

**The Johns Hopkins University
Bloomberg School of Public Health
Proposal for New Academic Program
Master of Applied Science in Humanitarian Health**

A. Centrality to institutional mission statement and planning priorities

1. Program description and alignment with mission

The Johns Hopkins University Bloomberg School of Public Health (JHSPH) proposes a new Master of Applied Science (MAS) in Humanitarian Health. Offered by the Online Programs for Applied Learning (OPAL), in collaboration with the Department of International Health and the Center for Humanitarian Health, the newly proposed program will be delivered entirely online and is intended for part-time students.

The MAS in Humanitarian Health will provide an opportunity for education and training in epidemiology and biostatistics, courses that reflect the breadth of public health, practical skills derived from workshops in professional development, and critical issues in the humanitarian field. Designed for working professionals interested in a graduate-level degree, the MAS in Humanitarian Health will allow participants to gain advanced skills in health-related practice and research, humanitarian emergencies and disaster response program management and leadership, and advocacy and research.

The degree will consist of online intensive graduate-level coursework culminating in the Integrative Activity. The proposed program will commence in fall 2018, and will require successful completion of a minimum of 49 credits, including an Integrative Activity. Students may complete the degree over a minimum of eight 8-week terms in two years to a maximum of four years.

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of the Bloomberg School of Public Health is to improve health “through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals.” The proposed degree program aligns with both of these missions as discussed below.

2. Alignment with institutional strategic goals

Johns Hopkins University’s Strategic Goals

The proposed program advances the university’s [*Ten by Twenty*](#) vision, and related strategic goals for Johns Hopkins University, in a number of core ways. The program seeks to enhance access to a graduate education via a part-time format that allows students to continue working, making the program more affordable and avoiding having to take time away from current careers in public health or the humanitarian field. The program is also

global in nature: its part-time basis will facilitate the participation of international students, and the content is designed to reflect a rapidly globalizing world. The university's Ten by Twenty vision emphasizes interdisciplinary collaboration, which is also a core tenet of the program: helping students to effectively lead and work in interdisciplinary teams.

Johns Hopkins Bloomberg School of Public Health's Strategic Goals

The proposed program is consistent with the School and University missions described above, and is well aligned with many of the School's strategic goals:

- Prepare leaders in public health science and practice to address current and future public health challenges. It is a goal of the proposed program to provide skills-based education in humanitarian settings to the global public health workforce.
- Promote, value, and achieve excellence in teaching and learning. The Bloomberg School aims to combine technology with modern-day pedagogy to retain the same high standards that it incorporates into all of its academic programs.
- Advance the evidence base for the practice of public health and strengthen local, national, and global partnerships with public health practitioners. Through the proposed master's degree program, the Bloomberg School will offer advanced training in humanitarian issues relevant to addressing public health problems. The part-time, online structure of the program will allow the School to reach a global constituency of learners.
- Raise awareness of public health in the global community. The proposed curriculum includes courses introducing learners to the breadth of public health.

The Johns Hopkins Center for Humanitarian Health's Strategic Goals

Since 1998, The Center for Humanitarian Health (CHH) (www.hopkinshumanitarianhealth.org) has partnered globally with non-governmental organizations, international groups, and government agencies on field-based research, program evaluations, and humanitarian projects. CHH faculty and affiliates specialize in training and capacity building; field survey design and implementation; demographic and epidemiological research; and program monitoring and evaluation work in natural disasters, conflict settings, transitional settings, and fragile states.

The Center's vision is to pursue new knowledge and disseminate this learning to save lives and reduce human suffering and other consequences of humanitarian emergencies and disasters.

Its strategic goals are:

- **Research** - Undertake innovative research in humanitarian health science to discover and apply evidence-based strategies for prevention, preparedness, response, recovery and reintegration.
- **Educate and Train** - Educate and train individuals, governments and organizations on the latest theories and best practice approaches of humanitarian health science to allow for their evidence-based and practical application.

- **Empower** - Empower individuals, communities, organizations and Governments to practically apply skills and expertise gained through research and education.

The proposed MAS program in Humanitarian Health builds on the strength of the Bloomberg School, which provides unmatched opportunities for advanced training, focuses on both local and global issues, and prepares students to address public health problems through multidisciplinary approaches that apply the latest scientific knowledge. It also meets the vision and goals of the Center for Humanitarian Health.

The program will provide students with the skills to assess needs and resources available during humanitarian emergencies and to plan, implement, and evaluate humanitarian programs throughout the world. The proposed program will equip students with the necessary tools to directly adopt and adapt to the rapidly changing roles of the humanitarian professional and to support humanitarian organizations in service delivery, applied research, and public health advocacy.

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

1. Program outline and requirements

A full course listing, with course titles and descriptions, is provided in Appendix A.

Admissions Requirements

Students who are recent graduates of an American or international university with a Bachelor of Science or Bachelor of Arts who are interested in the humanitarian field can be considered for admission to this program. The program would also be suitable for professionals currently working in junior or mid-level positions in the humanitarian field and are seeking career advancement in program management, policy development or research, but do not wish to leave their current position in order to complete a Master's degree. Admission standards will be as rigorous as those established for other Master's degree programs in the Bloomberg School of Public Health. Applicants' academic transcripts, TOEFL/IELTS test scores (where applicable), letters of recommendation, and statements of purpose will all be carefully considered in the admissions process.

Specifically, persons eligible for admission to the MAS program must:

- i. possess a baccalaureate-level degree from an accredited college or university;
- ii. submit three letters of recommendation;
- iii. submit a statement of purpose that demonstrates compatibility of the applicant's career goals with the educational objectives of the program;
- iv. English language proficiency as demonstrated by the TOEFL or IELTS; and

- v. have two or more years of public health and/or humanitarian experience. Note that experience in development or humanitarian contexts in low and middle-income countries is preferred.

Program Requirements

Students will be required to successfully complete a minimum of 49 credits, including an Integrative Activity. Students will enroll in a combination of required core courses and electives. The degree can be completed over a minimum of eight 8-week terms.

