



UNIVERSITY OF MARYLAND

OFFICE OF THE PRESIDENT

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College Park, Maryland 20742
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September 23, 2019

James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

I am writing to request approval for a new Doctor of Public Health program, located within our School of Public Health. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees, and was recommended for approval by the University Senate at its meeting on September 12, 2019. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, appearing to read "Wallace D. Loh".

Wallace D. Loh
President

MDC

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Boris Lushniak, Dean, School of Public Health



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, College Park
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes Submitted: <input checked="" type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: 850.00	Date Submitted:
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Department Proposing Program	School of Public Health		
Degree Level and Degree Type	Level: Doctoral (Professional Practice); Degree: Doctor of Public Health		
Title of Proposed Program	Public Health		
Total Number of Credits	44		
Suggested Codes	HEGIS: 1214.05	CIP: 51.2201	
Program Modality	<input type="radio"/> On-campus	<input checked="" type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		

Preferred Contact for this Proposal	Name:	Mike Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Wallace D. Loh
	Signature:	Date: 9-27-2019
	Date of Approval/Endorsement by Governing Board:	

Revised 3/2019

A. Centrality to the University's Mission and Planning Priorities

Description. As the flagship campus of the University System of Maryland, the mission of the University of Maryland, College Park (UMD) is committed to providing excellent teaching, research, and public service within a supportive, respectful and inclusive environment. As one of the country's first land-grant institutions, UMD uses its strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. The proposed program leading to a Doctor of Public Health (DrPH) program aligns with this mission. The DrPH is an advanced professional degree designed for public health practitioners, and the program proposed here will focus on the practical application of public health principles for senior-level administrators through a curriculum centered on leadership in public health.

Relation to Strategic Goals. The proposed DrPH program speaks directly to Objective 5 of those for Graduate Education identified in UMD's most recent mission statement, which is to "expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their spirit of innovation and creativity." The School of Public Health is proposing a schoolwide DrPH with the potential for several areas of emphasis. The first of these focuses on Executive Leadership in Public Health and will be administered through the Department of Behavioral and Community Health. We anticipate a relatively small cohort size per concentration, growing to 12 students admitted annually as the program is developed.

Funding. Resources for the new program will be drawn from tuition revenue, from the School of Public Health, and from reallocated funds through the Office of the Provost.

Institutional Commitment. The program will be administered by the School of Public Health and UMD's Office of Extended Studies, which provides streamlined administrative support for professional graduate programs across the campus.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. In the modern era of public health, often referred to as Public Health 3.0, there exists a call to action to "boldly expand the scope and reach of public health to address all factors that promote health and well-being..."¹ which now also includes social determinants of health as well as economic factors, education, environment, violence and other societal influences. As public health challenges become more complex, requiring comprehensive systems approaches, the next generation of leaders must be multi-skilled practitioners to address entrenched problems locally, nationally, and around the world. In the last 15 years, the DrPH as a credential has grown in importance as it has become clear that there is an increased need for senior public health leaders educated in advocacy, communication, community and cultural orientation, critical analysis, leadership, management, professionalism and ethics, and policy analysis and development. Demand has thus also continued to grow: data from the Association of Schools and Programs of Public Health (ASPPH) indicate a growth in doctoral degree conferral of 302% between 1992 and 2016.²

¹ DeSalvo, K. B., O'Carroll, P. W., Koo, D., Auerbach, J. M., & Monroe, J. A. (2016). Public Health 3.0: Time for an Upgrade. *American journal of public health, 106*(4), 621–622. doi:10.2105/AJPH.2016.303063

² Leider, J.P., Plepys, C.M., Castrucci, B.C. et al. (2018). Trends in the Conferral of Graduate Public Health Degrees: A Triangulated Approach. *Public Health Reports*. Volume: 133 issue: 6, page(s): 729-737

