PCC LOG NO.

**COLLEGE/SCHOOL:** College/School Unit Code—First 8 digits: SPHL /1330101

Unit Codes can be found at [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**DEPARTMENT/PROGRAM:** Department/Program Unit code—Last 7 digits: SPHL / 1331301

**TYPE OF ACTION** (choose one):

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|---|--|
| <input type="checkbox"/> Curriculum change (including information specializations)  | <input type="checkbox"/> <i>New academic degree/award program</i>            |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input checked="" type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> New Minor   |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              | <input type="checkbox"/> Other   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

**SUMMARY OF PROPOSED ACTION:**

The University of Maryland School of Public Health submits this proposal to create the ***Executive Master of Public Health in Public Health Practice and Policy (EMPH)***. This 42 credit (15 courses) graduate degree builds on the MPH in the accredited School of Public Health. The EMPH targets those working in the public health industry and emphasizes public health policy, practice and management. In addition, instruction is delivered in a blended learning format with on-site executive sessions and online courses. Completion of all courses including an internship and capstone project equips EMPH students with the knowledge, tools, and resources needed to assume leadership roles in addressing important public health policy, practice and managements issues that face the United States and the world today and in the future.

**APPROVAL SIGNATURES:** *Please print name, sign, and date*

1. Department Committee Chair: \_\_\_\_\_
2. Department Chair: \_\_\_\_\_
3. College/School PCC Chair: \_\_\_\_\_
4. Dean: \_\_\_\_\_
5. Dean of the Graduate School (if required): \_\_\_\_\_
6. Chair, Senate PCC: \_\_\_\_\_
7. Chair of University Senate (if required): \_\_\_\_\_
8. Senior Vice President & Provost: \_\_\_\_\_

**PROPOSAL FOR**

**NEW INSTRUCTIONAL PROGRAM**

**UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND**

***Executive Master of Public Health  
in Public Health Practice and Policy***

PROPOSED INITIATION DATE: Fall 2012

## **I. OVERVIEW and RATIONALE**

*A. Briefly describe the nature of the proposed program and explain why the institution should offer it.*

The Executive Master of Public Health (EMPH) in Public Health Practice and Policy is designed to provide working professionals with the knowledge, tools, and resources needed to assume leadership roles in addressing important public health policy, practice and management issues that face the United States and the world today and in the future.

The EMPH builds on the existing MPH in the accredited University of Maryland School of Public Health. The EMPH will offer the same rigorous courses and academic requirements as the MPH. It will be a new track that offers some of the core courses in the existing MPH but differs in other course work. It also differs from the MPH in that the EMPH specifically targets those already working in the public health industry and emphasizes public practice. It includes public health leadership training throughout the curriculum and course content is oriented to the practice of public health. Instruction will be delivered in a blended learning format with on-site executive sessions and online courses. Unlike the MPH offered on the College Park campus, students do not have to take leave time from work and can complete the program in 24 months. Through weekend on-site and online instruction, students complete courses in the science, management, policy and practice of public health.

*B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?*

Students will be admitted as an annual cohort in the fall semester. It is estimated that 12 students will enroll in Year 1 and 18 in Year 2. Utilizing a blended learning format, courses will be offered through weekend on-site and online instruction.

Executive programs use the cohort approach to education. The four top ranked EMPH programs in schools of public health admit students only in cohorts; students take the same courses together as a group. These institutions are 1) University of Michigan, 2) University of Minnesota, 3) University of North Carolina, and 4) University of Washington. The UMD EMPH will use the cohort approach in order to provide a specific high-level educational experience to students. Membership in a cohort will enable students to build a platform of professional network support, which will benefit them throughout their careers. A cohort approach is essential because a unique feature of the UMD EMPH is the intensive leadership training for the cohort that begins immediately on the first day of the program and is woven throughout the two years. In addition, the internship and capstone project require strong interaction among cohort members in order for them to optimize their learning. The leadership and capstone courses are conducted for a cohort on-site for two days for face-to-face instruction at the beginning of each of the three semesters for a total of 12 instructional days. Students must be able to weave their course learning into the applied leadership and practice experiences that define the onsite sessions. This can only be accomplished through a cohort approach.

The EMPH will target working public health professionals in the State of Maryland through its unique blended learning program. No other institutions in the University of Maryland System offer an Executive MPH. The University of Maryland Baltimore County offers a bachelor's degree in Health Administration and Policy through the sociology department. University of Maryland University College offers an M.S. in Health Care Administration. Unlike the EMPH, the UMUC program is not accredited by the Council on Education for Public Health, an essential requirement for leadership positions in public health and is not specifically focused on public health policy and practice.