Program coursework will allow students to engage deeply with issues within the humanitarian health field, including program management and policy development for emergencies. Students will complete 15 core courses and then choose from among 4 electives to satisfy basic 49-degree credit requirements. Students may elect to focus their studies in one of two tracks: Leadership and Management, or Methods.

Most courses must be taken for credit and a letter grade. There will be a pass/fail option for the public health seminars, case study course, and professional development workshops. To maintain satisfactory academic performance and good academic standing, students in this program must maintain a minimum grade point average of 2.75.

The Integrative Activity (4 credits) will require students to synthesize knowledge and skills obtained through coursework in a final project that demonstrates their mastery of the program competencies. Students will work on a service-learning project that is designed to bring together diverse organizations in order to impact some aspect of humanitarian health. Students will assess preparedness plans/efforts, review an emergency response or humanitarian assistance programming; apply management or evaluation tools, and provide evidence of alignment of purpose in the form of a final paper.

Each enrolled student's academic advisor must submit notification of satisfactory completion of the Integrative Activity. The OPAL Program Manager will track progress and ensure that each student has completed all degree requirements. The OPAL Program Director will be responsible for writing to the School's Office of Registration and Records to attest to the fulfillment of these requirements for each enrolled student.

Table 1: Curriculum Overview*

Year	Term	Course Title	Credits	
Year 1	1	Introduction to Online Learning	0	
		Academic and Research Ethics (550.860)	0	
		Public Health in Humanitarian Emergencies	4	
		Professional Development Workshop: Effective Online Searching (600.611)	2	
	2	Health Care in Humanitarian Emergencies	4	
		Disaster Preparedness	2	
	3	Introduction to Epidemiology (600.701)	4	
		Water and Sanitation in Humanitarian Emergencies	2	
	4	Statistical Concepts in Public Health 1 (600.709)	3	
		Social and Cultural Basis for Community and Primary Programs (602.771)	3	
	Year 2	1	Methods and Measurement in Humanitarian Emergencies	3
			Leadership and Management in Humanitarian Settings	3
Statistical Concepts in Public Health 2 (600.710)			3	
2		Nutrition and Food Security in Humanitarian Emergencies	2	
		Project Management in Humanitarian Settings	4	
		Intermediate Epidemiology (600.702)	4	
3		Human Rights in Humanitarian Emergencies	2	
		Professional Development Workshop: Writing for Results (600.612)	2	
		Mental Health in Humanitarian Emergencies	2	
4		Managing Non-Governmental Organizations in the Health Sector	3	
		Integrative Activity (60X.810)	4	

*The degree program will have two tracks: A **Methods track** and a **Leadership and Management track**

2. Educational objectives and student learning outcomes

The goal of the MAS in Humanitarian Health is to prepare students from diverse individual and professional backgrounds for positions in humanitarian health-related practice and research, humanitarian assistance, program management in disaster and emergency settings, and humanitarian advocacy. The specific educational objectives are below.

Upon completion of the MAS in Humanitarian Health, students will be able to:

1. Demonstrate working knowledge of humanitarian architecture, including key organizations, international and UN systems, and sectors, including health; water, sanitation, and hygiene (WASH); shelter; nutrition; food security; and protection.
2. Demonstrate working knowledge of core humanitarian and human rights principles, treaty instruments, and codes of ethical conduct in humanitarian and disaster settings.

3. Apply skills in assessment, monitoring and evaluation, and research relevant to humanitarian contexts—including qualitative, quantitative and mixed methods.
4. Demonstrate basic skills in humanitarian health project design, planning and implementation, including awareness of appropriate interventions and how to contextualize them in operational settings.
5. Critically assess and synthesize information, prioritize decisions and actions, and communicate these decisions and actions effectively.
6. Demonstrate key management and leadership skills needed to function in humanitarian and disaster contexts, including developing and maintaining collaborative relationships, operating safely and effectively, adapting and coping, and maintaining professionalism and critical judgment.
7. Utilize evidence generated from case studies to apply leadership and management skills, as well as program evaluation methods to inform decision-making in humanitarian and disaster settings.
8. Synthesize skills and knowledge derived from the course in a service-learning project addressing a current problem or issue in the humanitarian and disaster fields.

3. General education requirements

Not applicable

4. Specialized accreditation/certification requirements

Not applicable

5. Contractual agreements with other institutions

Not applicable

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

1. Demand and need for program

A 2013 survey of leaders of local health departments across the U.S. assessed data needs among the public health workforce. The survey asked about challenges to advancing a public health workforce agenda. Among the top five challenges, respondents identified the need for improved content, structural and delivery mechanisms for distance-based learning.¹

¹ Kaufman NJ, Castrucci BC, Pearsol J, et al. Thinking beyond the silos: Emerging priorities in workforce development for state and local government public health agencies. *J Public Health Management Practice* 2014;20(6):557-565.

Online education in humanitarian health will provide the public health workforce with the skills to plan, evaluate and manage programs that will facilitate addressing important public health issues, while enabling learners to remain in the workforce while obtaining that training.

The MAS in Humanitarian Health will prepare current and future humanitarian health practitioners, researchers, policymakers, and scholars to address complex public health, science, and health service challenges in humanitarian and disaster settings. For example, a public health professional equipped with an MAS in Humanitarian Health should be able to:

- Discuss and apply humanitarian interventions in professional contexts, with knowledge of key terminology, key stakeholder organizations, and key approaches for measuring program outcomes and impact.
- Enhance his/her performance, from study design and analysis to intervention, prevention, control, and policy efforts.
- Offer a range of methods to most appropriately meet research and evaluation needs.
- Produce practical and professional reports and presentations; and
- Perform at a higher level of leadership and management function in their work.

Graduates of the MAS in Humanitarian Health program will be equipped to develop new knowledge and new ways of saving lives and improving health to further progress across core disciplines in science and technology, and public health and medicine in Maryland, nationwide and internationally.

