

NEW PROGRAM PROPOSAL FORM

Name of Institution: Medical University of South Carolina

Name of Program (include degree designation and all concentrations, options, or tracks):
MPH-Generalist

Program Designation:

- | | |
|--|--|
| ☐ Associate's Degree | ☒ Master's Degree |
| ☐ Bachelor's Degree: 4 Year | ☐ Specialist |
| ☐ Bachelor's Degree: 5 Year
Ph.D. and DMA) | ☐ Doctoral Degree: Research/Scholarship (e.g.,
M.D.) |
| ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and
M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2023

CIP Code: 51.2201

Delivery Site(s): 85750

Delivery Mode:

- | | |
|--|---|
| ☐ Traditional/face-to-face
*select if less than 25% online | ☒ Distance Education
☒ 100% online |
| | ☐ Blended/hybrid (50% or more online) |
| | ☐ Blended/hybrid (25-49% online) |
| | ☐ Other distance education (explain if
selected) |

Program Contact Information (name, title, telephone number, and email address):

Institutional Approvals and Dates of Approval (include department through Provost/Chief
Academic Officer, President, and Board of Trustees approval):

DPHS Curriculum Committee/Faculty:	05/02/2022
Education Advisory Committee:	09/06/2022
Provost Council:	09/12/2022
MUSC Board of Trustees:	12/08/2022

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Department of Public Health Sciences (DPHS) at the Medical University of South Carolina (MUSC) evolved from what used to be the Department of Biostatistics, Bioinformatics and Epidemiology, which was founded in 1968. Under the leadership of the Dean of the College of Medicine, in 2012, as part of the goals of a strategic plan DPHS was established and a public health program offering Master of Public Health degrees was added.

The MPH program at MUSC is approved by the CHE to offer the MPH degree in three areas (approved as three separate academic programs), namely, Health behavior and health promotion, Biostatistics, and Epidemiology. The first cohort of students began their respective programs in fall 2015. In December 2022 we will have a total of 91 MPH graduates from our program. In March 2022, our MPH program was fully accredited by the Council on Education for Public Health (CEPH).

Encouraged by our success, we are proposing to expand to offer a fourth MPH, an **online Generalist MPH degree**, which will be a **45-credit degree that can be completed in five semesters**. This program will address an unmet training need in South Carolina by providing an MPH degree that is targeted to those currently working in the public health field and clinicians in South Carolina and beyond. **MUSC confirms that the value of this program and its long-term viability are not adversely impacted by the COVID pandemic.** A recent survey of MUSC students showed that 61% of them are interested to enroll in an online MPH program. Thus, we expect an overall increase in the demand for all associated MPH programs.

Graduates from the MPH Generalist program will have general competency in the evaluation of status of health of diverse populations and in the development of rigorous plans and strategies to implement them to fulfill the primary objective of DPHS, namely to improve population health in and around the Lowcountry and across the state and globe. This program will strive to educate a diverse public health workforce, including working adults and students who may have difficulty with the logistics of attending a graduate degree program taught with in-person requirements, to be experts in innovative research, leadership and serve as advocates for improved and equitable population and community health across South Carolina and beyond. These goals align with MUSC's missions in disease prevention, patient and community wellness, and population health. The program will provide graduates marketable skills for careers in public health agencies, health departments, hospitals and other health care organizations, government regulatory agencies, not-for profit agencies, academic institutions, and industry.

MUSC is uniquely positioned to deliver this degree program, as it is **expected that a substantial portion of the students in this program will be current healthcare providers and those working in the public health field** interested in expanding their knowledge and skills in public health practice. It is also anticipated that with the approval of this online Generalist MPH degree, MUSC can request CHE approval for a host of “dual degree” programs, where our current healthcare students (in nursing, medicine, pharmacy, etc.) can work toward their professional practice degree and their public health degree concurrently.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and elective courses in areas such as global health and chronic disease epidemiology. As of the date of preparation of this proposal, 31% of graduates from our current MPH program have been family medicine and pediatric clinicians at MUSC, and 34% of

graduates have either become employed or continued their education at MUSC after graduation. This online MPH-Generalist degree will further afford current practicing clinicians and public health practitioners the opportunity to receive training in public health to improve their impact.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The proposed MPH Generalist degree will provide an in-depth education in the field of public health, giving students an opportunity to gain expertise within the following areas of core competency: evidence-based approaches to public health, public health and health care systems, planning and management to promote health, policy in public health, leadership, communication, interprofessional teams, and systems thinking. Having the generalist focus allows for concepts that are relevant to the field as a whole to be applied with management positions, policy development, or applied research. The MPH Generalist degree is the most widely offered online MPH degree in the United States, according to 2020 IPEDS data.

