

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Morgan State University

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

BS/Master of Public Health
Award to be Offered

RN to BS to MPH
Title of Proposed Program

120300/121400
Suggested HEGIS Code

513811
Suggested CIP Code

Nursing and Public Health Program
Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Date

A. Centrality to institutional mission statement and planning priorities.

1. Program Description and relationship to 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 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 University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

In keeping with mission of developing diverse graduates and prioritizing meeting the need for more advanced prepared nurses and expansion of role and responsibilities for nurse leadership in public health, Morgan State University is proposing an online RN to BS to MPH 1+2 program that creates an accelerated path for Registered Nurses (RNs) trained at the Associate level to obtain an online Bachelor of Science (BS) degree (in nursing) and an online Master of Public Health (MPH) degree within the School of Community Health and Policy. Creating the online RN to BS to MPH requires two new programs to be concurrently approved: (1) an RN to BS online program and (2) an MPH online program.

2. Relationship to Institutional Strategic Goals

The online RN to BS to MPH program responds to Morgan's 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. The current marketplace for nursing increasingly requires bachelor's degrees as the norm for the profession with further support and expectation for more advanced degrees.

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

1. Program Requirements

Bachelor of Science (in nursing) segment: The program requires a total of 62 credit hours once admitted for the BS portion of the degree. Twenty eight (28) credit hours will be needed to complete the RN to BS in nursing (see Table 1). The master's degree requires 34 additional credits (see Table 2). The program is accelerated because eight credits of the BS in nursing degree are public health graduate courses and will be applied to the mandated 42 credit minimum for the master's degree. [Note: A stop-out option is built into the proposed program to terminate at the bachelor's level if student circumstances prohibit moving into the MPH portion of the program.]

There are general education and pre-nursing required courses (see Table 4 – Section 3) that total 60 credits. These courses will have to be completed before students are admitted to the RN to BS to MPH program. Additionally, 32 credits for the BS (in nursing) degree will be awarded from the Associates degree (see Table 4). COMAR Regulations state that licensed RN applicants accepted into BS programs should receive the equivalent of credit for nursing courses that they have already taken at the Associate Degree/Diploma Level. Total credit hours for the BS degree in nursing = 120 ($60 + 32 + 28 = 120$).

Table 1: Required BS (in Nursing) Courses			
Course Number	Course Title	Credit Hours	Discipline
NURS XXX	RN to BS Transition	2	Nursing
NURS XXX	Pharmacology for RNs	2	Nursing
NURS XXX	Pathophysiology for RNs	3	Nursing
NURS XXX	Gerontology	2	Nursing
PUBH XXX	Health Information Management	3	Public Health
NURS XXX	Assessment, Health Education and Promotion	2	Nursing
NURS XXX	Research in Nursing	3	Nursing
NURS XXX	Community Health Nursing	3	Nursing
NURS XXX	Nursing Management and Leadership	3	Nursing
PUBH 504	Public Health and Health Disparities	2	Public Health
PUBH 500	Epidemiology	3	Public Health
Total Number of Credit Hours for BS degree completion beyond prerequisites and AA equivalent credits = 28 (Nursing Hours = 20; Public Health Hours = 8)			

Table 2: BS – Nursing Credit Hour Equivalent from AA Degree		
Course Number	Course Name	Credit Hours
NURS 300	Introduction to Nursing	4
NURS 301	Health Assessment	4
NURS 310	Safe Medication Administration	1
NURS 305	Nursing Care of Adults	6
NURS 405	Parent Child Nursing Maternity	4
NURS 401	Nursing Care of Adults w/Complex Problems	6
NURS 403	Pediatrics	4
NURS 409	Psychiatric – Mental Health Nursing	4
NURS 454	Transition into Professional Nursing	
Total Equivalent Credit Hours from AA = 32		

Online Master of Public Health: The existing face-to-face 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 noted with the letter (F). 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.

