

Date Endorsed/Approved by
Governing Board

Morgan State University
School of Community Health and Policy
Proposal for New Program
Online Master of Public Health (MPH) with a New Online Area of Concentration (AOC) in
Executive Health Management

A. Centrality to institutional mission statement and planning priorities.

1. Program Description and relationship to mission

Morgan's mission is to serve the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels.

The online Master of Public Health (MPH) Program is designed for working professionals coming from diverse careers in a variety of organizational settings. Therefore, it is consistent with the University's mission for preparing a diverse population of high-qualified graduates at the master's level in a professional degree. The various organizational settings include health services delivery systems, pharmaceutical firms, health insurance and reform agency/organizations group practices, community-based health organizations (NGO, Faith-based and etc.), global health organizations, consulting firms (environmental health, Home Health Intervention/therapeutic agencies), federal, state and local health departments, and government agencies (e.g., the CDC, the Public Health Service, and the Department of Defense).

In addition to offering the (MPH) degree through an accelerated online format, the online MPH program will also offer an area of concentration in Executive Health Management. The length of the program will be 18 months beginning during the spring semester of each year. Students completing the required sequencing of course work would complete their course of study by May of the next year.

2. Relationship to Strategic Goals

The online MPH Program links to Strategic Goal #1: Enhancing Student Success. Within that goal, the University has made its commitment to promoting student success through the provision of "challenging" and "relevant" academic programming.

B. Adequacy of curriculum design and delivery related to learning outcomes consistent with Regulation

1. Program Requirements.

The existing MPH program requires 48 credit hours of study. The Council on Education in Public

Health (CEPH), the accrediting body for public health programs, requires a minimum of 42 credit hours for the MPH degree. The proposed Online MPH will require the minimum number of credit hours in recognition of the more extensive level of experience of matriculating students. The 42 credit hours include 33 hours of coursework and 9 credit hours allocated for the completion of their graduate capstone project.

The foundation course for each of the five public health domains are shaded in grey in the list below. The capstone project also serves as the comprehensive assessment for the student. Preparation for the capstone course starts at the beginning of the program during the introduction course. The final semester is dedicated to the completion of the capstone project. Enrolling students choose their topics early in the program and utilize their course work to provide the background and framework for their final projects. Each student will be assigned a faculty advisor who will advise the student on the development of the capstone project.

List of Proposed Courses for Online MPH

| | | |
|----------------------------------|--|---|
| PUBH 504 | Public Health and Health Disparities | 2 |
| PUBH 500 | Epidemiology | 3 |
| PUBH 501 | Statistical Methods in Public Health | 3 |
| PUBH 502 | Social and Behavioral Aspects of Population Health | 3 |
| PUBH 503 | Organizational Theory and Health Service Strategic Management and Planning | 3 |
| PUBH 506 | Environmental Health Sciences | 3 |
| PUBH 610 | Public Health Research Methods | 3 |
| <i>New course</i> | Health Information Management | 3 |
| <i>New course</i> | Systems Thinking in Public Health Practice | 1 |
| | Electives (one elective from each of the areas listed below) | 9 |
| PUBH xxx | Integration/Capstone Project | 9 |
| Total Credit Hours.....42 | | |

Public Health Analysis (Choose One – list not exhaustive)

| | | |
|-------------------|--|---|
| PUBH 713 | Social Epidemiology | 3 |
| PUBH 720 | Qualitative Research Methods | 3 |
| <i>New course</i> | Survey Research Methods: Design and Implementation | 3 |

Social and Behavioral Sciences (Choose one –list not exhaustive)

| | | |
|----------|---|---|
| PHBH 704 | Community Health Program Implementation, Planning, & Evaluation | 3 |
| PUBH 711 | Principles of Social Marketing for Public Health | 3 |
| PHBH 703 | Translations and Dissemination of Community Health Research | 3 |

Health Policy and Management (Choose one—list not exhaustive)

| | | |
|-------------------|--|---|
| <i>New course</i> | Global Urban Health Issues | 3 |
| <i>New course</i> | Emergency Management Preparedness and Response | 3 |
| PUBH 712 | Public Health and the Law | 3 |
| PHEP 604 | Environmental and Occupational Health Policy | 3 |

Students selecting the Executive Health Management Concentration must enroll in the following courses instead of selecting electives.

Area of Concentration Courses -- Executive Health Management

| | | |
|------------|---|---|
| PHBH 704 | Community Health Program Implementation, Planning, & Evaluation | 3 |
| New course | Financial Management for Health Organizations | 3 |
| New course | Emergency Management Preparedness and Response | 3 |

Course Descriptions

EXISTING COURSES

PUBH 504 Public Health and Health Disparities -- Credit Hours: 2

This course introduces the public health system in the US, healthy people 2010, history of public health policy and practice, health disparities and culturally competent health initiatives. Also, the varying ideologies by which public health services are delivered will be examined.

PUBH 500 Epidemiology-- Credit Hours: 3

This course improves analytical, communication, and cultural competency skills through introducing epidemiological definition in the context of community. It provides opportunities to the students to review vital statistics and other sources of public health data. They will be involved in activities to practice methods for calculating distributions and behavior of diseases, rates of morbidity and mortality, sensitivity and specificity, and life tables.

PUBH 501 Statistical Methods for Public Health -- Credit Hours: 3

The objective of this course is to introduce basic concepts in statistics with a focus on more practical aspects than theoretical, as statistical analysis is a tool which informs (not replaces) the judgment of decision-makers. This course covers the language of Biostatistics, the standard techniques of data collection and analysis, the content of vital statistics and mass data of the health fields. Key basic conceptual foundations of statistical analysis are covered to insure its proper application and interpretation. The inferential topics include the normal distribution, measures of central tendency and dispersion, hypothesis testing, confidence intervals, regressions and correlation.