The proposed MPH Generalist will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. To gather information regarding the interest toward offering an online MPH program, we surveyed current MUSC students across all colleges and degree programs at the institution. When asked, *“if an online MPH program were offered would you be interested”*, *61% of respondents stated ‘yes’ they would be interested*. Of the students reporting an interest in an online MPH program, 87% stated they would be interested in a dual degree program with their current educational (professional) program and the MPH program, and 13% reporting being interested in completing the online MPH program upon completion of current educational program. Additionally, students were asked to rate the extent to which they believed this program is needed at MUSC, and 81% reported there being a need for an online MPH at MUSC. Moreover, there is an expanding pool of working professionals at MUSC and across the globe who want to extend their education to include public health. Here at MUSC and in our state, there is a need for this new degree program to serve our own MUSC clinicians, public health practitioners and future students who may wish to earn a dual degree in response to the changing healthcare environment. This would give them a broad-based perspective about healthcare needs in the community.

MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health providers), as they appreciate that the next era of health care will place greater emphasis on wellness and population health.

In fact, there is a growing number of medical professionals pursuing a Master of Public Health degree to further contribute to their practice, population health research, and epidemiological skills. Between 2010 and 2018, there was a 434% increase of MD-MPH graduates from 149 in 2010 to 796 in 2018.^c With the shift of the health care system to emphasizing public health initiatives such as telemedicine, social determinants of health, access to health care, etc., there is an increased need of MD-MPH practitioners in the nation, other MPH-trained healthcare providers (e.g., nurse practitioners and physician assistants) and MPH-trained public health workers.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

No articulation agreements exist for the proposed program.

Currently, MUSC and Clemson University have an Articulation Agreement for an Accelerated Pathway to the MPH degree program. This agreement facilitates eligibility for outstanding Clemson students to apply for provisional admittance to one of MUSC's three MPH degrees as early as their freshman year at Clemson University. Provisionally accepted students must achieve all progression criteria to retain their status, and once criteria have been achieved their status is moved to full acceptance. In this pathway students complete four full academic years, taking 12 semester hours of approved graduate courses while a student at Clemson, then transition to the MUSC campus following Clemson graduation. MUSC recognizes these 12 semester hours and accept them toward the completion of the MPH degrees. In addition to this pathway program at Clemson, MUSC have also been in collaboration with the public health programs at the College of Charleston and Charleston Southern University to discuss a similar pathway program for their students.

Occupation	State		National	
	Number of Jobs	Employment Projection	Number of Jobs in 2020	Employment Projection
Mathematicians and Statisticians	240 (2020) ^a	293 (33% increase 2020-2030)	44,800 ^a	15,000 (33% increase 2020-2030) ^a
US: Medical Scientists, Except Epidemiologists	340 (2020) ^a	398 (17% increase 2020-2030)	133,900 ^a	22,600 (17% increase 2020-2030) ^a
Epidemiologists	N/A	N/A	160,600	2,300 (30% increase 2020-2030) ^a
Health Education Specialists and Community Health Workers	960 (2020) ^a	1,123 (17% increase 2020-2030)	125,200 ^a	21,100 (17% increase 2020-2030) ^a
Environmental Scientists	340 (2020) ^a	367 (8% increase 2020-2030)	87,100 ^a	7,300 (8% increase 2020-2030) ^a

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

According to the U.S. Bureau of Labor Statistics, there is an expected increase for all public health positions listed in the table above. Mathematicians and Statisticians are predicted to have the greatest increase (33%) out of the careers in the table, with an additional 15,000 positions expected through 2030. The number of Medical Scientists positions is expected to increase 17% over ten years, with a projection of 156,500 positions by 2030. Epidemiologist positions throughout the United States in 2020 was 160,600 and that number is projected to increase by 30% through 2030. Health Education Specialists and Community Health Workers are expected to see a 17% increase, with a total of 146,300 estimated employment opportunities by 2030.

Lastly, Environmental Scientists had an estimated 87,100 jobs in 2020, with that number expected to increase by 8% by 2030.