Table 3: List of Proposed Courses for Online MPH		
Course Number	Course Name	Credit Hours
PUBH 504	Public Health and Health Disparities	2
PUBH 500	Epidemiology (F)	3
PUBH 501	Statistical Methods in Public Health (F)	3
PUBH 502	The Social and Behavioral Aspects of Population Health (F)	3
PUBH 503	Organizational Theory and Health Service Strategic Management and Planning (F)	3
PUBH 506	Environmental Health Sciences (F)	3
PUBH 610	Public Health Research Methods	3
PUBH xxx	Health Information Management	3
PUBH xxx	Systems Thinking in Public Health Practice	1
	Electives (one elective from each of the areas listed below)	9
PUBH 607	Integrating Experience (Capstone)	9
Total Number of Credit Hours for the degree = 42		

Note: Shaded areas note courses that will be completed in fulfillment of the BS degree

Elective Options:

Public Health Analysis (Choose One – list not exhaustive)

PUBH 713	Social Epidemiology	3
PUBH 720	Qualitative Research Methods	3
PUBH xxx	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
PUBH 703	Translations and Dissemination of Community Health Research	3

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

PUBH xxx	Global Urban Health Issues	3
PUBH xxx	Emergency Management Preparedness and Response	3
PUBH 712	Public Health and the Law	3
PHEP 604	Environmental and Occupational Health Policy	3

Course Descriptions

The following are the courses for the BS in nursing and the Master of Public Health. Courses for the RN to BS are based on the courses offered for the BS degree but tailored, where appropriate, to take into account the prior knowledge base of the RN. Courses with the NURS xxx designation are either new or adapted courses. Similarly, the MPH courses that are designated with a PUBH xxx designation are new or adapted courses.

RN to BS Courses

RN to BS Transition (2 credits)

Builds on previous knowledge & skills applicable to the practice of professional nursing. This course provides an overview of professional concepts basic to the development of professionalism in nursing practice. The philosophical and theoretical framework of the Nursing Program and the School of Community Health and Policy is examined. Emphasis is placed on changes in the health care environment and the impact on the professional nurse’s role. Accountability and responsibility issues as they relate to professional nursing are

discussed. The students will begin the development of a professional portfolio for use throughout the curriculum and in the professional practice settings.

Assessment, Health Education, and Promotion (2 credits)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behaviors and are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.

Pharmacology for RNs (2 credits)

The student will study the administration of medications in relation to the nursing process and the role of drug therapy in the prevention of disease and the promotion of health. Classifications of drugs will be studied to give the student knowledge of their actions, interactions, side effects, contraindications, dosages and routes, and nursing implications. Concepts of client assessment, care and teaching will be included with each drug classification group.

Pathophysiological Processes in Nursing for RNs (3 credits)

This course introduces pathophysiologic processes as they relate to alterations in normal functioning over the lifespan. Stressors that disrupt or modify the client's lines of defense and lines of resistance are examined. Emphasis is placed upon understanding the underlying causes and assessments of pathological processes providing a link between the sciences and theoretical rationale for nursing process and evidence-based practice.

NURS 353 Gerontology (2 credits)

This course will explore the concept of aging as a healthy developmental process with a particular focus on the elderly as active, independent, and contributing members of the community. At the end of this course students are expected to be able to describe the physiology of aging, health problems common to the elderly, the psychological, emotional, and sociological aspects of the aging process and policy issues impacting the elderly.

NURS 354 Research in Nursing (3 credits)

This course focus is on complex research designs and analysis of multiple variables and research utilization. Emphasis is on techniques for control of variables, data analysis, and interpretation of results. Focus on in-depth analysis of the interrelationship of theoretical frameworks, design, sample selection, data collection instruments, and data analysis techniques. Content is discussed in terms of clinical nursing research problems and application to clinical settings.

NURS 407 Community Health Nursing (3 credits)

The study of the promotion of health and the primary, secondary, and tertiary prevention of health problems of a population. Focuses on the community as client with nursing care of individuals, families, and groups. The clinical component focuses upon developing and evaluating health promotion programs, family assessment, community assessment, and community-based home care within the context of the community. Students are expected to demonstrate skill in assessing, planning, and implementing population-based care as well as describing mechanisms used to provide care to individuals in the community. The nursing process is applied to community/aggregate as client. Communities/aggregates are assessed, community/aggregate diagnoses are identified, macro-level interventions planned, implemented, and evaluated. Systems theory, epidemiology, levels of prevention, and the nation's objectives for health are discussed.