PUBH 502 Social and Behavioral Aspects of Population Health -- Credit Three Hours: 3

This course introduces fundamental elements and concepts of community health education, health promotion and disease prevention; and their association with social, behavioral, and physical sciences in relation to health maintenance, optimal health, disease prevention and control of various forms of community health problems.

PUBH 506 Environmental Health Sciences -- Credit Hours: 3

This course examines the effects of biological, chemical and physical environment agents on humans. It focuses on the health issues, scientific understanding of the causes, and approaches to control environmental health problems. Students will develop an understanding of the effects of various environmental issues on the health of populations.

PUBH 503 Organizational Theory & Behavior in Health Services Management--Credit Hours: 3

This course introduces the application of analytical frameworks used in formulating and implementing strategies at the general manager/senior executive level and the integration of leadership and managerial skills in the strategically managed organization. Strategic management is an externally oriented philosophy of managing an organization to orchestrate a fit between the organization's external environment and its internal situation. Strategic management goes beyond the traditional focus of strategy formulation and incorporates leadership through successful strategic implementation. Case studies of healthcare organizations are utilized to illustrate various aspects of strategic management. The concepts of mission, values, and vision are presented as the central elements of strategic thinking and are applied in the development of comprehensive strategies across a wide variety of institutional settings and institutions in the health care sector.

PUBH 610 Public Health Research Methods -- Credit Hours: 3

This course examines issues in conceptualizing and determining the appropriate study design for research problems, both quantitatively and qualitatively. It also introduces strengths and weaknesses of research designs, review processes for preparation of the research proposals, including budgeting for research and program grants.

PHBH 704: Community Health Program Implementation, Planning, & Evaluation

Credit Hours: 3

This course is an in-depth exploration of the theories, methods and tools used in the planning, implementation and evaluation of community-based public health programs. The course 1) introduces the student to major evaluation issues, strategies, and methodologies; and 2) providing the student with an opportunity to further understand selected evaluation strategies and methodologies through application to real-world problems of evaluation and decision making. This course also provides a critical examination of major intervention methods used in health promotion and disease prevention programs at the community level. It is intended for students who already have a base knowledge in the social and behavioral sciences and research methods.

PUBH 713: Social Epidemiology 3 Credits

This course examines the social determinants of health. This course will expand on biological and psychological mechanisms by which social conditions influence health. Emphasis will be placed on understanding the theories, measurement and empirical evidence related to specific social conditions. Prerequisite: Completion of PUBH 500 or its equivalent, or permission of the instructor.

PUBH 720: Qualitative Research in Public Health 3 Credits

This course will focus on the use of both quantitative and qualitative methodologies to answer research questions. It will discuss the epistemology of both research designs, describe the evaluation of mixed method utilization, contrast and compare the strengths and weaknesses of qualitative and quantitative methods, assess how to match specific methods to the appropriate research questions, and critically analyze the controversy regarding the integrity of the methods. Lastly, the course will

provide opportunities for developing specific qualitative research skills, like data collection and analysis skills, while gaining familiarity with theories, issues, and problems in qualitative research.

PUBH 711: Public Health Principles of Social Marketing 3 Credits

This course will examine issues in the relationship between public health marketing methodology and social systems using qualitative methods. Individual knowledge, attitudes, beliefs, and practices that can be used to develop public health messages and marketing strategies that influence healthy behavior will be analyzed.

PHBH 703: Translation and Dissemination of Community Health Research 3 Credits

This course is a comprehensive review of technology transfer models. Students will be introduced to the application of such models to narrow the gap between research and practice. This elective course is intended for students who have a base knowledge in the social and behavioral sciences and research methods.

PUBH 712: Public Health and Law 3 Credits

This course introduces the legal underpinnings of private and public health systems in the United States. It provides a foundation in relevant law for public health officers and healthcare administrators and the opportunity to explore legal solutions to public health problems.

PHEP 604: Environmental and Occupational Health Policy 3 Credits

This course examines and explores the historical and legal foundations of programs and policies aimed at protecting the public's health in their communities and work environments. Students will explore the politics, economics, and ethics of environmental and occupational health policy development and how these issues impact and influence environmental equity, property rights, workers' compensation, and federal and state responsibilities.

PUBH 607 Integrating Experience (Capstone Practice-Based Project) – Credit Hours: 9

This is the culminating experience for the master of public health student during which the student focuses on integrating and applying theories, principles and science of public health to address issues facing health service organizations in meeting the health needs of populations served. Students are expected to identify and complete a project aligned with their respective professional and personal goals.

NEW COURSES

Health Information Management (new course) -- Credit Hours: 3

This course teaches the fundamentals of understanding how health information technology and the Internet will dramatically change healthcare research, development and operation around the world. The readings, discussions, and course work result in a healthcare leader adept in properly responding to the challenges in information technology management across a variety of healthcare organizations.

Systems Thinking in Public Health Practice (new course) -- Credit Hours: 1

This course introduces the application of systems theory for solving contemporary problems and issues in Public Health. Students will explore the theoretical foundations of systems theory and methods utilized to describe, understand, and anticipate complex health related behavior. Students will also examine how system models can be applied to communicate and support public health policy decisions.