State Plan. The proposed DrPH program aligns with strategies 8 and 11 in the *Maryland State Plan for Postsecondary Education*.³ Strategy 8 focuses on developing partnerships to support workforce development. The development of this DrPH program is grounded in calls from the public health community for additional training for emerging leaders in the field. Anecdotally, the foremost question fielded by our faculty at the largest annual meeting of public health practitioners over the last three years is when the School will offer a DrPH program. Strategy 11 of the Plan calls for a culture of risk-taking and experimentation. The hybrid model described below will combine the best of executive education strategies with excellent pedagogy in online courses, leading to a convenient and accessible format for working professionals, but also a cohort structure that promotes a learning community and a substantive capstone experience of direct relevance to education in public health practice.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

The University sits at the nexus of public health employment in the US in all sectors – State, federal, private, and nonprofit. More than 84,000 federal workers employed by Health and Human Services reside in the National Capital Region (NCR).⁴ The NCR also has the highest percentage, 26%, of workers employed by nonprofit organizations of any region in the US with 68% of all nonprofit private sector employment falling in the health care and social assistance category.⁵ The third largest employment sector in Maryland is education and health services, which has shown consistent annual growth greater than 3% over the last 10 years, according to the Bureau of Labor and Statistics (USBLS)⁶⁷. USBLS identifies 26 of 818 jobs that are growing faster than average and will require Master’s or higher at entry level; of those, 4 of 26 would be categorized as Public Health but not Healthcare/Medicine. This does not account for those positions that would require a doctoral degree for competitive promotion opportunities. Government sector jobs are also growing at faster than average rate with the majority of employment opportunity in the NCR. The six schools with accredited hybrid DrPH programs as well as those with in-residence programs have seen a steady increase in applications and enrollments since ASPPH published guidelines for DrPH curricula in 2009.

D. Reasonableness of Program Duplication

Two other programs in the state offer DrPH degrees, but neither emphasize interdisciplinary public health leadership and strategy for combatting complex emerging and anticipated public health issues.

- The Bloomberg School of Public Health at Johns Hopkins University, a private institution, offers a DrPH in 4-6 years. The School requires a full year of coursework in a specialty track in addition to the core courses, and follows a more traditional qualifying exam and dissertation route akin to a PhD program.
- The School of Community Health and Policy at Morgan State University offers a generalized DrPH with advanced courses required in each of the five foundational public health domains, electives, three

³ Maryland Higher Education Commission. (2017): *Maryland State Plan for Postsecondary Education*.

⁴ Governing. *Federal Employees By State* (2019). <https://www.governing.com/gov-data/federal-employees-workforce-numbers-by-state.html>

⁵ Lester M. Salamon and Chelsea L. Newhouse, “The 2019 Nonprofit Employment Report,” *Nonprofit Economic Data Bulletin no. 47*. (Baltimore: Johns Hopkins Center for Civil Society Studies, January 2019). Available at ccss.jhu.edu

⁶ Bureau of Labor Statistics *Occupational Outlook Handbook* (Last Updated September 2019). <https://www.bls.gov/ooh/home.htm>

⁷ Bureau of Labor Statistics *Occupational Employment Statistics* (Last Updated September 2019).

<https://www.bls.gov/oes/current/oesrcst.htm>

internships, and a dissertation. The program is taught entirely in person over the course of four years for full-time students. The program does not require a Master's degree for admission and does not have a leadership focus embedded within the curriculum.

The proposed program will be primarily taught online, with a focus on Executive Leadership in Public Health. The expected student will be an experienced public health practitioner with at least 3 years of experience in roles of increasing responsibility and leadership, and will have already earned a Master's degree, either a Master of Public Health, a Master of Health Administration, or another relevant credential. It is expected that applicants to the proposed program will be working full time and will be able to complete all requirements of the DrPH within three years. An internship will be required and a capstone project will be the culminating scholarship requirement as opposed to a more conventional research-based dissertation.

E. Relevance to Historically Black Institutions (HBIs)

The program offered by Morgan State University through their School of Community Health and Policy is more of a generalist degree program than that proposed here. According to the website, "The Public Health Program offers the Doctor of Public Health (DrPH) generalist specialization which provides its students with research, policy making, program planning, and cultural skills. Graduates are competent in the development and implementation of health promotion and disease prevention programs which support behavior change at the community, family, and individual levels." The existing Morgan State University program and the proposed UMD program are designed to support students with very different characteristics, interests, and required career entry points. Those students who may be interested in a more generalist DrPH and in entering a program earlier in their career would be able to matriculate to Morgan State University's program, in which they would advance their overall knowledge in the five domains of public health plus a chosen specialization based on available electives.