NURS 453 Nursing Management and Leadership (3 credits)

This course focuses on the study of basic concepts related to leadership, management and working with groups in the provision of nursing care. Concepts include: decision-making, power, authority, roles, teaching-learning, evaluation, leader behaviors, work groups, change, legal aspects and quality. Students are expected to be able to apply key concepts from marketing, law, finance, quality management, and other intervening variables in the environment of care. Clinical component of this course provides the student with opportunities to integrate leadership and management behaviors in the application of the nursing process with selected client populations. Emphasis is on developing increasing responsibility for the provision of comprehensive nursing care to culturally diverse client groups. The course focuses on meeting clients' healthcare needs and on a transition from Associate Degree RN to that of an RN prepared at the Baccalaureate level.

Master of Public Health Courses**PUBH 504 Public Health and Health Disparities (2 credits)**

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 (3 credits)

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 (3 credits)

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 (3 credits)

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 (3 credits)

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 (3 credits)

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 xxx Financial Management for Health Organizations (3 credits)

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.

PUBH 610 Public Health Research Methods (3 credits)

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 and Evaluation (3 credits)

This course is designed as a general course in evaluation and decision making with dual purposes of 1) introducing the student to the 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.

PUBH xxx Health Information Management (3 credits)

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.

PUBH xxx Systems Thinking in Public Health Practice (1 credit)

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.

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 xxx: Survey Research Methods: Design and Implementation (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.).

PHBH 704: Community Health Program Implementation, Planning, & Evaluation (3 Credits)

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. It is intended for students who already have a base knowledge in the social and behavioral sciences and research methods.

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 xxx: Global Urban Health Issues (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.

PUBH xxx: Emergency Management Preparedness and Response (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.

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) (9 credits)

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.

2. Educational Objectives and Learning Outcomes

The program objectives, outcomes, and competencies of the proposed online RN to BS to MPH are informed by the competencies of the two respective disciplines as outlined by their respective accrediting agencies – the Commission on Collegiate Nursing Education (CCNE) and the Council on Education for Public Health (CEPH).

Nursing

Upon completion of the Nursing Program, the graduate will be able to demonstrate the knowledge, clinical skills and professional attitude expected of the baccalaureate-prepared nurse.

Objectives and expectations of the BS (in nursing) program are that graduates will be able to:

1. Utilize critical thinking, diagnostic reasoning, and moral and ethical reasoning in the application of the nursing process to assist the client in achieving optimal health outcomes;
2. Synthesize knowledge from the humanities, arts and sciences to provide quality nursing services reflective of value, dignity and worth of each individual in a culturally diverse society;
3. Communicate effectively and therapeutically in writing, verbally and nonverbally;
4. Incorporate the caring ethic as the foundation of nursing practice;
5. Apply the nursing process to assist the client to promote, restore and maintain an optimal-level of wellness by providing holistic care;
6. Function effectively in role of provider and manager of nursing care demonstrating leadership in the health care team;
7. Apply principles of leadership and management skills to nursing practice to ensure quality care and patient safety;
8. Assume responsibility for personal and professional growth and continued, life-long learning;
9. Appropriately use technology to deliver safe, effective nursing care;
10. Apply principles of evidence based practice; and
11. Be accountable for ethical professional nursing practice to meet the health care needs of the community and populations served.

The curriculum guiding Morgan State University (MSU) Bachelor of Science degree in Nursing (RN to BS Nursing) adheres to the *Essentials of Baccalaureate Education and Public Health: Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing – A Supplement to the Essentials of Baccalaureate Education for Professional Nursing Practice* as articulated by the American Association of Colleges of Nursing. The guidelines of the AACN Baccalaureate Essentials and Public Health Supplement serve as the framework for the program.

“The AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) in delineating the outcomes expected of graduates of all baccalaureate nursing programs clearly recognizes the need for a strong curricular focus on population health. Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing, are intended to help nurse educators incorporate population-focused content and learning opportunities into the baccalaureate nursing curriculum,

including both the didactic and clinical experiences and to support the introduction of population health into all aspects of undergraduate nursing education.”¹

Master of Public Health

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 Therefore, upon completion of the degree students will be able to:

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

The student learning outcomes listed above are governed by the required competencies of the discipline. 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

3. General Education/Pre-Professional Course Requirements

As noted under Program Requirements, there are general education and pre-nursing required courses that total 60 credits. These courses will have to be completed before students are admitted to the RN to BS to MPH program. The courses are listed in Table 4.

