



South Carolina Commission on Higher Education

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CHE
5/7/15
Agenda Item 6.02.A8

May 7, 2015

MEMORANDUM

TO: Chairman John L. Finan and Members, S.C. Commission on Higher Education
FROM: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

Proposals and Supporting Materials for the M.P.H., Biostatistics; M.P.H., Epidemiology; and M.P.H., Health Behavior and Health Promotion Program Proposals Submitted by the Medical University of South Carolina

At its April 8, 2015 meeting, the Committee on Academic Affairs and Licensing (CAAL) considered three Master of Public Health (M.P.H.) proposals submitted by the Medical University of South Carolina. Each proposal is a separate program but, given that the three proposals were all M.P.H. degree programs, CAAL reviewed them as a group. After discussing the proposals, the Committee voted to approve conditionally the three programs, provided that MUSC submit additional supporting documentation to identify all potential networks of students; to address concerns raised by USC, specifically, program duplication; to present a business model showing that the programs are sustainable in terms of enrollment and resources; and to furnish information about MUSC's recruitment and retention efforts for underrepresented populations (re: diversity initiatives). The Committee also asked representatives from the University of South Carolina to submit information about its recruitment of students into comparable M.P.H. programs currently offered at USC

The Committee agreed that institutional representatives could provide a single response to the request for additional information about all three proposals, and that the proposals could be presented to the Commission as a group. As a result, Academic Affairs staff created a packet of materials for the M.P.H. programs that contain the following:

- Executive Summaries and Proposals for each of the three M.P.H. programs: Biostatistics, Epidemiology, and Health Behavior and Health Promotion
- Appendix I: MUSC's responses to questions submitted by CAAL members prior to the CAAL meeting
- Appendix II: MUSC's response to CAAL's request for additional information at the April 8, 2015 CAAL meeting
- Appendix III: USC's response to CAAL's request for additional information about comparable M.P.H. programs offered at USC

**New Program Proposal
 Master of Public Health in Biostatistics
 Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Biostatistics to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication and stated that, given the current demand for biostatistics, there is no need to add a second program in the state. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the “unique pool” of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that “the curricular programs proposed at MUSC are substantially redundant of the USC programs.” The MUSC representative explained that the curriculum is very similar to USC’s program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based professional program whereas USC’s program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty

Stages of Consideration	Date	Comments
		and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. The representative from USC also stated that the projected enrollment for the proposed program seems unrealistic. The representative from MUSC defended the enrollment projections given the demand for the program in the Lowcountry. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and to explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	4/8/15	The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by

Stages of Consideration	Date	Comments
		<p>USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> • Identify all potential pools of students and the estimated number of students expected to enroll in the program from each. • Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed. • Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution). • Provide information about MUSC's recruitment and retention efforts for underrepresented populations.
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Biostatistics to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

NEW PROGRAM PROPOSAL

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

Master of Public Health in Biostatistics

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

Fall 2015

CIP Code

26.1102

Delivery Site(s)

Medical University of South Carolina

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

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

Dr. John Vena
Professor and Founding Chair, Department of Public Health Sciences
843-876-8687
vena@musc.edu

Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014
Department of Public Health Sciences – 10/06/2014
College of Medicine Public Health Committee – 10/14/2014
Deans Council – 10/20/2014
Senior Leadership Council -- 11/18/2014
MUSC Board of Trustees – 12/12/2014

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Biostatistics. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Biostatistics degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Biostatistics program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

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 interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Biostatistics.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines. *

- +Describe the roles biostatistics serves in the discipline of public health.
- +Describe the basic concepts of probability, random variation and commonly used statistical probability distributions.
- +Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- +Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- +Apply descriptive techniques commonly used to summarize public health data.
- +Apply common statistical methods for inference.
- +Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- +Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- +Interpret results of statistical analyses found in public health studies.
- +Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model.

Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

NEW PROGRAM PROPOSAL

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Biostatistics graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Biostatistics degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Biostatistics will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, 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.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Biostatistics is one of the degrees that is also offered at USC.

The proposed MPH in Biostatistics is critical to the mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Biostatistics is an important part of this strategy.

Regarding the MPH Biostatistics degree, USC reports very low enrollment in their program, and thus, their concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Biostatistics program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Biostatistics. Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Biostatistics. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue training in public health and biostatistics.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences
3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)
4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer

NEW PROGRAM PROPOSAL

MPH degrees

The MPH in Biostatistics is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in biostatistics and research methods. In addition, an advantage of offering this uniquely professional degree in Biostatistics is that some of the required courses for MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Biostatistics can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Hollings Cancer Center has a Biostatistics Shared Core (BSR), which provides statistical support to basic scientists, clinical investigators, behavioral scientists, and epidemiologists involved in cancer research. Members of the BSR meet with cancer researchers to discuss study planning and statistical analysis of cancer treatment trials. Both the CTSA and the BSR provide rich experiential learning opportunities for MPH Biostatistics students.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Biostatistics will help to address this particular challenge by teaching about the factors that impact rural health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

NEW PROGRAM PROPOSAL

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

NEW PROGRAM PROPOSAL

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
US: Statisticians	2012: 27,600/ 2022: 34,900	1,610 annual openings	Bureau of Labor Statistics
US: Health Technologists and Technicians, All Other	2012: 90,000/ 2022: 114,600	3,310 annual openings	Bureau of Labor Statistics
US: Medical Scientists, Except Epidemiologists	2012: 103,100/ 2022: 116,800	3,550 annual openings	Bureau of Labor Statistics
SC: Statisticians	2012: 270/ 2022: 310	20 annual openings	SC Emp. Sec. Commission
SC: Health Technologists and Technicians, All Other	2012: 860/ 2022: 1,050	40 annual openings	SC Emp. Sec. Commission
SC: Medical Scientists, Except Epidemiologists	2012: 160/ 2022: 240	10 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

The proposed MPH in Biostatistics is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

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 professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

MUSC has an MS in Biostatistics that will remain and the proposed MPH has a different focus in application of biostatistics in public health. Therefore, the MPH will have no expected impact on the MS degree.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MPH in Biostatistics	Arnold School of Public Health - USC	Core coursework	Electives, different student pool, targeted undergrads from the Lowcountry. Having both programs operating simultaneously will yield better research, training and public health outcomes than what will be achieved by each of the two schools independently. As explained below, while both MUSC's and USC's degree programs will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in applied public health research using our medical informatics, and unique clinical and translational research resources;(2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially Coastal Carolina; and (3) targeted undergraduate students are from the Lowcountry and Coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute times and living with parents and family members.

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	5	45	5	45	5	45
2016-17	12	108	12	108	7	63
2017-18	14	126	14	126	7	63
2018-19	14	126	14	126	7	63
2019-20	14	126	14	126	7	63

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. 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. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in biostatistics.

NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Biostatistics. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, The Center for Disease Control and Prevention, Environmental Protection Agency, The University of Georgia, The University of North Carolina at Chapel Hill, The Citadel and the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention and substance abuse prevention. Faculty also are serving professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Clemson University, and USC's Arnold School of Public Health. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology.

NEW PROGRAM PROPOSAL

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Biostatistics Methods I	3	Biostatistics Methods II	3	Intro. to Health Systems and Policy	3
Theoretical Foundations of Statistics I	3	Principles of Epidemiology II	3	Intro. to Biomedical Information	3
Principles of Epidemiology I	3	Environmental Health Sciences	3	Spec. Topics in Categorical and Correlated Data Analysis	3
Statistical Computing I	1	Statistical Computing II	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
Social and Behavioral Sciences	3	Internship	6		
Public Health Seminar	1	Capstone Project	3		
Elective Coursework	3				
Total Semester Hours	7	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required 45

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BIOS725 Statistical Computing I	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods I.
BIOS726 Statistical Computing II	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods II.
BIOS 728 Introduction to Biomedical Informatics	Expose students to high performance computing and communications, issues of copyright and database protection word-wide, principles of database design, genetic databases.
BIOS 729 Design and Analysis of Survey Data	Fundamental principles and methods of sampling populations, with primary attention given to simple random sampling, stratified sampling, and cluster sampling.
BIOS 789 Special Topics in categorical and correlated data analysis	Review of binary logistic and probit regression models; conditional and ordinal, multinomial response regression models.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor 1	Full-Time	Fall Year 1: BIOS700(3), Biostatistics Method I	PhD, UNC, Epid	
Professor 1	Full-Time	Fall Year 1: BIOS706(3), Theoretical Foundations of Statistics I	PhD, Johns Hopkins, Biostat	
Associate Professor 2	Full-Time	Fall Year 1: EPID700(3), Principles of Epidemiology I	PhD, UNC, Epid	
Professor 2	Full-Time	Fall Year 1: BIOS725(1), Statistical Computing I	PhD, Johns Hopkins, Biostat	
Associate Professor 3	Full-Time	Spring Year 1: BIOS701(3), Biostatistics Methods II	PhD, UNC, Epid	
Assistant Professor 1	Full-Time	Spring Year 1: EPID701(3), Principles of Epidemiology II	PhD, Johns Hopkins, Biostat	
Assistant Professor 2	Full-Time	Spring Year 1: ENVH700(3), Environmental Health Sciences	PhD, Monash, Environmental Health	
Professor 3	Full-Time	Spring Year 1: BIOS726(1), Statistical Computing II	PhD, Johns Hopkins, Biostat	
Associate Professor 4	Full-Time	Summer Year 1: BEHH701(3), Introduction to Health Systems & Policy	PhD, UNC, Med. Geography	
Associate Professor 5	Full-Time	Summer Year 1: BIOS728(3), Introduction to Biomedical Informatics	PhD, Vanderbilt, Computer Science	
Professor 4	Full-Time	Fall Year 2: BIOS719(3), Bayesian Biostatistics	PhD, Univ of St. Andrews, Statistics	
Assistant Professor 3	Full-Time	Fall Year 2: BEHH700(3), Social & Behavioral Sciences	PhD, UNC, Behavioral Health	
Professor 5	Full-Time	Fall Year 2: DPHS789-03(1), Public Health Seminar	PhD, SUNY Buffalo, Epid	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

NEW PROGRAM PROPOSAL

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
Total	21,982	17,286	17,804	18,338	18,889	94,299
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	117,030	249,147	289,730	298,410	307,370	1,261,687
Program-Specific Fees	7,425	15,345	17,325	17,325	17,325	74,745
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	124,455	264,492	307,055	315,735	324,695	1,336,432
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	102,473	247,206	289,251	297,397	305,806	1,242,133

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5.(10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO 1: The program performs well on dashboard indices of quality

Measure 1: Percent of students who graduate within 5 semesters

Description of Measure: The proportion of students who complete the program in 5 semesters.

Criterion/Target: 75%

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 3: The rate of first-time pass on the MPH certification exam and the biostatistics section of the MPH certification exam.

Criterion/Target: Meet or exceed the National Rate.

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate a mastery of fundamentals of biostatistics	Measure 1: Percent of students demonstrating comprehensive knowledge by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a mastery of the basic concepts of statistics by meeting or exceeding the portion of the capstone grading rubric for biostatistics.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating comprehensive knowledge by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding the portion of the capstone grading rubric for public health.
Demonstrate competency in application of statistical software packages	Measure 1: Percent of students demonstrating software proficiency by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a proficiency in statistical software by meeting or exceeding that portion of the capstone grading rubric.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal
 Master of Public Health in Epidemiology
 Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Epidemiology to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication and stated that given the current demand for epidemiology, there is no need to add a second program in the state. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the "unique pool" of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that "the curricular programs proposed at MUSC are substantially redundant of the USC programs." The representative also stated that the required courses for the proposed program are virtually identical to the courses in USC's program. The MUSC representative explained that the curriculum is very similar to USC's program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based

Stages of Consideration	Date	Comments
		<p>professional program whereas USC's program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. The representative from USC also stated that the projected enrollment for the proposed program seems unrealistic. The representative from MUSC defended the enrollment projections given the demand for the program in the Lowcountry. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/17/15</p>	<p>Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; to correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and to explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.</p>
<p>Revised Program Proposal Received</p>	<p>2/24/15</p>	<p>The revised proposal satisfactorily addressed all of the requested revisions.</p>
<p>CAAL Consideration</p>	<p>4/8/15</p>	<p>The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed</p>

Stages of Consideration	Date	Comments
		<p>programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> • Identify all potential pools of students and the estimated number of students expected to enroll in the program from each. • Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed. • Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution). • Provide information about MUSC's recruitment and retention efforts for underrepresented populations.
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

CHE
5/7/2015
Agenda Item 6.02.A8

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Epidemiology to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

NEW PROGRAM PROPOSAL

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

Master of Public Health in Epidemiology

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

Fall 2015

CIP Code

26.1309

Delivery Site(s)

Medical University of South Carolina

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

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

Dr. John Vena
Professor and Founding Chair, Department of Public Health Sciences
843-876-8687
vena@musc.edu

Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014
Department of Public Health Sciences – 10/06/2014
College of Medicine Public Health Committee – 10/14/2014
Deans Council – 10/20/2014
Senior Leadership Council -- 11/18/2014
MUSC Board of Trustees – 12/12/2014

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Epidemiology. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Epidemiology degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Epidemiology program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

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 interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Epidemiology.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines. (2006)*

- +Identify key sources of data for epidemiologic purposes.
- +Identify the principles and limitations of public health screening programs.
- +Describe a public health problem in terms of magnitude, person, time and place.
- +Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- +Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- +Apply the basic terminology and definitions of epidemiology.
- +Calculate basic epidemiologic measures.
- +Communicate epidemiologic information to lay and professional audiences.
- +Draw appropriate inferences from epidemiologic data.
- +Evaluate the strengths and limitations of epidemiologic reports.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model.

Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

NEW PROGRAM PROPOSAL

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Epidemiology graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Epidemiology degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Epidemiology will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, 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.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Epidemiology is one of the degrees that is also offered at USC.

The proposed MPH in Epidemiology is critical to the mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.”

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Epidemiology is an important part of this strategy.

Regarding the MPH Epidemiology degree, USC reports very low enrollment in their program, and thus, their concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Epidemiology program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Epidemiology. Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Epidemiology. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue training in public health and epidemiology.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences
3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer

NEW PROGRAM PROPOSAL

MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)

4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer MPH degrees

Importantly, 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 professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment. Inaccessible graduate education for professionals has been one of the main barriers cited in the literature to the production and dissemination of outcomes data. Anecdotally, there have been a substantial number of inquiries to the Chair of the Department of Public Health Sciences regarding when the degree program will be available.

The faculty at DPHS actively collaborate with other institutions in the state (including Clemson, C of C, USC, etc.). For example, DPHS faculty collaborate with biostatisticians, epidemiologists and behavioral scientists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we could draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other.