F. Relevance to the identity of Historically Black Institutions (HBIs)

Of note is that Morgan State University's DrPH program uses a fully face-to-face delivery, whereas the program proposed here is a blended approach, with most coursework online. As discussed above, the proposed program is not expected to have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The programs within UMD's School of Public Health (SPH) are accredited by the Council on Education for Public Health (CEPH). In its most recent accreditation standards, CEPH has outlined a substantial change in its thinking regarding professional doctoral programs, calling for a DrPH with a focus on leadership skills. The School of Public Health initiated a year-long investigation into existing programs, enrollment levels, and curricular emphases, and from this developed a strategy that aligns with CEPH's vision and the School's expertise. In parallel with the program development, the UMD Graduate School commissioned a small team, led by the Associate Dean in the School of Public Health, to establish policies and criteria for professional doctoral programs that are aligned with the requirements of CEPH and other professional accrediting bodies.

The program will be offered in a hybrid format, with most of the coursework online but with an additional requirement that students spend two one-week periods per year on campus (in January and August). This hybrid format and cohort structure promotes a learning community for full-time students, who would be able

to complete the program in three years. The curriculum consists of 44 total credits beyond the Master's degree: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The core credits focus on leadership, communication, policy, and quantitative methods. The initial specialization credits focus on executive leadership in public health; the School plans to develop and add more specializations after the program is established. The culminating experience requires two courses: one (3 credits) focused on a project that addresses a public health challenge facing an organization; the second focused on a 12-credit doctoral capstone experience in which students complete a field-based project designed to influence public health programs, policies, or systems. Student must demonstrate a synthesis of all competencies in the program and complete both a written deliverable and an oral defense.

Faculty Oversight. The program will be overseen by a program director within the dean's office of the School of Public Health. The core courses will be taught by faculty from across the School. The specific focus of Executive Leadership in Public Health will be overseen by faculty in the department of Behavioral and Community Health, with a local director for online program administration. A graduate program advisory committee will provide guidance on overall curricular content and pedagogy. Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. There are eight primary competencies of the DrPH program. These encompass all of the CEPH competencies required to acquire and maintain accreditation as well as those specific to the School of Public Health and to the department of Behavioral and Community Health.

1. Profession & Science of Public Health. Define communities and identify and assess relevant population health needs.

Explain public health history, philosophy and values.

Identify the core functions of public health and the 10 Essential Services.

Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.

Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

Explain the critical importance of evidence in advancing public health knowledge.

2. Factors Related to Human Health. Analyze and theorize the influences of social context and behavior on health.

Explain effects of environmental factors on a population's health.

Explain biological and genetic factors that affect a population's health.

Explain behavioral and psychological factors that affect a population's health.

Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

Explain how globalization affects global burdens of disease.

Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health).

3. Data & Analysis. Apply relevant qualitative and quantitative tools and concepts.

Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.

Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

4. Leadership, Management & Governance. Enhance leadership skills through experiential coursework and reflection.

Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.

Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

5. Create a strategic plan. Apply public health theory and experiential evidence to develop and manage program and institutional strategies.

Facilitate shared decision making through negotiation and consensus-building methods.

Create organizational change strategies.

Propose strategies to promote inclusion and equity within public health programs, policies and systems.

Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.

Propose human, fiscal and other resources to achieve a strategic goal.

Cultivate new resources and revenue streams to achieve a strategic goal.

6. Policy & Programs. Assess the functions, capacities, management and governance of governmental, international and non-state organizations.

Design a system-level intervention to address a public health issue.

Integrate knowledge of cultural values and practices in the design of public health policies and programs.

Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.

Propose interprofessional team approaches to improving public health.

7. Education & Workforce Development. Plan health education/communication programs.

Assess an audience's knowledge and learning needs.