¹ American Association of Colleges of Nursing. (2013). *Public Health: Recommended Competencies and Curricular Guidelines for Public Health Nursing*. <http://www.aacn.nche.edu/education-resources/BSN-Curriculum-Guide.pdf>

Course Number	Course Title	Credit Hours	Discipline
BIOL 101	Introductory Biology I	4	Science
BIOL 201	Anatomy and Physiology I	4	Science
BIOL 202	Anatomy and Physiology II	4	Science
CHEM 101 or higher	General Chemistry	4	Science
BIOL 405	Microbiology	4	Science
ENGL 101	Freshman Composition I	3	English
ENGL 102	Freshman Composition II	3	English
PHIL 109	Introduction to Logic	3	
PHIL 220	Ethics and Values	3	H
HUMA 301	Contemporary Humanities	3	Humanities
HIST 350	Intro to the African Diaspora	3	
PSYC 101	Introductory Psychology	3	SIB
PSYC 102	Developmental Psychology – Human Growth and Development	3	SIB
SOCI 101	Introduction to Sociology	3	
MATH 120	Introduction to Probabilities	3	Mathematics
PHEC XXX	Physical Education	1	
HEED 100	Healthful Living	2	
COSC 110	Introduction to Computing	3	
NUSC 160	Introduction to Nutrition	3	
Total Number of Credit Hours		60	

1. Specialized accreditation or graduate certificate requirements

The RN to BS to MPH will be under accreditation review by two accrediting bodies – CCNE and CEPH (previously mentioned). For the nursing portion, the RN to BS is viewed as a track. It will require notice of substantial change to CCNE. For the MPH degree, the Master of Public Health degree currently exists as a face-to-face program. The requirement is that CEPH must be given notice of substantial change to include the online version of the degree.

2. Contracts with other institutions

There are no contracts with other institutions.

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

1. Need for Program

Need for Nurses with Public Health Backgrounds

The Health Resources and Services Administration (HRSA) reported in April 2013 that one third of the current national nursing workforce is older than 50 and will reach retirement age over the next 10-15 years. Maryland is one of the sixteen states projected to experience a smaller growth in RN supply relative to state-specific demand, resulting in a shortage of RNs by 2025. Maryland is the only state within the neighboring geographic states of Delaware, Virginia, West Virginia, and Pennsylvania expected to see large declines in the adequacy of the RN workforce.²

² Health Resources and Services Administration: Bureau of Health Professions; National Center for Health Workforce Analysis (2013). *The U.S. Nursing Workforce: Trends and Supply in Education*.

Hospital nurses are at the forefront of the effort to move historical healthcare practice based almost solely on acute care admission models towards models based on health promotion and population health. The Health Service Cost Review Commission (HSCRC) worked in collaboration with the Centers for Medicare and Medicaid Services (CMMS) to update the State's Medicare waiver in January 2014. This update now affords hospitals with the capability to provide patient centered health care delivery with an All-Payer Model dependent on developing effective strategies to help individuals stay healthy, reduce rate of hospital readmissions, and prevents avoidable adverse outcomes. Continuity of care across acute and chronic conditions is managed by way of a partnership among providers, payers and patients/families. Collaboration between patients and providers as partners leads to better overall outcomes, improved functional health and reduced readmissions. Nurses are crucial to the successful implementation of this waiver. While their existing clinical expertise will be utilized, they will also need to develop a broader skill set in managing smooth care transitions.³ Therefore, melding the nursing profession with knowledge and skills of public health at the advanced level is being responsive to the broader health care system need.

The Institute of Medicine's report, *The Future of Nursing: Leading Change, Advancing Health*, recommends that a greater emphasis be placed on making the nursing workforce more diverse, particularly in the areas of gender, race and ethnicity; not only as a means of meeting workforce demand but to improve health outcomes, reduce costs and improve the quality of patient care. This report highlights – having enough nurses with the right kinds of skills will contribute to the overall safety and quality of a transformed healthcare system.⁴ More specifically, there is a need to recruit Associate Degree nurses into Baccalaureate Degree completion programs as the nursing profession is increasingly requiring the bachelor's as the minimum educational expectation.