Financial Management for Health Organizations (new course) -- Credit Hours: 3

This course conveys an understanding and appreciation of health care strategic financial planning and management. It is intended to look at the key financial issues such as reimbursement methodologies, cost allocation strategies, capitation and risk sharing. It also offers analytic approach to problem solving that is particularly useful in thinking about the delivery of preventive health services.

Global Urban Health Issues (new course) 3 credits

This course introduces global health by putting its contemporary definition, determinants, development and direction as a field into a broad global context. It is open to students from all disciplines. The class is divided into four core topics: a) the burden and distribution of disease and mortality; b) the determinants of global health disparities; c) the development of global health policies; and, d) the outcomes of global health interventions. All are examined in relation to wider patterns of global interdependency, highlighting how both global health disparities and global health policy responses are themselves shaped by global ties and tensions.

Emergency Management Preparedness and Response (new course) 3 credits

This course introduces all phases of emergency management—mitigation, preparedness, response and recovery, including the social and environmental processes that generate natural and man-made risks to public safety. Students will explore issues related to community resilience, social, economic and political vulnerabilities, and ethical responses to risk management which need to be considered and understood by public managers engaged in the provision of safety to communities.

Survey Research Methods: Design and Implementation (new course) 3 credits

This course focuses on the development of the survey instrument, the questionnaire. Topics include wording of questions (strategies for factual and non-factual questions), cognitive aspects, order of response alternatives, open versus closed questions, handling sensitive topics, combining individual questions into a meaningful questionnaire, issues related to question order and context, and other aspects that influence design such as mode of data collection (i.e., mail, telephone, face to face interview, etc.).

Length of Program/Time Limitations. The online MPH curriculum plan includes three full semesters, one summer semester. The program takes less than 18 months to complete from January of the enrollment year to May of the next year. Courses will be offered in two consecutive eight-week terms during each semester of the regular academic year as well as the full eight weeks of the summer session. This format provides the opportunity for working students to enroll with a full course load for the semester segmenting the courses in a manner which allows students to

intensely focus on no more than two subject areas (i.e., courses) at a time.

2. Educational Objectives and Learning Outcomes

The goal of the Morgan School of Community Health and Policy online MPH program will be to provide rigorous public health training to practicing professionals with consideration of their career and personal demands. Consistent with the designated essential services for public health, the programs objectives are to promote the development, acquisition and enhancement of relevant skills to support students' ability to

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services
- Conduct research for new insights and innovative solutions to health problems

Competencies Addressed by Coursework

In January 2006, the Association of School of Public Health now known as the Association of Schools and Programs of Public Health (ASPPH) published the most current statement of the required competencies for each of the five discipline specific domains that make up the core of any public health curriculum: (1) social and behavioral sciences, (2) epidemiology, (3) environmental, (4) health policy and management, and (5) biostatistics. In addition to the competencies associated with the discipline specific core public health domains, the Association of The Schools of Public Health, Education Committee distilled the cross cutting competencies into six domains:

- Communication
- Diversity and Cultural Competency
- Leadership
- Professionalism and Ethics
- Program Planning and Analysis
- Systems thinking

The current MPH degree curriculum is structured to develop and enhance these competencies and the proposed modification for the online MPH also supports development in all the required competencies. The table below depicts the coverage of the core competencies and cross cutting, interdisciplinary competencies in the proposed curriculum.

| PROPOSED | DISCIPLINE SPECIFIC | CROSS CUTTING INTERDISCIPLINARY COMPETENCIES |
|----------|---------------------|--|
|----------|---------------------|--|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Online MPH with Area of Concentration in Executive Health Management COURSES | | | | | | | |
| Public Health and Health Disparities | | | | | | | |
| Statistical Methods for Public Health | | | | | | | |
| Epidemiology | | | | | | | |
| The Social and Behavioral Aspects of Population Health | | | | | | | |
| Environmental Health Sciences | | | | | | | |
| Organizational Theory and Health Service Strategic Planning & Management | | | | | | | |
| Public Health Research Methods | | | | | | | |
| Health Information Management | | | | | | | |
| Systems Thinking in Public Health Practice | | | | | | | |
| Financial Management for Health Organizations | | | | | | | |
| Community Health Program Implementation, Planning, & Evaluation | | | | | | | |
| Emergency Management Preparedness and Response | | | | | | | |
| Capstone Course | | | | | | | |

3. General Education Requirements

Not applicable. This is a graduate program.

4. Specialized accreditation or graduate certificate requirements

The Council on Education in Public Health (CEPH) is the accrediting body for public health

programs. Morgan State received its original accreditation for its public health program in 2004 and was reaccredited in 2009 for the maximum of seven years. The public health program is currently completing its self-study for reaccreditation. The accreditation site visit has been scheduled for fall 2016 in accordance with the policies and procedures of CEPH. The addition of the online program will not require a separate accreditation process. With the addition of an online program and new concentration, CEPH requires only that the program submit a notification of substantial change

5. Contracts with other institutions

None

C. Critical and compelling regional or State-wide need as identified in the State Plan

1. Need for Program

There is a critical need to expedite the development of senior level public health professionals who have the desire to actively engage in the implementation of potential solutions to the complex problems of health disparities. Minorities who account for a disproportionate share of health disparities are underrepresented in the health professions. Educational pipeline programs are designed to increase the number of minorities seeking careers in health but the expected benefits of these programs cannot be measured until well into the future. Such long range strategies are important yet they do not address the urgency of filling the gap in leadership in this area.

Morgan has the opportunity to contribute to meeting this need through an Online Master of Public Health Program with a concentration in Executive Health Management. Our mission articulates a mandate *"to develop leaders"* to address the health problems of urban, minority and underserved populations and leaders who will not only study the issues facing these communities but who will also design, advocate and implement strategic solutions.