We administered an Employer Survey to employers of our graduates to gather information regarding the need of an MPH degree for jobs within their agency, and 64% reported the MPH degree is needed for most public health jobs within their agency or organization. Employers were also asked to rate their perceptions of the importance of public health skills in which the top skills reported were: data management and analysis, global health, program planning and management, leadership, environmental health, cultural competence and public health ethics, and health disparities. Additionally, when asked to rate the extent to which they believe this program is needed at MUSC, 67% stated it's 'very much' needed.

Description of the Program

Projected Enrollment			
Year	Spring Headcount	Summer Headcount	Fall Headcount
2023			25
2024-25	25 (24)	25 (24)	50 (49)
2025-26	50 (48)	25 (24)	50 (49)
2026-27	50 (48)	25 (24)	50 (49)
2027-28	50 (48)	25 (24)	50 (49)

*() indicates an estimated attrition of 1 student per cohort

Explain how the enrollment projections were calculated.

Currently, the three residential MPH degree programs at MUSC combined enrolls 20-24 new students every year. We believe that with the online delivery option, we can attract more students (because it will make enrollment by our current degree-seeking students possible, and our current healthcare providers at MUSC—working professionals—will be able to enroll in the program). Therefore, our projection for the online program is 25 new students per year. The only other online MPH program in South Carolina (at USC's Arnold School of Public Health) enrolls approximately 30 students per year, so we believe our enrollment projection is reasonable.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

The MPH Generalist degree is designed for working professionals wanting to gain additional knowledge and skillsets to address current and future public health challenges.

To be eligible, applicants must:

1. Hold a bachelor's degree with at least 2 years of post-baccalaureate experience in a relevant health related field, or hold a doctoral degree in a health profession or academic are related to public health.

2. A minimum cumulative GPA of 3.0 on a 4.0 scale will be necessary to be competitive. The applicant will be required to provide official transcripts.
3. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering.
4. Three letters of recommendation from instructors or supervisors who have had close contact with the applicant during their undergraduate, graduate, clinical, or research training will be required.
5. Applicants will include a personal statement describing how the MPH degree will enhance their professional career as a public health practitioner, research interests, and future professional goals.

Curriculum

New Courses

List and provide course descriptions for new courses.

Topics in Public Health (3 credits)

This course will focus on topics such as budgeting, negotiating, and effective communications that are used for public health programs. Additionally, this course will prepare students for the Applied Practice Experience (APE or Internship) and the Integrated Learning Experience (ILE or Capstone) during their final semester of the MPH Program. The APE is a 180-hour practicum which students complete to gain experience in the public health workforce. The ILE, is the culminating experience of the MPH Program, requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences, and apply that knowledge to analyzing and addressing a public health practice and/or research challenge.

Applied Research Methods (3 credits)

The overall purpose of this course is to introduce students to the design and evaluation of research protocols in public health. Students will also learn methods for designing and writing measurable goals and objectives. Specifically, this course will cover concepts and provide skills required for research design, grant proposal development, quantitative and qualitative data analysis, and reporting results. The goal is to enable students to conduct original research and critically review published research, giving them the necessary tools to succeed as public health professionals.

Public Health Ethics & Leadership (3 credits)

The overall purpose of this course is to introduce students to a broad range of issues in public health ethics. Students will be provided an introduction to key frameworks and concepts relevant to public health ethics and describes the overlap and distinctions between public health and medical ethics. The course will also address ethical dilemmas across the following domains: 1) resource allocation and distributive justice; 2) conflicts between individual rights and the common good; and 3) research involving human subjects.

Program Planning, Development, and Evaluation (3 credits)

In this course, students will examine models and procedures for use in the systematic planning of public health interventions in a variety of settings (e.g., medical, community, schools). Students will obtain skills in conducting a needs assessment and using theory to guide the selection and development of public health intervention strategies. Students will also identify appropriate methods for selecting appropriate evaluation designs, data collection strategies and measures to conduct rigorous program evaluations.

Introduction to Global Health (3 credits)

The overall purpose of this course is to introduce students to critical global health issues and ways to address or solve them. The curriculum focuses on the following global health topics: infectious and chronic diseases, maternal/child health, immigrant and refugee health, the relationship between political and cultural processes and health, and factors contributing to disparate health outcomes in population groups. It provides essential methodological skills based on public health principles in a global setting and translate data to support policy.