Data from the initial findings of the 2008 National Survey of Registered Nurses showed that, as of March 2008, there were an estimated 3.0 million registered nurses (RNs) residing in the U.S. Of these RNs, approximately 84.8% were employed in nursing positions. Noteworthy, 65.6% of the U.S. population was non-Hispanic white, and 83.2% of RNs were non-Hispanic white. Although the RN population is growing in diversity, minority nurses remain underrepresented. Findings show that nurses from minority backgrounds represent 16.8% of the RN workforce. More specifically, in 2008, the RN population comprised 5.4% African American, 3.6% Hispanic, 5.8% Asian/Native Hawaiian, 0.3% American Indian/Alaska Native, and 1.7% multiracial nurses.^{5 6}

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

³ Health Services Cost Review Commission (2015). *Nurse Support II RFA*.
http://www.mhec.state.md.us/grants/nspii/Phase%2011/NSPII_FY2016_RFA.pdf

⁴ Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine; Institute of Medicine. (2010). *The Future of Nursing: Leading Change, Advancing Health*.
<http://www.thefutureofnursing.org/IOM-Report>

⁵ Department of Health and Human Services (US), Health Resources and Services Administration. The registered nurse population: findings from the 2008 National Sample Survey of Registered Nurses. Rockville (MD): HHS; 2010.

⁶ Phillips, JN and Malone, B. (2014). *Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity*, Public Health Rep. 2014 Jan-Feb; 129(Suppl 2): 45–50.

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 meet this need through the proposed program.

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

The proposed online RN to BS to MPH program 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 RN to BS to 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. Morgan currently draws a diverse student population and thus expanding the capacity for achieving the undergraduate degree for nursing and the master's degree for public health 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, especially for racial/ethnic minorities, is also a critical strategy for promoting economic growth and vitality for the state.

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

In the fall of 2015, Morgan State University partnered with Research and Marketing Strategies, Inc. (RMS) to conduct occupational supply and demand research. The study included an occupational supply and demand analysis for the RN to BS to MPH program by examining healthcare occupations with an emphasis on managerial positions that would be commensurate with the level of credentialing provided by the proposed program..

The employment outlook in Maryland and specifically the Baltimore Workforce Region shows promise for nursing graduates. RNs in these geographical areas can expect wages (\$71,830) that are higher than the average wage across all occupations (\$52,830), with steady employment increases projected. Job openings are more likely to be replacement positions, signaling an aging RN workforce which will provide graduates of the RN to BS to MPH program a competitive edge in the job market, regardless of whether they complete the full program and obtain a master's degree, or choose to stop at the bachelor's level. This program may be highly attractive to more senior RNs who do not possess the BS degree and would like to move to managerial positions and non-clinical settings that may provide a workplace environment more conducive to their career stage.

In the Baltimore Workforce Region, positions in medical and 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.⁷ Graduates of the RN to BS to 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),

⁷ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition

with steady employment increases projected.⁸ Job openings are more likely to be replacement positions, suggesting an older health services manager workforce which will provide graduates of the program a competitive edge in the job market.

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

Maryland has two types of post secondary education Registered Nursing programs: 1) Associate Degree and 2) Baccalaureate Degree. The 14 associate degree nursing programs on 15 campuses in Maryland are conducted in community colleges. These programs can be completed in three years and include course work in general education and in nursing. Nine Maryland universities and four-year colleges offer a baccalaureate degree in nursing. These programs, usually four years in length, provide a bachelor of science in nursing (BSN) degree or a bachelor of science (BS) degree with a major in

⁸ Bureau of Labor Statistics, Occupational Employment and Wages – May 2014.

nursing. The schools that offer the BS or BSN degree are listed below, categorized by the type of program offered. There are presently seven universities in the state of Maryland that offer the RN to BSN degree. Two of the universities offering the degree are HBCUs (Bowie and Coppin). Only Bowie offers an online RN to BS degree. Neither program evidences a public health component in the curriculum. Most salient, there were **no** programs that offered the proposed RN to BS to MPH identified. Given the need for RN to BS programs, the inclusion of public health at the undergraduate level with transition into the master's degree, the University sees no evidence of unreasonable duplication in proposing this online RNB to BS to MPH degree.