Deliver training or educational experiences that promote learning in academic, organizational or community settings.

Use best practice modalities in pedagogical practices.

8. UMD SPH-specific Program Competencies. Promote and protect the health and well-being of communities throughout Maryland, the nation, and the world through engagement in transdisciplinary research, teaching, and service from within a biopsychosocial framework.

Build organizational capacity to envision and select strategies to address acute problems.

Utilize principles of media advocacy to communicate the public health mission, values, objectives, and priorities to all intended audiences.

Utilize principles of social marketing and health education to communicate routinely with target audiences regarding public health needs, objectives, accomplishments, and critical or crisis-related information.

Identify escalating public health issues and guide or mediate action to avoid crisis levels.
 Identify and analyze policy issues and alternatives related to selected public health problems.

Institutional assessment and documentation of learning outcomes. Learning outcome assessments are detailed in Appendix C for each competency and subcomponent.

Course requirements. The table below contains a sample program of study. Specific course information is included in Appendix B.

First Year	Second Year	Third Year
Summer I – 1 credit (in person)	Summer II – 4 credits	Summer III – 3 credits
Introduction to Successful Online Learning (0) HLTH 609 - Journal Club: Foundations of Leadership (1)	HLSA 723 - Health Policy Analysis and Advocacy (3) HLTH 709 - Leadership Seminar: Strategic Planning in Public Health (1) (in person)	HLTH 829 - Doctoral Capstone Proposal (3) Qualifying Exams – Advance to Candidacy
Fall I – 5 credits	Fall II – 6 credits	Fall III – 3 credits
EPIB 651 - Applied Regression Analysis (3) SPHL 705 - Transformational Leadership and Systems Thinking (2)	HLTH 625 - Community Assessment Through Qualitative Methods (3) Elective (3) [e.g. implementation science, disabilities studies, health communication, health literacy]	HLTH 829 - Doctoral Capstone (3)
Winter I – 2 credits (in person)	Winter II – 3 credits (in person)	Winter III – 3 credits
HLTH 709 - Leadership Seminar: Designing the DrPH Capstone (1) HLTH 709 - Leadership Seminar: Grant & Scholarly Writing (1)	HLTH 609 - Journal Club: Big Data and Predictive Analytics (1) SPHL 706 - Leadership in Crisis (2)	HLTH 829 - Doctoral Capstone (3)
Spring I – 6 credits	Spring II – 5 credits	Spring III – 3 credits
HLTH 720 - Crisis Management and Risk Communication (3) HLTH 711 - Advanced Research Methods in Health (3)	HLTH 790 - Leadership in Action Field Experience (3) HLTH 609 Journal Club: Understanding Role of Technology in Public Health Practice and Communication (1) HLTH 709 - Leadership Seminar : Evidence-Based Practice/Practice-Based Evidence (1)	HLTH 829 - Doctoral Capstone (3) Doctoral Capstone Defense

General Education. N/A

Accreditation or Certification Requirements. The School of Public Health and all of its academic programs are accredited by the Council on Education in Public Health (CEPH). The School’s accreditation was reaffirmed in 2015 for a seven year term.

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated at the start of the program. Collaborations with other USM institutions may be considered over time.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Courses will be delivered through the university's ELMS learning management system. Appendix D contains more detail regarding online delivery and student support. Students will have an academic advisor within the department of Behavioral and Community Health.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. Administrative support for the program will be provided centrally by the Office of Extended Studies, which maintains a web site for all of its professional and continuing education degree programs. Marketing materials will be developed in collaboration with the School of Public Health.

New students will be admitted during the fall semester. Applicants must meet the minimum admission criteria as established by the Graduate School, which include a 4-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution and a 3.0 GPA (on a 4.0 scale) in all prior coursework. Additionally, the School of Public Health will require applicants to have a Master of Public Health, Master of Health Administration, or other relevant master's degree along with at least three years of experience in public health practice. Students will be expected to provide a statement of goals as well as a transcript and GRE scores.