2. Alignment with Maryland State Plan for Postsecondary Education

The 2013–2017 Maryland State Plan for Postsecondary Education articulates six goals for postsecondary education: 1) quality and effectiveness; 2) access, affordability and completion; 3) diversity; 4) innovation; 5) economic growth and vitality; and 6) data use and distribution. The proposed MAS program addresses many of these goals.

The Bloomberg School of Public Health aims to prepare highly trained scientists and healthcare professionals to work in organizations where they can contribute to the public health needs of society. The MAS program is intended to meet the growing need for skilled professionals in humanitarian health in the State, across the country, and around the globe. This is consistent with the Goal 1 (quality and effectiveness) of the State Plan.

By leveraging technology in innovative ways, the School makes humanitarian health more accessible and interactive so that students can pursue “anytime, anywhere” learning opportunities. The online format allows students to pursue a degree even if their work schedules do not permit onsite class attendance. Additionally, students who move away from the Maryland region will still be able to complete the program, thus supporting the State Plan’s innovation and completion goals (Goals 4 & 2).

Typically, part-time students with full-time jobs who enroll in JHSPH degree programs represent a broader range of diversity than students in full-time degree programs. In targeting these part-time students, this program addresses the diversity goal (Goal 3) in the State Plan.

Similarly, the proposed program is consistent with (Goal 4), innovation, which articulates Maryland's aspiration to be "a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes..."

Additionally, the program, through the preparation of highly qualified humanitarian health professionals contributes to the economic growth and vitality goal (Goal 5) by providing life-long learning to scientists and healthcare professionals so they can maintain the skills they need to succeed in the workforce.

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

1. Market demand

ReliefWeb is the leading humanitarian information source on global crises and disasters. It is a specialized digital service of the U.N. Office for the Coordination of Humanitarian Affairs (OCHA). They provide reliable and timely information for humanitarian workers to use in decision making and planning. They also share reports, maps and infographics related to the discipline. ReliefWeb is also a valuable resource for job listings, internship and consulting opportunities and training programs. Given that they are focused in the humanitarian field, most of the jobs that they post could potentially be a good fit for graduates from the MAS program in Humanitarian Health.

A recent review of job postings on ReliefWeb found 2,257 open jobs world-wide, and nearly half of those positions were in program or project management. The next most prevalent career categories for positions were administration or finance, and monitoring and evaluation. Skills that are applicable to all three of these areas will be developed or strengthened via the proposed degree. Some of the top themes identified for these 2,000 jobs were coordination, disaster management, food and nutrition, health, protection and human rights, and water sanitation hygiene – all of which are included in the curriculum of the proposed MAS program. Over 400 of these job postings indicate a preference or requirement for a relevant Master's degree and most are looking for at least 3 years of experience. The search showed a wide range of desired education and experience, even among those with similar titles or functions. The majority of jobs seem to be searching for individuals with a degree in one discipline and field experience or an advanced degree in a public health/humanitarian field. An advanced degree such as the proposed MAS in Humanitarian Health would be an excellent asset for current professionals who are seeking promotion opportunities. About 400 of the 2,257 jobs required less than 3 years of professional experience, and only 10% of those were looking for advanced degrees; so those who are newer to the field could differentiate themselves in the job market by completing the proposed MAS and being ready to apply critical and relevant skills.

A search for job listings using “humanitarian health” on LinkedIn returned a similar number of relevant openings (2,444). Of these, 130 were narrowed when “Master’s degree” was added to the search terms. About 1,000 of the relevant positions on LinkedIn were located in the United States, while less than 300 of the ReliefWeb postings specified a U.S. location. This indicates that there may be a broader bank of jobs posted through LinkedIn for those program graduates who are U.S.-based, while the ReliefWeb jobs tend to be more international. Overall, this points to a wide range of potential opportunities for future graduates of the MAS in Humanitarian Health.

2. Educational and training needs in the region

The Bloomberg School of Public Health and the Johns Hopkins Center for Humanitarian Health are responding to the increasing demands for leadership and expertise in humanitarian health efforts across the globe. The proposed MAS in Humanitarian Health will provide applicable skills for public health practitioners who work in various humanitarian settings, including emergency response planning and management, disaster preparedness and recovery, and refugee resettlement among other areas. One of the sources for rising demand is continued war and violent conflicts around the world, particularly in urban areas. In an effort to publicize and quantify the human toll taken by these conflicts, The International Committee of the Red Cross (ICRC) recently released a special report: ‘I saw my city die: voices from the front lines of urban conflict in Iraq, Syria and Yemen’. The report estimates that “fifty million people currently bear the brunt of war in cities around the world”². Direct impact can be felt through infrastructure collapse that cuts off water and sanitation, limited travel options to reach safety or healthcare resources, and increased difficulty in finding sustainable food sources. The proposed MAS program will deliver a program that provides valuable training to leaders, advocates and policy makers who can make a difference for those who are suffering around the world. As a leader in public health education, the Bloomberg School determined there is a need to expand the competencies of current health professionals in the public health domain by integrating these essential competencies with evolving management concepts related to humanitarian health. There are only a few credible programs nationwide offering such a program to professionals working in the field of humanitarian health. Similar to the MPH concentration in Health in Crisis and Humanitarian Assistance at Johns Hopkins Bloomberg School of Public Health, the Harvard T.H. Chan School of Public Health offers an interdisciplinary concentration in Humanitarian Studies under its MPH and 2-year Master’s programs in select departments. Tulane University offers a Master of Science in Disaster Resilience Leadership Studies. The Mailman School of Public Health at Columbia University offers a Certificate in Public Health and Humanitarian Assistance, but no accompanying degree program. The proposed MAS in Humanitarian Health could meet the demand for providing qualified professionals who have the skills to address critical needs in the humanitarian field.