Chronic Disease Epidemiology (3 credits)

This course designed for graduate students to provide a broad and comprehensive understanding of NCDs and their risk factors. The course will focus on the global and national determinants as well as distribution of NCD risk factors, prevention strategies to reduce the incidence and prevalence, and advancement of epidemiologic research for NCD prevention.

Total Credit Hours Required: **45 credit hours**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Introduction to Public Health	2	Biostatistics Methods I	4	Applied Research Methods	3
Foundations of Epidemiology I	3	Principles of Environmental Health	3	Public Health Ethics & Leadership	3
Social and Behavioral Sciences	3	Introduction to Health Systems and Policy	3	Program Planning, Development, and Evaluation	3
Total Semester Hours	8	Total Semester Hours	10	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
Topics in Public Health	3	Applied Practice Experience	6		
Health Disparities Epidemiology	3	Integrative Learning Experience	3		
Elective	3				
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MPH Health Promotion, Education, and Behavior	45 credits	University of South Carolina	Program is offered online	USC's online MPH in Health Promotion, Education, and Behavior is designed with a focus of health education providing training in leadership and advocacy, program development, and program evaluation. Our proposed MPH Generalist program will have focus of general public health competencies.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor, Full-Time	Biostatistics Methods III & ILE Planning	PhD, Biostatistics, University of Southern California	
Professor, Full-Time	Health Behavior Theory	PhD, Social Work and Psychology, University of Michigan	This faculty member has over 30 years of public health experience with extensive public health research experience. The faculty member is currently is the Director of the Office of Community Outreach and Engagement, and Associate Director of Population Sciences and Cancer Disparities. This faculty has taught Health Behavior Theory within the current residential MPH programs since 2016.
Professor, Full-Time	Foundations of Epidemiology I	PhD, Epidemiology, University of North Carolina-Chapel Hill	
Associate, Full-Time	Epidemiology II & Field Epidemiology	PhD, Epidemiology, University of North Carolina-Chapel Hill	
Professor, Full-Time	Biostatistics Methods I	PhD, Biostatistics Medical University of South Carolina	
Assistant, Full-Time	Environmental Health Sciences	PhD, Geography & Environmental Sciences Monash University, Australia	
Assistant, Full-Time	Health Psychology	PhD, Psychology, University of Florida	This faculty member has over 10 years of experience, including a post-doctoral fellowship at Yale School of Medicine. This faculty member has taught Social and Behavioral Sciences within the current MPH program since 2020 and is an Associate Director for MUSC Health Tobacco Treatment and Associate Research Member with Hollings Cancer Center Cancer Control Program.
Associate, Full-Time	Health Behavior Intervention Planning	PhD, MPH, Health Behavior and Health Education, University of North Carolina-Chapel Hill	
Associate, Full-Time	Epidemiology II & Cancer Epidemiology	PhD, Epidemiology, Dartmouth College	
Assistant, Part-Time	Health Policy	PhD, Economics, University of Tennessee	This faculty member has over 20 years of experience as an economist related to public health policy, including years of experience working on the Joint Committee of Taxation with the US Congress. This faculty member has

			taught health policy within the current MPH program's curriculum since 2020.
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Total FTE needed to support the proposed program:

Faculty: Need 3 additional faculty FTE

Staff: 3

Administration: 1

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Currently, we have 20 faculty for the residential MPH programs. We anticipate half (N=10) will be involved in teaching in the new online MPH. We will need to hire additional full-time or part-time teaching faculty to the equivalent of 3 FTE. The new faculty hires are not solely for the online program but for the Department of Public Health Sciences. Each course for the MPH programs requires 15% effort and hence a faculty hired to the department for research and other educational endeavors would be expected to contribute some percent effort to the online MPH program. The efforts of faculty will be dedicated to this program without need for additional compensation and so their employment costs are not included in the budget table. The hiring search for new faculty have been ongoing since fall 2022.

We will hire one new staff member to serve as a second Program Coordinator I for the program. The individual will have both program administration experience and instructional design experience. This person will be tasked with designing courses in the LMS Brightspace, developing training materials, and working with faculty to develop online content. We will also hire a new IT specialist to oversee the IT infrastructure and provide IT support; this IT specialist will serve the online MPH program for 0.5 FTE.