2. Consistent with 2013–2017 Maryland State Plan for Post-Secondary Education.

The proposed modifications to the MPH program to provide an online option for experienced working students is responsive to three goals in 2013–2017 Maryland State Plan for Post Secondary Education.

- Goal 2: Access, Affordability and Completion
- Goal 3: Diversity
- Goal 5: Economic Growth and Vitality

Providing a distance education option for the MPH may provide sufficient convenience and flexibility to alleviate temporal and geographic access challenges for students who are older and must balance work, family life and school. This is the profile of the intended online MPH student.

Morgan currently draws a diverse student population and thus expanding the capacity of the public health program with an online option may contribute to an increased number of persons from underrepresented minorities obtaining the academic credentials and competencies needed to fill

positions of leadership within public health and health care organizations. Workforce development is also a critical strategy for promoting economic growth and vitality.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

Data were examined from the from the Maryland Department of Labor, Bureau of Labor Statistics, and the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) to gain a macro-level perspective on the demand for the proposed programs. The labor market analysis conducted by Research and Marketing Strategies (RMS), Inc., revealed a demand for graduates of programs similar to Morgan State University's proposed online MPH program.

Nearly half of all completed degrees from academic year 2012-13 in Maryland were master's degrees (21,484 of 47,342), and slightly fewer were bachelor's degrees (18,457).¹ Health services management preparation programs with a focus on Public Health have the largest number of Master's level completions (7,900), providing support for Morgan State University's online MPH program. Additionally, the preference for distance education in Maryland is expanding, providing Morgan State University with market space leverage by offering an online option for the MPH, a degree which is in demand.

Distance education is more common among graduate students, with an average of 35.75% of graduate level students enrolled in online courses compared to 25.09% of undergraduates enrolled.² This may be due to a variety of factors, but is likely influenced by a difference in responsibilities outside the classroom, making the flexible online learning environment more desirable. Enrollment in distance education courses rose 2.30% for undergraduates, and 1.31% for graduate students from 2012-2013.

The proposed online MPH program is designed to prepare individuals interested in seeking or advancing in health services management positions. In the Baltimore Workforce Region, positions in health services management are projected to increase from 1,186 in 2012 to 1,335 in 2022, with a nearly 13% growth in the occupation. The employment growth rate is larger than what is projected for all management occupations (not specific to healthcare) and all healthcare practitioners and technical occupations.³

Graduates of the MPH program will enter an employment market that is expected to expand in Maryland and specifically the Baltimore Workforce Region. Maryland has the highest concentration of jobs in this occupation compared to all other states in the U.S. The Baltimore-Towson, MD metropolitan statistical area (MSA) is also among the top 10 MSAs in the nation with regard to the highest employment level for this occupation. Health services managers in this region can expect wages (\$104,170) that are higher than the average wage across all occupations (\$103,680), with steady employment increases projected.⁴ Job openings are more likely to be replacement positions,

¹ National Center for Educational Statistics, Degrees Conferred 2012-13

² National Center for Education Statistics, IPEDS Data Center

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition

suggesting an older health services manager workforce which will provide graduates of the online MPH program a competitive edge in the job market.

The combination of high wages and concentration of positions in this occupation within Maryland and specifically the Baltimore region provides support for Morgan State University's online Master of Public Health program.⁵

Table 1 shows the statewide employment projections for health services managers, as well as similar occupations in Maryland. The table contains employment prospects, annual openings, and education requirements. Health services managers in Maryland can expect favorable employment prospects due to a growing occupational outlook. A 10% employment increase is expected through 2022, with a majority of positions stemming from replacement vacancies.

| SOC Code | Occupational Title | Employment | | Net Change | % Change | Annual Openings | | |
|---|--|----------------------|---------|-------------------------------|----------|-------------------------------|--------|-------------|
| | | 2012 | 2022 | | | Total | Growth | Replacement |
| 29-0000 | All Healthcare Practitioners and Technical Occupations | 167,842 | 184,568 | 16,726 | 10% | 51,904 | 17,363 | 34,541 |
| 11-0000 | All Management Occupations (not healthcare specific) | 185,303 | 196,575 | 11,272 | 6% | 49,315 | 12,042 | 37,273 |
| 11-9111 | Medical and Health Services Mangers | 10,691 | 11,778 | 1,087 | 10% | 3,683 | 1,087 | 2,596 |
| National Occupation Outlook | | | | | | | | |
| SOC Code | Occupational Title | Change in Employment | | National Occupation Growth | | Typical Education | | |
| 11-9111 | Medical and Health Services Mangers | 23% | | Much faster than average | | Bachelor's Degree | | |
| N/A | Management Occupations | 11% | | Varies by specific occupation | | Varies by specific occupation | | |
| N/A | Total, All Occupations | 7% | | Varies by specific occupation | | Varies by specific occupation | | |
| Source: Maryland Department of Labor, Licensing and Regulation Statewide Long-Term Projections-2012-2022, Management Occupations; U.S. Department of Labor, Bureau of Labor Statistics, Occupational Characteristics, 2012. | | | | | | | | |

E. Reasonableness of program duplication

1. Similar Programs

⁴ Bureau of Labor Statistics, Occupational Employment and Wages – May 2014.