H. Adequacy of Articulation

Admission to the DrPH requires a Master of Public Health, Master of Health Administration, or other relevant master's degree along with several years of work experience in the field of public health. UMD offers an online Master of Public Health in Public Health Policy and Practice that would be an excellent starting point for the DrPH. UMD also offers a post-baccalaureate certificate in Principles of Public Health that covers core graduate-level competencies identified by the accrediting body.

I. Adequacy of Faculty Resources

Program faculty. Faculty expertise will be drawn from across the School of Public Health, and most specifically from the department of Behavioral and Community Health (BCH). Faculty biographies for those currently expected to teach in the program are in Appendix A.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center (TLTC), workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group. Both the TLTC and the Learning Technology Design group also provide workshops and support in pedagogy and technology for online delivery.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

Existing facilities, infrastructure, and equipment are adequate to support this program. Classroom space will be required for up to two weeks each summer and winter term, but will not be required during the fall and spring semesters. Online instructional resources are available to all students through the university's learning management system (ELMS, based on Canvas), and most of the courses resources and well as communication tools will be available through this site. Scholarly materials are typically available electronically through the University Libraries. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the School and the department, from tuition and fee revenue, and from an initial investment of reallocated funds from the University to support new hiring of professional track faculty and administrative personnel. The program is designed to be self-sustaining after three years. The program will require the development of only four new courses and will otherwise draw on existing curricula within the School.

See Tables 1 and 2 for a five-year estimate of resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. The School and BCH faculty are a diverse group committed to recruiting, retaining, and graduating a diverse student body. For the last 5 years, BCH has consistently admitted a diverse graduate student body (>50% underrepresented minorities). Many of the faculty focus their research efforts on issues that impact health disparities and will use their networks of colleagues and professional organizations to continue to recruit a diverse pool of applicants. This includes ongoing participation in the annual meeting of the American Public Health Association (APHA), advertising in the Nation's Health (APHA newsletter), announcements on public health listserv lists, and engaging with local Departments of Health to connect with current public health professionals.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

See Appendix D for supplemental information related to the online aspects of this program offering.

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$271,320	\$276,746	\$282,281	\$287,927
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	\$100,000	\$204,000	\$208,080	\$212,242	\$216,486
c. Total Benefits	\$33,000	\$67,320	\$68,666	\$70,040	\$71,441
2. Admin. Staff (b+c below)	\$93,100	\$142,443	\$145,292	\$148,198	\$151,162
a. #FTE	1.0	1.5	1.5	1.5	1.5
b. Total Salary	\$70,000	\$107,100	\$109,242	\$111,427	\$113,655
c. Total Benefits	\$23,100	\$35,343	\$36,050	\$36,771	\$37,506
3. Total Support Staff (b+c below)	\$33,250	\$67,830	\$69,187	\$105,855	\$107,973
a. #FTE	0.5	1.0	1.0	1.5	1.5
b. Total Salary	\$25,000	\$51,000	\$52,020	\$79,591	\$81,182
c. Total Benefits	\$8,250	\$16,830	\$17,167	\$26,265	\$26,790
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
5. Materials & Supplies	\$300	\$1,500	\$17,400	\$17,550	\$20,700
6. Marketing	\$25,000	\$22,000	\$21,000	\$21,000	\$21,000
7. Equipment	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000
8. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
9. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
10. Other Expenses: Operational Expenses	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
TOTAL (Add 1 - 10)	\$334,650	\$555,093	\$569,625	\$614,885	\$628,761

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	\$154,000	\$381,150	\$567,567	\$644,334	\$705,966
a. #FT Students	10	20	32	34	36
b. Annual Tuition/Fee Rate	\$15,400	\$19,058	\$17,736	\$18,951	\$19,610
c. Annual FT Revenue (a x b)	\$154,000	\$381,150	\$567,567	\$644,334	\$705,966
d. # PT Students					
e. Credit Hour Rate	\$1,100	\$1,155	\$1,213	\$1,273	\$1,337
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$200,000	\$200,000	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$354,000	\$581,150	\$567,567	\$644,334	\$705,966

APPENDIX A: FACULTY AND ORGANIZATION

Faculty biographies can be found on the School of Public Health web site at <http://sph.umd.edu/faculty>. Listed below are courses in the program that the faculty member has taught. SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses for which teaching assignments have not been made. Any faculty person listed below would be able to teach HLTH829, the Doctoral Capstone course.