² Australian Red Cross Website, Media Centre News Archive; <http://www.redcross.org.au/news/i-saw-my-city-die-the-human-toll-of-urban-warfare-.aspx>, retrieved June 16, 2017. Full report can be requested for download here: <http://cityatwar.icrc.org/>

Projected admissions for the Master’s program are as follows:

- Year 1: 35 students
- Year 2: 35 students
- Year 3: 40 students
- Year 4: 45 students
- Year 5: 50 students

3. Prospective graduates

The average part-time student admitted for the Fall 2018 term will complete the program in 2020. 28 students are expected to graduate in 2020 and each year thereafter.

Table 2: Count of Graduates from Master’s Programs under CIP 51.2201 in the state of Maryland

School Name	Program Name	Graduate count by Year				
		2012	2013	2014	2015	2016
Johns Hopkins University (Bloomberg School of Public Health)	MPH Concentration in Health in Crisis and Humanitarian Assistance	10	6	13	12	14

E. Reasonableness of program duplication

1. Similar programs

There are very few academic programs in humanitarian assistance or settings currently offered in Maryland. There are 26 master’s programs approved or endorsed by MHEC under the 51.2201 CIP code. Only one of them is a humanitarian-related program. Johns Hopkins School of Public Health offers an MPH concentration in Health in Crisis and Humanitarian Assistance in the full-time program. Students would take 18-20 credits in the concentration within the total 80 credits required for the MPH. The MPH concentration in Health in Crisis and Humanitarian Assistance focuses on the health of vulnerable populations, internationally and domestically. These include refugees, internally displaced persons (IDPs), populations affected by natural and human-made disasters, victims of human rights abuse, and trafficked women and children. Students gain expertise in methods to assess needs, provide assistance and advocate for vulnerable groups.

There are also two certificate programs related to humanitarian health currently approved by MHEC, under different CIP codes. There is a post baccalaureate certificate in Humanitarian Assistance offered at Johns Hopkins School of Public Health. This certificate program focuses on humanitarian assistance in the international health context. The program is a major educational activity of the Center for Humanitarian Health and is currently delivered onsite for current JHSPH master’s and doctoral students. Washington Adventist also offers an undergraduate certificate in Emergency Preparedness and Disaster Response, which is domestically focused.

2. Program justification

The MAS in Humanitarian Health will provide practical training in project management, epidemiology, disaster preparedness, and management in humanitarian settings, with particular focus on the application of theory and methods and measurement in humanitarian emergencies.

Students who are recent graduates of an American or international university with a BA or BSc who are interested in breaking into the humanitarian field can be considered for admission to this program. The program would also be suitable for professionals currently working in junior or mid-level positions in the humanitarian field and are seeking career advancement in program management, policy development or research, but do not wish to leave their current position in order to complete a degree.

The program will be grounded in real-world challenges and informed by leading edge scholarship, with a diverse faculty of the leading experts in the field and a student body bringing lived experiences to the classroom.

F. Relevance to Historically Black Institutions (HBIs)

By definition, an appropriate student for the MAS program in Humanitarian Health would apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

There are no known Master's programs in Humanitarian Health in any of the Historically Black Institutions in Maryland.

G. Evidence of compliance with the [Principles of Good Practice](#)

See Appendix B for the evidence that this program complies with the Principles of Good Practice noted above.

H. Adequacy of faculty resources

See Appendix C for a representative list of faculty who will teach in the proposed program.

Program faculty hold full-time, part-time, adjunct or joint appointments in the Johns Hopkins School of Public Health. Most of the instructors are core faculty with the Center for Humanitarian Health and have decades of experience and expertise working in humanitarian and disaster settings. They are recognized for excellence in teaching and in generating cutting-edge research and scholarship in the humanitarian and disaster field.

I. Adequacy of library resources

The book collections at the Johns Hopkins University number almost two and one-half million volumes, selected to support the studies of all departments and divisions of the University. The William H. Welch Medical Library collects current scholarly information, primarily electronic,

which supports the research, clinical, administrative, and educational needs of its clients. The collection covers health, the practice of medicine and related biomedical and allied health care disciplines, public health and related disciplines, nursing, research literature, methodological literature, reviews or state-of-the-art reports, and in-depth, authoritative analyses of areas influencing biomedicine and health care. The library's emphasis is on providing materials at point of need. As a result, the collection includes more than 7,200 electronic journals, more than 400 databases, and more than 13,000 e-books. The library has staff members assigned to each department to aid in research and best practices for library services.

J. Adequacy of physical facilities, infrastructure and instructional equipment

All courses in the proposed program will be offered online. The program will have no discernible impact on the use of existing facilities and equipment beyond the standard requirements already in place; primarily, faculty office space in an existing university facility location.

The central computing resource for the School, the Office of Information Technology (IT), provides students with reliable computing infrastructure, location, and device independence, and critical software tools. Additionally, an enterprise service desk offers support for faculty, staff, and students. Assistance is provided over various channels, including phone, desktop, and FIPS 140-2 compliant remote-control support. Customer satisfaction is monitored and benchmarked against other higher educational institutions and industries.

No additional facilities, infrastructures or laboratory or computer resources will be required.

K. Adequacy of financial resources with documentation

See Appendix D for detailed financial information.

L. Adequacy of provisions for evaluation of program

As part of the program design and approval process, student learning outcomes and assessments have been aligned with the academic goals of the School and approved by the School's Committee on Academic Standards. Student course evaluations, conducted at the end of each term, provide feedback about both courses and faculty. The evaluations include questions addressing the course overall, the instructor and the assessments of learning.

Program level evaluation activities will include an annual assessment of program inputs, processes and outputs to generate a report on program applicants and admitted students, course enrollment, faculty participation, pedagogical innovations and program accomplishments/recognition.

Evaluation of student learning and achievement will focus on the early identification of students' goals/objectives and individualized learning outcomes; students' acquisition of knowledge and skills and the degree to which the program is fostering students' achievement of the degree competencies. Post-degree professional and academic accomplishments of graduates will also be tracked through Exit and Alumni Surveys that are conducted for all degree programs at the School.

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

Any student meeting the admissions requirements can apply to the MAS program in Humanitarian Health. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State’s minority student achievement goals.