⁵ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition

Morgan State University is one of four institutions of higher education physically located in the State of Maryland which offer the masters of public health (MPH) degree and the only HBCU offering the degree. The MPH degree is also offered by Johns Hopkins University, University of Maryland Baltimore City and University of Maryland College Park. John Hopkins offers a completely online option for the MPH degree in several concentrations for students interested in completing the degree part time. College Park offers a blended distance education program in Public Health Practice and Policy with online courses and satellite classroom instruction at the Shady Grove campus. UM Baltimore City's MPH program which is located within the School of Medicine, Department of Epidemiology and Public Health does not offer a distance education option.

2. Program Justification

Morgan has successfully offered the master of public health degree since 2002. The public health program which offers the MPH degree was originally accredited in 2004 for five years and reaccredited in 2009 for the maximum of seven years.

Offering the degree in a distance education format is responsive to the numerous inquiries about a distance education option. Most inquiries have come from persons of color who are professionally trained in various health and related fields (e.g., medicine, nursing, social work and etc.) and who currently hold positions in public health as mid- and senior- level managers and policy analysts.

F. Relevance to Historically Black Institutions

1. Impact and Implementation of High Demand Programs at HBIs

The program will have a positive impact with regard to placing high impact programs at HBI's as Morgan holds that designation.

2. Impact on uniqueness and institutional identities and missions of HBIs

The unique focus of Morgan's School of Community Health and Policy on the development of leaders in public health to address the health problems of urban, minority and underserved populations makes the proposed online MPH distinct from other distance learning programs. The establishment of the online MPH can be a significant contribution to efforts to increase the visibility, presence, and voice of minorities in more influential positions in health administration and policy positions.

G. Principles of Good Practice for Distance Education Program

1. Curriculum and Instruction.

- a. A distance education program shall be established and overseen by qualified faculty. The online MPH Program will be established under the direction of the current Assistant Dean of the School of Community Health and Policy. The Assistant serves as the Director for the current accredited Public Health Program. The Director has a Ph.D. in Community Health and over 20 years of experience in public health higher education, including experience and training in distance education at the University of Maryland

University College and as well as completion of the online course development training provided by Morgan's Office of Technology and Training.

Faculty assigned to teach online courses must complete Online Instruction training session provided by Morgan's Technology Training within the Division of Planning and Information. The majority of faculty have completed the workshops on course development. Two faculty within the Public Health Program have been certified and designated as QM assessment reviewers. Additional faculty are scheduled for training as assessment reviewers.

b. A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats. The accrediting body for public health programs (Council on Education for Public Health (CEPH) requires that all Public Health degree programs meet the same accreditation standards and review criteria whether offered as campus based programs or distance education. The online MPH program which is subject to the curriculum standards of CEPH, is comparable to the campus based program in its content, sequencing and rigor.

c. A Program shall result in learning outcomes appropriate to the rigor and breadth of the program.

Students matriculating through MSU's proposed online MPH Program will be expected to acquire the same core competencies (learning outcomes) as those enrolled and completing the campus-based program. Students will demonstrate competency in the five public health science domains -- behavioral health sciences, biostatistics, epidemiology, health policy management, and environmental health -- as well as demonstrate cross cutting competencies in cultural competency, communication, planning and evaluation, critical analysis, leadership, systems thinking and professionalism and ethics. In addition the online program must meet competencies expected of the concentration in executive health management.

d. A program shall provide for appropriate real time or delayed interaction between faculty and students.

The School of Community Health and Policy in which the public health program is located has determined that its online programs will contain both synchronous and asynchronous opportunities for faculty student engagement. The instructional designer contracted to work with faculty will provide guidance on the appropriate use of real time (synchronous) and delayed (asynchronous) interaction between faculty and students, based on best practices for online teaching and the types of technology available for engaging students with various types of content.

For the past year and a half, faculty in the School of Community Health and Policy which includes public health faculty have participated in faculty development sessions to prepare and supplement the training provided by the MSU Office of Technology Training

with the objective of improving their capacity and readiness to teach online.

- e. Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.

Courses will be developed by public health faculty who have subject matter expertise in each of the core public health domain areas as well as subject matter expertise in the additional required courses for the concentration with assistance of the MSU instructional designer and the support of a consultant instructional designer. Courses will undergo a Quality Matters™ peer review conducted by other MSU faculty qualified to do so to ensure compliance with best practices in online instructional design.

2. Role and Mission

- a. A distance education program shall be consistent with the institution's mission.
The Mission of Morgan State University is to serve the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates for growing the future and leading the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master, doctoral, and professional degree levels. Offering the MPH degree as an online program is consistent with this mission. Online courses provide a higher degree of flexibility to attract and meet the needs of diverse students as well as increases access to the unique educational experience of Morgan's public health program for those whom attending a campus based program might be barrier.
- b. Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.
Courses developed for the MPH online program will be required to meet the nationally recognized Quality Matters™ standards for online courses. QM certified peer reviewers will evaluate all courses applying the very specific standards pertaining to the appropriateness of the educational technology that is being used to meet the learning objectives and make recommendations for continuous improvement.

3. Faculty Support

- a. An institution shall provide for training for faculty who teach with the use of technology in a distance education formation, including training in the learning management system and pedagogy of distance education.
Faculty who teach in the Online MPH Program will be required to take an intensive Quality Matters™ "Teach Online" course which trains them in the use of Blackboard™, the Learning Management System (LMS) and pedagogical strategies

such as engaging and motivating online students and creating a sense of instructor presence. Faculty who will design courses must also take an intensive Quality Matters™ "Design Your Own Course" class. The majority of fulltime MPH faculty have successfully completed these two Quality Matters™ courses in online course design and instruction.