Our current MPH Program Coordinator will manage recruitment and marketing of the online program as well as continue to provide internship coordination for our online students. The current Program Director will provide leadership and oversight of the day-to-day operations of the online program as well as supervision of staff. Same as with faculty, the efforts of the Program Director and current MPH Program Coordinator will be dedicated to this program without need for additional compensation and so their employment costs are not included in the budget table.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The MUSC Libraries provide access to resources that support the University's tripartite mission of education, research, and clinical care. The Library serves as an instructional unit, a learning space, a database and knowledge center, academic computing support unit, and a leader in information planning. The Library's collections and resources are extensive and sufficient to support degrees awarded by the Department of Public Health Sciences. Pertinent online resources include nearly 50,000 electronic journals, over 350,000 electronic books, and 150 biomedical and health-related databases (e.g., Academic Search Premier, AccessMedicine, AnatomyTv, CINAHL, Cochrane Library, Lexicomp, NetAnatomy, PsycINFO, PubMed, SciFinder and UpToDate). A portal highlighting resources specific to public health is available on the *Public Health Resources Libguide* [<https://musclibguides.com/publichealth#loaded>].

Access to the library's collections and resources is available 24/7/365 to students off campus and to distance learners through their MUSC NetID. In addition, the library's Interlibrary Loan (ILL) service enables MUSC students, faculty, and staff to borrow from other libraries materials that are not currently owned by MUSC. Further, through membership in the Partnership among South Carolina Academic Libraries (PASCAL), MUSC users may borrow books from any South Carolina academic library either in-person or delivered via courier to MUSC.

The library employs 44 faculty and staff, including 16 librarians, to support faculty and students in all programs. All librarians hold master's degrees in Library and Information Science from programs accredited by the American Library Association. Our department has two identified liaison librarians assigned to support the MPH program, each holding a secondary Master's degree in Public Health and has a secondary faculty appointment within the department. In this role, they work with faculty to schedule library instruction sessions tailored to specific courses and assignments within the department, and creates a customized instruction plan based on particular information needs. They also offer private consultations to assist students with the use of the Library's resources. Students may request assistance via email, phone, or via web conferencing.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

This program does not require new university support services. The university-wide support services such as Counseling and Psychological Services (CAPS), Center for Academic Excellence, and the Writing Center will be offered for online students. Additionally, students will have the ability to engage in student support groups and organizations available through the Office of Student Engagement. We currently have the Public Health Society, which is a student-led organization within our department that provides community engagement, service, and professional development for all students within our department; our online students will also have the ability to be engaged with this support organization.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No new physical facilities are required to meet the proposed program's needs.

Equipment

Identify new instructional equipment needed for the proposed program.

No new equipment is needed to meet the proposed program's needs.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒ Yes

☐ No

We anticipate with the approval of the online MPH degree, students will be attracted to traditional degree programs at MUSC (MD, DNP, PA, etc) because they will be able to study for a dual degree (e.g., MD-MPH) more readily, once such dual degree offerings are approved by

the CHE. Thus, we expect an overall positive impact on existing programs should the online MPH be approved. We have planned for the sharing of some resources between our online and residential programs in both faculty and staff resources. The faculty who will teach in both programs will be compensated for the teaching as well as advising of students and this is factored in the budget. Courses in the online program would also be considered as options for those who couldn't take an equivalent class in the residential program.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	583,875	583,875	973,125	973,125	973,125	973,125	973,125	973,125	973,125	973,125	4,445,235	4,445,235
Program-Specific Fees	73,125	73,125	114,375	114,375	114,375	114,375	114,375	114,375	114,375	114,375	527,845	527,845
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	657,000	657,000	1,087,5000	1,087,5000	1,087,5000	1,087,500	1,087,500	1,087,500	1,087,500	1,087,500	5,007,000	5,007,000
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	508,586	508,586	597,206	597,206	552,587	552,587	569,164	569,164	586,239	586,239	2,813,782	2,813,782
Facilities, Equipment, Supplies, and Materials	14,170	14,170	14,595	14,595	15,033	15,033	15,484	15,484	15,948	15,948	75,230	75,230
Library Resources												
Other (specify)												
Total	522,756	522,756	611,802	611,802	567,620	567,620	584,648	584,648	602,188	602,188	2,889,013	2,889,013
Net Total (Sources of Financing)	134,244	134,244	475,698	475,698	519,880	519,880	502,852	502,852	485,312	485,312	2,117,987	2,117,987

Minus Estimated Costs)												

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program’s share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The tuition and fees for the Online MPH Generalist program have been modeled after similar programs currently at MUSC, including the active MPH residential program. The anticipated credit hour rate is \$865 which is the same for both In-State and Out-of-State given this is an online program. The application (\$95), matriculation (\$485), exam and technical support (\$260), and part-time (\$861) fees are consistent with the current MPH residential program. The only additional fee specific to the online program is the semester fee (\$695) which is applicable to all students enrolled each semester.