The MPH in Epidemiology is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in epidemiology and research methods. An advantage of offering this uniquely professional degree in Epidemiology is that some of the required courses for MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Epidemiology can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Center for Global Health, MUSC's Center for Health Disparities, MUSC's Hollings Cancer Center Cancer Prevention and Control Program, and MUSC's Biomedical Informatics Center which each include faculty from the DPHS offer rich experiential learning opportunities for MPH Epidemiology students. MPH Epidemiology students will also benefit from close collaborations with the James B. Edwards College of Dental Medicine which now includes a Division of Population Health.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Epidemiology will help to address this particular challenge by teaching information specific to rural health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting

NEW PROGRAM PROPOSAL

health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

NEW PROGRAM PROPOSAL

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
US: Community Health Workers	2012:40,500/ 2022:50,700	2,080 annual openings	Bureau of Labor Statistics
US: Environmental Scientists & Specialists, Including Health	2012:90,000/ 2022:103,000	3,970 annual openings	Bureau of Labor Statistics
US: Epidemiologists	2012:5,100/ 2022:5,700	160 annual openings	Bureau of Labor Statistics
US: Social & Community Service Managers	2012:132,900/ 2022: 160,600	5,510 annual openings	Bureau of Labor Statistics
SC: Community Health Workers	2012:460/ 2022: 580	20 annual openings	SC Emp. Sec. Commission
SC: Environmental Scientists & Specialists, Including Health	2012:610/ 2022: 750	30 annual openings	SC Emp. Sec. Commission
SC: Epidemiologists	2012:40/ 2022:50	10 annual openings	SC Emp. Sec. Commission
SC: Social & Community Service Managers	2012:1,570/ 2022:1,980	80 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

The proposed MPH in Epidemiology is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

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 professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

MUSC has an MS in Epidemiology that will remain and the proposed MPH has a different focus in application of epidemiology in public health. Therefore, the MPH will have no expected impact on the MS degree.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MPH in Epidemiology	Arnold School of Public Health - USC	Core coursework	Electives, student mix likely to include more health professionals. Having both programs operating simultaneously will yield better research, training and public health outcomes than what will be achieved by each of the two schools independently. As explained below, while both MUSC's and USC's degree programs will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in applied public health research using our medical informatics, and unique clinical and translational research resources;(2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially Coastal Carolina; and (3) targeted undergraduate students are from the Lowcountry and Coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute times and living with parents and family members.

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	10	90	10	90	10	90
2016-17	24	216	24	216	14	126
2017-18	29	261	29	261	15	135
2018-19	30	270	30	270	15	135
2019-20	30	270	30	270	15	135

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. 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. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in epidemiology.

NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Epidemiology. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, The Center for Disease Control and Prevention, Environmental Protection Agency, The Veterans Health Administration, The University of Georgia, The University of North Carolina at Chapel Hill, North Carolina State University, The Citadel and the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention and substance abuse prevention. Faculty are also serving professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH, VHA) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Coastal Carolina University, Clemson University, and USC's Arnold School of Public Health. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology.

NEW PROGRAM PROPOSAL

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Biostatistics Methods I	3	Biostatistics Methods II	3	Design & Cond. Field Epidemiology	3
Introduction to Public Health	2	Principles of Epidemiology II	3	Environ. Health Sci.	3
Principles of Epidemiology I	3	Social and Behavioral Sciences	3	Elective Coursework	3
Statistical Computing I	1	Statistical Computing II	1		
Total Semester Hours	9	Total Semester Hours	10	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
Intro. to Health Systems & Policy	3	Internship	6		
Public Health Seminar	1	Capstone Project	3		
Elective Coursework	4				
Total Semester Hours	8	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required 45

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BIOS722 Analysis of Survival Data	This is an introductory course in theory and application of analytic methods for time-to-event data.
BIOS725 Statistical Computing I	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods I.
BIOS726 Statistical Computing II	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods II.
EPID/GH703 Global Health Epidemiology	This course provides essential methodological skills and strategies of interventions based on epidemiological principles in a global setting.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor 1	Full-Time	Fall Year 1: EPID700(3) Principles of Epidemiology I	PhD, UNC, Epid	
Associate Professor 2	Full-Time	Fall Year 1: BIOS700(3) Biostatistics Methods I	PhD, MUSC, Biostat	
Professor 1	Full-Time	Fall Year 1: EPID789-05(2) Introduction to Pub. Health	DrPH, USC, Epid & Biostat	
Professor 2	Full-Time	Fall Year 1: BIOS725(1) Stat. Computing I	PhD, Johns Hopkins, Biostat	
Associate Professor 3	Full-Time	Spring Year 1: BIOS701(3) Biostatistics Methods II	PhD, MUSC, Biostat	
Associate Professor 4	Full-Time	Spring Year 1: EPID701(3) Principles of Epidemiology II	PhD, MUSC, Biostat	
Assistant Professor 1	Full-Time	Spring Year 1: BEHH 700(3) Social & Behavioral Health Sciences	PhD, Johns Hopkins, Biostat	
Professor 3	Full-Time	Spring Year 1: BIOS726(1) Statistical Computing II	PhD, UNC, Behav. Health	
Assistant Professor 2	Full-Time	Summer Year 1: ENVH 700(3) Environmental Health Science	PhD, Monash, Env. Health	
Professor 4	Full-Time	Summer Year 1: EPID 738(3) Design & Conduct, Field Epidemiology	PhD, Johns Hopkins, Epid	
Assistant Professor 3	Full-Time	Summer Year 1: EPID712(3) Cancer Epidemiology	PhD, Dartmouth, Epid	
Associate Professor 5	Full-Time	Fall Year 2: BEHH701(3) Introduction to Health Systems & Policy	PhD, UNC, Med. Geog.	
Professor 5	Full-Time	Fall Year 2: DPHS789-03(1) Public Health Seminar	PhD, SUNY Buffalo, Epid	
Assist./Assoc./Prof.	Full-Time	Fall Year 2: Elective Coursework(4)	Varies by elective taken	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

NEW PROGRAM PROPOSAL

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
Total	21,982	17,286	17,804	18,338	18,889	94,299
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	234,060	498,294	604,294	639,450	658,650	2,634,748
Program-Specific Fees	14,850	30,690	36,135	37,125	37,125	155,925
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	248,910	528,984	640,429	676,575	695,775	2,790,673
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	226,928	511,698	622,625	658,237	676,886	2,696,374

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5. (10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO1: The program performs well on dashboard indices of quality.

Measure 1: The proportion of students who complete the program in 5 semesters.

Target: 75%

Source: Office of Enrollment Management records

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Target: 90%

Measure 3: The rate of first-time pass on the MPH certification exam

Target: Meet or exceed the National Rate.

Source: National certification office report of results

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Target: 90%

Source: Graduating student exit survey

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Target: 90%

Source: Graduating student exit survey

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate a mastery of fundamentals of epidemiology	Measure 1: Percent of students demonstrating a mastery of the fundamentals of epidemiology by meeting or exceeding expectations for that portion of the Master's Comprehensive Exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the fundamentals of epidemiology by meeting or exceeding the portion of the capstone grading rubric.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating a comprehensive knowledge of core public health areas by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate competency in application of epidemiology concepts and analytic approaches	Measure 1: Percentage of students demonstrating the ability to design studies, manage data, and apply analytic software by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating the ability to independently and correctly obtain and analyze data relating to their capstone project by meeting or exceeding that portion of the capstone grading rubric.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal
 Master of Public Health in Health Behavior and Health Promotion
 Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Health Behavior and Health Promotion to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication. The USC representative acknowledged that the demand for health behavior and health promotion is somewhat large statewide, but claimed USC's program is comfortably meeting it. The representative also stated that USC has committed substantial resources to developing the MPH in Health Promotion, Education and Behavior as an online program and therefore has the capacity for increased enrollment, so location cannot be cited as a barrier. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the "unique pool" of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that "the curricular programs proposed at MUSC are substantially redundant of the USC programs." The representative also stated that the required courses for the proposed program are virtually identical to the courses in USC's program. The MUSC representative explained that the

Stages of Consideration	Date	Comments
		<p>curriculum is very similar to USC's program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based professional program whereas USC's program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/17/15</p>	<p>Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; to correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.</p>
<p>Revised Program Proposal Received</p>	<p>2/24/15</p>	<p>The revised proposal satisfactorily addressed all of the requested revisions.</p>
<p>CAAL Consideration</p>	<p>4/8/2015</p>	<p>The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a</p>

Stages of Consideration	Date	Comments
		<p>question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> • Identify all potential pools of students and the estimated number of students expected to enroll in the program from each. • Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed. • Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution). • Provide information about MUSC's recruitment and retention efforts for underrepresented populations.
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Health Behavior and Health Promotion to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

NEW PROGRAM PROPOSAL

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

Master of Public Health in Health Behavior and Health Promotion

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

Fall 2015

CIP Code

51.2207

Delivery Site(s)

Medical University of South Carolina

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

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

Dr. John Vena
Professor and Founding Chair, Department of Public Health Sciences
843-876-8687
vena@musc.edu

Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014
Department of Public Health Sciences – 10/06/2014
College of Medicine Public Health Committee – 10/14/2014
Deans Council – 10/20/2014
Senior Leadership Council -- 11/18/2014
MUSC Board of Trustees – 12/12/2014

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Health Behavior and Health Promotion. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Health Behavior and Health Promotion degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Health Behavior and Health Promotion program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

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 interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Health Behavior and Health Promotion.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines.(2006)*

- +Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- +Identify the causes of social and behavioral factors that affect health of individuals and populations.
- +Identify individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
- +Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- +Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- +Describe the role of social and community factors in both the onset and solution of public health problems.
- +Describe the merits of social and behavioral science interventions and policies.
- +Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- +Apply ethical principles to public health program planning, implementation and evaluation.
- +Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model. Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

NEW PROGRAM PROPOSAL

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Health Behavior and Health Promotion graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Health Behavior and Health Promotion degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Health Behavior and Health Promotion will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, 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.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Health Behavior and Health Promotion is one of the degrees that is also offered at USC.

The proposed MPH in Health Behavior and Health Promotion is critical to mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.”

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Health Behavior and Health Promotion is an important part of this strategy.

Regarding the MPH Health Behavior and Health Promotion degree, USC 's concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Health Behavior and Health Promotion program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Health Behavior and Health Promotion (as described above). Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Health Behavior and Health Promotion. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue traditional in-class training in public health and health behavior and health promotion. We will refer students interested in on-line training in Health Behavior to the USC on-line program.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences

NEW PROGRAM PROPOSAL

3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)
4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer MPH degrees

Importantly, 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 professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers, 2007. The National Academies Press). While the USC Arnold School of Public Health MPH programs offer one option for physicians seeking an MPH, the existence of a MPH program located at MUSC, their place of employment, removes one of the primary barriers for in class enrollment by physicians. Inaccessible graduate education for professionals has been one of the main barriers cited in the literature to the production and dissemination of outcomes data. MUSC offers other academic opportunities for physicians and other health care professionals seeking an MPH in Health Behavior and Health Promotion. For example, two Hollings Cancer Center sponsored programs, the Tobacco Research Interest Group and the Cancer Control Program offer faculty and students from across the MUSC campus opportunities to participate in research and training programs in health behavior, addiction sciences, tobacco dependence and treatment, health disparities, and cancer survivorship. The South Carolina Clinical and Translational Research Institute support numerous opportunities for education and training in community-engaged research. These unique resources also include opportunities to participate in specific programs, such as the MUSC Weight Management Center that target major public health behavior and health promotion targets such as obesity. Anecdotally, there have been a substantial number of inquiries to the Chair of the Department of Public Health Sciences regarding when the degree program will be available.

The faculty at DPHS actively collaborate with other institutions in the state (including, Clemson, C of C, USC, etc.). For example, DPHS faculty collaborate with social and behavioral scientists, biostatisticians and epidemiologists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other.

The MPH in Health Behavior and Health Promotion is a professional degree and prepares students to lead health behavior and health promotion efforts, in addition to developing their expertise in health behavior, health promotion, program planning and evaluation, and research methods. In addition, an advantage of offering this uniquely professional degree in Health Behavior and Health Promotion is that some of the required courses for the MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Health Behavior and Health Promotion can leverage valuable resources at MUSC. For example, MUSC is one of only 60 national Clinical and Translational Science Awards (CTSA) centers. The CTSA, known as the SC Clinical and Translational Science (SCTR) Institute provides a platform for supporting research, which includes the Community Engagement Core/Center for Community Health Partnerships (CE/CCHP). SCTR supports research and training in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC offers other unique experiential learning opportunities for MPH Health Behavior and Health Promotion students. The Department of Psychiatry and Behavioral Sciences is a rich resource for students interested in addiction science and behavior change methods related to a variety of health behaviors. The Hollings Cancer Center supports the Cancer Control Program, which offers students an opportunity to participate in training and educational opportunities and to work with faculty from across the MUSC campus in the

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areas of cancer health disparities and tobacco prevention and control. One program, the Tobacco Research Interest Group offers specific access to training and mentoring to students as they explore options for treating tobacco use and participate in research aimed at discovering novel approaches to tobacco prevention and control.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Health Behavior and Health Promotion will MPH programs by teaching about the factors that impact public health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. Edwards College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
US: Medical and Health Services Managers	2012: 315,500/ 2022: 388,800	14,990 annual openings	Bureau of Labor Statistics
US: Healthcare Support Workers, All Other	2012: 107,000/ 2012: 124,600	3,770 annual openings	Bureau of Labor Statistics
US: Health Educators	2012: 58,900/ 2022: 70,100	2,080 annual openings	Bureau of Labor Statistics
US: Community Health Workers	2012: 40,500/ 2022: 50,700	2,600 annual openings	Bureau of Labor Statistics
SC: Medical and Health Services Managers	2012: 5,000/ 2022: 6,170	240 annual openings	SC Emp. Sec. Commission
SC: Healthcare Support Workers, All Other	2012: 1,820/ 2022: 2,110	60 annual openings	SC Emp. Sec. Commission
SC: Health Educators	2012: 1,110/ 2022: 1,380	50 annual openings	SC Emp. Sec. Commission
SC: Community Health Workers	2012: 460/ 2022: 580	20 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The proposed MPH in Health Behavior and Health Promotion is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

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 professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MPH in Health Behavior and Health Promotion	Arnold School of Public Health - USC	Core coursework	Electives, different student pool, targeted undergrads from the Lowcountry. Having both programs operating simultaneously will yield better research, training and public health outcomes than could be achieved by each of the two schools independently. As explained below, while MUSC's and USC's degree program will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in health behavior and health promotion interventions and outcomes aimed at pressing public health problems such as tobacco use, obesity, diabetes, cancer prevention, and chronic care management; (2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially coastal South Carolina; and (3) targets undergraduate students from the Low Country and coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute time and living with parents and family members. For those MUSC's employees and health professional students not wishing to relocate and not interested in taking classes on-line, MUSC's MPH in Health Behavior and Health Promotion offers a needed opportunity.

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	10	90	10	90	10	90
2016-17	24	216	24	216	14	126
2017-18	29	261	29	261	15	135
2018-19	30	270	30	270	15	135
2019-20	30	270	30	270	15	135

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. 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. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in health behavior and health promotion.

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Health Behavior and Health Promotion. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, the Centers for Disease Control and Prevention, the Environmental Protection Agency, The University of Georgia, The University of North Carolina at Chapel Hill and its Gillings School of Global Public Health, The Citadel, the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention, and substance abuse prevention. Faculty also serve professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH, PCORI) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Clemson University, USC's Arnold School of Public Health, and USC Beaufort. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology. Dr. Melvin met via phone on October 1, 2014 with Dr. Lauren Gellar, Academic Program Director for the USC Beaufort Health Promotion Program. Dr. Gellar indicated strong support for the proposed MPH degree in Health Behavior and Health Promotion as her new program will graduate approximately 40 undergraduates next year and is expecting additional future growth. Some of these undergraduate students have expressed an interest in pursuing a MPH in Health Behavior and Health Promotion at MUSC.

