

March 22, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology

Issue

Utah State University (USU) requests approval to offer a Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees January 6, 2017.

Background

Public health professionals seek to protect and improve the health of individuals, families, communities, and populations at the local, national, and global levels. The need for professionals prepared in public health is rising. Utah State University officials noted that many government and private positions pertaining to public health were lost during the economic downturn. It was also noted that many people who work in public health have not had formal public health education. Government entities and private health organizations seek public health professionals who have been formally prepared in the field.

A recent Burning Glass query found 277 job postings for health occupations in Utah from February 1, 2016 through January 31, 2017 that required public health skills. As public and private interests in public health increase, there is need for additional formal programs that develop professionals in this arena. Often, people from existing health occupations need to be crossed-trained between their primary occupation and public health. In an effort to meet the needs of various public health interests, Utah State University faculty have developed the proposed master of public health program with the four areas of specialization specified above.

The core curriculum of USU's program will prepare students in biostatistics, epidemiology, environmental health, socio-behavioral public health, and public health policy and administration. The program will be delivered to USU's regional campuses, allowing students in rural as well as suburban areas of the state to enroll in and complete the program. Program graduates will be qualified for employment or for continued graduate-level work. During program development, faculty members at USU have collaborated with personnel at the University of Utah Division of Public Health and have proposed a program that complements the University of Utah's graduate public health programs.

Program graduates will be prepared for careers in health care professions, academic institutions, local, state, and federal health agencies, private industry, and non-profit organizations. The information below is taken from the Utah Department of Workforce Services Occupation Information Data Viewer. The data represents a sample of occupational categories within which graduates of the USU program may find employment.

SOC Code	Occupational Category	Estimated Number of Position Openings Statewide 2014 – 2024	Utah Annual Median Wage
29-1031	Dietitians and Nutritionists	20	\$45,470
15-2041	Statisticians	10	\$73,830
11-9111	Medical and Health Services Managers	150	\$90,120
21-1091	Health Educators	20	\$42,950
21-1022	Healthcare Social Workers	70	\$54,740
11-9161	Emergency Management Directors	10	\$64,190
29-1131	Veterinarians	30	\$84,480

Policy Issues

As matter of note, the proposed program requires 42 hours to complete. Regent Policy R401 limits master degree programs to 36 credit hours unless required by accreditation. Utah State University will seek program accreditation through the Council on Education for Public Health (CEPH). Criterion D14 of the CEPH Accreditation Criteria Schools of Public Health & Public Health Programs requires accredited master degree public health programs to be at least 42 semester credit hours.

<http://ceph.org/assets/2016.Criteria.pdf>

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah State University's request to offer the Master of Public Health with Specializations in Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Master of Public Health effective Fall 2017. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The primary goal of the proposed Master of Public Health (MPH) graduate degree program at Utah State University is to provide students with a strong educational and research foundation in the core disciplines of public health including biostatistics, epidemiology, environmental health, sociobehavioral public health, and public health policy and administration, with preparation in one of four MPH specializations that leverage unique aspects of the land grant status of Utah State University including: Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology. The curriculum and methods of teaching and research in the USU MPH program follow guidelines of the Council on Education for Public Health (<http://ceph.org/>) and the 2015 *Task Force Report on Framing the Future of Public Health* of the Association of Schools and Programs of Public Health <http://www.aspph.org/educate/framing-the-future/>. The MPH degree program will train students to be leaders in the field of Public Health by advancing education, research, practice, and advocacy. Program graduates will be prepared for careers in health care professions, academic institutions, local, state, and federal health agencies, private industry, and non-profit organizations.

The field of Public Health is devoted to protecting and improving the health of individuals, families, communities, and populations at the local, national, and global levels. The Association of Schools and Programs of Public Health promotes the view that:

- (1) Public Health is *personal* in that "Public Health professionals focus on preventing disease and injury by promoting healthy lifestyles, implementing educational programs, developing policies, administering services, conducting research, and regulating health systems to achieve these goals" and
- (2) Public Health is *global* in that "the Public Health field confronts global health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury; it spans many disciplines and is regularly spotlighted in popular culture and media" and
- (3) Public Health focuses on *measurable impacts*, citing that "in the past century, public health initiatives have improved lives worldwide, including increasing life expectancy by almost 30 years in the United States; the development and application of population-based prevention programs will continue improving health over the next decades <http://www.aspph.org/discover/>."