The University of Baltimore offers an undergraduate B.S. and a graduate M.S. in Health Systems Management, both of which are housed in UB's School of Public Affairs. The proposed College Park EMPH and UB's M.S. focus

on different aspects of health management, with different curricula, audiences, learning methodologies, schedules and accreditation. The EMPH is a 42-credit program in the UMD School of Public Health and the M.S. is a 45-credit program. The EMPH emphasizes public health policy, practice and management whereas UB's M.S. focuses on health systems management. An MPH is specific to the public health network and is considered the entry-level degree for the public health system.

The EMPH will use a blended learning format, which emphasizes on-line courses supplemented with eight weekends of on-site instruction whereas UB MS. students attend 60 on-site days. The EMPH requires students to take the five core public health courses (Epidemiology, Biostatistics, Environmental Health, Health Behavior, and Health Systems) whereas the UB M.S. emphasizes epidemiology (four courses, 12 credits) and does not include environmental health or health behavior courses. The EMPH also includes leadership training throughout its curriculum and requires a capstone course in which students integrate all course learning into a final project.

The EMPH will attract and enhance the capabilities of public health professionals already working in the State of Maryland through advanced education in public health policy, practice and management. In addition, the EMPH will draw on SPH alumni who have undergraduate degrees in behavioral and community health, family science and kinesiology. The EMPH will also enable UMD medical school graduates and other physicians with the opportunity to acquire the education necessary for moving into careers in public health practice and management while at the same time continuing to work.

A preliminary market research analysis has determined that the target audience of professions in public health sectors such as research firms, state and local health departments, government agencies, health delivery organizations, insurance companies, and pharmaceutical companies, will benefit from the flexibility and accessibility of courses online which are convenient for those with full-time personal and professional responsibilities.

## **II. CURRICULUM**

A. *Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.*

The Executive Master of Public Health in Public Health Practice and Policy (EMPH) is designed to provide working public health professionals with the knowledge, tools, and resources needed to assume leadership roles in addressing important public health policy, practice and management issues that face the United States and the world today and in the future.

This 42 credit (15 courses) graduate degree builds on the MPH in the accredited School of Public Health. The current MPH program has concentrations in Biostatistics, Epidemiology, Community Health Education, and Environmental Health Sciences. The EMPH will be a new track that offers the five core courses in the existing MPH but differs in other course work. The EMPH will offer rigorous public health courses that meet the standards of the School of Public Health for the MPH degree. The EMPH will differ in that it will include and emphasize public health practice and management. While students in the existing College Park MPH are predominantly enrolled full time and attend classes on weekdays, the EMPH targets those working in the public health industry. The EMPH includes a) basic core principles of public health (5 courses, 15 credits), b) public health and public health management courses (5 courses, 12 credits), c) public health policy and practice courses (5 courses, 15 credits), for a total of 42 credits (15 courses).

B. *List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.*

Below is a standard plan of study for EMPH degree completion:

Term	Year 1		Year 2	
	Course	Credit	Course	Credit
Fall	HLSA 601	3	HLSA 720	3
	EPIBI 610	3	HLSA 740	2
	HSLA 772	3*	HLSA 785	3
			HLSA 709	1
Spring	HLSA 745	3	HLSA 711	3
	EPIB 650	3	MIEH 600	3
Summer	HLSA 775	3	HLTH 665	3
	HLSA 702	3	HLSA 786	3*
Total per year		21		21
Total program: 42 credits				

\* Students enroll in the starred courses in the term listed but the course is held on-site throughout the year. A unique feature of the EMPH is the intensive leadership training that begins immediately on the first day of the program and is woven throughout the two years. The internship and capstone project are designed to launch students into the next stages of upward career paths.

C. *List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.*

**Existing Courses modified for online delivery:**

- EPIB610: Foundations of Epidemiology
- EPIB650: Biostatistics
- MIEH600: Foundations of Environmental Health
- HLTH665: Health Behavior
- HLSA601: Introduction to Health Systems
- HLSA720: Health Law and Ethics
- HLSA711: Healthcare Economics and Analysis
- HLSA740: Healthcare Strategic Planning and Evaluation
- HLSA772: Health Leadership and Communications
- HLSA785: Internship in Public Health
- HLSA786: Capstone Project in Public Health

**New and Revised Courses:**

**HLSA745: Public Health Practice and Management** (3 credits): This course covers public health management and practice concepts and definitions; history and development of public health management and practice,



health determinants and Healthy People; policy, legal and ethical issues; health departments and programs; community assessment, change and performance measures; health data management; management of public health organizations and workforce; public health policy and practice regarding prevention and chronic disease, primary care, oral diseases, child health, injury control, environmental health, health in the 21<sup>st</sup> century; future of public health policies and practice.