Core Faculty and Advisory personnel drawn from multiple departments

James Butler, DrPH Health Services Administration; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time.

Craig Fryer, DrPH Sociomedical Sciences; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time. HLTH609.

Robert Gold, DrPH Public Health Practice, PhD Health Education/Computer Science; Professor and Director of Educational Innovation. Chair of the department of Behavioral and Community Health. Full-time.

Xin He, PhD Statistics; Associate Professor. Full-time. EPIB651.

Donna Howard, DrPH Behavioral Sciences and Health Education; Associate Professor. Full-time. HLTH609.

Dylan Roby, PhD Public Policy; Associate Professor. Full-time. HLSA723.

Additional Supporting Faculty for Executive Leadership in Public Health concentration:

Elizabeth Aparicio, PhD Social Work; Assistant Professor. Full-time. HLTH625.

Amelia Arria, PhD Epidemiology; Professor, Director, Center on Young Adult Health and Development and Director, Office of Planning and Evaluation. Full-time.

Kenneth Beck, PhD Social Psychology; Professor and Associate Chair of Academics, Department of Behavioral and Community Health. Full-time.

Bradley Boekeloo, PhD Health Policy and Management; Professor and Director, Preventive Research Center. Full-time.

Barbara Curbow, PhD Social Psychology; Professor. Full-time. HLTH609.

Sharon Desmond, PhD Health Education; Associate Professor and Community Engagement Committee Chair. Full-time.

Robert Feldman, PhD Social Psychology; Professor and Director, Post-Doctoral Program of the Tobacco Center of Regulatory Science. Full-time.

Kerry Green, PhD Health Policy and Management; Associate Professor. Full-time. HLTH711.

Cheryl Knott, PhD Applied/Experimental Psychology; Professor and Director, CHAMP (Community Health Awareness, Messages, and Prevention) Lab and Co-Director, Center for Health Behavior Research. Full-time.

APPENDIX B: COURSE DESCRIPTIONS

SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses that have not yet gone through the campus's course approval process and therefore are not listed in the Graduate Catalog. The courses will go through the campus review process when the program is approved.

Summer I

Introduction to Successful Online Learning: This course will include an introduction to the UMD School of Public Health, faculty expectations for this online DrPH and students will receive tips to help them be more successful online learners. [no credit]

HLTH 609 Journal Club – Foundations of Leadership: This journal club will encourage students to explore leadership types, recognize their leadership style and discuss current and past public health leaders. [1cr]

Fall I

EPIB 651 Applied Regression Analysis: An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis. [3cr] Prerequisite: graduate level introduction to Biostatistics course with minimum grade of B-

SPHL 705 Transformational Leadership and Systems Thinking: Transformational leadership is the term often used to describe a leadership style where an individual works with others to identify needed change, create a vision to guide the change, and then execute the change in partnership with a team of committed members. This course will explore this leadership style and will introduce the importance of systems thinking; a critical skill necessary to build programs and policies that are aware of and prepared for unintended consequences. [2cr]

Winter I

HLTH 709 Leadership Seminar: Designing the DrPH Capstone: This seminar will provide an opportunity for students to work with UMD faculty to organize their capstone outline. [1cr]

HLTH 709 Leadership Seminar: Grant and Scholarly Writing: This seminar provides practical examples and exercises to enable students to become more effective writers. Topics include: principles of good writing, the format of a peer-reviewed manuscript, grant writing, and ethical issues in scientific publications. [1cr]

Spring I

HLTH 720 Crisis Management and Risk Communication: This course will draw from lessons learned during recent and past public health emergencies and consider research in the field of crisis management and risk communication. The course will include a focus on vulnerable populations and the use of technology and social media for disaster preparedness. [3cr]