- b. Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

The use of the QM™ review process and the ongoing training and development of faculty will ensure the best practices in teaching are implemented and maintained.

- c. An institution shall provide faculty support services specifically related to teaching through a distance education format.

Morgan Online is MSU's coordinating office for online programs. It provides resources and support for academic units to receive training and funding to develop online courses that meet Quality Matters™ standards. This office also coordinates the Quality Matters Peer Review process for courses within the institution. Additionally, the University employs an instructional designer who provides ongoing training on using the various features of the LMS (Blackboard) as well as other instructional technology that can be used within the LMS to deliver content and engage and assess students. The instructional designer works closely with faculty to develop their courses and learn skills to effectively teach online.

4. Adequate Library and other Learning Resources

- a. An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

MSU library services can be accessed remotely including database searches and document retrieval as well as contacting a librarian for assistance in accessing resources. In addition to library services, MSU provides 24-hour technical support to students and faculty via phone and live Internet chat. Assistance with email, the learning management system (Blackboard), and other instructional technologies supported by the University are available through the MSU technology service desk.

5. Students and Student Services

- a. A distance education program shall provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and prepayment policies.

The current student handbook which covers policies and procedure for the public health program is accessed online. It will be expanded to include information, policies and procedures specific to the online MPH program. This includes

information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills and technical equipment requirements. A webinar will provide students with information about academic support services and financial aid resources, and costs and prepayment policies. Instruction on using the learning management system (Blackboard) will be provided in a number of tutorial formats including text based instructions and videos. Students will be required to participate in the webinar, complete the tutorials, and obtain a satisfactory score on technology assessments (quizzes) before they can begin online classes.

- b. Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.

Student services will be contracted out to a reputable online educational support provider. The University is currently in negotiations with a vendor who will provide student services to online programs university-wide.

- c. Accepted students shall have the background knowledge and technical skills needed to undertake a distance education program.

Students will be required to complete an assessment to determine their readiness for an online program. Students access to instructional videos to enhance and/or develop their knowledge and technical skills for online engagement and assessments that are currently available through Atomic Learning, a reputable provider of web-based, self-paced tutorials.

- d. Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

Electronic and hardcopy program materials will be developed that accurately and clearly represent the online MPH program and the services available to students.

6. Commitment to Support

- a. Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Online courses will be counted as part of faculty workload and annual faculty evaluations will give appropriate recognition to online course development.

- b. An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to the continuation of a program for a period sufficient to enable students to complete a degree or certificate.

The internal review program proposal review process conducted by the University included a review of the fiscal and other resources necessary to implement and sustain the program.

7. Evaluation and Assessment

- a. An institution shall evaluate a distance education program’s educational effectiveness, including assessment of student learning outcomes, student retention, student and faculty satisfaction and cost effectiveness.

The University requires that all of its academic programs have a program assessment plan and conduct annual assessments. Additionally, the accrediting body requires annual reports selected on student outcomes and more detailed accounting for re-accreditation purposes. The public health program is in compliance with the collection of data necessary for accreditation and has collected and reported data on student outcome measures, faculty satisfaction and program costs. When reporting for accreditation purposes, this same information will be collected for the online MPH program.

- b. An institution shall demonstrate an evidenced based approach to best online teaching practices.

As with the campus based program, courses in the online MPH program will be evaluated by students each semester as well as observed and evaluated by the appropriate department chair and a peer. The Peer and Department Chair review/observations will include a review of the online course in Blackboard as well as observation of a synchronous interaction with students. The reviews are expected to ensure that faculty continue to utilize best practices for online education.

- c. An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

Students will be assessed on achieving specific learning outcomes with each course through course exams and projects. The MPH Capstone which is the culminating experience for the MPH degree student will assess student’s ability to evidence the expected competencies for the MPH degree. A committee consisting of faculty and an external public health professional will assess the capstone projects using holistic rubrics reflecting the desired learning outcomes for the degree (i.e., competency domains).

H. Adequacy of faculty resources

Full time faculty will be responsible for teaching the core foundation courses in the proposed online MPH program as well as the existing campus MPH. Adjunct faculty will be hired as needed for more specialized subject matter areas for the online MPH program such as financial management and health information management and when faculty workload has been met for needed electives for the campus based MPH program. The current faculty for the public health program are identified below

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| Public Health Faculty and Credentials | Current and Proposed |
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| | Instructional Areas for Online MPH |
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| <p>Kesha Baptiste-Roberts, PhD Postdoctoral Fellowship, Cardiovascular Epidemiology, The Johns Hopkins Bloomberg School of Public Health, Baltimore, MD</p> <p>PhD, Epidemiology, The Johns Hopkins Bloomberg School of Public Health, Baltimore, MD M.P.H. Community Health, Epidemiology, Saint Louis University School of Public Health, Saint Louis, MO</p> <p>BS, Biology, Juniata College, Huntingdon, PA</p> | <p>Epidemiology Maternal and Child Health</p> |
| <p>Yvonne Bronner, ScD ScD Maternal Child Health, Johns Hopkins University, Baltimore, MD March of Dimes Fellow, University of North Carolina, Fellow Maternal Nutrition</p> <p>MS Nutrition & Public Health, Case Western Reserve University, Cleveland, OH</p> <p>BS Food & Nutrition, University of Akron, Akron, OH</p> | <p>Public Health and Health Disparities</p> |
| <p>Lawrence Brown, PhD Postdoctoral Research Fellow, W.K. Kellogg Health Scholars Program, Morgan State University School of Community Health and Policy, Baltimore, MD 2010-2012 Area of specialization: Community-based Participatory Research</p> <p>PhD, Health Outcomes and Policy Research, University of Tennessee Health Science Center, Memphis, TN</p> <p>MA, Public Administration, University of Houston, Houston, TX</p> <p>BA, African American Studies, Morehouse College, Atlanta, GA</p> | <p>Planning, Implementation and Evaluation of Community Health Interventions Health Services Planning and Evaluation Global Health Issues Health Policy and Advocacy Community Needs Assessment</p> |