**HLSA775: Public Health Research Methods** (3 credits): This course covers policy and social issues, theory, and methods of evaluation and participatory research, from simple community based health programs to large-scale interventions. The course emphasizes experimental and quasi-experimental designs to estimate program impact as well as evaluation of program implementation. Case studies drawn from the public health field illustrate various types of evaluations and participatory research initiatives.

**HLSA740: Healthcare Strategic Planning and Evaluation** (2 credits). This course has been revised from 3 credits to 2 credits. Content and requirements have been revised as appropriate for a 2 credits course.

**HLSA709: Current Topics in Health Services** (1-3 credits). This course covers current and classic readings on various aspects of the health services including the health care system and health care policy. The readings will be critically analyzed and applied to students’ research and health services issues.

*D. Describe any selective admissions policy of special criteria for students selecting this field of study.* Admission is for the fall semester. Applicants must meet the following minimum admission criteria as established by the Graduate School:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

International students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.

### **III. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

*The purpose of this assessment plan is to set clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each graduate certificate program managed by the Program Oversight Committee and housed in the Graduate School. It is our mission to provide programs that meet UMD’s institutional goals and objectives for educational activities.*

Student Learning Outcomes	Assessment Methods & Criteria
1. Students will learn how to evaluate public health practice and administrative policies from a health services multi-disciplinary perspective.	As required in HLSA 702 and 711 (which specifically aim to build this skill), students will write an analysis paper to demonstrate skills of public health practice and knowledge of public health policies from a multi-disciplinary perspective. Evaluation criteria and rubrics will be compiled from content and instruction delivered in courses HLSA 709, 601,711 and 710.

<p>2. Students will learn how to conduct an in-depth multi-disciplinary analysis of a current public health practice and/or health policy topic.</p>	<p>With completion of the HLSA 786 Capstone course, students will produce a culminating project in their area of interest that demonstrates the ability to conduct in-depth multi-disciplinary analysis of a current public health practice or health policy topic according to the evaluation criteria and assessment models of the course.</p>
<p>3. Students will be able to integrate the knowledge, skills and practice of public health practice and policy developed through their coursework in a structured practice experience.</p>	<p>With successful completion of HLSA785, students will conduct action research in a field placement practicum experience. In this structured internship, students must demonstrate their integration of public health practice knowledge, skills and practice developed during matriculation in the program.</p>

**IV. FACULTY AND ORGANIZATION**

*A. Who will provide academic direction and oversight for the program?*

Graduate Director  
 Laura B. Wilson, PhD, Professor and Chair  
 School of Public Health  
 Department of Health Services Administration

Coordinator  
 Sharon P. Simson, PhD, MSHA, Research Professor  
 School of Public Health  
 Department of Health Services Administration

Administrative Oversight  
 Terrie Hruzd, Director of Programs  
 Office of Extended Studies

*B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.*

The Executive Master of Public Health in Public Health Practice and Policy will be academically housed in the Department of Health Services Administration. The Office of Extended Studies will provide administrative oversight. Dr. Laura B. Wilson, professor and chair, will serve as the Graduate Director and provide academic leadership. Sharon P. Simson, PhD, MSHA, research professor in Health Services Administration, will serve as program coordinator. All faculty will be members of the Graduate Faculty and approved by the Dean of the Graduate School.

**V. OFF-CAMPUS PROGRAMS (if necessary)**

*A. If at Shady Grove—indicate how students will access student services.*

Students have access to all University resources at Shady Grove as they are assessed the Shady Grove mandatory student services fee. In addition, students pay the College Park online mandatory fee to ensure that they receive seamless online technical support through this campus' Office of Information Technology (OIT). The online mandatory fee also provides students with access to other College Park campus-based online resources such as the library. OIT has also identified a vendor to provide instructional design and technical support for self-support programs. The Office of Extended Studies provides oversight of all administrative services and management of the instructional design and quality assurance for all course development and conversion processes. In addition, Extended Studies provides the management of all student services. An EMPH program coordinator will assist the Graduate Director with hands-on interactions with students.