HLTH 711 Advanced Research Methods in Health: This course will explore quantitative techniques, advanced research methods and design issues. [3cr]

Summer II

HLSA 723 Health Policy Analysis and Advocacy: Examination of the politics of the health policy process, including the effects of American political structure and institutions; economic and social factors; interest

groups, classes, and social movements; media and public opinion, and other factors. The emphasis is both on understanding how public policy is made as well as how to influence the process. Students will learn about (1) how health policy is developed, adopted, and implemented, (2) the political, institutional, economic, social, and other factors that influence and shape the process, and (3) the basic approaches and tools of strategic advocacy. [3cr] Prerequisite: graduate level introduction to health policy

HLTH 709 Leadership Seminar - Strategic Planning for Public Health (a hybrid course): This course will begin in-person but will continue online as students end the course with a proposal to conduct a strategic plan to address a critical public health or leadership related issue within their own organization or affiliate institution. [1cr]

Fall II

HLTH 625 Community Assessment Through Qualitative Methods: This course covers major paradigms in qualitative inquiry, an overview of the process of qualitative research, and an introduction to several qualitative research methods, including grounded theory, ethnography, phenomenology, and content analysis. Students will collect, transcribe, analyze, and present qualitative data using interview and analytic techniques. [3cr]

Winter II

HLTH 609 Journal Club – Big Data and Predictive Analytics: This journal club will explore how big data is organized, analyzed, and interpreted. The discussion will include insights to real-world public health problems and future questions. [1cr]

SPHL 706 Leadership in Crisis: This course on leadership will focus on the development of a case study examining a critical public health challenge and approaches by leaders to address the challenge. [2cr]

Spring II

HLTH 609 Journal Club – Understanding the Role of Technology in Public Health Practice and Communication: This journal club will encourage students to explore understand the basic tools and building blocks of health informatics and how it is applied to public health practice. [1cr]

HLTH 790 Leadership in Action: Under the mentorship of their faculty advisor, students will create a strategic plan to address a public health challenge facing their organization or a partnering organization. [3cr]

The practicum requires the student to establish learning objectives that involve at least three of the program competencies, and result in a deliverable that both demonstrates attainment of program competencies and is meaningful for the organization to advance public health practice.

The practicum, learning objectives, and deliverables must be approved in advance by the program director. The practicum deliverable must incorporate a reflective component, which describes the student's personal or professional reactions to their applied experience and that will be included in the portfolio used in the mid-program review for advancement to candidacy.

HLTH 709 Leadership Seminar – Evidence-based Practice/Practice-Based Evidence: The goal of practice-based research is to move the knowledge derived from research to creation, through dissemination, and to application to assure the translation and uptake of relevant science into evidence based best practices (Source: ASPPH). This journal club will discuss the opportunities and challenges of this strategy for public health. [1cr]

Summer III

HLTH 829 Doctoral Capstone Hours: Students develop, implement, and finalize capstone work and set a date for their defense with committee members. [3cr]

In maintaining the key differentiators between a DrPh and PhD in Public Health, the culminating Capstone should be project based. The candidate should complete a field-based doctoral project that is designed to influence programs, policies, or systems applicable to public health practice. The doctoral project should demonstrate synthesis of all competencies in the DrPH. It will include both a written deliverable and an oral defense.

Based on the candidate's long-term goals, the Capstone project format should be flexible without reducing expectation of rigor. The Capstone project should demonstrate the application of doctoral level research skills to a problem or issue of significance to public health leadership.

Thus, an acceptable DrPH Capstone project written deliverable may include, but is not limited to:

- Carefully designed plan, developed with stakeholder input, intended to address a complex public health problem of strategic importance to public health; should include identification of long-term aims and interests associated with selected public health issue and the means of achieving them
- Combine translational research with an understanding of the role of leadership in creating an implementation plan to improve the public's health; should use an explicit methodology and study design that is clearly specified and specifically designed to address the problem selected

As planning is a basic leadership skill, candidates are expected to create a work plan for completing the Capstone. The work plan should outline major tasks, time frames and milestones, including how the committee will review the work along the way.