N. Relationship to low productivity programs identified by the Commission

Not applicable

Appendix A

Course List and Descriptions

Introduction to Online Learning (0 credits)

Introduction to Online Learning (IOL) will prepare a student for taking both online and on-campus courses offered through CoursePlus, a course management system at Johns Hopkins University. The course is designed to give students clear examples of the fundamental design principles for courses across schools at the University: time-boxed, cohort-based, and highly collaborative. Attention is focused on learner responsibilities and communication/collaboration strategies in both online and face-to-face courses. While ensuring that an individual computer and network connection is compatible with the tools used in CoursePlus is an important part of the course, the primary focus is on the digital course experience and not on teaching basic computer and Web browsing skills.

Prerequisite: None

550.860 Academic & Research Ethics (0 credits)

Examines academic and research ethics at JHSPH in a series of online interactive modules. Focuses on information about the academic ethics code and responsible conduct of research at the School. Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting. Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

Prerequisite: None

6XX.XXX Public Health in Humanitarian Emergencies (4 credits)

Characterizes different types of humanitarian emergencies, architecture of the international humanitarian response system. Standards and guiding principles of humanitarian response are introduced and coordination mechanisms among humanitarian agencies described. Informs students about the contexts in which emergencies occur and how public health responses in various types of emergencies and settings differ. Provides an overview of the sectoral areas of focus in humanitarian response with an emphasis on health and health-related topics. Explores aspects of preparedness, response management and long-term recovery.

Prerequisite: None

600.611 Professional Development Workshop: Effective Online Searching (2 credits)

Introduces and explores freely available online sources for finding high quality, full-text research articles. Also prepares students to use advanced search techniques efficiently within these sources and to manage references using tools such as RefWorks, EndNote, Zotero and Mendeley. Finally, students learn about tools available to use to stay current on topics related to the public health field.

Prerequisite: None

6XX.XXX Health Care in Humanitarian Emergencies (4 credits)

The course focus is on the health within the context of humanitarian response in large scale humanitarian emergencies including conflict and natural disasters. The health needs of those displaced in low and middle-income countries is the predominate area of focus, though health issues of persons resettled to developed countries are also included. The course introduces how to assess health needs of emergency affected populations and plan for a health sector response, including the provision of basic health services as well as specific population health needs and services such a reproductive, mental health, communicable and non-communicable diseases. The specific elements of the health sector response such as epidemiologic assessments, disease prevention and control, surveillance, establishing and managing health services and ethical decision making are also addressed.

Prerequisite: None

6XX.XXX Disaster Preparedness (2 credits)

Introduces public health emergency preparedness concepts and procedures that are relevant for natural disasters, technological disasters, terrorism, and emerging threats. Describes the roles of various agencies engaged in emergency response and interactions across agencies that help to ensure public health and safety. Provides an overview of methods to address different types of public health emergencies, including both planning and response perspectives with a focus on recent domestic and international public health emergencies and their consequences.

Prerequisite: None

600.701 Introduction to Epidemiology (4 credits)

Introduces principles and methods of epidemiologic investigation of diseases. Illustrates methods by which studies of the distribution and transmission of diseases in populations (including disease outbreaks and epidemics) can contribute to an understanding of etiologic factors and modes of transmission. Covers various study designs, including randomized trials, case-control and cohort studies, as well as risk estimation and causal inference. Discusses applications of epidemiology to solving public health problems, such as identifying sources and strategies for control of disease outbreaks, applying research findings to policy and practice, and program evaluation. Explores quantitative and analytic methods including life tables, disease surveillance, measures of morbidity and mortality, and measures of diagnostic test accuracy.

Prerequisite: None

6XX.XXX Water and Sanitation in Humanitarian Emergencies (2 credits)

Introduces water and sanitation issues within the context of humanitarian response in lower and middle-income settings. Covers public health approaches to providing potable water and sanitation including simple water supplies, sanitary latrines, the relationship of water supply and sanitation to diarrheal diseases, and techniques for disinfection. Human behavior, hygiene, solid waste disposal and other elements of environmental health are also considered. Standards for water and sanitation in humanitarian response are introduced along with common water and sanitation problems and interventions used to address them.

Prerequisite: None

600.709 Statistical Concepts in Public Health 1 (3 credits)

Provides students with a broad overview of Biostatistical methods and concepts used in the public health sciences. Emphasizes the interpretation and conceptual foundations of statistical estimation and inference. Covers summary measures, measures of association, confidence intervals, p-values, and statistical power.

Prerequisite: None

600.710 Statistical Concepts in Public Health 2 (3 credits)

Employs a conceptual framework to highlight the similarities and differences between linear, logistic and Cox Proportional Hazards methods, in terms of usage and the interpretations of results from such models. Provides details for these regression approaches in the “simple” scenario, involving relating an outcome to single predictor. Following this overview of simple regression, explores the use of multiple regression models to compare and contrast confounding and effect modification, produce adjusted and stratum-specific estimates, and allow for better prediction of an outcome via the use of multiple predictors. Offers a brief introduction to linear spline models and propensity score methods for adjustment.

Prerequisite: 600.709 Statistical Concepts in Public Health I

602.771 Social and Cultural Basis for Community and Primary Health Programs. (3 credits)

Provides students with the knowledge and skills needed to understand individual, community, and organizational behaviors and change processes in cross-cultural and developing countries settings as a foundation for planning appropriate Primary Health Care (PHC) programs. Students learn to outline the contributions of social and behavioral science theory in the planning and implementation of culturally relevant PHC programs; will utilize social and behavioral theories to understand individual, social network, organizational, community, and policy maker health related behaviors; and identify the factors that promote and inhibit community involvement in PHC program development and implementation.

Prerequisite: None

6XX.XXX Nutrition and Food Security in Humanitarian Emergencies (2 credits)

Introduces food security, including the different components of food security, causes for deterioration of food security in humanitarian emergencies and nutritional deficiencies in humanitarian settings. Provides an overview of food and nutrition standards, nutrition surveys and response programming, including organizations involved in nutrition and food assistance and common programmatic interventions used in response to food crises. Food assistance strategies, including in-kind assistance, cash transfers and livelihoods programming are addressed as are preventative and curative nutrition programs.