*B. If on-line—describe the concerns in “Principles and Guidelines for Online Programs” are to be addressed.*

- 1. Program Initiation and Choice: The proposal should initiate with an academic unit, and must have the approval of the appropriate Dean (or Deans). It must develop naturally from the institution's strengths and be consistent with its strategic goals. The proposal should have a clear and well-thought-out financial plan, providing net revenue to the institution over time, and should include a thorough analysis of the potential market.*

The program was developed by the Department of Health Services Administration in the School of Public Health. The Department of Health Services Administration designed the Executive Master of Public Health (EMPH) in Public Health Practice and Policy to provide working professionals with the knowledge, tools, and resources needed to assume leadership roles in addressing important public health management, policy and practice issues that face the United States and the world today and in the future. The program is fully supported by the SPH Dean as being in keeping with and advancing the mission of the School of Public Health: to advance a better state of health in Maryland, the nation and the world. The EMPH affords UM the opportunity to meet the needs of professionals in the metropolitan area, northeast, and southern regions to advance their careers and contributions to regional, national and global efforts to address public health issues with a professional certificate program. The EMPH will be a self-supporting program. Revenue will be based on tuition. Anticipated revenue and expenses are outlined in the attached budget.

- 2. Although professional help may be used in adapting it to the online medium, the academic content of the curriculum must be developed by institutional faculty. The instructional strategy proposed must be appropriate for this content. UMCP faculty must have overall control of the program, and should provide the bulk of the instruction. Appropriate resources, including technical support personnel, must be made available for course development and also for faculty support during the offering of these courses. The business plan for the proposal must spell out the arrangements whereby this will be accomplished.*

The EMPH will be directed by Laura B. Wilson, PhD, chair and professor, Health Services Administration. She will be responsible for faculty recruitment and supervision, relationships with SPH chairs, education quality control, assuring that EMPH courses meet the requirements of the Council on Education for Public Health, maintaining uniformity of course content with MPH curriculum, integration of curriculum including leadership and capstone courses, student professional development, relationships with professional associations, and ongoing program review and design.

The EMPH will be coordinated by Sharon P. Simson, PhD, MHSA, research professor in Health Services Administration. She has over 25 years experience (17 at UMD) directing graduate level professional education programs. She will attend all on-site sessions. She will be in charge of overseeing course administration,

student academic advising, addressing student needs and questions, internship arrangements, linkages between students and university resources and requirements, and course evaluation.

There are three collaborators for the conversion of EMPH courses to the online format. The Department of Health Services Administration in the School of Public Health faculty are the subject matter experts for the development and implementation of all curriculum and academic content as well as program evaluation and assessment; OIT (through the contracted vendor) provides instructional design and technical support for faculty, staff, and students); and the Office of Extended Studies provides oversight of all administrative services and management of the instructional design and quality assurance for all course development and conversion processes. The budget includes funds for course development.

- 3. Access to Academic Resources and Student Services: The proposal must indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as appropriate. The arrangements in place for interaction with instructors, for advising, and for help with technical problems must be described. It must be shown how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.*

The Office of Extended Studies is responsible for the overall administrative management of the program. As officially admitted students to the University of Maryland, students in this program will have access to all University resources that are accessible in the online environment as well as campus-based resources when in face-to-face on-site sessions. Online technical support for administrative matters is provided through the Office of Information Technology (OIT). For self-support programs, OIT has identified a vendor who will provide academic technical support services to both students and faculty for a fee. Students in online programs are assessed an online technology fee that covers this charge. Extended Studies provides the management of all student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students. The EMPH coordinator will be in charge of academic advising, addressing student needs and questions, linkages between students and university resources and requirements.

- 4. Intellectual Property Rights: The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.*

The Department of Health Services Administration in the School of Public Health, University of Maryland maintains all intellectual property and copyrights for all courses and course content.

- 5. Full Disclosure, Standards, and Evaluation: All published materials describing the program must carefully lay out the instructional methods to be used, the skills and background required for success, and the arrangements in place for access to instructors, to technical help, to academic resources, and to student services. There should be a means available whereby potential students can evaluate their readiness for the special demands of the program. Academic admission standards must be clearly described, and must be consistent with those for the on-campus program. Outcome expectations must also be consistent. The proposal must set out a continuing process of evaluation that will determine if these requirements are being met.*

The Web sites of OES and HLSA will provide complete and transparent policies and procedures regarding admission requirements (in full compliance of the Graduate School), including registration, financials, technical assistance, digital access to university resources, academic and university policies, and all issues relating to the

successful completion of the program. Potential students will have the opportunity to complete a self-assessment ensuring that they possess the skill sets and mental models for online learning. The Department of Health Services Administration in the School of Public Health provides both incoming and admitted students with advising assistance. The academic and administrative units will ensure that all printed and digital materials provide exhaustive information about the program. The EMPH coordinator will facilitate student access to instructors, technical assistance and academic resources. Outcome expectations are consistent with SPH requirements. Course evaluations will follow UMD and SPH procedures.