Fall III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Winter III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Spring III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

APPENDIX C: LEARNING OUTCOMES ASSESSMENT PLAN

Competency	Course Appropriate	Specific Requirements
Profession & Science of Public Health.		
Explain public health history, philosophy and values.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Identify the core functions of public health and the 10 Essential Services ¹¹ .		
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.		
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.		
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc..		
Explain the critical importance of evidence in advancing public health knowledge.		
Factors Related to Human Health.		
Explain effects of environmental factors on a population’s health.	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience	
Explain biological and genetic factors that affect a population’s health.		
Explain behavioral and psychological factors that affect a population’s health.		
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.		
Explain how globalization affects global burdens of disease.		
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health).		
Data & Analysis.		
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.	HLTH 711 Advanced Research Methods in Health	Examinations
	HLTH 625 Community Assessment Through Qualitative Methods	Class projects
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.	HLTH 711 Advanced Research Methods in Health	Examinations Written proposal

Competency	Course Appropriate	Specific Requirements
	HLTH 625 Community Assessment Through Qualitative Methods	
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.	EPIB 651 Applied Regression Analysis	Examinations
Leadership, Management & Governance.		
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.	HLTH 709 Leadership Seminar - Grant and Scholarly Writing HLTH 609 Journal Club – Foundations of Leadership	Course project
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.	HLTH 720 Crisis Management and Risk Communication: SPHL 706 Leadership in Crisis	Course assignments Case study project
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.	HLTH 609 Journal Club - Foundations of Leadership HLSA 723 Health Policy Analysis and Advocacy HLTH 829 Doctoral Capstone	Course examinations Capstone
Create a strategic plan.		
Facilitate shared decision making through negotiation and consensus-building methods.	HLTH 709 Strategic Planning in Public Health HLTH 790 Leadership in Action Field Experience	Required readings and examinations Completion of individual strategic plan for a community stakeholder
Create organizational change strategies.		
Propose strategies to promote inclusion and equity within public health programs, policies and systems.		
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.		
Propose human, fiscal and other resources to achieve a strategic goal.		
Cultivate new resources and revenue streams to achieve a strategic goal.		
Policy & Programs.		
Design a system-level intervention to address a public health issue.	HLTH 829 Doctoral Capstone	Capstone
Integrate knowledge of cultural values and practices in the design of public health policies and programs.	SPHL 705 Transformational Leadership and Systems Thinking	Examinations Course projects

Competency	Course Appropriate	Specific Requirements
	HLTH 790 Leadership in Action Field Experience	
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	HLSA 723 Health Policy Analysis and Advocacy SPHL 706 Leadership in Crisis	Required readings and examinations
Propose interprofessional team approaches to improving public health.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations
Education & Workforce Development.		
Assess an audience's knowledge and learning needs.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Deliver training or educational experiences that promote learning in academic, organizational or community settings.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments
Use best practice modalities in pedagogical practices.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations



Change in Program Modality Request Form

Institutions may change an approved program's modality.

An institution of higher education that has received approval to operate a program in the state of Maryland may add, change, suspend, or discontinue a program modality if the institution provides advance notice to the Commission in accordance with COMAR 13B.02.03.29 and COMAR 13B.02.03.22

An institution's notice to the Commission shall include:

Provide the program's title and degree level:

Provide the program's HEGIS and CIP code:

Provide a description of, and rationale for, the addition, change, suspensions, or discontinuation of program modality:

Provide an affirmation that the program's most recently approved curriculum and objective are coherent, cohesive, and comparable, regardless of program modality:

Provide the planned implementation date of the addition, change, suspension, or discontinuation of program modality:

For any suspension or discontinuation of a program modality;

Provide the number of students enrolled in the program who are using that program modality and their expected graduation dates:

Provide a plan that covers each of the students using the program's modality to ensure that:

The student's time to completion of the program is not increased;
Students and faculty continue to have access to course material, student services, and academic support for the duration of the program.

Please submit the coversheet and Program Modality Request form to the Secretary via postal mail or electronically to acadprog.mhec@maryland.gov