Prerequisite: None

6XX.XXX Methods and Measurement in Humanitarian Emergencies (3 credits)

The goal of the course (Part I) is to give students an overview of selected field-based methods used in humanitarian emergencies to measure basic health indicators and demographic characteristics of affected populations. Upon completion of Part I, students will be able to describe the assessment process in the various phases of humanitarian emergencies. Students will also be able to describe a variety of methods, both qualitative and quantitative, used in field-

based assessments of humanitarian emergencies. These include: qualitative assessments, quantitative surveys, population estimation, and site planning.

Prerequisite: None

6XX.XXX Leadership and Management in Humanitarian Settings (3 credits)

Leaders of humanitarian agencies must not only understand the complex environment where health services are needed, but must have an in-depth knowledge of the international humanitarian architecture, of international humanitarian law (in situations of armed conflict), and they must have both technical, management and leadership skills. These leadership and management skills include the ability to manage diverse groups, bring diverse parties to consensus, make difficult decisions and necessary compromises while adhering to humanitarian principles, effectively utilize resources in an efficient and transparent manner, and make themselves accountable to their colleagues and superiors and beneficiaries in the disaster-affected communities. This course will adapt the standard and proven leadership approaches in high income countries and from industry to apply these in low and middle-income countries, where there are few established leadership traditions and practices. The course will rely on case studies and work with leading humanitarian agencies

Prerequisite: None

6XX.XXX Project Management in Humanitarian Settings (4 credits)

This course is designed to enable students to design a healthcare project with a focus on the primary health care level. The students will be asked to respond to a realistic Request for Applications (RFA). The design will be incorporated into a project proposal. The course will start with the characterization of the health problem(s) and a review of the stakeholders and assessing their organizational functions and response capacities. This will be followed by setting the goals and objectives on the project, creating log frames for indicators, devising the strategy and methods, determining human resource requirements, establishing community and beneficiary participation, structuring training activities, establishing a project budget and financial management, and finally the project evaluation process. The final format for the course output is a project proposal.

Prerequisite: None

600.702 Intermediate Epidemiology (4 credits)

Expands knowledge beyond introductory level epidemiologic concepts and methods material using examples from the published literature. Emphasizes interpretation and the ability to critically evaluate issues related to populations/study design, measurement, population comparisons and inference, including modern cohort study designs; advanced nested designs; novel techniques for exposure assessment; interpretation and utility of measures of impact; sources of bias and methods for their prevention; descriptive and analytical goals for observational study inference; the counterfactual model for defining exchangeability, cause, and confounding; and synthesis of inferences from observational studies as compared with randomized clinical trials.

Prerequisite: 600.701 Introduction to Epidemiology

6XX.XXX Human Rights in Humanitarian Emergencies (2 credits)

Considers human rights as a tool, an analytical framework, and a source of ethical guidance in

public health practice, particularly in the context of disasters and humanitarian settings. Reviews basic concepts in human rights and humanitarian law, and examines how they can contribute to the work of public health practitioners in a variety of roles. These include analysis of public health problems in humanitarian emergencies, design of programs, the setting of public health policy, decision-making in day to day practice, research on human rights and public health in humanitarian settings. It also considers human rights standard for ethical practice in public health and the linkages between public health practice and the work of human rights organizations in advancing human rights in humanitarian health.

Prerequisite: None

6XX.XXX Mental Health in Humanitarian Emergencies (2 credits)

Introduces research and intervention approaches in the field of mental health prevention and promotion with a focus on humanitarian emergencies in low- and middle-income countries. Discusses the determinants of mental health, and how they can be targeted: at different life stages and different socio-ecological levels (e.g., family, school, and neighborhood) in complex and evolving settings. Addresses such questions as ‘What is resilience, and how can it be promoted’, ‘How can interventions prevent depression in women exposed to sexual violence?’, and ‘How do poverty, violence and malnutrition impact mental health?’. The course will challenge students to bridge the gap between research and practice in the area of mental health in humanitarian emergencies, and uses a case method approach and real-world examples.

600.612 Professional Development Workshop: Writing for Results (2 credits)

Introduces a systematic approach to writing— from planning and organization to revision and completion. Emphasizes the importance of defining the message and understanding the audience and purpose. Examines the basic elements of good writing. Focuses on clarity, concision and style. Explores the use of rhetoric and storytelling to maximize a piece of writing's impact. Emphasizes best practices in various forms of writing, including emails, memos, reports, proposals and op-eds.

Prerequisite: None

600.XXX Managing Non-Governmental Organizations in the Health Sector (3 credits)

Familiarizes students with the key competencies required for managing NGOs in the health sector. Though many of the situations described in the lectures are taken from the instructor's experiences in managing international NGOs in developing countries, the material presented is applicable in organizational settings in developed countries as well. Topics correspond to the key responsibilities of NGO or health program directors. Lectures present guidelines, best practices, and management tools for the area of responsibility followed by a discussion of the lecturer's and students' experiences on those topics.

Prerequisite: None

60X.810 Integrative Activity (4 credits)

The integrative Activity will synthesize skills and knowledge derived from the course in a service-learning project addressing a current problem or issue in the humanitarian field.

Prerequisite: None

Appendix B

Evidence of Compliance with the Principles of Good Practice (as outlined in COMAR 13B02.03.22C)

(a) Curriculum and instruction

- (i) **A distance education program shall be established and overseen by qualified faculty.**

The proposed program will be supported by the School's Center for Teaching and Learning (CTL), which offers an array of evidence-based programs and services that support innovative teaching methods. JHPSH faculty experts will lead and support the development of online courses. Several program faculty members are experienced in developing and supporting online learning. New instructors are required to meet the same qualifications as those teaching in the traditional onsite program.

- (ii) **A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

All online courses adhere to CTL's course development process with support from experienced instructional designers. Online coursework follows well-established curriculum development standards, tailoring delivery methods, content, and assessments to learning objectives. Each term the School compares student course evaluations for onsite and online courses; these comparisons consistently yield very similar results.