## **VI. OTHER ISSUES**

A. *Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.*

None

B. *Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?*

The EMPH is already accredited as part of the existing accreditation by the Council on Education for Public Health, which is held by the School of Public Health.

## **VII. COMMITMENT TO DIVERSITY**

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

The Executive Master of Public Health in Public Health Practice and Policy will continue to demonstrate the University of Maryland's commitment to diversity by marketing and recruiting applicants from various professional organizations with demonstrated respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin. Course content will also demonstrate opportunities for instruction on tolerance and inclusion.

The Department of Health Services Administration has a track record of excellence in diversity. HLSA students come from numerous ethnicities. Their cultural background enriches the educational experiences of fellow students and provides unique perspectives on public health issues and practice. HLSA has been successful in recruiting a diverse faculty, which includes African Americans, Latinos and Asians as well as a mix of female and male members. It is expected that this same pattern of diversity will be encouraged and maintained for the EMPH program.

## **VIII. REQUIRED PHYSICAL RESOURCES**

A. *Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.*

See attached Library statement, Appendix III.

B. *Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.*

None

C. *Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.*

This program will not have any impact on existing facilities and equipment.

## **IX. RESOURCES NEEDS AND SOURCES**

*List new courses to be taught and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.*

See attached Appendix I

The following new courses will need to be approved by VPAC:

HLSA709: Current Topics in Health Services (1-3 cr)

HLSA740: Healthcare Strategic Planning and Evaluation (2 cr)

HLSA745: Public Health Practice and Strategic Management (3cr)

HLSA775: Community Based Evaluation and Participatory Research (3cr)

The Office of Extended Studies will provide administrative oversight for this self-support program. Extended Studies provides program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management.

- A. *List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.*
- B. *Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.*

All faculty who will teach in the EMPH have a doctoral degree in the appropriate discipline for the course that he/she will be teaching, and will be members of the Graduate Faculty, approved by the Dean of the Graduate School. All faculty are experienced educators with university teaching experience. Faculty salaries will be covered by the tuition revenue of this self-supporting program. State-supported regular tenure/tenure track faculty members will only teach in the summer.

The course plan and faculty are:

YEAR 1: (21 credits)

Integrating course throughout all three Year I semesters

HLSA772: Health Leadership and Communications (3 credits)

Faculty: Tracey Manning, PhD, Adjunct Associate Professor, Health Services Administration

A unique feature of the UMD EMPH is the intensive leadership training that begins immediately on the first day of the program and is woven throughout the two years.

#### Fall

EPIB610 Foundations of Epidemiology (3 credits)

Faculty: Bev Wolpert, PhD, public health epidemiologist, FDA

HLSA601 Introduction to Health Systems (3 credits)

Karen Rosentraub, PhD, Research Professor, University of Michigan

#### Spring

HLSA745 Public Health Practice and Management (3 credits)

Faculty: Hiring PhD in process by Health Services Administration

EPIB650 Biostatistics (3 credits)

Faculty: Ed Hsu, PhD, Research Professor, Texas A and M

#### Summer

HLSA775 Public Health Research (3 credits)

Faculty: Rada Dagher, PhD, Assistant Professor, Health Services Administration

Summer salary

HLSA 702 Politics and Policy of Health (3 credits)

Faculty: Lori Simson-Rusinowitz, PhD, Associate Professor, Health Services Administration

Summer salary

#### YEAR 2: (21 credits)

##### Integrating course throughout all three Year 2 semesters

HLSA786: Capstone Project in Public Health (3 credits)

Faculty: Tracey Manning, PhD, Adjunct Associate Professor, Health Services Administration

The internship and capstone project are woven throughout the semester and are designed to launch students into the next stages of upward career paths.