NEW PROGRAM PROPOSAL

NEW PROGRAM PROPOSAL

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Biostatistics Methods I	3	Environmental Health Sciences	3	Design & Cond. Field Epidemiology	3
Introduction to Public Health	2	Principles of Epidemiology II	3	Intro to Health Systems and Policy	3
Principles of Epidemiology I	3	Social and Behavioral Sciences	3	Elective Coursework	3
Public Health Seminar	1				
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9
Year 2					
Fall		Spring		Summer	
Intro to Health Behavior Theory	3	Internship	6		
Elective Coursework	6	Capstone Project	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required 45

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BEHH702 Introduction to Health Behavior Theory	This course will enable the student to describe the role of social and community factors in both the onset and solution of public health problems.
BEHH 703 Health Promotion Intervention Planning	Critically examine models and processes for the systematic planning of public health interventions in a variety of settings.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

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Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor 1	Full-Time	Fall Year 1: EPID700(3) Principles of Epidemiology I	PhD, UNC, Epid	
Associate Professor 2	Full-Time	Fall Year 1: BIOS700(3) Biostatistics Methods I	PhD, MUSC, Bios.	
Associate Professor 3	Full-Time	Fall Year 1: EPID789-05(2) Introduction to Public Health	DrPH, USC, Epid & Biostat	
Professor 1	Full-Time	Fall Year 1: DPHS789-03(1) Public Health Seminar	PhD, SUNY Buffalo, Epid.	
Assistant Professor 1	Full-Time	Spring Year 1: EPID701(3) Principles of Epidemiology II	PhD, UNC, Epid.	
Assistant Professor 2	Full-Time	Spring Year 1: ENVH 700(3) Environmental Health Science	PhD, Monash, Env. Science	
Assistant Professor 3	Full-Time	Spring Year 1: BEHH 700(3) Social & Behavioral Sciences	PhD, UNC, Behavioral Health	
Professor 2	Full-Time	Summer Year 1: EPID 738(3) Design & Conduct, Field Epidemiology	PhD, Johns Hopkins, Epid	
Associate Professor 4	Full-Time	Summer Year 1: BEHH701(3) Introduction to Health System & Policy	PhD, UNC, Med. Geography	
Professor 3	Full-Time	Summer Year 1: BEHH703(3) Health Promotion Intervention Planning	PhD, Harvard, Public Health	
Professor 4	Full-Time	Fall Year 2: BEHH702(3), Introduction to Health Behavior Theory	PhD, N. MI, Social Work & Psych.	
Assist./Assoc./Prof.	Full-Time	Fall Year 2: Elective Course.(6)	Varies by elective taken	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

NEW PROGRAM PROPOSAL

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

NEW PROGRAM PROPOSAL

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
Total	21,982	17,286	17,804	18,338	18,889	94,299
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	234,060	498,294	604,294	639,450	658,650	2,634,748
Program-Specific Fees	14,850	30,690	36,135	37,125	37,125	155,925
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	248,910	528,984	640,429	676,575	695,775	2,790,673
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	226,928	511,698	622,625	658,237	676,886	2,696,374

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5.(10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO 1: The program performs well on dashboard indices of quality

Measure 1: Percent of students who graduate within 5 semesters

Criterion/Target: 75%

Individual responsible for reporting data: DPHS

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 3: The rate of first-time pass on the MPH certification exam

Criterion/Target: Meet or exceed the National Rate.

Individual responsible for reporting data: DPHS

Measure 4: First-time pass rate on the behavioral science and health promotion section of the MPH certification exam

Criterion/Target: Meet or exceed the National Rate.

Individual responsible for reporting data: DPHS

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate a mastery of fundamentals of behavioral science and health promotion	Measure 1: Percent of students demonstrating a comprehensive knowledge of behavioral science and health promotion by meeting or exceeding expectations for that portion of the Master's Comprehensive Exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the fundamentals of behavioral science and health promotion by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating a comprehensive knowledge of core public health areas by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate competency in application of behavioral and promotional concepts and analytic approaches	Measure 1: Percentage of students demonstrating the ability to design studies, manage data, and apply analytic software by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating the ability to independently and correctly obtain and analyze data relating to their capstone project by meeting or exceeding that portion of the capstone grading rubric.

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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

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Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

Institutional Responses to Commissioner Questions
MUSC, MPH

MUSC, MPH

General Information about the MPH Programs:

When there are critical needs, redundancy is important. MUSC as the leading academic health center in the State, including the Hollings Cancer Center, is responding to the evolution of the health care system to optimize the health of the clinical populations it serves (1). These new degrees are part of MUSC's strategic plan to have a strong foundation in graduate and professional education that reinforces the biomedical and community engaged research enterprise to address the pressing population health priorities in South Carolina (SC) as recently outlined by the Health Coordinating Council of South Carolina. These are: Chronic Disease Prevention and Obesity; Behavioral Health; Improving Birth Outcomes, Access to Care and Health Equity. These MUSC MPH degree programs complement those at USC and will enable SC to be competitive in public health initiatives regionally and nationally to ensure health equity. Our neighbor states have multiple institutions accredited to offer MPH degrees (GA=8; NC=3). The degree programs will be synergistic and lead to collaborations in education, research and public health practice between MUSC and USC as well as between MUSC, the Citadel and College of Charleston. The programs will fill the need and demand for public health professionals in the Lowcountry of SC and will help meet the projected national shortage in 2020 of 250,000 public health professionals (2).

MPH, Biostatistics

1. **Redundancy... The proposal justification seems to be primarily for building and maintaining the reputation of MUSC. Please discuss in detail the effect this program will have on other programs in the state – i.e. USC, and the effect on student tuition due to increased costs in a redundant program. Could not the same effect be achieved through a joint program USC-MUSC, which might reduce redundancy?**

The MPH in Biostatistics will have no impact on the USC MPH in biostatistics. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Biostatistics can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Hollings Cancer Center has a Biostatistics Shared Core (BSR), which provides statistical support to basic scientists, clinical investigators, behavioral scientists, and epidemiologists involved in cancer research. Members of the BSR meet with cancer researchers to discuss study planning and statistical analysis of cancer treatment trials. Both the CTSA and the BSR provide rich experiential learning opportunities for MPH Biostatistics students.

2. Why is this program needed if MUSC already has an MS in the same field?

The MPH in Biostatistics is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in biostatistics and research methods. It is a degree geared to practical applications. The MS is a theory based degree with a focus on methods and requires a thesis. The MS complements the Ph. D. in Biostatistics.

3. Please explain the cost estimate. The program justification relays in large part on the need of local existing MUSC employees, but the cost estimate is based on 50% out of state.

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

4. What justifies the estimate that 7 new students a year will come to MUSC for this program?

Math majors at College of Charleston have expressed interest in the MPH in Biostatistics to prepare for a career to apply their skills. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate at least seven students both from within and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston and Mathematics Department).

5. Collaboration... Page 13. When would MUSC seek to strengthen collaborations? When might a final deal be completed?

MUSC has already worked to strengthen the current collaborative relationships with the College of Charleston, the Citadel and The Lowcountry Graduate Center. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention.

Dr. Martin developed a course, "Rural Health Perspectives," and will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students.

On March 3 MUSC and College of Charleston leadership met to begin plans for collaboration.

MPH, Epidemiology

1. Same questions as above with respect to possibility of a joint program, the degree of redundancy, the effect on the MS program, the effect on tuition to other MUSC students, the cost estimate of 50% out of state, and when formal articulation agreements would be signed.

The MPH in Epidemiology will have no impact on the USC MPH in Epidemiology. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Epidemiology can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Center for Global Health, MUSC's Center for Health Disparities, MUSC's Hollings Cancer Center Cancer Prevention and Control Program, and MUSC's Biomedical Informatics Center which each include faculty from the DPHS offer rich experiential learning opportunities for MPH Epidemiology students. MPH Epidemiology students will also benefit from close collaborations with the College of Dental Medicine which now includes a Division of Population Health.

The MPH in Epidemiology is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in epidemiology and research methods. It is a degree geared to practical applications. The MS is focused on epidemiologic methods and requires a thesis. The MS complements the Ph.D in Epidemiology.

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

MPH, Health Behavior and Health Promotion

1. Same questions as above.

The MPH in Health Behavior and Health Promotions will have minimal impact on the USC Columbia MPH in Health Behavior. Our location affords convenience for MUSC healthcare professionals, current students at MUSC and multiple educational institutions in the Lowcountry who would like to pursue traditional in-class training in public health and health behavior and health promotion. The faculty at MUSC actively collaborates with other institutions in the state (including, Clemson, C of C, USC, etc.). For example, faculty collaborates with social and behavioral scientists, biostatisticians and epidemiologists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other. For example, Dr. Martin from MUSC developed a course, "Rural Health Perspectives," and will teach it this fall simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format.

The MPH in Health Behavior and Health Promotion will be critical to the developing partnerships with the College of Charleston, the Citadel and The Lowcountry Graduate Center as courses in our program will support certificate programs and College of Charleston faculty will teach the Health Communication Courses for this degree. MUSC has already worked to strengthen the current collaborative relationships. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention. In addition, MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation

in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Health Behavior and Health Promotion can leverage valuable resources at MUSC.

The CTSA, known as the SC Clinical and Translational Science (SCTR) Institute provides a platform for supporting research which includes the Community Engagement Core/Center for Community Health Partnerships (CE/CCHP). SCTR supports research and training in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC offers other unique experiential learning opportunities for MPH Health Behavior and Health Promotion students. The Department of Psychiatry and Behavioral Sciences is a rich resource for students interested in addiction science and behavior change methods related to a variety of health behaviors. The Hollings Cancer Center supports the Cancer Control Program which offers students an opportunity to participate in training and educational opportunities and to work with faculty from across the MUSC campus in the areas of cancer health disparities and tobacco prevention and control. One program, the Tobacco Research Interest Group offers specific access to training and mentoring to students as they explore options for treating tobacco use and participates in research aimed at discovering novel approaches to tobacco prevention and control. The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

2. Wouldn't the state and students be better off using the pending on line course from USC?

Our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue traditional in-class training in public health and health behavior and health promotion. We will refer students interested in on-line training in Health Behavior to the USC on-line program.

3. What are enrollment projections based on?

MUSC employees, residents and fellows and students from local institutions have expressed interest in the MPH degree programs to prepare for a career to apply their skills to optimize population health. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate students both from within MUSC and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston, Coastal Carolina, etc.).

References

1. Gourevitch, MN: Population Health and the Academic Medical Center: The Time is Right. *Academic Medicine*, Vol 89 (4): 1-6, April 2014.
2. Rosenstock, L, Helsing, K, Rimer, BK: Public Health Education in the United States: Then and Now. *Public Health Reviews*. 33 (1); 39-65, 2011.

April 24, 2015

**To: Dr. Bettie Rose Horne, Chair
SC Commission on Higher Education
Committee on Academic Affairs and Licensing (CAAL)**

From: Medical University of South Carolina

Re: Response to CHE questions about proposed MPH degree programs

During their April 8, 2015, meeting, the Committee on Academic Affairs & Licensing (CAAL) discussed three new MPH programs (Epidemiology, Biostatistics, and Health Behavior and Health Promotion) being proposed by the Medical University of South Carolina (MUSC). This document and attached appendices address the questions raised by CAAL about duplication, competition, resources, and diversity efforts related to MUSC's proposed MPH programs. The questions (1-4) raised by CAAL are provided in bold print below. MUSC representatives will be present at the full commission meeting to answer any additional questions from Commission members.

Background

Whereas, the practice of medicine cures disease, public health prevents it. South Carolina leads the nation in preventable diseases, including stroke, hypertension, and obesity-related illnesses. Health disparities also abound in South Carolina. Although we have an excellent public health school in USC's Arnold School of Public Health, we explain below how South Carolina would benefit by having a stronger public health infrastructure.

As South Carolina's only comprehensive academic health science center, MUSC is expected to lead the way in promoting and preserving health for South Carolina's citizens. To do so, MUSC needs to contribute to the public health infrastructure, both within the organization and across the state, including educating the next generation of public health experts by offering graduate degrees in the discipline.

MUSC is responding to the evolution of the health care system to optimize the health of the clinical populations it serves. These new degrees are part of MUSC's strategic plan to have a strong foundation in graduate and professional education that reinforces the biomedical and community engaged research enterprise to address the pressing population health priorities in South Carolina (SC). These MUSC MPH degree programs complement those at USC and will enable SC to be competitive in public health initiatives regionally and

nationally to ensure health equity. Our neighbor states have multiple institutions accredited to offer MPH degrees (GA=8; NC=3). The degree programs will be synergistic and lead to collaborations in education, research and public health practice between MUSC and USC as well as between MUSC, the Citadel and College of Charleston. The programs will fill the need and demand for public health professionals in the Lowcountry of SC and will help meet the projected national shortage in 2020 of 250,000 public health professionals.

1. Identify potential pools of students (MUSC personnel, students at MUSC seeking dual or additional degrees, local professionals, College of Charleston graduates, etc.), and the estimated number of students expected to enroll in the program from each.

The applicant pool from within the state of South Carolina for the MPH degree programs will come primarily from three sources:

1. Faculty, staff, residents, fellows and students at MUSC
2. South Carolina State Department of Health and Environmental Control (DHEC) employees
3. Students from other institutions in South Carolina from undergraduate programs in the health sciences, public health, mathematics, and statistics.

Below are detailed tables summarizing the results of surveys conducted among each of the applicant pools. The tables also provide information from other sources.

There is overwhelming response regarding interest in pursuing graduate training in public health from each of the three applicant pools.

Institution	N survey responses expressing interest in seeking an MPH degree in the next 3 years	N students graduated w Public Health BA/BS in 2013-2014	N students graduate w Public Health related BA/BS in 2013-2014	N students with declared major in Public Health related field
<i>Source</i>	<i>Electronic Survey</i>	<i>National Center for Education Statistics and SC CHEMIS databases</i>	<i>SC CHEMIS databases</i>	<i>Inst websites or personal communication</i>
DHEC employees	775			
College of Charleston – PH Majors and Minors	143	45	506	345
College of Charleston – Math & Statistics	9			
College of Charleston – Public Health Seniors	8			

Citadel – Exercise Science Major, Jr's & Sr's: MPH in Biostatistics	4		50	
Citadel – Exercise Science Major, Jr's & Sr's: MPH in Epidemiology	9			
Citadel – Exercise Science Major, Jr's & Sr's: MPH in Health Behavior and Health Promotion	7			
Clemson University		100	69	400
Coastal Carolina – Health Promotion Majors and non-majors	134	70	351	182
Coastal Carolina – Health Promotion Majors	40			
Benedict College		9	67	
USC		72	577	
SC State			129	
Clafin	24		38	
Voorhees	6		5	
SUM	1159	296	1792	927

Survey results from MUSC regarding interest in pursuing an MPH degree			
<i>Role</i>	<i>Total number interested in pursuing an MPH degree</i>	<i>Number of survey respondents</i>	<i>Proportion</i>
Faculty	114	372	31%
Residents/Fellows	27	55	49%
Staff	214	414	52%
Students	399	1191	34%
SUM	754		

Graduates from MPH programs will be well positioned for employment. Data from the Bureau of Labor Statistics and the South Carolina Employment Security Commission (now SC Works) support that public health is a growth area, which reflects that the future of healthcare depends on fostering wellness and preventing disease. Such goals are possible only through developing a strong public health workforce and public health infrastructure.