New faculty costs total the equivalent of 3.0 faculty FTE. These efforts will be delineated among required efforts for the development of the new courses, teaching of the online specific classes, and mentorship of the online student body. The new estimated staff personnel costs include salary and fringe for a new Program Coordinator I and 0.5 FTE of an IT specialist. These administrative roles are necessary to provide support to faculty and students given the entirety of the program will be online and instructional materials will need to be converted to accommodate the user platform. Additional new costs include recruitment expenses, particularly travel. It is expected the recruiter will need to attend college and career fair events across the country to promote and recruit for the online program. Personnel resources that will be reallocated as needed include effort of the current residential MPH program coordinator. It is anticipated that current faculty efforts will be reallocated to the online program for development and instruction of the courses along with mentoring efforts. Lastly, MUSC already has in place a platform that can be utilized for instruction; therefore, there will be no upfront cost for this.

To best serve students and the educational community, MUSC intends to hold tuition and fees flat at the initial stated rates throughout all years. After required taxes and fees are covered, if there is a positive margin it would be reinvested directly back into the program to expand offerings, hire additional teaching faculty, etc. It is anticipated there will be a 5% attrition rate across the cohorts.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Outcome 1: The program performs well on dashboard indices of quality.		
1.1	Percentage of students who graduate within 150% of program length	Graduation data
1.2	Percent of students who obtain full-time employment in a relevant field OR who pursue full-time graduate education in a relevant field within one year of graduating.	The graduation survey is administered to each student at the end of the program prior to graduation. Each student is to report whether they have been hired or continuing education after graduation,

		including the location of job or graduate program.
Outcome 2: The program performs well on dashboard indices of satisfaction.		
2.1	Percent of graduating students who agreed that they would recommend the program to other prospective students.	The graduation survey is administered to each student at the end of the program prior to graduation. Each student is asked to report whether they would recommend the program to prospective students using the rating scale (strongly agree, agree, neutral, disagree, or strongly disagree)
2.2	Percent of graduating students who agreed that the program met their expectations.	The graduation survey is administered to each student at the end of the program prior to graduation. Each student is asked to report whether the program met their expectations using the rating scale (strongly agree, agree, neutral, disagree, or strongly disagree)
Outcome 3: The program fosters increased diversity in the profession.		
3.1	Percent of students in the incoming class from under-represented minorities.	Recruitment and admissions data
3.2	Percent of students who agree the program values diversity in people and ideas.	Using the graduation survey that is administered to each student at the end of the program prior to graduation, and the alumni survey which is administered 6-9 months post-graduation, students are asked to report whether the program values diversity in people and ideas using the rating scale (strongly agree, agree, neutral, disagree, or strongly disagree)
Outcome 4: Evidence of ability to apply public health knowledge to practice		
4.1	Percentage of students demonstrating mastery of	For the capstone, each student completes a final

	interdisciplinary/cross-cutting core competencies of the capstone grading rubric	paper and poster that demonstrates proficiency among the foundational and concentration specific competencies. The advisor uses a rubric to grade the paper and poster regarding the competencies addressed, oral and written presentation of the capstone project.
4.2	Percentage of students demonstrating mastery of interdisciplinary/cross-cutting core competencies of the internship grading rubric	For the internship, each student identifies an internship opportunity within a public health setting to apply public health knowledge to field practice experience. During the internship, each student is producing two products (i.e. strategic plan, needs assessment, educational material, data collection, data analysis, etc.) that is beneficial to the public health organization they are completing the internship. The internship addresses foundational and concentration specific competencies. The advisor of each student uses a rubric to grade the two deliverables.
Outcome 5: Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.		
5.1	Percentage of students who agree the program taught core competencies of public health ethics and leadership	A course evaluation is administered to each student at the end of each semester. Students are asked to report their confidence in understanding the public health ethics and leadership competencies.
5.2	Percentage of students demonstrating mastery of leadership skills through oral presentation.	For the capstone, each student completes a final poster that includes an oral presentation of capstone project, research background,