#### Fall

HLSA740: Healthcare Strategic Planning and Evaluation (3 credits)

Faculty: Christopher King, PhD expected August 2012, Lecturer, Health Services Administration

HLSA720: Health Law and Ethics (3 credits)

Faculty: Mary Kivlighan, JD, Assistant Dean, School of Public Health

HLSA785: Internship in Public Health (2 credits) with HLSA709: Current Topics in Health (1 credits)

Faculty: Sharon Simson, PhD, MSHA, Research Professor, Health Services Administration

#### Spring

HLSA711: Healthcare Economics and Analysis (3 credits)

Faculty: Jack Meyer, PhD, Professor of the Practice, Health Services Administration

MIEH600: Foundations of Environmental Health (3 credits)

Faculty: PhD hiring in process by MIAEH

Summer

HLTH665: Health Behavior (3 credits)

Faculty: Katherine Sharp, PhD, Lecturer, Behavioral and Community Health

*C. Identify the source to pay for the required physical resources indentified in Section VIII above.*

Tuition revenue will be used to cover this self-supporting program's expenses. Courses may be cancelled due to low enrollment.

*D. List any other required resources and the anticipated source for them.*

Not applicable.

*E. Complete the additional proposal and financial tables as required by MHEC.*

See attached budget, Appendix II.



## Appendix I

### New Courses requiring VPAC Approval

**HLSA709: *Current Topics in Health Services*** (1-3 credits). This course covers current and classic readings on various aspects of the health services including the health care system and health care policy. The readings will be critically analyzed and applied to students' research and health services issues.

**HLSA740: *Healthcare Strategic Planning and Evaluation*** (2 credits). This course has been revised from 3 credits to 2 credits. Content and requirements have been revised as appropriate for a 2 credits course.

**HLSA745: *Public Health Practice and Management*** (3 credits): This course covers public health management and practice concepts and definitions; history and development of public health management and practice, health determinants and Healthy People; policy, legal and ethical issues; health departments and programs; community assessment, change and performance measures; health data management; management of public health organizations and workforce; public health policy and practice regarding prevention and chronic disease, primary care, oral diseases, child health, injury control, environmental health, health in the 21<sup>st</sup> century; future of public health policies and practice.

**HLSA775: *Public Health Research Methods*** (3 credits): This course covers policy and social issues, theory, and methods of evaluation and participatory research, from simple community based health programs to large-scale interventions. The course emphasizes experimental and quasi-experimental designs to estimate program impact as well as evaluation of program implementation. Case studies drawn from the public health field illustrate various types of evaluations and participatory research initiatives.

## Appendix II Budget

EXECUTIVE MASTER OF PUBLIC HEALTH IN PUBLIC HEALTH PRACTICE AND POLICY: Budget [Cohort model used. This program is self-support. Instructors may not teach on-load.]						
Estimated Program Revenue & Support	Planning [2011- 2012]	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Tuition Revenue (a x b x c)</b>		<b>\$151,200</b>	<b>\$378,000</b>	<b>\$453,600</b>	<b>\$453,600</b>	<b>\$453,600</b>
a. TTL # of Professional Students Annually		12	30	36	36	36
: Cohort 1		12	12			
: Cohort 2			18	18		
: Cohort 3				18	18	
: Cohort 4					18	18
: Cohort 5						18
b. Per Credit Rate (assumes no increase)		600	600	600	600	600
c. Annual # of credits taken by each cohort		21	21	21	21	21
<b>2. Student Fee: Shady Grove Mandatory Fee</b>		<b>\$2,892</b>	<b>\$7,447</b>	<b>\$9,204</b>	<b>\$9,204</b>	<b>\$9,480</b>
a. Annual rate; Assumes 3% increase		241	248	256	256	263
b. TTL # of Professional Students		12	30	36	36	36
<b>3. Student Fee: Online/Hybrid Mandatory Fee</b>		<b>\$3,168</b>	<b>\$8,158</b>	<b>\$10,083</b>	<b>\$10,083</b>	<b>\$10,385</b>
a. Rate; Assumes 3% increase		88	91	93	93	96
b. Number of terms annually		3	3	3	3	3
b. TTL # of Professional Students		12	30	36	36	36
<b>4. Student Fee: Graduate School Application</b>		<b>\$900</b>	<b>\$1,350</b>	<b>\$1,350</b>	<b>\$1,350</b>	<b>\$1,350</b>
a. Fee (one-time)		75	75	75	75	75
b. Total # of Admitted Students (per cohort)		12	18	18	18	18
<b>5. Development (Courses &amp; Marketing) Support</b>	<b>\$106,500</b>					
a. OES Development Support (75% of total)	79,875					
b. Dean Support (25% of total)	26,625					
<b>Total Estimated Program Revenue &amp; Support</b>	<b>\$106,500</b>	<b>\$158,160</b>	<b>\$394,955</b>	<b>\$474,237</b>	<b>\$474,237</b>	<b>\$474,816</b>