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| <p>Kimberly Coleman, PhD PhD, Health Education, Southern Illinois University Carbondale, 2006</p> <p>MPH, Health Behavior and Health Education, University of Michigan, 2002</p> <p>BA, Psychology, Spelman College, 1994</p> | <p>Social and Behavioral Sciences for Health (Social and Behavioral Aspects of Population Health) Social Marketing Health Communication Introduction to Public Health</p> |
| <p>Lorece Edwards, DrPH DrPH, Public Health (Health Promotion/Disease Prevention), 2004 Morgan State University School of Public Health and Policy</p> <p>MHS, Master of Human Services, 1999, Lincoln University, Pennsylvania</p> <p>BA, Human and Social Resources, 1990, Sojourner-Douglass College</p> | <p>Field Practicum, Health Promotion Program Planning and Evaluation Masters Capstone Oversight</p> |
| <p>Mian Hossain, PhD 2001 PhD, Social Statistics (2001) University of Southampton, Southampton, England</p> <p>1998 MHS (Masters of Health Science), Population Dynamics School of Public Health, Johns Hopkins University, Baltimore, Maryland</p> <p>1988 MS (Masters of Science), Population Planning School of Public Health, University of Michigan, Ann Arbor, Michigan</p> <p>1980 MSc (Masters of Science) in Statistics Chittagong University, Chittagong, Bangladesh</p> <p>1978 BSc (Bachelor of Science) with honors in Statistics Chittagong University, Chittagong, Bangladesh</p> | <p>Biostatistics</p> |

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| <p>Farin Kamangar, MD, PhD, MPH</p> <p>PhD in Epidemiology, The Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD 2005</p> <p>MHS in Biostatistics, The Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD 2004</p> <p>MPH, Tehran University of Medical Sciences, Tehran, Iran, 2000</p> <p>MD, Tehran University of Medical Sciences, Tehran, Iran 1996</p> | <p>Epidemiology Biostatistics</p> |
| <p>Ian Lindong, MD, MPH</p> <p>MPH, Morgan State University, Baltimore, MD, 2009</p> <p>MD, Davao Medical School - Davao City, Philippines, 2003</p> <p>BS, Biology, Ateneo De Manila University - Quezon City, Philippines, 1999</p> | <p>Research Methods Systems Thinking Biological Basis for Public Health</p> |
| <p>Anne Marie O'Keefe, JD, PhD</p> <p>JD., cum laude, Harvard Law School</p> <p>Ph.D., M.A., Clinical Psychology, Ohio State University</p> <p>B.A., Sociology/Psychology, Indiana University</p> | <p>Public Health and the Law Health Policy and Advocacy Health Policy and Management</p> |
| <p>Randolph Rowel, PhD</p> <p>Ph.D., Community Health Education, Health Communications, University of Maryland College Park, 1999</p> <p>Master of Science, Health Education, University of Utah, 1980</p> <p>B.S., Biology, Chemistry (Minor), Morgan State University, 1975</p> | <p>Social and Behavioral Sciences for Health Qualitative Research Methods</p> |
| <p>Payam Sheikhattari, MD, MPH</p> <p>Post-Doctoral Fellow in Reproductive Health, Johns Hopkins Bloomberg School of Public Health, 2003-2005</p> <p>MPH, Tehran School of Public Health, 2001-2003</p> <p>MD, Uromia School of Medicine, 1989-1996</p> | <p>Community Based Participatory Research Methods Translation and Dissemination of Research</p> |
| <p>Raymond Terry, PhD</p> <p>Post-Doctorate - Yale School of Organization and Management, Advanced</p> | <p>Health Policy, Organizational Theory and Health</p> |

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| <p>Management, Health Care Management and Policy Development, 1988</p> <p>PhD, General Administration and Systems Analysis: Concentration in Health Systems Analysis and Inter/Intra-Organizational Analysis University of Maryland College Park, 1983</p> <p>BS, Social Experimental Psychology: Concentration in Behavior Modification and Organizational Behavior, Morgan State College, Baltimore, MD, 1972</p> <p>Certificate of Advanced Studies: George Washington University Geriatric Education Consortium, 1997</p> | <p>Svcs Management Global Health Field Practicum</p> |
| <p>Fernando Wagner, ScD Post-doctoral fellow on drug dependence epidemiology and psychiatric epidemiology. 1999-00 Johns Hopkins University. School of Hygiene and Public Health. Department of Mental Hygiene.</p> <p>ScD, 1996-99 Johns Hopkins University. School of Hygiene and Public Health. Department of Mental Hygiene. Doctor of Science.</p> <p>MPH, Johns Hopkins University. School of Hygiene and Public Health. Master of Public Health (Awarded in 1994.)</p> | <p>Epidemiology Drug Use/Abuse</p> |

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. The building which covers approximately 222,517 square feet opened in 2008. It houses approximately 400,000 volumes and access to 1,900 periodical titles. The Library subscribes to over 100 online databases. The Library catalog and online databases may be accessed remotely by registered students and faculty.

J. Adequacy of physical facilities, infrastructure and instructional equipment

The addition of the proposed MPH for delivery online would not impact physical facilities. The University subscribes to the most updated version of Blackboard with additional ancillary supports to support its online courses.