There are an estimated 11,720 annual openings nationwide for workers with public health expertise; in South Carolina alone, there are over 100 positions available annually. The demand for employees with expertise in public health is reflected by the increase in the number of undergraduate students choosing to major in public health (e.g., the College of Charleston has observed a 370% growth in the past two years in the number of students choosing a public health major).

MUSC's own faculty and students recognize the need for a stronger public health workforce with 92% and 91%, respectively, responding that they "believe the skills provided by professionals with a Masters of Public Health will be increasingly important in the era of healthcare reform." Other universities in South Carolina also recognize the need to develop a strong public health workforce as documented in a letter of support submitted by Clemson University endorsing the development of MPH programs at MUSC (see **Appendix A**).

2. Provide evidence that shows concerns raised by USC (specifically, program duplication and need to have second programs in all areas), have been satisfactorily addressed.

Although the three proposed MPH degree programs at MUSC (Biostatistics, Epidemiology, and Health Behavior and Health Promotion) do mirror programs offered by the Arnold School of Public Health at USC, there is rationale for duplicating these programs, including a need to grow the workforce, need to foster innovation in public health in the state, and need to offer MUSC faculty and students a more convenient option to pursue the MPH degree.

Even so, MUSC and USC agree that their institutions would mutually benefit from closer collaboration in public health, and a concrete strategy to identify and reduce unnecessary duplication is valuable.

To that end, the USC and MUSC Provosts met with other leaders from their institutions on April 15, 2015 to discuss opportunities for future collaboration in public health education. MUSC, USC, and AHEC leadership (see **Appendix B, letter of support from Dr. David Garr, Executive Director, South Carolina AHEC**) will host a retreat this summer, inviting others around the state including the Department of Health and Environmental Control (DHEC) to attend to achieve the following objectives:

1. Identify opportunities for collaboration across educational programs in public health
2. Assess potential unnecessary redundancy and develop strategies for reducing duplication of effort
3. Identify ways to optimize career counseling and career path development for students seeking undergraduate and graduate public health degrees
4. Recommend a mechanism through which MUSC, USC, and other institutions of higher learning in South Carolina will collaborate on an ongoing basis in the arena of public health education
5. Plan a jointly-sponsored statewide public health conference to be held in 2016, which brings together experts in public health to raise awareness and to propose initiatives to address the public health needs of South Carolina's citizens

An additional way to foster ongoing dialog includes adopting the model developed by the CHE for promoting greater synergies for medical education in the state—specifically, the

creation of the Deans Committee on Medical Education. MUSC welcomes the opportunity to contribute to a similar group for public health education.

3. Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).

The MPH programs in Biostatistics, Epidemiology, and Health Behavior and Health Promotion in the Department of Public Health Sciences at MUSC are estimated to bring in a total of \$492,106 in tuition and fees the first academic year (**see Appendix C for a comprehensive business plan for each of the three proposed programs**). The initial year class size is anticipated to be smaller as the programs will be brand new and marketing efforts will have just begun. The calculated overhead costs (investment fund tax, faculty and staff headcount overhead, student headcount overhead, and expenditure overhead) for the first academic year total \$165,466 and program expenses (staff and faculty salary costs, supplies and materials, and recruitment costs) total \$432,350. Faculty salary costs were estimated based on 10% of their effort for each repeat course and 15% for each new course. This effort is distributed throughout the academic year in which the faculty member teaches. Recruitment and accreditation costs (\$41,625) will be higher in this first year as initial accreditation fees will be paid and extra marketing efforts will be devised to appropriately advertise the new programs. The initial year of the MPH programs will result in a projected loss of \$105,710.

The second-year enrollment of first-year students is expected to increase by approximately 40%. This is a result of marketing having had the ability to infiltrate more avenues of interested students and increase overall awareness of the MPH programs. Tuition for the second academic year, including both first-year and second-year students, is estimated to be \$1,078,439 with overhead costs of \$386,682 and program expenses of \$573,423. Recruitment costs will not be as much (\$27,609) this year as the focus will mainly be maintaining the marketing in place. There is an estimated 50/50 profit share with the College of Medicine Dean's Office, which will come into effect the second year due to a projected profit of \$118,333. After the Dean's Office's portion, the Department of Public Health Sciences is projected to have a positive balance of \$59,167 for the MPH programs in academic year two, that will be reinvested in the programs.

For the third academic year enrollment is expected to increase by 5% and then remain stable going forward. Due to an estimated 3% inflation rate for tuition and 5% inflation rate for annual fees, overall tuition and fees collected will still continue to increase even as enrollment numbers maintain. There is also an expected 3% inflation rate in regards to program expenses, including staff and faculty salaries, supplies and materials, and recruitment costs. The Department of Public Health Sciences' projected profit for academic year's three, four, and five are \$121,388, \$135,256, and \$140,109, respectively.

Tuition for the program is \$6,490 per semester, which is consistent with other masters degree programs at MUSC. As the MPH programs in Biostatistics, Epidemiology, and Health

Behavior and Health Promotion will be housed and operated completely within the Department of Public Health Sciences, the addition of these degree programs will neither increase nor decrease overall tuition costs at MUSC.

As can be seen in the attached spreadsheet, the MPH programs prove to be sustainable. The initial tuition and fees presented were estimates. The data presented in the spreadsheet represents more accurate information regarding the tuition and fees to be charged and inflation rates, which were obtained by the College of Medicine Dean's Office. Additionally, the initial administrative staff FTE was estimated at 0.6 however has been increased to 0.9 to more appropriately support the three MPH programs.

4. Address diversity by providing information about MUCS's recruitment and retention efforts for underrepresented populations, including information shared at the meeting about MUSC being nationally recognized for recruiting a diverse student body.

The Department of Public Health Sciences is housed in MUSC's College of Medicine, which has received national recognition for its successful diversity initiatives. In 2008, the Association of American Medical Colleges bestowed an Institutional Leadership Diversity Award on Dr. Jerry Reves (Dean of the College at the time) for developing innovative programs to increase diversity in medical education.

The initiatives begun a decade ago have grown and are producing positive results. The College of Medicine has doubled the number of URM students enrolled—from 56 in 2002 to 122 in 2014. In fact, among medical schools not classified as Historically Black Medical Schools, MUSC ranks second in the country for the enrollment of African American medical students. Diversity in the College of Medicine is also reflected among residents (11% are URM) and faculty (URM representation has doubled in the last decade from 35 to 70).

The Department of Public Health Sciences (DPHS) will benefit from the experience and best practices adopted by the College of Medicine to enhance the diversity of the college. There is a comprehensive strategy in place to increase the number of URM faculty and trainees in the DPHS (**see Appendix D for details of the diversity plan**). DPH's goal is to recruit at least 15% URM student applicants by 2016 and 25% by 2020. Similarly, the department established a goal to recruit URM faculty into 30% of unfilled faculty positions. An early success reflecting this commitment is that of eight new faculty in the DPHS, three (37.5%) are members of a racial/ethnic minority group. In addition, applicants for graduate degree programs in the DPHS who have self-identified as URM for 2010-2014 ranged from 11% to 21% with an average of 12%. These figures are comparable for the applications for the College of Graduate Studies at MUSC.

The DPHS will also benefit from the innovative programs the College of Medicine has used to attract and retain underrepresented students (e.g., the Underrepresented in Medicine Visiting Student Scholarship Program and the Student Mentors for Minorities in Medicine program). A summary of the College of Medicine's programs—from pipeline, to students, to residents—is available at this website

<http://academicdepartments.musc.edu/com/diversity/programs/index.html>

The College of Medicine's approach to fostering diversity in its students, residents and faculty is also consistent with the University's Strategic Plan (Imagine MUSC 2020), which has as one of its five goals to Embrace Diversity and Inclusion, the details of which can be found here:

<http://academicdepartments.musc.edu/muscdiversity/>

CLEMSON

PUBLIC HEALTH SCIENCES

April 17, 2015

John Vena, PhD
 Professor & Founding Chair, Public Health Sciences
 Medical University of South Carolina
 135 Cannon Street, Suite 303
 Charleston, SC 29425

Dear Dr. Vena:

It is with great enthusiasm that I write in strong support for your proposed new Master of Public Health (MPH) programs in biostatistics, epidemiology, and health promotion & behavior. Your proposals to the Council on Higher Education (CHE) are well written and clearly articulate a need for your proposed programs. Clemson University has no intention of developing a competing MPH proposal and our unqualified support is based on our long-standing research collaborations with your institution and a steady stream of Clemson B.S. in Health Sciences alumni who seek graduate programs at your fine institution.

**DEPARTMENT OF
 PUBLIC HEALTH SCIENCES**

Clemson University
 503 R.C. Edwards Hall
 Clemson, S.C. 29634-0745

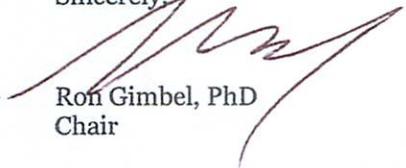
P (864) 656-5502
 F (864) 656-6227

Clemson University is ranked in the top 20 of national public universities by the U.S. News & World Report. Next year our department celebrates its 25th anniversary and we house a large undergraduate program in health sciences and a joint degree program in languages & international health. We are responsible for 470 undergraduate students; annually about 67% of our health science students place to graduate or professional schools by their graduation. The Medical University of South Carolina's graduate and professional programs (e.g. medicine, physical therapy, health administration, pharmacy, other allied health specialties) receive a steady flow of Clemson alumni. A good number of our students call Charleston "home" and actually complete their required undergraduate health sciences internship in the Charleston area. Clemson University is a primary graduate program "feeder school" to MUSC and we have a strong working relationships with MUSC recruitment personnel. Clemson University also supports the MUSC Bench-to-Bedside program aimed at enhancing health professions opportunity for minority students.

Faculty members in my department have both long-standing and emerging collaborative research partnerships with faculty in the MUSC School of Medicine and other colleges. These partnerships are likely to flourish as many of our researchers are focused on improving the health of South Carolinians and addressing ongoing need in rural environments.

In summary, the Clemson University Department of Public Health Sciences strongly supports your proposal and we look forward to enhancing our relationship with your faculty. We are not pursuing a competing MPH program but instead developing our newly launched PhD in Applied Health Research & Evaluation degree program and our Graduate Certificate in Clinical and Translational Research (with Greenville Health System).

Sincerely,



Ron Gimbel, PhD
 Chair

**Medical University of South Carolina
19 Hagood Avenue
MSC 814, Suite 802
Charleston, South Carolina 29425-8140**



**South Carolina AHEC Program Office
(843) 792-4431
FAX (843) 792-4430
www.scahec.net**

Dear Drs. Sothmann and Vena,

I am pleased to provide this letter on behalf of the South Carolina Area Health Education Consortium (AHEC) supporting the development of Master of Public Health educational programs at MUSC. South Carolina needs a skilled public health workforce as well as more clinical health professionals who have degrees in public health who, together, can assume leadership roles in our state to address prevention and public health priorities.

As you know, our AHEC system is dedicated to helping to address the health care needs of our state through the recruitment, retention and education of health care professionals. I believe our AHEC system's resources and skilled personnel can be a great asset as we seek to provide collaborative educational experiences that will involve health professions and public health students receiving their education at USC and MUSC. Given our long-standing relationship with both institutions, our AHEC system is well positioned to contribute to this collaborative effort.

We also look forward to working with MUSC and USC as a co-sponsor of a retreat designed to develop a plan to maximize public health educational resources in the state. I anticipate this retreat will lay the groundwork for providing students at both institutions with excellent didactic and experiential learning opportunities during their training.

I look forward to working with you both and with the others who will be involved with this important and timely collaborative initiative.

Sincerely yours,

A handwritten signature in black ink, appearing to read "David", is written over a circular stamp that also contains the name "David".

**Executive Director, South Carolina AHEC
Associate Dean for Community Medicine, MUSC**

Appendix C

MUSC Master of Public Health -- Consolidated Pro Forma

Includes three tracks of the MPH program, to begin in the Fall of 2015.

Variables		FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Students											
Number of First Year Students		25	35	37	37	37	37	37	37	37	37
Number of Second Year Students		0	25	35	37	37	37	37	37	37	37
Faculty											
Number of Faculty FTE		3	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
Instate											
Fall/Spring Tuition	\$	6,490.00									
Summer Tuition	\$	5,220.00									
Out-of-state											
Fall/Spring Tuition	\$	10,128.00									
Summer Tuition	\$	7,973.00									
Fees											
Annual Fees	\$	1,278.00									
1st year Fees (Matriculation/Application)	\$	206.25									
Rates											
Expense Inflation Rate		3%									
Tuition Inflation Rate		3%									
Annual Fee Inflation Rate		5%									
1st Year Fee Inflation Rate		5%									
Out-of-state Rate		0%									
MUSC Overhead and Taxes											
		Rate	Per								
Investment Fund Tax		17.00%	tuition revenue								
Faculty & Staff headcount OH	\$	793	New FTE								
Student Headcount OH	\$	3,000	Student								
Expenditure OH		0.90%	tuition revenue								
Program Expenses											
Administrative Coordinator (.9 FTE/ 3)	\$	13,498.65									
Faculty Salary Costs	\$	115,993.00									
Supplies and Materials	\$	750.00									
Other Recruitment/Accreditation	\$	8,935.00									
Initial (Year 1) Accreditation Cost	\$	4,940.00									

MUSC Master of Public Health -- Consolidated Pro Forma

Includes three tracks of the MPH program, to begin in the Fall of 2015.