Estimated Program Expenses	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Total Instructional (Salary &amp; FICA)</b>		<b>\$52,920</b>	<b>\$109,015</b>	<b>\$112,286</b>	<b>\$112,286</b>	<b>\$115,654</b>
a.Total Salary		\$49,000	\$100,940	\$103,968	\$103,968	\$107,087
1). Ttl # of instructors		7	14	14	14	14
Instructors needed for 1 section based on 18 seats max		7	14	14	14	14
2). Instructor salary; assumes 3% increase		7,000	7,210	7,426	7,426	7,649
b. Total FICA (8%)		3,920	8,075	8,317	8,317	8,567
<b>2. Total Academic Administrative (Salary &amp; FICA)</b>		<b>\$7,560</b>	<b>\$7,787</b>	<b>\$8,020</b>	<b>\$8,020</b>	<b>\$8,261</b>
a. Academic Director; assumes a 3% annual increase		1	1	1	1	1
b. Total Salary		7,000	7,210	7,426	7,426	7,649
c. Total FICA (8%)		560	577	594	594	612
<b>3.Total Support Staff</b>						
Administrative services such as program management (including program compliance with all University regulations, policies, and procedures), financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services) provided by the Office of Extended Studies.						
<b>4. Development--Courses</b>	<b>\$106,500</b>					
a1. Development of New Courses: Faculty Time	6,000					
a2. Ttl # of new courses	4					
b1. Fee to convert existing course to online format	5,500					
b2. Ttl # of courses	11					
b1. Fee to convert new course to online format	5,500					
b2. Ttl # of courses	4					
<b>5. Office, computers, furniture (Charges directly billed for telephone, copying, &amp; postage.)</b>		<b>\$1,625</b>	<b>\$1,625</b>	<b>\$1,625</b>	<b>\$1,625</b>	<b>\$1,625</b>
a. Shady Grove Office Fee		1,210	1,210	1,210	1,210	1,210
b. Office Facilities/Parking Fee		415	415	415	415	415
c. # of offices (one office per term)		1	1	1	1	1
<b>6. Classroom Rental Space</b>		<b>\$525</b>	<b>\$525</b>	<b>\$1,050</b>	<b>\$1,050</b>	<b>\$1,050</b>
a. Shady Grove Usage Fee: traditional classrooms		525	525	525	525	525
b. TTL # of courses annually requiring classrooms		1	1	2	2	2
: Cohort 1 (18 students max per section)		1	1			
: Cohort 2 (18 students max per section)			1	1		
: Cohort 3 (18 students max per section)				1	1	
: Cohort 4 (18 students max per section)					1	1
: Cohort 5 (18 students max per section)						1

Estimated Program Expenses (con't)	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
<b>7. Course Related Materials</b>		<b>\$2,100</b>	<b>\$11,250</b>	<b>\$13,500</b>	<b>\$13,500</b>	<b>\$13,500</b>
a. TTL # of Courses Offered Annually		7	15	15	15	15
b. TTL # of Professional Students Annually		12	30	36	36	36
c. Estimated cost per course		25	25	25	25	25
<b>8. Marketing (Provided by academic unit; not through OES)</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>
<b>9. Support for Online/Hybrid Instructors</b>		<b>\$1,200</b>	<b>\$2,400</b>	<b>\$2,400</b>	<b>\$2,400</b>	<b>\$2,400</b>
a. TTL # of online/hybrid instructors annually		6	12	12	12	12
b. Estimated cost		200	200	200	200	200
<b>10. UM Overhead (4.1% of expenses)</b>		<b>\$6,790</b>	<b>\$4,773</b>	<b>\$4,907</b>	<b>\$4,907</b>	<b>\$5,045</b>
<b>11. Student Fees (100 % returned to campus)</b>		<b>\$6,960</b>	<b>\$16,955</b>	<b>\$20,637</b>	<b>\$20,637</b>	<b>\$21,216</b>
a. Shady Grove Mandatory Fee		2,892	7,447	9,204	9,204	9,480
b. Online/Hybrid Mandatory Fee (OIT Student Support)		3,168	8,158	10,083	10,083	10,385
c. Graduate School Application Fee		900	1,350	1,350	1,350	1,350
<b>12. OES Administrative Fee</b>		<b>\$30,240</b>	<b>\$75,600</b>	<b>\$72,315</b>	<b>\$45,360</b>	<b>\$45,360</b>
a. 10% of tuition revenue for OES administrative costs		15,120	37,800	45,360	45,360	45,360
b. 10% of tuition revenue to repay OES development fund		15,120	37,800	26,955		
<b>Estimated Program Expenses (Add 1 - 12)</b>	<b>\$106,500</b>	<b>\$106,760</b>	<b>\$215,575</b>	<b>\$218,703</b>	<b>\$191,748</b>	<b>\$195,495</b>
Cost Containment: 1.34% of expenses (estimated)		\$2,858	\$2,889	\$2,931	\$2,569	\$2,620
<b>Total Estimated Expenses</b>		<b>\$109,618</b>	<b>\$218,464</b>	<b>\$221,634</b>	<b>\$194,318</b>	<b>\$198,115</b>