Baccalaureate Degree Programs	RN to BSN Programs
Bowie State University	Bowie State University
Coppin State University	Coppin State University
Johns Hopkins University (Accelerated Second Degree Only)	Notre Dame of Maryland University
Morgan State University	Salisbury State University
Notre Dame of Maryland University	Stevenson University
Salisbury State University	Towson State University
Stevenson University	University of Maryland
Towson State University	
University of Maryland	
Washington Adventist University	

2. Program Justification

The program is justified on the basis of need for bachelor's prepared nurses and beyond, the expanded role of public health in the nursing profession, the workforce needs nationally as defined by a number of entities, the State of Maryland's workforce needs specifically, and the overall need for a highly trained diverse workforce in the health profession more broadly. The online format is consistent with a non-traditional student profile that allows individuals to balance existing work and family demands while still being able to achieve advanced education.

F. Relevance to Historically Black Institutions

1. Impact and Implementation of High Demand Programs at HBIs

As Morgan is an HBCU, the RN to BS to MPH program would enhance support of a high demand program at an HBI.

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

Morgan State already has a unique identifier as it is the state's designated urban serving institution. Urban community focused health is one of the niche areas that is emerging for the University as evidenced by the 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.

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 RN to BS (NURSING) to MPH Program will be established under the direction of the current Program Director of Nursing and the Assistant Dean of the

School of Community Health and Policy. The Assistant Dean serves as the Director for the current accredited Public Health Program. The Nursing Program Director has a Doctor of Nursing Practice (DNP), in Community Health Nursing with a focus as a Family Nurse Practitioner. She has over 20 years of experience as a nurse, nurse editor, subject matter expert (emergency nursing) and in academia. She was awarded an internship as a part of a HRSA minority grant designed to develop minority nurse faculty by training them, over a period of a year, as nurse educators with expertise in developing online courses and programs (Thomas Edison State College 2007-2008). She received additional training by participating in online certification program at Indiana University where the focus was on Distance Learning – Systems Planning and Management (2011). The Assistant Dean 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 proposed faculty for nursing have completed additional training and certification in online education (Course Development) at Indiana University. 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 nursing (Commission on Collegiate Nursing Education (CCNE) requires that all nursing degree programs meet the same accreditation standards and review criteria whether offered as campus based programs or distance education. The online RN to BS (NURSING) to MPH program which is subject to the curriculum standards of CCNE and CEPH, is comparable to the campus based programs 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 RN to BS (NURSING) to 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 competencies outlined in the AACN Essentials of Baccalaureate Nursing as well as in the following domains for Public Health -- 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.

- 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 nursing and public health programs are 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 nursing and 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 nursing and public health faculty who have subject matter expertise in their subject of nursing and 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 RN to BS (NURSING) to 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 nursing and public health programs 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 RN to BS (NURSING) to 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 RN to BS (NURSING) to 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 faculty have successfully completed these two Quality Matters™ courses in online course design and instruction or other online course development and implementation certification courses.

- 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 RN to BS (NURSING) to 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 RN to BS to 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 nursing and public health programs are 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 RN to BS (NURSING) to 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 RN to BS (NURSING) to 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. Students in the RN to BS (Nursing) program will be assessed on specific learning outcomes identified by the AACN Essentials of Baccalaureate Nursing. Students progressing to the RN to BS to MPH, the 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 and coordinating nursing courses online. As the numbers of students increase in the program, full time faculty will divide teaching responsibilities between teaching and coordinating courses with adjunct faculty brought on teach in the courses. At capacity, the full time faculty to adjunct ratio will be 1:3. Current faculty and those who are in the pipeline to teach follow:

Nursing Program Faculty and Credentials	Current and Proposed Instructional Areas for RN - BS
<p>Maija Anderson, DNP, RN 2011: Certificate in Distance Education - Systems Planning and Management Indiana University 2003: Doctor of Nursing Practice (DNP) – Rush University College of Nursing</p>	<p>RN to BS Transition</p>
<p>Jennette Logan, DNP(c), RN (expected DNP degree completion May 2016) 2016: Doctor of Nursing Practice (DNP) Regis University 1999: Master of Science – Nursing Education Bowie State University 1970: Master of Education (Med) Salisbury State</p>	<p>Assessment, Health Education and Promotion</p>
<p>Angela Davis, MS, RN 2011: Master of Science – Nursing Education Morgan State 2008: Bachelor of Science – Nursing (BSN) Coppin State</p>	<p>Pathophysiology for RNs Pharmacology for RNs</p>
<p>Joylin Calhoun, DNP, RN 2013: Doctor of Nursing Practice (DNP) Johns Hopkins University 2007: Master of Science – Nursing (Focus Education) Andrews University</p>	<p>Nursing Leadership and Management Nursing Research Gerontology</p>