Profit and Loss Projections	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Revenue										
Tuition	455,000	990,345	1,196,377	1,260,635	1,298,454	1,337,408	1,377,530	1,418,856	1,461,422	1,505,265
Fees	37,106	88,094	109,460	117,492	122,966	128,713	134,748	141,085	147,739	154,725
	492,106	1,078,439	1,305,837	1,378,127	1,421,420	1,466,121	1,512,279	1,559,941	1,609,161	1,659,990
Overhead Costs										
Investment Fund Tax	(83,658)	(188,835)	(228,652)	(241,310)	(248,891)	(256,718)	(264,800)	(273,146)	(281,764)	(290,664)
Faculty & Staff Headcount OH	(2,379)	(2,450)	(2,524)	(2,600)	(2,678)	(2,758)	(2,841)	(2,926)	(3,014)	(3,104)
Student Headcount OH	(75,000)	(185,400)	(229,154)	(242,585)	(249,863)	(257,359)	(265,080)	(273,032)	(281,223)	(289,660)
Expenditure OH	(4,429)	(9,997)	(12,105)	(12,775)	(13,177)	(13,591)	(14,019)	(14,461)	(14,917)	(15,388)
	(165,466)	(386,682)	(472,436)	(499,270)	(514,608)	(530,426)	(546,739)	(563,564)	(580,918)	(598,816)
Program Expenses										
Administrative Coordinator	(40,496)	(41,711)	(42,962)	(44,251)	(45,579)	(46,946)	(48,354)	(49,805)	(51,299)	(52,838)
Faculty Cost per FTE	(347,979)	(501,786)	(516,839)	(532,344)	(548,315)	(564,764)	(581,707)	(599,158)	(617,133)	(635,647)
Supplies and Materials	(2,250)	(2,318)	(2,387)	(2,459)	(2,532)	(2,608)	(2,687)	(2,767)	(2,850)	(2,936)
Other Recruitment/Accreditation	(41,625)	(27,609)	(28,437)	(29,291)	(30,169)	(31,074)	(32,007)	(32,967)	(33,956)	(34,974)
	(432,350)	(573,423)	(590,626)	(608,345)	(626,595)	(645,393)	(664,755)	(684,697)	(705,238)	(726,395)
MPH Program Profit (Loss)	\$ (105,710)	\$ 118,333	\$ 242,776	\$ 270,512	\$ 280,217	\$ 290,303	\$ 300,785	\$ 311,680	\$ 323,005	\$ 334,778
Profit Share with Dean's Office (50/50)	\$ -	\$ (59,166.69)	\$ (121,387.99)	\$ (135,256.10)	\$ (140,108.69)	\$ (145,151.51)	\$ (150,392.49)	\$ (155,839.92)	\$ (161,502.47)	\$ (167,389.16)
Overall Profit (Loss)	\$ (105,710)	\$ 59,167	\$ 121,388	\$ 135,256	\$ 140,109	\$ 145,152	\$ 150,392	\$ 155,840	\$ 161,502	\$ 167,389

MUSC Master of Public Health: Health Behavior & Promotion

Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	
Students											
Number of First Year Students		10	14	15	15	15	15	15	15	15	15
Number of Second Year Students		0	10	14	15	15	15	15	15	15	15
Faculty											
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Instate											
Fall/Spring Tuition	\$ 6,490.00	\$ 6,684.70	\$ 6,885.24	\$ 7,091.80	\$ 7,304.55	\$ 7,523.69	\$ 7,749.40	\$ 7,981.88	\$ 8,221.34	\$ 8,467.98	
Summer Tuition	\$ 5,220.00	\$ 5,376.60	\$ 5,537.90	\$ 5,704.03	\$ 5,875.16	\$ 6,051.41	\$ 6,232.95	\$ 6,419.94	\$ 6,612.54	\$ 6,810.92	
Out-of-state											
Fall/Spring Tuition	\$ 10,128.00	\$ 10,431.84	\$ 10,744.80	\$ 11,067.14	\$ 11,399.15	\$ 11,741.13	\$ 12,093.36	\$ 12,456.16	\$ 12,829.85	\$ 13,214.74	
Summer Tuition	\$ 7,973.00	\$ 8,212.19	\$ 8,458.56	\$ 8,712.31	\$ 8,973.68	\$ 9,242.89	\$ 9,520.18	\$ 9,805.78	\$ 10,099.96	\$ 10,402.96	
Fees											
Annual Fees	\$ 1,278.00	\$ 1,341.90	\$ 1,409.00	\$ 1,479.44	\$ 1,553.42	\$ 1,631.09	\$ 1,712.64	\$ 1,798.27	\$ 1,888.19	\$ 1,982.60	
Annual Fees Total	\$ 12,780.00	\$ 32,205.60	\$ 40,860.86	\$ 44,383.34	\$ 46,602.51	\$ 48,932.64	\$ 51,379.27	\$ 53,948.23	\$ 56,645.64	\$ 59,477.92	
1st year Fees (Matriculation/Application)	\$ 206.25	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	
1st year Fees Total	\$ 2,062.50	\$ 3,031.88	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	
Rates											
Attrition Rate		10%									
Expense Inflation Rate		3%									
Tuition Inflation Rate		3%									
Annual Fee Inflation Rate		5%									
1st Year Fee Inflation Rate		5%									
Out-of-state Rate		0%									
MUSC Overhead and Taxes											
	Rate	Per									
Investment Fund Tax	17.00%	tuition revenue									
Faculty & Staff Headcount OH (per new FTE)	\$ 793	817	841	867	893	919	947	975	1,005	1,035	
Student Headcount OH (per Student)	\$ 3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914	
Expenditure OH	0.90%	tuition revenue									
Program Expenses											
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65										
Faculty Salary Costs	\$ 115,993.00										
Supplies and Materials	\$ 750.00										
Other Recruitment/Accreditation	\$ 8,935.00										
Initial (Year 1) Accreditation Cost	\$ 4,940.00										

MUSC Master of Public Health: Health Behavior & Promotion

Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Revenue										
Tuition	\$ 182,000	\$ 396,138	\$ 482,412	\$ 511,068	\$ 526,400	\$ 542,192	\$ 558,458	\$ 575,212	\$ 592,468	\$ 610,242
Fees	\$ 14,842.50	\$ 35,237.48	\$ 44,109.29	\$ 47,631.78	\$ 49,850.95	\$ 52,181.07	\$ 54,627.70	\$ 57,196.67	\$ 59,894.08	\$ 62,726.36

	\$	196,843	\$	431,375	\$	526,522	\$	558,700	\$	576,251	\$	594,374	\$	613,086	\$	632,409	\$	652,362	\$	672,969	
<u>Overhead Costs</u>																					
Investment Fund Tax	\$	(33,463.23)	\$	(75,533.85)	\$	(92,193.96)	\$	(97,828.40)	\$	(100,901.62)	\$	(104,074.81)	\$	(107,351.35)	\$	(110,734.76)	\$	(114,228.66)	\$	(117,836.83)	
Faculty & Staff headcount OH		(793)		(817)		(841)		(867)		(893)		(919)		(947)		(975)		(1,005)		(1,035)	
Student Headcount OH		(30,000)		(74,160)		(92,298)		(98,345)		(101,296)		(104,335)		(107,465)		(110,689)		(114,009)		(117,430)	
Expenditure OH	\$	(1,771.58)	\$	(3,998.85)	\$	(4,880.86)	\$	(5,179.15)	\$	(5,341.85)	\$	(5,509.84)	\$	(5,683.31)	\$	(5,862.43)	\$	(6,047.40)	\$	(6,238.42)	
	\$	(66,027.81)	\$	(154,509.49)	\$	(190,214.41)	\$	(202,219.52)	\$	(208,431.80)	\$	(214,838.62)	\$	(221,446.25)	\$	(228,261.13)	\$	(235,289.92)	\$	(242,539.53)	
<u>Program Expenses</u>																					
Administrative Coordinator	\$	(13,498.65)	\$	(13,903.61)	\$	(14,320.72)	\$	(14,750.34)	\$	(15,192.85)	\$	(15,648.63)	\$	(16,118.09)	\$	(16,601.64)	\$	(17,099.69)	\$	(17,612.68)	
Faculty Cost per FTE	\$	(115,993.00)	\$	(167,261.91)	\$	(172,279.76)	\$	(177,448.16)	\$	(182,771.60)	\$	(188,254.75)	\$	(193,902.39)	\$	(199,719.46)	\$	(205,711.05)	\$	(211,882.38)	
Supplies and Materials	\$	(750.00)	\$	(772.50)	\$	(795.68)	\$	(819.55)	\$	(844.13)	\$	(869.46)	\$	(895.54)	\$	(922.41)	\$	(950.08)	\$	(978.58)	
Other Recruitment/Accreditation	\$	(13,875.00)	\$	(9,203.05)	\$	(9,479.14)	\$	(9,763.52)	\$	(10,056.42)	\$	(10,358.11)	\$	(10,668.86)	\$	(10,988.92)	\$	(11,318.59)	\$	(11,658.15)	
	\$	(144,116.65)	\$	(191,141.07)	\$	(196,875.30)	\$	(202,781.56)	\$	(208,865.00)	\$	(215,130.95)	\$	(221,584.88)	\$	(228,232.43)	\$	(235,079.40)	\$	(242,131.78)	
Profit (Loss)	\$	(13,302)	\$	85,725	\$	139,432	\$	153,699	\$	158,955	\$	164,404	\$	170,055	\$	175,915	\$	181,993	\$	188,297	

MUSC Master of Public Health: Epidemiology

Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	
Students											
Number of First Year Students		10	14	15	15	15	15	15	15	15	15
Number of Second Year Students		0	10	14	15	15	15	15	15	15	15
Faculty											
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
Instate											
Fall/Spring Tuition	\$ 6,490.00	\$ 6,684.70	\$ 6,885.24	\$ 7,091.80	\$ 7,304.55	\$ 7,523.69	\$ 7,749.40	\$ 7,981.88	\$ 8,221.34	\$ 8,467.98	
Summer Tuition	\$ 5,220.00	\$ 5,376.60	\$ 5,537.90	\$ 5,704.03	\$ 5,875.16	\$ 6,051.41	\$ 6,232.95	\$ 6,419.94	\$ 6,612.54	\$ 6,810.92	
Out-of-state											
Fall/Spring Tuition	\$ 10,128.00	\$ 10,431.84	\$ 10,744.80	\$ 11,067.14	\$ 11,399.15	\$ 11,741.13	\$ 12,093.36	\$ 12,456.16	\$ 12,829.85	\$ 13,214.74	
Summer Tuition	\$ 7,973.00	\$ 8,212.19	\$ 8,458.56	\$ 8,712.31	\$ 8,973.68	\$ 9,242.89	\$ 9,520.18	\$ 9,805.78	\$ 10,099.96	\$ 10,402.96	
Fees											
Annual Fees	\$ 1,278.00	\$ 1,341.90	\$ 1,409.00	\$ 1,479.44	\$ 1,553.42	\$ 1,631.09	\$ 1,712.64	\$ 1,798.27	\$ 1,888.19	\$ 1,982.60	
Annual Fees Total	\$ 12,780.00	\$ 32,205.60	\$ 40,860.86	\$ 44,383.34	\$ 46,602.51	\$ 48,932.64	\$ 51,379.27	\$ 53,948.23	\$ 56,645.64	\$ 59,477.92	
1st year Fees (Matriculation/Application)	\$ 206.25	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	
1st year Fees Total	\$ 2,062.50	\$ 3,031.88	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	
Rates											
Attrition Rate		10%									
Expense Inflation Rate		3%									
Tuition Inflation Rate		3%									
Annual Fee Inflation Rate		5%									
1st Year Fee Inflation Rate		5%									
Out-of-state Rate		0%									
MUSC Overhead and Taxes											
	Rate	Per									
Investment Fund Tax		17.00% tuition revenue									
Faculty & Staff Headcount OH (per new FTE)	\$ 793	817	841	867	893	919	947	975	1,005	1,035	
Student Headcount OH (per Student)	\$ 3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914	
Expenditure OH		0.90% tuition revenue									
Program Expenses											
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65										
Faculty Salary Costs	\$ 115,993.00										
Supplies and Materials	\$ 750.00										
Other Recruitment/Accreditation	\$ 8,935.00										
Initial (Year 1) Accreditation Cost	\$ 4,940.00										

MUSC Master of Public Health: Epidemiology

Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Revenue										
Tuition	\$ 182,000	\$ 396,138	\$ 482,412	\$ 511,068	\$ 526,400	\$ 542,192	\$ 558,458	\$ 575,212	\$ 592,468	\$ 610,242
Fees	\$ 14,842.50	\$ 35,237.48	\$ 44,109.29	\$ 47,631.78	\$ 49,850.95	\$ 52,181.07	\$ 54,627.70	\$ 57,196.67	\$ 59,894.08	\$ 62,726.36
	\$ 196,843	\$ 431,375	\$ 526,522	\$ 558,700	\$ 576,251	\$ 594,374	\$ 613,086	\$ 632,409	\$ 652,362	\$ 672,969

Overhead Costs										
Investment Fund Tax	\$ (33,463.23)	\$ (75,533.85)	\$ (92,193.96)	\$ (97,828.40)	\$ (100,901.62)	\$ (104,074.81)	\$ (107,351.35)	\$ (110,734.76)	\$ (114,228.66)	\$ (117,836.83)
Faculty & Staff Headcount OH	(793)	(817)	(841)	(867)	(893)	(919)	(947)	(975)	(1,005)	(1,035)
Student Headcount OH	(30,000)	(74,160)	(92,298)	(98,345)	(101,296)	(104,335)	(107,465)	(110,689)	(114,009)	(117,430)
Expenditure OH	\$ (1,771.58)	\$ (3,998.85)	\$ (4,880.86)	\$ (5,179.15)	\$ (5,341.85)	\$ (5,509.84)	\$ (5,683.31)	\$ (5,862.43)	\$ (6,047.40)	\$ (6,238.42)
	\$ (66,027.81)	\$ (154,509.49)	\$ (190,214.41)	\$ (202,219.52)	\$ (208,431.80)	\$ (214,838.62)	\$ (221,446.25)	\$ (228,261.13)	\$ (235,289.92)	\$ (242,539.53)
Program Expenses										
Administrative Coordinator	\$ (13,498.65)	\$ (13,903.61)	\$ (14,320.72)	\$ (14,750.34)	\$ (15,192.85)	\$ (15,648.63)	\$ (16,118.09)	\$ (16,601.64)	\$ (17,099.69)	\$ (17,612.68)
Faculty Cost per FTE	\$ (115,993.00)	\$ (167,261.91)	\$ (172,279.76)	\$ (177,448.16)	\$ (182,771.60)	\$ (188,254.75)	\$ (193,902.39)	\$ (199,719.46)	\$ (205,711.05)	\$ (211,882.38)
Supplies and Materials	\$ (750.00)	\$ (772.50)	\$ (795.68)	\$ (819.55)	\$ (844.13)	\$ (869.46)	\$ (895.54)	\$ (922.41)	\$ (950.08)	\$ (978.58)
Other Recruitment/Accreditation	\$ (13,875.00)	\$ (9,203.05)	\$ (9,479.14)	\$ (9,763.52)	\$ (10,056.42)	\$ (10,358.11)	\$ (10,668.86)	\$ (10,988.92)	\$ (11,318.59)	\$ (11,658.15)
	\$ (144,116.65)	\$ (191,141.07)	\$ (196,875.30)	\$ (202,781.56)	\$ (208,865.00)	\$ (215,130.95)	\$ (221,584.88)	\$ (228,232.43)	\$ (235,079.40)	\$ (242,131.78)
Profit (Loss)	\$ (13,302)	\$ 85,725	\$ 139,432	\$ 153,699	\$ 158,955	\$ 164,404	\$ 170,055	\$ 175,915	\$ 181,993	\$ 188,297