- (iii) **A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

The program learning outcomes (competencies) are derived with input from professionals within the discipline, the program faculty, program leadership, and other program stakeholders, and are reviewed by the School's Committee on Academic Standards.

- (iv) **A program shall provide for appropriate real-time or delayed interaction between faculty and students.**

The proposed MAS program in Humanitarian Health will be delivered via the School's course delivery and management system—CoursePlus. This platform supports both synchronous and asynchronous interaction between faculty and students. Students and faculty may also participate in "real-time" interaction through weekly web-conference office hours, supported by Adobe Connect, and pre-scheduled LiveTalks.

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

Faculty members are selected based on domain expertise, program-related teaching experience and completion of required course development training. Faculty will be fully supported by CTL experts.

(b) Role and mission

- (i) **A distance education program shall be consistent with the institution's mission.**

Refer to Section A.1 in the main body of the proposal.

- (ii) **Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**

All courses offered online are designed in conjunction with CTL and with the support of an instructional designer, multimedia producers, and web specialists. These individuals assist in identifying and recommending the most effective learning technologies for achieving the course learning objectives. The course instructor(s) consults with an instructional designer during the course design process to determine the most effective learning technologies and strategies needed to meet the course learning objectives. The course design goes through multiple reviews by the instructional designer and program directors. Program directors ensure that the course design meets the program's expectations for online courses and that the course learning objectives reflect what the program expects students to achieve after completing the course. The CTL design team continually monitors courses and consults with the instructors to make adjustments, if needed. All new online courses participate in a midterm and end-of-term course evaluation process. Midterm feedback is used to determine if any midterm adjustments are needed and the end-of-term feedback is used to assess whether further course refinements are needed prior to the next time the course is offered.

(c) Faculty support

- (i) **An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**

Online programs are supported by CTL, which offers a number of opportunities and resources for faculty instructors and teaching assistants to become more familiar with online teaching and best pedagogical practices. In addition to maintaining an extensive catalog of resources on teaching and learning via an online Teaching Toolkit, CTL regularly offers events, workshops, and one-on-one office hours to introduce and provide updates on the latest advances in teaching technology and pedagogy.

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

Prior to teaching their first courses, all new online instructors are required to participate in training that conveys, among other things, principles of best practices for online education.

(ii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

The Bloomberg School, through CTL, maintains an innovative course management system and provides faculty support and training for online education through a staff of more than 30 individuals who specialize in instructional design, audio production, technical writing, web development, production management and quality control.

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

The Johns Hopkins University library system includes the William H. Welch Medical Library on the East Baltimore campus and the Milton S. Eisenhower Library on the Homewood campus. The Welch Library collects current scholarly information that supports the research and educational needs of the Johns Hopkins Medical Institutions as well as the Bloomberg School. Because the library's emphasis is on providing materials at point of need, the collection is primarily in electronic format. The electronic collection includes more than 7,200 electronic journals, more than 400 databases, and more than 13,000 e-books. The WelDoc Service provides access to materials not in the Hopkins collections. The library offers a variety of instructional services, including classes and online tutorials designed to explain the library resources available for research and scholarship. Students have access to all libraries and library informationists.

(e) Students and student services

(i) 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 payment policies.

The Bloomberg School maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the JHSPH website www.jhsph.edu and the [Course Catalog](#). These resources offer detailed programmatic information, academic support services, financial aid, costs, policies, etc. and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include

information on technical requirements, available academic support services, and a required orientation course (IOL) for new online students.

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

JHSPH online students have access to the following academic support services:

Academic advising. Students are assigned an advisor when accepted. Students and advisors will be in regular email communication to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements.

Library services. Students have online access to the William H. Welch Medical Library and the Milton S. Eisenhower Library on the Homewood campus. The interlibrary loan department allows students access to resources at any other university in the nation. The University's library system provides easy access to a wide selection of electronic information resources, including an online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

Disability Support Services. The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the JHSPH Disability Services' Senior Director.

Career Services. The Career Services Office at the Bloomberg School helps students, alumni, faculty, staff, and employers navigate the world of public health jobs.

Johns Hopkins Student Assistance Program. The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students contact the service by phone for consultation and are directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and federal confidentiality legislation and is HIPAA compliant.

Transcript Access. Students may view and print unofficial transcripts at any time. Official transcripts will be mailed to students upon completion of the program; additional official transcripts will be mailed upon request of the student at minimal charge.

Student Login IDs. The University issues each student a Johns Hopkins Enterprise ID (JHED ID) and the School issues a JHSPH ID. The JHED ID grants students a JHU email address and secure access to many online services including course registration, bill payment, official grades, library services, and the online learning platform CoursePlus. Students are also issued a JHSPH ID that provides access to the School's intranet (My JHSPH) where students can locate additional resources including research and administrative tools as well as the School's policy and procedures manual.

- (iii) **Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**

All accepted online students are required to have met the admission requirements stated for the MAS program in Humanitarian Health. New online students are required to complete the Introduction to Online Learning (IOL) course prior to beginning their first online courses. IOL covers a broad range of topics on how to be a successful online student such as learning expectations for online students and how to participate in online discussions.

- (iv) **Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**

All relevant program information is available on the JHSPH web site. All recruiting information includes the URL for the JHSPH website, which contains information available to prospective and current students. The School's Prospectus and Guidebook are posted online, as are school-wide student handbooks and all program-specific handbooks. The School's website contains links to all student-relevant information including admissions requirements, online application and instructions, online registration, student funding resources and financial aid, and other student support services.

(f) Commitment to Support

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

Faculty who teach online courses are strongly encouraged to participate in one or two professional development opportunities annually to improve their online teaching skills. Teaching online is viewed no differently than teaching onsite for promotion purposes.

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

JHSPH has a commitment to online teaching as demonstrated by the resources of its Center for Teaching and Learning, which provides course development, instructional, and technical support to new and current faculty. See Appendix D for detailed financial information regarding the proposed program.