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

Public Health Faculty and Credentials	Current and Proposed Instructional Areas for Online MPH
<p>Kesha Baptiste-Roberts, PhD Postdoctoral Fellowship, Cardiovascular Epidemiology, The Johns Hopkins Bloomberg School of Public Health</p>	<p>Epidemiology Maternal and Child Health</p>

Public Health Faculty and Credentials	Current and Proposed Instructional Areas for Online MPH
<p>PhD, Epidemiology, The Johns Hopkins Bloomberg School of Public Health M.P.H. Community Health, Epidemiology, Saint Louis University School of Public Health</p> <p>BS, Biology, Juniata College, Huntingdon, PA</p>	
<p>Yvonne Bronner, ScD ScD Maternal Child Health, Johns Hopkins University 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 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>
<p>Kimberly Coleman, PhD PhD, Health Education, Southern Illinois University Carbondale</p> <p>MPH, Health Behavior and Health Education, University of Michigan</p> <p>BA, Psychology, Spelman College</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), Morgan State University School of Public Health and Policy</p> <p>MHS, Master of Human Services, Lincoln University, Pennsylvania</p> <p>BA, Human and Social Resources, Sojourner-Douglass College</p>	<p>Field Practicum, Health Promotion Program Planning and Evaluation Masters Capstone Oversight</p>
<p>Mian Hossain, PhD PhD, Social Statistics University of Southampton, Southampton, England</p> <p>MHS (Masters of Health Science), Population Dynamics School of Public Health, Johns Hopkins University, Baltimore, Maryland</p> <p>MS (Masters of Science), Population Planning</p>	<p>Biostatistics</p>

Public Health Faculty and Credentials	Current and Proposed Instructional Areas for Online MPH
<p>School of Public Health, University of Michigan, Ann Arbor, Michigan</p> <p>MSc (Masters of Science) in Statistics Chittagong University, Chittagong, Bangladesh</p> <p>BSc (Bachelor of Science) with honors in Statistics Chittagong University, Chittagong, Bangladesh</p>	
<p>Farin Kamangar, MD, PhD, MPH PhD in Epidemiology, The Johns Hopkins University Bloomberg School of Public Health,</p> <p>MHS in Biostatistics, The Johns Hopkins University Bloomberg School of Public Health,</p> <p>MPH, Tehran University of Medical Sciences, Tehran, Iran</p> <p>MD, Tehran University of Medical Sciences, Tehran, Iran</p>	<p>Epidemiology Biostatistics</p>
<p>Ian Lindong, MD, MPH MPH, Morgan State University, Baltimore, MD</p> <p>MD, Davao Medical School - Davao City, Philippines</p> <p>BS, Biology, Ateneo De Manila University - Quezon City, Philippines</p>	<p>Research Methods Systems Thinking Biological Basis for Public Health</p>
<p>Anne Marie O'Keefe, JD, PhD 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 Ph.D., Community Health Education, Health Communications, University of Maryland College Park</p> <p>Master of Science, Health Education, University of Utah</p> <p>B.S., Biology, Chemistry (Minor), Morgan State University</p>	<p>Social and Behavioral Sciences for Health Qualitative Research Methods</p>
<p>Payam Sheikhattari, MD, MPH Post-Doctoral Fellow in Reproductive Health, Johns Hopkins Bloomberg School of Public Health</p> <p>MPH, Tehran School of Public Health</p> <p>MD, Uromia School of Medicine</p>	<p>Community Based Participatory Research Methods Translation and Dissemination of Research</p>
<p>Raymond Terry, PhD Post-Doctorate - Yale School of Organization and Management, Advanced Management, Health Care Management and Policy Development</p> <p>PhD, General Administration and Systems Analysis: Concentration in Health Systems Analysis and Inter/Intra-Organizational Analysis</p>	<p>Health Policy, Organizational Theory and Health Services Management</p> <p>Global Health</p>