# UNIVERSITY OF MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

DATE: October 4, 2010

TO: Stephanie C. McKissic  
Program Manager, Office of Extended Studies

FROM: Nedelina Tchangalova  
Librarian, Liaison for the School of Public Health

Dr. Desider Viktor *DLV*  
Director for Collection Management and Special Collections

Gerri Foudy  
Manager of Collections and Scholarly Communication *GF*

RE: Library Collection Assessment

This assessment is to accompany the documentation for the Graduate Certificate and Masters of Professional Studies in Public Health Practice and Policy program proposed by the Office of Extended Studies in collaboration with the School of Public Health. The courses will be conducted by the Department of Health Services Administration. This program seeks to build upon established courses offered by the School of Public Health. Therefore, we feel that the UM Libraries' collections provide a strong base and continued growth to support adequately the curricular and research needs of this newly-proposed program.

## **Books**

The Libraries' current collection of public health administration books is sufficient to meet the needs of the program. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting. New electronic books are added yearly to library collections.

If there is a need beyond the UM Libraries' holdings for books, our University System of Maryland and Affiliated Institutions (USMAI) Catalog includes 15 other Maryland campuses from which books may be borrowed. Interlibrary loans are also an option for additional items.

## **Journals**

The Libraries currently subscribe to 22 journals (print and electronic) dealing specifically with the topic of health services administration.

*Journal Citation Reports (JCR)*, a database that uses citation data to rank and determine the impact factor of journals within given academic fields, lists 122 journals for the subject "Public, Environmental & Occupational Health." Twenty three of these titles have an impact factor (IF) of 3.000 or above. The journal with the highest impact factor, *Epidemiologic Reviews*, to which the Libraries subscribe, has an IF of 17.500. UM Libraries have current subscriptions to all these top 23 titles with impact factor 3.000 and above.

*JCR* lists 69 journals for the subject "Health Care Sciences & Services." Seven of these titles have an impact factor (IF) of 3.000 or above. The journal with the highest impact factor, *Health Technology Assessment*, to which the Libraries have a subscription, has an IF of 6.910. UM Libraries have current subscriptions to all of these top 7 titles with impact factor 3.000 and above.

In addition to the main journals for the field, the Libraries provide access to several electronic journals dealing with general aspects of the leadership concept: *Leadership Excellence*, *Leadership in Action*, *The Leadership Quarterly*, *Leadership Wisdom: Discovering the Lessons of Experience*, and more.

#### **Databases and Additional Online Full Text**

A wide variety of databases exist that provide indexing, and in many cases full text, for journal articles and other information sources in many different subject areas. These include:

- Health related databases such as *PubMed*, *CINAHL*, and *Health Source: Consumer Edition*.
- Politics and public policy such as *PAIS International*, *National Journal Policy Database*, *Worldwide Political Sciences Abstracts*, *CQ Almanac*, *LexisNexis Congressional*, and *LexisNexis State Capital*.
- Psychology of leadership such as *PsycInfo*.
- Leadership related to various ethnic groups could be further supported by such databases as: *Ethnic Newswatch*, *International Index to Black Periodicals*, *Hispanic American Periodicals Index*, *Chicano Database*, *GenderWatch*, *Women's Studies International*, and *Contemporary Women's Issues*.
- Business databases such as *Business Source Complete*, and *Factiva*.
- Sociology such as *SocIndex*, *Social Sciences Citation Index*, and *JSTOR Sociology*.
- News sources and current events such as *LexisNexis Academic*.
- Multidisciplinary databases such as *Academic Search Premier*, *Web of Science*, and *ScienceDirect*.

#### **Conclusion**

Our assessment is that the UM Libraries are able to support the courses that constitute the proposed Graduate Certificate and Masters of Professional Studies in Public Health Practice and

**Policy program. The program is well-supported by existing collections and collecting practices and does not require added funding for library materials.**