(g) Evaluation and Assessment

- (i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Please see Section L of the main body of the proposal.

- (ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.**

CTL continually participates in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into faculty workshops and training sessions.

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

As part of the online course design process, course assessments are required to be aligned with stated courses learning objectives. The proposed program will incorporate authentic assessments that demonstrate students' application of learned skills. Program faculty have experience with developing individual and collaborative assessments for measuring the acquisition of relevant knowledge and skills through online learning.

Appendix C

Faculty

Name	Terminal Degree	Field	Academic Title/Rank	Status	Courses Taught
Daniel Barnett	MD	Environmental Health and Engineering	Associate Professor	Full-time	<ul style="list-style-type: none"> • Disaster Preparedness
Judy Bass	PhD	Mental Health	Associate Professor	Full-time	<ul style="list-style-type: none"> • Mental Health in Humanitarian Emergencies
William Brieger	DrPH	International Health	Professor	Full-time	<ul style="list-style-type: none"> • Social & Cultural Basis for Community and Primary Health Programs
Gilbert Burnham	MD, PhD	International Health	Professor	Full-time	<ul style="list-style-type: none"> • Health Care in Humanitarian Emergencies • Project Management in Humanitarian Settings
Aruna Chandran	MD	Epidemiology	Associate Scientist	Full-time	<ul style="list-style-type: none"> • Seminars in Public Health
Shannon Doocy	PhD	International Health	Associate Professor	Full-time	<ul style="list-style-type: none"> • Water and Sanitation in Humanitarian Emergencies • Nutrition and Food Security in Humanitarian Emergencies • Methods and Measurement in Humanitarian Emergencies
Anbrasi Edward	PhD	International Health	Associate Scientist	Full-time	<ul style="list-style-type: none"> • Project Management in Humanitarian Settings
Stephen Gange	PhD	Epidemiology	Professor	Full-time	<ul style="list-style-type: none"> • Intermediate Epidemiology
Elizabeth Golub	PhD	Epidemiology	Senior Lecturer	Full-time	<ul style="list-style-type: none"> • Intermediate Epidemiology
Margaret Gross		Health, Policy and Management	Associate	Part-time	<ul style="list-style-type: none"> • Professional Development

					Workshop: Effective Online Searching
John McGready	PhD	Biostatistics	Associate Scientist	Full-time	• Statistical Concepts in Public Health I
Julie Nanavati		Health, Policy and Management	Associate	Part-time	• Professional Development Workshop: Effective Online Searching
Derek Ng	PhD	Epidemiology	Assistant Scientist	Full-time	• Introduction to Epidemiology
Courtland Robinson	PhD	International Health	Associate Professor	Full-time	• Methods and Measurement in Humanitarian Emergencies • Integrative Activity
Lori Rosman		Health, Policy and Management	Associate	Part-time	• Professional Development Workshop: Effective Online Searching
Leonard Rubenstein	JD	Epidemiology	Senior Scientist	Full-time	• Human Rights in Humanitarian Emergencies
Lauren Sauer	MPH	Health, Policy and Management	Assistant Professor	Part-time	• Disaster Preparedness
Paul Spiegel	MD	International Health	Professor of the Practice	Full-time	• Public Health in Humanitarian Emergencies • Leadership and Management in Humanitarian Settings
Mija-Tesse Ververs		International Health	Senior Associate	Part-time	• Nutrition and Food Security in Humanitarian Emergencies
Brian Simpson		Health, Policy and Management	Associate	Part-time	• Professional Development Workshop: Writing for Results
Claire Twose		Health, Policy and Management	Associate	Part-time	• Professional Development Workshop: Effective Online Searching

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$943,320	\$1,943,760	\$2,002,560	\$2,061,360	\$2,123,520
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	35	70	70	70	70
e. Credit Hour Rate	\$1123	\$1157	\$1192	\$1227	\$1264
f. Annual Credit Hour Rate	24	24	24	24	24
g. Total P/T Revenue (d x e x f)	\$943,320	\$1,943,760	\$2,002,560	\$2,061,360	\$2,123,520
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$943,320	\$1,943,760	\$2,002,560	\$2,061,360	\$2,123,520

2. Resources are part time tuition revenues. The expectation is that we will start with ten students and increase to twenty students. The cost of the per credit tuition cost subject to a 3% increase each year. Tuition revenue will be the only resource to support this program.

TABLE 2: EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$331,248	\$341,185	\$351,420	\$361,963	\$372,823
a. # FTE	2	2	2	2	2
b. Total Salary	\$247,200	\$254,616	\$262,254	\$270,122	\$278,226
c. Total Benefits	\$84,048	\$86,569	\$89,166	\$91,841	\$94,597
2. Admin. Staff (b + c below)	\$66,406	\$68,399	\$70,451	\$72,565	\$74,743
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	\$49,557	\$51,044	\$52,575	\$54,153	\$55,778
c. Total Benefits	\$16,849	\$17,355	\$17,876	\$18,412	\$18,965
3. Support Staff (b + c below)	\$96,614	\$99,512	\$102,498	\$105,573	\$108,741
a. # FTE	1	1	1	1	1
b. Total Salary	\$72,100	\$74,263	\$76,491	\$78,786	\$81,150
c. Total Benefits	\$24,514	\$25,249	\$26,007	\$26,787	\$27,591
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$819,902	\$837,089	\$855,384	\$873,679	\$899,889
TOTAL (Add 1 – 7)	\$1,314,170	\$1,346,185	\$1,379,753	\$1,413,780	\$1,456,196

1. Two full-time faculty salaries with a 3% increase in salary each year. Fringe benefit rate of 34%.
2. Program Director effort at 50% in coordinating the program with a 3% increase in salary each year. Fringe benefit rate of 34%.
3. One full time administrative Support staff position to monitor program and students efforts as enrollment increases. Fringe benefit rate of 34%.
7. Cost for converting and upgrading course material to on-line format as well as cost for faculty advisers to the program.