MUSC Master of Public Health: Biostatistics

Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25										
Students																				
Number of First Year Students		5	7	7	7	7	7	7	7	7										
Number of Second Year Students		0	5	7	7	7	7	7	7	7										
Faculty																				
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4										
Instate																				
Fall/Spring Tuition	\$	6,490.00	\$	6,684.70	\$	6,885.24	\$	7,091.80	\$	7,304.55	\$	7,523.69	\$	7,749.40	\$	7,981.88	\$	8,221.34	\$	8,467.98
Summer Tuition	\$	5,220.00	\$	5,376.60	\$	5,537.90	\$	5,704.03	\$	5,875.16	\$	6,051.41	\$	6,232.95	\$	6,419.94	\$	6,612.54	\$	6,810.92
Out-of-state																				
Fall/Spring Tuition	\$	10,128.00	\$	10,431.84	\$	10,744.80	\$	11,067.14	\$	11,399.15	\$	11,741.13	\$	12,093.36	\$	12,456.16	\$	12,829.85	\$	13,214.74
Summer Tuition	\$	7,973.00	\$	8,212.19	\$	8,458.56	\$	8,712.31	\$	8,973.68	\$	9,242.89	\$	9,520.18	\$	9,805.78	\$	10,099.96	\$	10,402.96
Fees																				
Annual Fees	\$	1,278.00	\$	1,341.90	\$	1,409.00	\$	1,479.44	\$	1,553.42	\$	1,631.09	\$	1,712.64	\$	1,798.27	\$	1,888.19	\$	1,982.60
Annual Fees Total	\$	6,390.00	\$	16,102.80	\$	19,725.93	\$	20,712.23	\$	21,747.84	\$	22,835.23	\$	23,976.99	\$	25,175.84	\$	26,434.63	\$	27,756.36
1st year Fees (Matriculation/Application)	\$	206.25	\$	216.56	\$	216.56	\$	216.56	\$	216.56	\$	216.56	\$	216.56	\$	216.56	\$	216.56	\$	216.56
1st year Fees Total	\$	1,031.25	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94	\$	1,515.94
Rates																				
Attrition Rate		10%																		
Expense Inflation Rate		3%																		
Tuition Inflation Rate		3%																		
Annual Fee Inflation Rate		5%																		
1st Year Fee Inflation Rate		5%																		
Out-of-state Rate		0%																		
MUSC Overhead and Taxes																				
		Rate		Per																
Investment Fund Tax		17.00%	tuition revenue																	
Faculty & Staff Headcount OH (per new FTE)	\$	793	817	841	867	893	919	947	975	1,005	1,035									
Student Headcount OH (per Student)	\$	3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914									
Expenditure OH		0.90%	tuition revenue																	
Program Expenses																				
Administrative Coordinator (.9 FTE/ 3)	\$	13,498.65																		
Faculty Salary Costs	\$	115,993.00																		
Supplies and Materials	\$	750.00																		
Other Recruitment/Accreditation	\$	8,935.00																		
Initial (Year 1) Accreditation Cost	\$	4,940.00																		

MUSC Master of Public Health: Biostatistics

Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
Revenue										
Tuition	91,000	198,069	231,552	238,499	245,654	253,023	260,614	268,432	276,485	284,780
Fees	7,421	17,619	21,242	22,228	23,264	24,351	25,493	26,692	27,951	29,272
	98,421	215,688	252,794	260,727	268,917	277,374	286,107	295,124	304,436	314,052

<u>Overhead Costs</u>										
Investment Fund Tax	(16,731.61)	(37,767)	(44,264)	(45,653)	(47,087)	(48,568)	(50,097)	(51,676)	(53,307)	(54,991)
Faculty & Staff Headcount OH	(793)	(817)	(841)	(867)	(893)	(919)	(947)	(975)	(1,005)	(1,035)
Student Headcount OH	(15,000)	(37,080)	(44,558)	(45,895)	(47,271)	(48,690)	(50,150)	(51,655)	(53,204)	(54,800)
Expenditure OH	(885.79)	(1,999)	(2,343)	(2,417)	(2,493)	(2,571)	(2,652)	(2,736)	(2,822)	(2,911)
	<u>(33,410)</u>	<u>(77,663)</u>	<u>(92,007)</u>	<u>(94,831)</u>	<u>(97,744)</u>	<u>(100,748)</u>	<u>(103,847)</u>	<u>(107,042)</u>	<u>(110,338)</u>	<u>(113,737)</u>
<u>Program Expenses</u>										
Administrative Coordinator	(13,499)	(13,904)	(14,321)	(14,750)	(15,193)	(15,649)	(16,118)	(16,602)	(17,100)	(17,613)
Faculty Cost per FTE	(115,993)	(167,262)	(172,280)	(177,448)	(182,772)	(188,255)	(193,902)	(199,719)	(205,711)	(211,882)
Supplies and Materials	(750)	(773)	(796)	(820)	(844)	(869)	(896)	(922)	(950)	(979)
Other Recruitment/Accreditation	(13,875)	(9,203)	(9,479)	(9,764)	(10,056)	(10,358)	(10,669)	(10,989)	(11,319)	(11,658)
	<u>(144,117)</u>	<u>(191,141)</u>	<u>(196,875)</u>	<u>(202,782)</u>	<u>(208,865)</u>	<u>(215,131)</u>	<u>(221,585)</u>	<u>(228,232)</u>	<u>(235,079)</u>	<u>(242,132)</u>
Profit (Loss)	\$ (79,106)	\$ (53,116)	\$ (36,088)	\$ (36,886)	\$ (37,692)	\$ (38,505)	\$ (39,325)	\$ (40,150)	\$ (40,981)	\$ (41,817)

Medical University of South Carolina Department of Public Health Sciences Diversity Efforts

The Department of Public Health Sciences (DPHS) strongly endorses diversity, cultural competence, and multicultural representation in its educational, clinical, and research activities. A comprehensive strategy is in place to increase the number of faculty and trainees from underrepresented minority groups.

The objectives in this area are related to underrepresented minority (URM) groups (African Americans, Native Americans, and Hispanics). Shortly after Dr. Vena's appointment as Founding Chair in January 2014, he met with Michael A. de Arellano, Ph.D., Associate Dean for Diversity, College of Medicine to outline the steps for development and implementation of the DPHS's Diversity Plan. The final Diversity Plan will be formalized by DPHS along with the By-laws of the Department on June 1, 2015. Diversity goals were established for recruitment of URM faculty for the new faculty search which was set at 30%. In the past year the Department recruited 8 new tenure track faculty members and three of the eight new hires were URM (37.5%) and three were women (37.5%). Two of the women are African-American. Prior to this recruitment DPHS had 10.5% URM faculty members including all research associates in 2013 and in 2014 it was 11.1 %. With the new recruitment the estimated proportion of URM faculty members in DPHS is now 15%. In 2013, 63% of all faculty members were female and in 2014, 57.8% were female.

MUSC has a longstanding commitment to increasing diversity in the healthcare workforce. Numerous efforts have been established and institutionalized to help address this challenge. Most recently, the 2015 MUSC Strategic Plan includes "Embrace Diversity and Inclusion" as one of its five main goals. In addition, last year MUSC developed and implemented The Diversity and Inclusion Strategic Plan, which provides a framework for implementing enterprise-wide goals and strategies across five specific domains: Recruitment and Pipeline Development; Education and Training; Engagement and Inclusion; Communication, Community Relations & Outreach; and Performance Outcomes and Metrics. Consistent with the overall strategic plan, the College of Medicine has a Diversity Plan that addresses faculty, resident and student diversity. Further, each department within the College of Medicine, including the Department of Public Health Sciences, has a departmental diversity plan setting goals and specifying objectives for diversity recruitment and education within the department.

Within the MUSC College of Medicine, a multi-level approach has been instituted to increase the diversity of the physician workforce. This includes programs focused on:

1. URM student pipeline development and recruitment
2. URM student mentorship and retention
3. URM resident recruitment and retention
4. URM faculty recruitment, development, and retention

As a result of these efforts, the MUSC College of Medicine has emerged as a national leader in diversity programs. The rates of URM student enrolment reflect significant increases since the COM diversity programs were instituted over 10 years ago. For example, in 2002, 56 URM students were enrolled as medical students across all four years at MUSC. Over the past 12 years, the number of URM students has more than doubled. In 2014, the College of Medicine had 122 URM students enrolled, which constituted 17% of the medical student body. Of those, 88 students (12.6% of student body) are African American. Among medical schools not classified as Historically Black Colleges of Medicine, MUSC ranks second in the country for the enrollment of African American medical students.

Diversity recruitment efforts among medical residents has also enjoyed similar success, with the number of URM residents more than quadrupling from 2003 (when diversity initiatives were first instituted) to 2015, with 75 out of 690 total (11%). Faculty diversity has also increased, doubling since 2003 from 35 to 70 full time faculty members, with many faculty engaged in healthcare disparities research, mentoring, and provision of community healthcare. The Department of Public Health Sciences has contributed to this increase in URM faculty attracting faculty interested public health initiatives within the Department and through collaborations across the College of Medicine.

The College of Medicine has received national recognition for its diversity initiatives. For example, in 2008 at the College of Medicine was recognized for its diversity programs with the AAMC Institutional Leadership Diversity Award, which was given to Dr. Jerry Reves, Dean of the College of Medicine at that time. The award highlights the importance of diversity in the education of our nation's health care workforce.

Applicants for graduate degree programs in the DPHS who have self-identified as URM for fiscal years 2010 to 2014 ranged from 11% to 21% with an average of 12 %. These figures are comparable to the applications for the College of Graduate Studies at MUSC.

Goal

The DPHS program will consistently recruit at least 15% URM student applicants by 2016. This will be increased to 25% by 2020.

Objectives/Strategies

Over the next two years the academic programs in DPHS will take a number of significant steps to target intermediate and longer term aspects of the program, including: (1) emphasize the importance of the issue of diversity in the program and identify this area as a major target for change; (2) evaluate and adjust curricular and internship assignments to provide experience and competence in areas of culture, ethnicity and health disparities; (3) help to make it clear to potential applicants that the program has a sincere interest in diversity and can be sensitive and supportive in their career development; (4) highlight that we have quality service and research programs and projects that speak to the relevant needs of our regional and national constituencies; and (5) help draw attention to those aspects of the Charleston and University community that allow for a successful and supportive pursuit of career goals of URM students. Although we are working to highlight the URM groups defined by our professional organizations (ASA, SER, APHA, AAMC), the literature reflects a larger group of cultural minorities that encompass international ethnic groups, GLBT, religious minorities, and other cultural groups. All of these minority groups have a real effect on our local and national practice needs, reflect the populations of those entering the field, and speak to our need for general acceptance, support and attention. Significant changes are being planned for implementation over the next five years that specifically focus on URM recruitment, selection, and retention.

Proposed Plans for Student Minority Recruitment and Retention in DPHS

1. **Recruitment.** Plans for minority recruitment include building on university priorities and successful initiatives, tapping university offices and resources, direct recruitment through local HBCUs, and drawing on specific universities where successful graduate applicants have completed their undergraduate educations.

2. **University Priorities and Initiatives.** Programs at MUSC have been instrumental in contributing to the diversification of the graduate student body in the sciences. Institutional priorities now more than ever are highly supportive of this diversification effort in specific disciplines, namely biomedical and clinical and translational research including Public Health Sciences research. As a function of health disparities due to geography and demographics, MUSC's clinical and translational research already explores a variety of human health-related focus areas to promote improvement in the quality of life for the population of South Carolina (which is 30% rural and has 46% of children living in poverty or near-poverty conditions). Health disparities issues are especially salient given that African Americans account for 32% of the state's population, and Hispanics are a small but growing segment of the population (10-15%). Connecting recruitment efforts to

interest in health-disparities research is a viable way to dovetail with the initiatives to attract underrepresented minorities.

MUSC has a strong record of promoting minority education at the graduate level. There is a vibrant Office of Multicultural Student Affairs at MUSC as well as an Office of Minority Affairs. These offices provide resources and processes for assisting with publicity and communications locally and nationally. On a related topic, the minority recruitment plan builds on the university's association with HBCUs that was established by MUSC's funded program lead by Dr. Marvella Ford. This training program was developed in association with several nearby HBCUs that are located in South Carolina—Claflin University, Orangeburg, SC (recently established an M.S. program in Biotechnology); Voorhees College, Denmark, SC; and South Carolina State University in Orangeburg, SC.

Since the program's inception, 24 students ("Student Fellows") have participated in a 10-week program of laboratory rotations and weekly research discussions. The Student Fellows also participate in a twice-weekly, one-hour, Prostate Cancer Health Equity Research Course. The course lectures span the spectrum from basic science to clinical science to population science and include an introduction to the Sea Island/Gullah population of South Carolina. The ultimate goal of the Training Program is to increase the diversity of emerging scientists who may choose prostate cancer research careers in the basic, clinical, and population sciences. [1]

A second program, the South Carolina Cancer Disparities Research Center (SC CaDRe) is a formal collaboration between MUSC and South Carolina State University. SC CaDRe's primary goal is to create a critical mass of well-trained faculty researchers between the two institutions who conduct disparity-focused feasibility studies and obtain preliminary data that leads to further extramural funding. A secondary goal of SC CaDRe is to enhance the racial and ethnic diversity of emerging scientists at all levels. The program allows student fellows to receive didactic, twice-weekly instruction as well as hands-on experience working in research labs/offices of leading cancer researchers in the basic, clinical, and population sciences at MUSC. Student fellows also gain scientific presentation skills which will benefit them when making presentations at local and national scientific meetings. Thus far, the underrepresented students that have participated in the HBCU Student Summer Training Program have had the opportunity to conduct prostate cancer research, gain laboratory experience, participate in journal clubs, interact with the Sea Island/Gullah SC population, and gain invaluable mentors. [1]

MUSC has cooperative programs in Health Disparities with South Carolina State University, the state's largest and only publicly funded HBCU. These institutions are located about 45 miles from the MUSC campus. In addition, there are a number of successful programs that

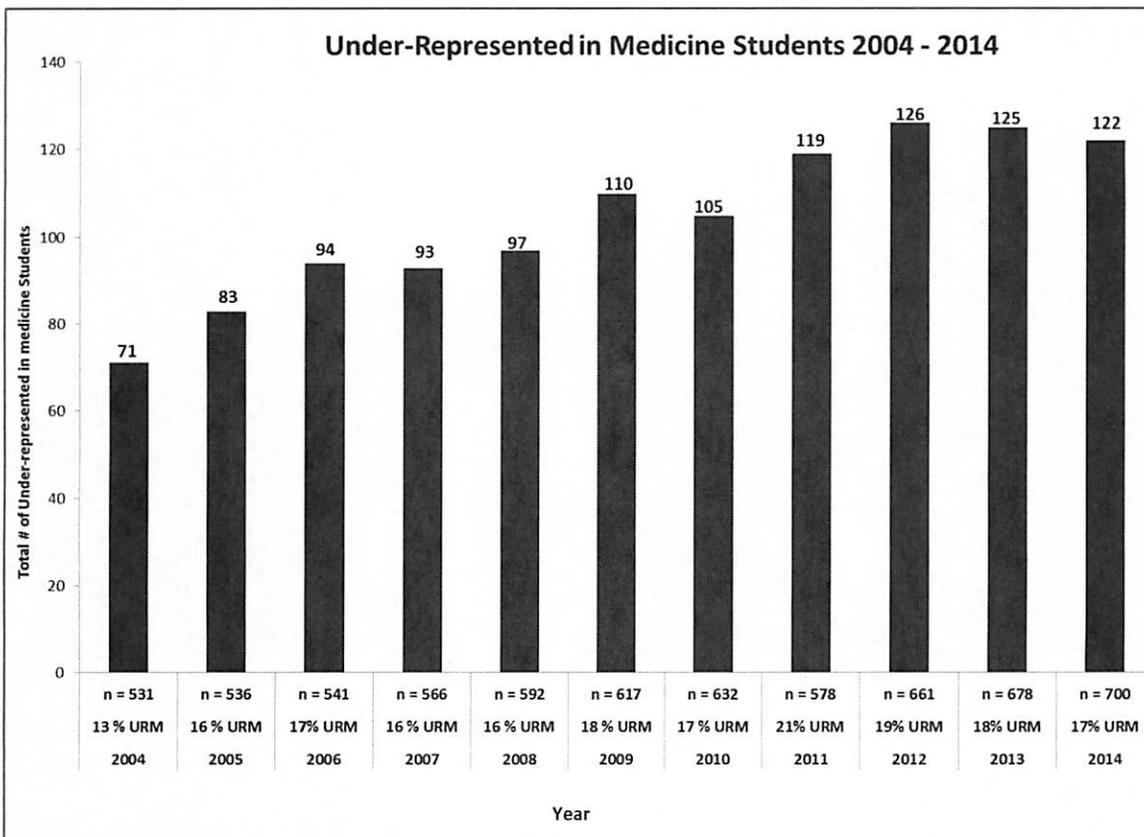
provide undergraduate students with an opportunity to participate in research projects. As indicated below, minority participation in these programs is strong, adding to the pool of potential applicants for the graduate programs in public health.