K. Adequacy of financial resources with documentation

The student population for the online Masters of Public Health Program will come from two types of cohorts: (1) students matriculating from the RN to BS to MPH program and (2) other health professionals and seasoned public health workers matriculating directly into the Online MPH program. The initial cohort will consist of person from the latter group with graduates from the RN to BS segment matriculating into the Online MPH program during the second year.

| TABLE 1: RESOURCES | | | | | |
|--|------------------|------------------|------------------|------------------|---------------|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2. Tuition/Fee Revenue (c + g below) | \$120,000.0 0 | \$440,000.0 0 | \$680,000.0 0 | \$840,000.0 0 | \$1,080,000.0 |
| a. Number of F/T Students | 15 | 55 | 85 | 105 | 135 |
| b. Annual Tuition/Fee Rate | \$ 8,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ 8,000.00 |
| c. Total F/T Revenue (a x b) | \$120,000.0 0 | \$440,000.0 0 | \$680,000.0 0 | \$840,000.0 0 | \$1,080,000.0 |
| d. Number of P/T Students | | | | | |
| e. Credit Hour Rate | | | | | |
| f. Annual Credit Hour Rate | | | | | |
| g. Total P/T Revenue (d x e x f) | | | | | |
| 3. Grants, Contracts & Other External Sources | | | | | |
| 4. Other Sources | | | | | |
| TOTAL (Add 1 – 4) | \$120,000.0 0 | \$440,000.0 0 | \$680,000.0 0 | \$840,000.0 0 | \$1,080,000.0 |

Expense Justification

Faculty – Current full time faculty will serve as lead faculty for the core domain courses.

Administrative Staff – The Administrative staff include a Graduate Student Coordinator and an administrative assistant. It is expected that students enrolled in the online graduate programs will be greater than those enrolled in “brick and mortar” classes. With the expected growth in the number of graduate students online, a graduate coordinator @ \$50,000 and an administrative assistant @ \$35,000 will be needed.

Other Expenses – Other expenses include contractual services in instructional design and ongoing faculty development. While faculty will continue to receive initial training through the collaborative efforts of the Technology Training Services and Academic Outreach and Engagement which oversees Morgan Online, public health faculty are foremost content experts in their fields. In-house training may assist in initial development of courses however, obtaining an optimal online educational experience for students requires both the content knowledge of our faculty and the expertise of instructional designers. The School will contract for instructional design services for 18

months to work in partnership with faculty to enhance courses developed for the online program.

Faculty development funds will support ongoing training for faculty to develop and maintain faculty competency in online instruction.

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------|------------|------------|------------|------------|------------|
| 1. Faculty (b + c below) | | 21,00.00 | 35,000.00 | 49,000.00 | 66,500.0 |
| a. FTE | | | | | |
| b. Total Salary | | 21,00.00 | 35,000.00 | 49,000.00 | 66,500.0 |
| c. Benefits | | | | | |
| 2. Admin Staff (b + c below) | 121,500 | 121,500 | 121,500 | 121,500 | 121,500 |
| a. FTE | 2 | 2 | 2 | 2 | 2 |
| b. Total Salary | 85,000 | 85,000 | 85,000 | 85,000 | 85,000 |
| c. Benefits | 36,500 | 36,500 | 36,500 | 36,500 | 36,500 |
| 3. Support Staff (b + c below) | | | | | |
| a. FTE | | | | | |
| b. Total Salary | | | | | |
| c. Benefits | | | | | |
| 4. Equipment | | | | | |
| 5. Library | | | | | |
| 6. New or renovated Space | | | | | |
| 7. Other Expenses | 23,000.00 | 23,000.00 | 3,000.00 | 3,000.00 | 3,000.00 |
| TOTAL (add 1 - 7) | 144,500.00 | 165,500.00 | 159,500.00 | 173,500.00 | 191,000.00 |

L. Adequacy of provisions for evaluation of program

The University and the School value assessment and evaluation as essential tools for accountability and quality assurance. Such tools ensure sound support for program planning and improvement as needed. As required by the University and the program accrediting body (CEPH), the public health program establishes an assessment plan for each of its degree programs. The plan specifies the program's objectives and student learning outcomes in measurable terms, as well as identifies the tools and methods for assessing the specified objectives and intended outcomes.

The Public Health Program has an Assessment and Program Evaluation Committee.

The Assessment and Program Evaluation Committee, which supports ongoing program evaluation activities, is responsible for developing an evaluation plan with policies, procedures and indicators for goals set forth in the strategic plan. This includes identifying

key indicators (process and outcome measures) ensuring the adequacy of data collection procedures and analyzing data related to student learning outcomes and program outcomes consistent strategic goals and objectives.

The Chair of that Public Health Assessment and Program Evaluation committee also sits on the University Assessment Committee.

M. Consistency with the State's minority student achievement goals

The recruitment of minority students is critical to the mission of the School of Community Health and Policy and its Public Health Program. The mission of the Public Health Program is to prepare leaders, who will generate new scientific information designed to better understand and solve urban health problems and develop and advocate policies that enable urban, minority and underserved populations to attain optimal health. We recognize the disparity and inequity that exists among various health professions and leaders who are expected to serve the needs of minority and underserved populations. Fulfilling the mission necessitates recruiting students from minority and underserved populations to be prepared to eliminate such disparities by assuming leadership roles.

N. Relationship to low productivity programs identified by the Commission

The proposed program is not related to any low productivity programs identified by the Commission.