Public Health Faculty and Credentials	Current and Proposed Instructional Areas for Online MPH
University of Maryland College Park BS, Social Experimental Psychology: Concentration in Behavior Modification and Organizational Behavior, Morgan State College, Baltimore, MD Certificate of Advanced Studies: George Washington University Geriatric Education Consortium	Field Practicum
Fernando Wagner, ScD Post-doctoral fellow on drug dependence epidemiology and psychiatric epidemiology. Johns Hopkins University. School of Hygiene and Public Health. Department of Mental Hygiene. ScD, Johns Hopkins University. School of Hygiene and Public Health. Department of Mental Hygiene MPH, Johns Hopkins University. School of Hygiene and Public Health. Master of Public Health	Epidemiology Drug Use/Abuse

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. The new 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 RN to BSN to executive MPH for delivery online would not impact physical facilities. The University subscribes to Blackboard with additional ancillary supports to support its online courses. The Blackboard system enables instructors and students to keep individual assignments secure while allowing the entire class to view class notes and discussions.

K. Adequacy of financial resources with documentation

Revenue: The University plans to recruit 50 students in the first year of the program increasing to an incoming cohort of 100 by Year 5. Projected tuition income in Table 1 accounts for students in the RN to BS to MPH inclusive. On the conservative end, a projection of 50% of each cohort is expected to move from the BS into the MPH degree program. As the fee structure has not been established for online, we are utilizing a flat tuition rate of \$8,000 for online undergraduate and graduate students whether in or out of state so these designations are not distinguished. All students are projected to be full-time. Faculty from face-to-face programs will be utilized in teaching but they will continue to teach in the face-to-face setting as well.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee	\$400,000	\$600,000	\$1,000,000	\$1,320,000	\$1,520,000

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue (c+g below)					
a) Number of Fulltime Students	50	75	125	165	190
b) Annual Tuition/Fee Rate	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
c) Total F/T Revenue	\$400,000	\$600,000	\$1,000,000	\$1,320,000	\$1,520,000
d) Number of Part-time Students					
e) Credit Hour Rate					
f) Annual Credit Hours					
g) Total Part-time revenue					
3. Grants, Contracts & External Sources					
4. Other Sources					
TOTAL	\$400,000	\$600,000	\$1,000,000	\$1,320,000	\$1,520,000

Expenditures: Currently there are 4 faculty lines allocated for the Nursing BS degree program and 13 faculty lines in the Public Health Program. Full time faculty in nursing and public health will be teaching both online and face-to-face as part of meeting workload requirements. The online class size is projected to be a maximum of 25 with multiple sections as needed. A full-time faculty member will teach and/or be an instructional coordinator for each course offered throughout the program. The adjunct faculty costs are reflected in the FTE's and total salary. Beyond faculty costs, administrative support and an online coordinator support staff is projected as well.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty	\$35,750	\$51,150	\$94,600	\$138,050	\$189,200
a) # FTE	.5	.5	.75	1	1
b) Total Salary	\$31,500	\$31,500	\$47,250	\$63,000	\$63,000
c) Total Benefits	\$3,150	\$3,150	\$4,725	\$6,300	\$6,300
2. Admin. Staff	\$56,000	\$56,000	\$56,000	\$56,000	\$56,000
a) #FTE	1	1	1	1	1
b) Total Salary	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
c) Total Benefits	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
3. Support Staff	\$77,000	\$77,000	\$77,000	\$77,000	\$77,000
a) #FTE	1	1	1	1	1
b) Total Salary	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
c) Total Benefits	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
Faculty					

Table 2: Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Development					
Liability Insurance					
Total	\$168,750	\$184,150	\$227,600	\$271,050	\$322,200

L. Adequacy of provisions for evaluation of program

As required by the University and the nursing accrediting body (CCNE), the nursing 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, methods and time frame for assessing the specified objectives and intended outcomes.

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 (SCHP) and its Nursing Program. SCHP recognizes 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. The majority of students at Morgan and in the School of Community Health and Policy represent minority and underserved populations.

N. Relationship to low productivity programs identified by the Commission

Not applicable