The Post-Baccalaureate Education Program at MUSC has established an NIH-funded program. Some participants in this program will be completing their undergraduate degree and have the potential to successfully complete a graduate program. Dr. Ford's program helps the participants build their credentials and complete coursework that increase their likelihood of success in graduate school. The program has admitted four to five promising young minority scientists each year. The participants across the two years have mainly been African American students (and a Native American student). Since its inception, the program has been overwhelmed by a large number of applications. Most of these applications come from individuals who are well suited to the program in that they have a strong interest in biomedical research but need to build up research experience and academic preparation. The recruitment strategy includes plans to draw heavily on these schools and others where successful applicants have completed their undergraduate educations. Personal contacts with faculty and students at these schools, along with use of formal publicity mechanisms, increase the likelihood of receiving viable applications from students who understand the goals and focus of DPHS.

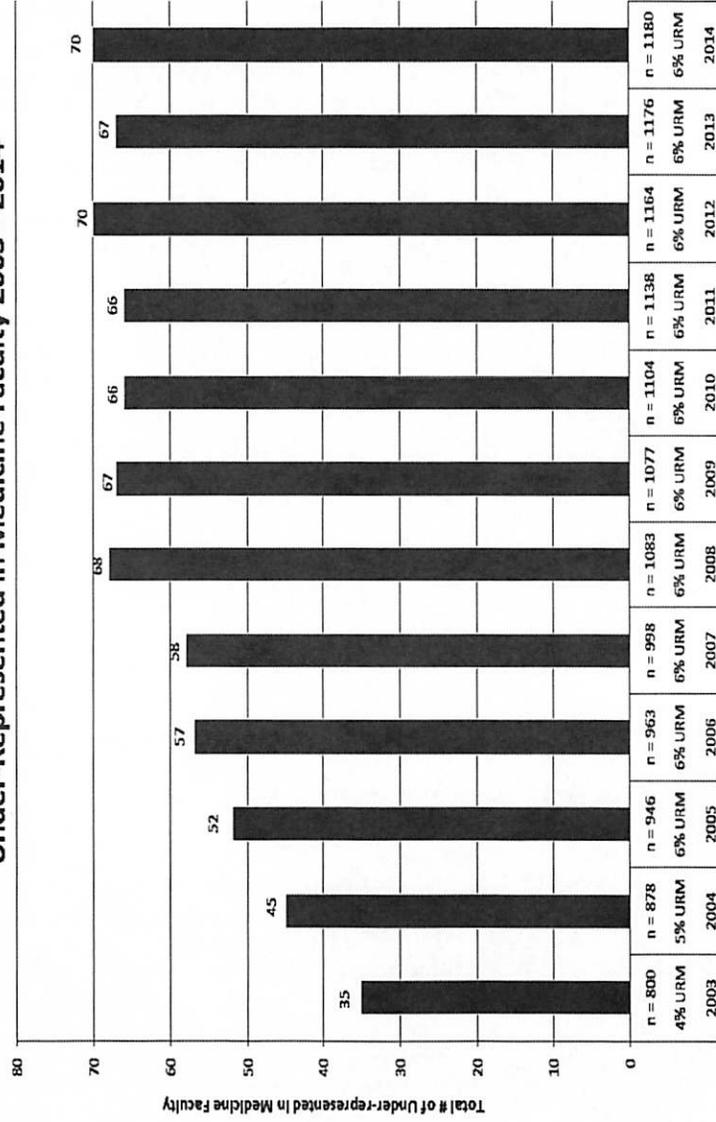
3. Retention. Beyond what is employed with all trainees (i.e., close mentoring, concentrated involvement, building of group cohesion), additional strategies are needed to optimize retention of trainees from underrepresented minority groups. The strategies fall into three categories: (1) promotion of connectedness, (2) facilitation of open communication, and (3) promoting an environment that embraces diversity and inclusion. Promotion of connectedness is meant to prevent isolation that some students might feel. Some of the strategies to promote connectedness include: encouraging advanced students to link up with new students and assist them (particularly in the early stages of the program); department and campus networks for diversity-oriented support; and, frequent faculty-initiated contact focusing on getting to know and understand the students and their interests. We will also require our students to participate in the same diversity and inclusion program in which all medical students participate to encourage an appreciation for and acceptance of diversity. This program offers National Coalition Building Institute workshops (http://academicdepartments.musc.edu/esl/studentprograms/training_edu/campus_conn/ncbi/workshops.html) provided through the Office of Student Diversity.

Promoting an environment that embraces diversity and inclusion is the responsibility of all the faculty and students in the DPHS program. The program directors and faculty have a responsibility to set a positive example in terms of communication style, reference to issues related to diversity (e.g., when health disparities topics are discussed), and

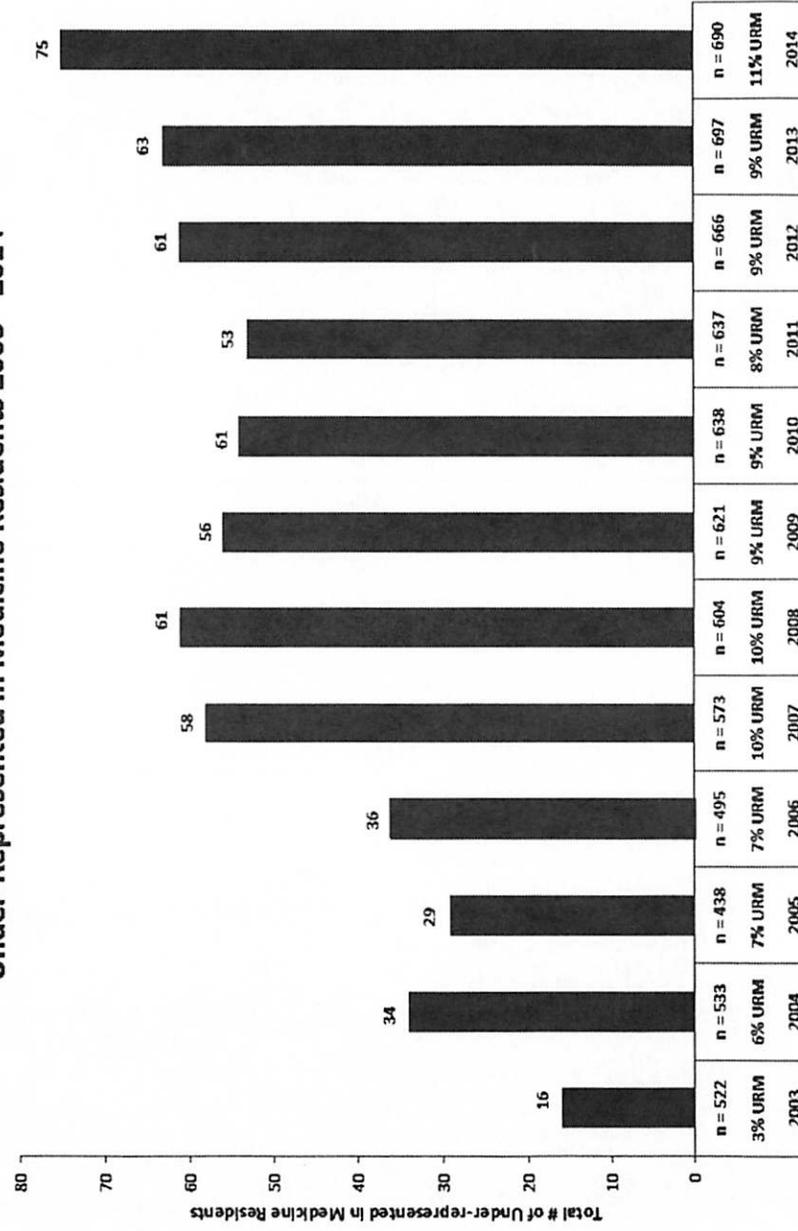
interpersonal interactions with students. These expectations are communicated to all students and faculty, and the University's Office of Multicultural Student Affairs provides diversity training to students and faculty to facilitate acceptance and creation of a positive atmosphere.



Under-Represented in Medicine Faculty 2003 - 2014



Under-Represented in Medicine Residents 2003 - 2014



References

1. Marvella E. Ford, Latecia M. Abraham, Anita L. Harrison, Melanie S. Jefferson, Tonya R. Hazelton, Heidi Varner, Kimberly Cannady, Carla S. Frichtel, Omar Bagasra, Leroy Davis, David E. Rivers, Sabra C. Slaughter, Judith D. Salley. (2015). Mentoring Strategies and Outcomes of Two Federally Funded Cancer Research Training Programs for Underrepresented Students in the Biomedical Sciences. *Journal of Cancer Education*. DOI: 10.1007/s/13187-015-0825-0.



UNIVERSITY OF
SOUTH CAROLINA

Office of the Executive Vice President for
Academic Affairs and Provost

MEMORANDUM

To: Dr. Bettie Rose Horne, Chair
SC Commission on Higher Education
Committee on Academic Affairs & Licensing (CAAL)

From: Dr. Helen Doerpinghaus 
Interim Executive Vice President for Academic Affairs and Provost

Date: April 24, 2015

Subject: Request for data on USC MPH programs

During their April 8, 2015 meeting, the Committee on Academic Affairs & Licensing (CAAL) discussed three new MPH programs being proposed by the Medical University of South Carolina (MUSC). In the course of that discussion, CAAL Commissioners requested data on the recruitment, enrollments, graduations and access/equity of USC's three existing comparable Public Health programs. The information requested of USC included the following:

- 1) Specific recruitment pools from which USC recruits for each degree program
- 2) Data on how many recruits we enroll for each program from each recruitment pool
- 3) Data on retention of these recruits through completion of each program
- 4) Evidence that USC assures "access and equity" in recruiting for each program (% of recruits who are minority/African-American; % of students enrolled who are minority/African-American)
- 5) Data on online programs for each of the above

The attachments to this memo provide a significant amount of data on the USC MPH programs in Epidemiology, Biostatistics, and Health Promotion, Education & Behavior (HPEB). The data cover the time period 2012-2015, and are sorted variously by department, out-of-state vs. in-state students, race, and SC school where undergraduate degree was earned. The online HPEB program is itemized

as requested, and the online program marketing flyer is included among the attachments.

On April 15, 2015 I met with Provost Mark Sothmann to discuss preliminary steps toward a concrete strategy to identify and reduce unnecessary duplication in academic programming. I reiterated to him USC's support for MUSC's three proposed MPH proposals now under review by CHE. USC further concurs with MUSC that our institutions would mutually benefit from closer collaboration in public health. To this end, we agreed to host a retreat jointly with AHEC (Area Health Education Consortium) in the coming summer, to which key stakeholders from around the state would be invited. Our shared objectives at this retreat are as follows:

- 1) Identify opportunities for collaboration across educational programs in public health
- 2) Assess potential unnecessary redundancy and develop strategies for reducing duplication of effort
- 3) Identify ways to optimize career counseling and career path development for students seeking undergraduate and graduate public health degrees
- 4) Recommend a mechanism through which MUSC, USC, and other institutions of higher learning in South Carolina will collaborate on an ongoing basis in the arena of public health education
- 5) Plan a jointly sponsored statewide public health conference to be held in 2016, which brings together experts in public health to raise awareness and to propose initiatives to address the public health needs of South Carolina's citizens.

HD/kf/b
Attachments

USC Arnold School of Public Health
Applications/Acceptances by Residency, UG School

applications by residency				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	8	2	10
	2013	9	1	10
	2014	10		10
	2015	9		9
BIOS Total		36	3	39
EPID	2012	55		55
	2013	54	4	58
	2014	45	9	54
	2015	28	3	31
EPID Total		182	16	198
HPEB	2012	93	23	116
	2013	86	30	116
	2014	78	46	124
	2015	78	27	105
HPEB Total		335	126	461
Grand Total		553	145	698

% applications by residency				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	80%	20%	100%
	2013	90%	10%	100%
	2014	100%	0%	100%
	2015	100%	0%	100%
BIOS Total		92%	8%	100%
EPID	2012	100%	0%	100%
	2013	93%	7%	100%
	2014	83%	17%	100%
	2015	90%	10%	100%
EPID Total		92%	8%	100%
HPEB	2012	80%	20%	100%
	2013	74%	26%	100%
	2014	63%	37%	100%
	2015	74%	26%	100%
HPEB Total		73%	27%	100%
Grand Total		79%	21%	100%

Acceptances by residency *				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	4	1	5
	2013	1		1
	2014	5		5
BIOS Total		10	1	11
EPID	2012	12		12
	2013	18		18
	2014	17	6	23
EPID Total		47	6	53
HPEB	2012	72	17	89
	2013	64	24	88
	2014	53	27	80
HPEB Total		189	68	257
Grand Total		246	75	321

% Acceptances by residency				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	80%	20%	100%
	2013	100%	0%	100%
	2014	100%	0%	100%
BIOS Total		91%	9%	100%
EPID	2012	100%	0%	100%
	2013	100%	0%	100%
	2014	74%	26%	100%
EPID Total		89%	11%	100%
HPEB	2012	81%	19%	100%
	2013	73%	27%	100%
	2014	66%	34%	100%
HPEB Total		74%	26%	100%
Grand Total		77%	23%	100%

* omitted 2015 - some applications are still pending

USC Arnold School of Public Health
Health Promotion, Education Behavior - MPH, Online MPH Applications, Acceptances

DEPT		HPEB			
applicants by residency		SCres			Grand Total
Degree	YearTerm	non-SC res	SC res		
MPH	2012	93	23	116	
	2013	86	30	116	
	2014	66	20	86	
	2015	70	16	86	
MPH Total		315	89	404	
MPH Distance	2014	12	26	38	
	2015	8	11	19	
MPH Distance Total		20	37	57	
Grand Total		335	126	461	

DEPT		HPEB			
% applicants by residency		SCres			Grand Total
Degree	YearTerm	non-SC res	SC res		
MPH	2012	80%	20%	100%	
	2013	74%	26%	100%	
	2014	77%	23%	100%	
	2015	81%	19%	100%	
MPH Total		78%	22%	100%	
MPH Distance	2014	32%	68%	100%	
	2015	42%	58%	100%	
MPH Distance Total		35%	65%	100%	
Grand Total		73%	27%	100%	

DEPT		HPEB			
Acceptances by residency		Acc/Rej		SCres	
Degree	YearTerm	non-SC res	SC res	Grand Total	
MPH	2012	72	17	89	
	2013	64	24	88	
	2014	48	14	62	
MPH Total		184	55	239	
MPH Distance	2014	5	13	18	
MPH Distance Total		5	13	18	
Grand Total		189	68	257	