		methods, results, and public health competencies. The advisor uses a rubric to grade the poster presentation regarding the oral presentation of the capstone project.
Outcome 6: Perform effectively on interprofessional teams.		
6.1	Percentage of students who agree program taught core competencies of interprofessional team collaboration.	The final evaluation of the internship completed by each student as part of the internship assess students' knowledge of interprofessional competencies.
6.2	Percentage of students demonstrating mastery of skills of interprofessional team collaboration.	The grading rubric used by the advisor and internship preceptor for the internship evaluates student's ability to perform on interprofessional teams.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The MPH program regularly assess how well students learning needs are met with the use of grading rubrics and course evaluations. For the Capstone paper, a rubric is used by the advisor to evaluate all parts of the final capstone paper, including the introduction, learning objectives, methods, and results and discussion. For the poster oral presentation, two faculty judges from the student's concentration use a rubric during the presentation to evaluate the content and structure, the overall oral presentation, and the connectedness of the public health and concentration competencies. Similarly, for the Internship, each student's deliverables are graded using a rubric by the advisor and the internship preceptor to assess whether the deliverables (i.e. strategic plan, data collection, data analysis report, educational curriculum, etc.) produced during the internship met the learning objectives and public health competencies, the student's onsite performance (ability to work independently, reliable, attending meetings), and professionalism (effective communication, punctuality, professional attire). In addition to the grading rubric, the preceptor of each student completes an evaluation at the midpoint of the internship opportunity and at the end of the internship providing information regarding the student's ability throughout the course of the internship. At the conclusion of the internship, each student completes an overall evaluation of the internship opportunity to assess their overall experience with the internship.

To assess students' overall learning experience, course evaluations are administered to each student at the end of each semester. Additionally, a graduation survey is administered to each student prior to graduation to gather information regarding the student's learning experience in the overall program as well as future employment. Approximately 6-9 months post-graduation an Alumni Survey is administered to each graduate to assess their preparedness for the role they have with their employer.

Overall, as a program the MPH program continually assesses and evaluates program goals and how they relate to the advancement of the field of public health as well as student success. Assessment data from course evaluations, internship preceptor evaluations, graduation surveys, and Alumni Surveys are used to

improve the MPH program. For example, changes to courses or instructors, or provision of additional professional development opportunities for students.

As a secondary assessment, the MPH program assess how well faculty are teaching courses using the same course evaluations that are conducted at the end of each semester. The Assistant Academic Program Director compiles the results and disseminates them to each of the faculty members that were evaluated. The compiled report is discussed during MPH Program Committee meeting to devise a plan of action for any courses or faculty that need additional support or a corrective action plan.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The accrediting body for all schools and programs of public health is the Council on Education for Public Health. The current MPH program (as reflected by the three MPH degrees we offer) at MUSC received full accreditation status March 2022 for the residential program; thereby being eligible to submit a change request to include the online MPH degree. The process will include the submission of a 'Substantive Change' form to CEPH that outlines the purpose and goals of the online program, course list, faculty and staff resources, schedule of courses, and new competencies for the new courses added to the curriculum. The approval of this form is done on a rolling basis; therefore, we will submit our Substantive request after approval by the Commission on Higher Education.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒ Yes

☐ No

Explain how the program will prepare students for this licensure or certification.

The Certified in Public Health (CPH) certification is the only credential of its kind for public health that demonstrates not only knowledge of key public health sciences, but also commitment to the field through continuing education. Becoming certified in public health solidifies the dedication to meeting and maintaining national standards, adhering to professional values, and following a core standard body of knowledge. Due to our accreditation status, all graduates of the MPH program are eligible to take the certification exam. The exam covers 10 domain areas which are covered in courses within our curriculum; these domains include: Evidence-based Approaches to Public Health, Communication, Leadership, Law and Ethics, Public Health Biology and Human Disease Risk, Collaboration and Partnership, Program Planning and Evaluation, Program Management, Policy in Public Health, and Health Equity and Social Justice.

While this certification is not a requirement, we will highly recommend it to our students and prepare them to be able to take it. The public health workforce is increasing job opportunities that are preferring or requiring applicants to have this certification, so as professional development, we want our students to take advantage of the opportunity to becoming certified.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No