DEPT		HPEB			
% Acceptances by residency		Acc/Rej		SCres	
Degree	YearTerm	non-SC res	SC res	Grand Total	
MPH	2012	81%	19%	100%	
	2013	73%	27%	100%	
	2014	77%	23%	100%	
MPH Total		77%	23%	100%	
MPH Distance	2014	28%	72%	100%	
MPH Distance Total		28%	72%	100%	
Grand Total		74%	26%	100%	

Applications

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	8	9	0%
MPH	EPID	0	2	5	1	10	0	6	24	33	57	21%
MPH	HPEB	0	5	24	0	49	2	17	97	19	116	25%
MSW/MPH	HPEB	0	0	3	0	10	0	2	15	2	17	20%
Total		0	7	32	1	70	2	25	137	62	199	23%

Acceptances

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	4	5	0%
MPH	EPID	0	0	0	1	4	0	0	5	7	12	0%
MPH	HPEB	0	5	16	0	43	2	16	82	8	90	20%
MSW/MPH	HPEB	0	0	1	0	7	0	2	10	2	12	10%
Total		0	5	17	1	55	2	18	98	21	119	17%

New enrollments

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	1	0	0	0	0	0	0	1	0	1	0%
MPH	EPID	0	0	1	0	0	0	0	1	1	2	100%
MPH	HPEB	1	0	3	0	10	0	0	14	1	15	21%
MSW/MPH	HPEB	1	0	1	0	4	0	0	6	2	8	17%
Total		3	0	5	0	14	0	0	22	4	26	23%

Current enrollment - fall 2012

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	1	1	0	0	0	0	0	2	0	2	0%
MPH	EPID	0	1	1	0	1	0	0	3	3	6	33%
MPH	HPEB	1	1	10	0	22	0	0	34	2	36	29%
MSW/MPH	HPEB	1	0	2	0	12	0	0	15	2	17	13%
Total		3	3	13	0	35	0	0	54	7	61	24%

USC Arnold School of Public Health
 Access Equity Data, 2012-2014 - Applications, Acceptances, Enrollments, Completions

Graduates 2012

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	1	2	0%
MPH	EPID	0	0	0	0	0	0	0	0	1	1	
MPH	HPEB	0	0	1	0	14	0	0	15	2	17	7%
MSW/MPH	HPEB	0	1	0	0	4	0	0	5	0	5	0%
Total		0	1	1	0	19	0	0	21	4	25	5%

Applications by Department Spring, Summer, and Fall 2014

DEPT	Degree	Out-of-state residents							SC Residents					Totals	
		Hispanic	Asian	Black	White	Two or more	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
BIOS	MPH	.	2	1	.	.	.	7	.	.	.	.	.	.	10
EPID	MPH	2	3	3	8	2	1	30	.	1	2	6	.	.	58
HPEB	MPH	5	7	12	35	1	1	14	1	3	8	8	2	.	97
	MPH Distance	2	1	4	9	.	3	1	.	2	13	20	1	1	57
	MSW/MPH	.	.	2	.	.	1	.	.	.	4	4	1	.	12
totals		9	13	22	52	3	6	52	1	6	27	38	4	1	234

Acceptances by Department Spring, Summer, and Fall 2014

DEPT	Degree	Out-of-state residents							SC Residents					Totals	
		Hispanic	Asian	Black	White	Two or more	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
BIOS	MPH	.	1	.	.	.	.	4	.	.	.	.	.	.	5
EPID	MPH	2	2	.	1	1	1	10	.	.	1	5	.	.	23
HPEB	MPH	2	6	6	29	1	.	9	1	3	4	7	2	.	70
	MPH Distance	1	.	2	6	.	1	.	.	1	5	11	.	1	28
	MSW/MPH	.	.	1	.	.	1	.	.	.	1	1	.	.	4
totals		5	9	9	36	2	3	23	1	4	11	24	2	1	130

New Enrollments by Department Fall 2014

dept	Degree	Out-of-state residents					SC Residents				Totals
		Asian	Black	White	Unknown	Foreign National	Asian	Black	White	Unknown	
EPID	MPH	.	.	.	.	1	.	.	3	1	5
HPEB	MPH	.	.	2	6	3	2	1	3	3	20
	MPH Distance	.	1	3	4	.	1	4	4	4	21
	MSW/MPH	1	.	1	.	.	.	1	2	.	5
totals		1	1	6	10	4	3	6	12	8	51

Current Students by Department Fall 2014

dept	Degree	Out-of-state residents						SC Residents					Totals	
		Hispanic	Asian	Black	White	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
EPID	MPH	.	.	.	.	.	2	.	.	.	3	1	.	6
HPEB	MPH	1	.	1	6	6	4	2	2	6	10	3	.	41
	MPH Distance	.	.	1	3	4	.	.	1	4	4	4	.	21
	MSW/MPH	.	1	.	2	.	.	1	.	1	2	.	1	8
totals		1	1	2	11	10	6	3	3	11	19	8	1	76

Graduates by Department Fall 2013, Spring 2014, Summer 2014

DEPT	Degree	out-of-state residents					SC residents			totals
		Hispanic	Black	White	Unknown	Foreign National	Black	White	Unknown	
EPID	MPH	.	.	.	.	1	.	.	.	1
HPEB	MPH	1	2	7	1	3	1	7	1	23
	MSW/MPH	.	1	5	.	.	.	3	1	10
totals		1	3	12	1	4	1	10	2	34

USC Arnold School of Public Health
Recruiting Activities, 2012-2014

A list of recruiting fair locations visited by Arnold School of Public Health recruiters is provided below. Highlighted are HBCU institutions.

[Note: The Graduate School's Assistant Director for Recruitment holds an MSPH in Epidemiology; his duties require him to visit on average seven recruiting events a month throughout the Southeast.]

2012

College of Charleston
Furman University
University of South Carolina Graduate School Fair
Winthrop University
Wofford College
South Carolina State University
Morris College
Claflin University
American Public Health Association Conference (San Francisco, CA)

2013

College of Charleston
Furman University
Winthrop University
Clemson University
Benedict College
South Carolina State University
Morris College
Claflin University
Clemson University
University of South Carolina Graduate School Fair
American Public Health Association Conference (Boston, MA)

2014

This is Public Health Graduate School Fair (San Diego, CA)
Furman University
Georgia Southern University
University of Georgia
Winthrop University
Wofford College
University of South Carolina Graduate School Fair
Benedict College
Morris College
South Carolina State University
Voorhees College
Claflin University
Allen University
American Public Health Association (New Orleans, LA)
SOPHAS Virtual Graduate School Fair (November 2014 and January 2015)

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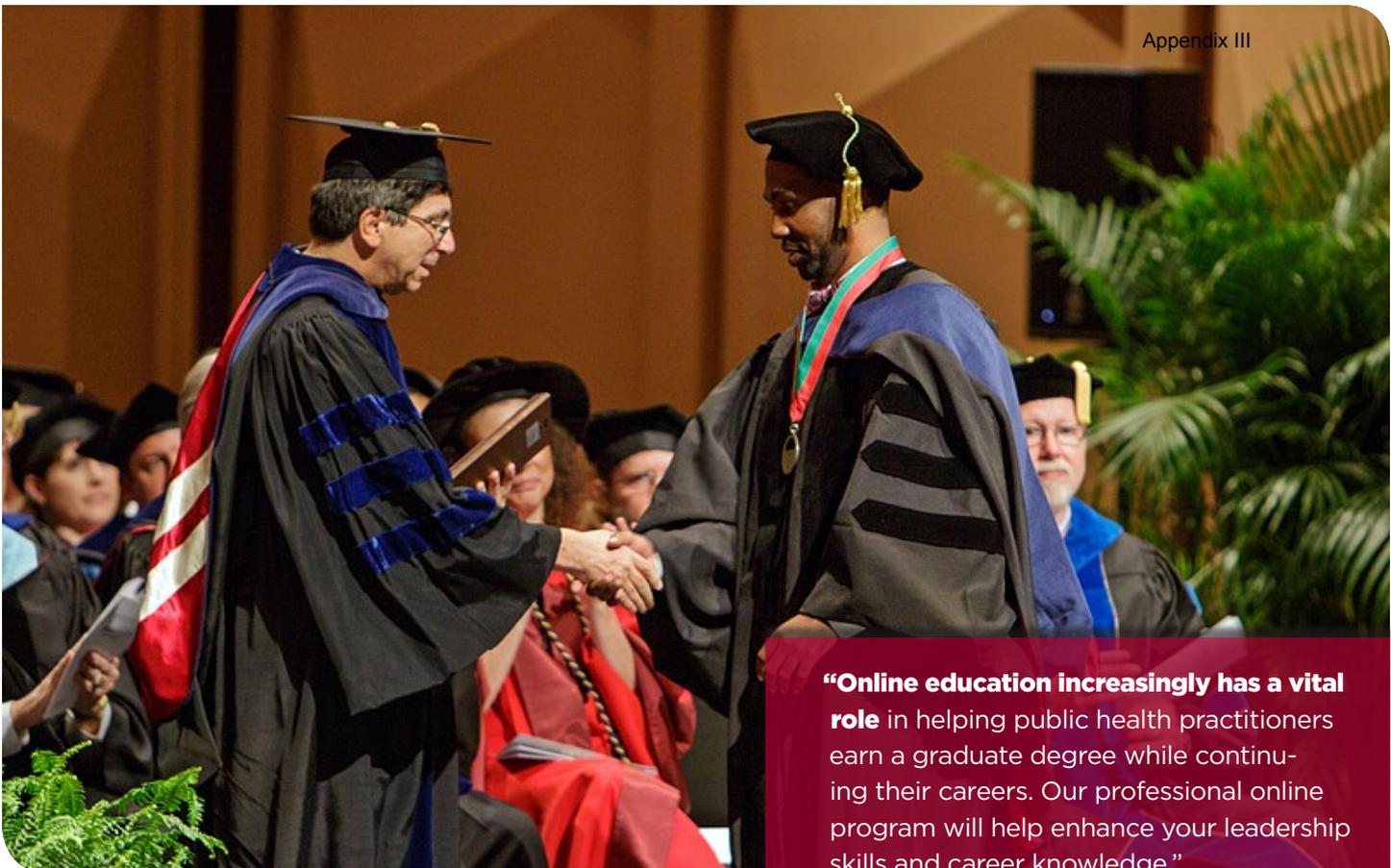


The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation or veteran status.

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Health Promotion, Education, and Behavior
 University of South Carolina
Professional Online Program
 MPH in Health Promotion, Education, and Behavior




UNIVERSITY OF SOUTH CAROLINA
Arnold School of Public Health



“Online education increasingly has a vital role in helping public health practitioners earn a graduate degree while continuing their careers. Our professional online program will help enhance your leadership skills and career knowledge.”

Edward A. Frongillo, Jr., Ph.D.
 Chair, Health Promotion, Education, and Behavior

A Master’s Degree In Public Health Is Attainable!

As a public health professional, you have many responsibilities and obligations that can make a graduate degree seem difficult to attain. Yet, you know that information and practice procedures change rapidly in the field of public health and that an advanced degree will help you better serve the people in your community and enable you to advance in your career.

The Arnold School of Public Health at the University of South Carolina understands these challenges and has developed a comprehensive master’s degree online program in the Department of Health Promotion,

Education, and Behavior. This program offers flexibility, a student-centered approach to learning, accessibility and affordability – leading to a degree from USC, which has a Carnegie top-tier designation for “very high research activity.”

The Arnold School and USC have a tradition of academic excellence and achievement. We encourage you to know more about the Master of Public Health degree program in the Department of Health Promotion, Education, and Behavior and the benefits it offers you.

MPH in Health Promotion, Education, and Behavior - Professional Online Program

Degree description

The Master of Public Health in Health Promotion, Education, and Behavior – Professional Online Program is designed for practitioners in health department, community, school, and worksite settings who are deeply concerned about human welfare and require the flexibility of an online program.

The program provides highly transferable, interdisciplinary skills that will help make you a more impactful agent of change in your career and in people's lives. This program will train you to:

- become a leader and advocate for change in organizations and in the environment to facilitate healthful practices
- develop programs aimed at promoting good health at the personal, organizational, and public-policy levels
- evaluate health programs and policies to ensure they are meeting objectives and societal needs
- develop and disseminate knowledge through systematic research and evaluation.

The program uses a 100% online, asynchronous format, and requires 45

hours of course work, including core courses in public health and health promotion, education, and behavior and a 6-hour practicum. One to two courses are offered each eight-week term throughout the calendar year, so that the degree can be completed in 22-24 months. The public health core is designed to develop competencies in using epidemiology and biostatistics to understand distributions and causes of health problems in populations; understanding the relationship between environment and health; and managing and administering health organizations. The health promotion, education, and behavior core is designed to develop competencies in planning implementing, and evaluating programs and policies which promote informed decision-making and health behavior change in individuals, organizations, and communities. Candidates must successfully complete a comprehensive examination at or near the conclusion of other program requirements.

About the department

The Department of Health Promotion, Education, and Behavior (HPEB) has as its focus understanding how policy, environmental, institutional, and individual actions can improve the public's health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe.

About USC and the Arnold School of Public Health

USC is one of only 63 public universities nationwide listed in the Carnegie Foundation's highest tier of

research institutions, and the Arnold School of Public Health is a vital part of this prestigious ranking. The school currently has approximately 135 faculty and more than 2,400 undergraduate and graduate students. It is fully accredited by CEPH. The mission of the School is to expand, disseminate, and apply the body of knowledge regarding prevention of disease, disability and environmental degradation; promotion of health and well-being in diverse populations; and provision of effective, efficient, and equitable health services.

Admission Criteria

- Bachelor's degree from an accredited college or university
- Official transcripts from all post-secondary schools and colleges previously attended, including non-degree courses taken
- Evidence of academic performance at a B or better level on academic transcripts
- Satisfactory GRE scores within last five years [the average combined verbal and quantitative GRE (new version) for incoming students is approximately 300]. Applicants may submit a request with their application detailing significant prior professional experience that could be considered in lieu of the GRE.
- Minimum of two years post-baccalaureate health-related professional experience
- Three letters of recommendation from academic and/or professional sources
- A letter of intent which describes professional goals and objectives, and how the applicant became interested in the field of health promotion, education, and behavior
- Current resume

Courses

(Each duration 8 weeks, 3 units credit)

Public Health Core

- HSPM 700** Approaches and Concepts for Health Administration
- BIOS 700** Introduction to Biostatistics
- ENHS 660** Concepts of Environmental Health Science
- EPID 700** Introduction to Epidemiology
- HPEB 700** Concepts and Methods in Health Promotion

HPEB Core

- HPEB 701** Theoretical Foundations of Health Promotion
- HPEB 702** Planning Health Promotion Programs
- HPEB 707** Health Promotion Research Methods
- HPEB 710** Evaluation of Health Promotion Programs
- HPEB 748** Community Health Development

HPEB Focus

- HPEB 513** Race, Ethnicity, and Health: Examining Inequalities
- HPEB 547** Consumer Health in Contemporary Society
- HPEB 711** Applied Health Communication

Practicum

- HPEB 798A** Public Health Practicum Seminar
- HPEB 798B** Public Health Practicum Fieldwork