The MPH specialization in Public Health Nutrition includes interdisciplinary training in nutrition-related sciences and the core public health disciplines. The major areas of emphasis include study of methods for quantifying dietary intake and nutritional status, the role of diet in disease risk and health promotion, and the design and implementation of nutrition policy and programs to improve health in local, national, and global populations. The land grant setting of Utah State University provides unique opportunities for the study of the relationship between human nutritional status and health with strong academic and research programs in nutritional epidemiology, federal and community nutrition programs, nutritional biochemistry and molecular biology, USU Extension nutrition outreach programs, food science, food safety, agricultural practices, animal health, climate change, and environmental sciences.

The MPH specialization in Health Education and Promotion emphasizes the behavioral, social and cultural factors related to individual and population health and health disparities over the life span. Teaching, research and practice in these areas contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. The land grant setting of Utah State University provides unique opportunities for the Health Education and Promotion MPH program to provide additional professional postgraduate training for employed persons in community health settings through the state-wide USU Regional

Campus System and Extension programs.

The MPH specialization in Veterinary Public Health builds on the program of the USU School of Veterinary Medicine by offering specialized training in the emerging Public Health discipline of *One Health*, defined by the U.S. Centers for Disease Control and Prevention as the approach of working with veterinarians, ecologists, and physicians to monitor and control public health threats by applying the core disciplines of Public Health and specialized knowledge of veterinary medicine to learn how diseases spread among people, animals and the environment (<https://www.cdc.gov/onehealth/>). The Land-Grant setting of USU provides unique resources for the Veterinary Public Health MPH program with the School of Veterinary Medicine, Agricultural Extension programs, diagnostic laboratories, Institute for Antiviral Research, and strong academic programs in climate sciences, ecology, and natural resources.

The MPH specialization in Applied Biostatistics and Epidemiology will provide rigorous training in study design and data analysis for population-based health research, to help investigators accurately assess and quantify population health outcomes, determine possible interventions and preventive measures, make data-based policy decisions, and monitor how necessary services or interventions achieve their desired goals. The applied biostatistics curriculum will provide competencies in the collection, management, and analysis of health-related surveys and experiments, with additional emphasis on the application of modern software and statistical methods for the increasingly large data sets that are becoming more common in public health and biomedicine. Courses in applied biostatistics will also focus on the collaborative nature of health research, encouraging written and oral communication skills and interactive projects involving students across disciplines.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement (<https://www.usu.edu/president/missionstatement/>). The Master of Public Health (MPH) graduate program will enhance this mission by contributing to many of the stated university mission goals including (1) enhancing the reputation of the University for learning, discovery, and engagement; (2) strengthening the recruitment, retention, graduation, and placement of graduate students; (3) building a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students; (4) infusing new energy into graduate programs; (5) fostering new partnerships, both internally and externally.

There are numerous mission-based examples of other land grant institutions that have developed and currently offer Master of Public Health programs, including: Colorado State University, Louisiana State University, San Diego State University, Oregon State University, Ohio State University, Kansas State University, Idaho State University, Missouri State University, Penn State, and many others. As the land grant institution for the state of Utah, Utah State University is in a unique position to develop and deliver an MPH program with specialized tracks that can best meet the needs of rural and underserved regions of the state.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The need for public health trained professionals is on the rise. According to the American Public Health Association (APHA, 2011) 19% of the government related public health workforce jobs were lost in the economic downturn and countless more in the private sector. The aging and retirement of the public health workforce is also of concern. In addition, four out of five public health workers have no formal training in public health according to a study by the Centers for Disease Control and Prevention (APHA, 2011). Utah State University is positioned to assist in filling the need for individuals prepared in public health by offering the MPH degree to rural and underserved areas within the state.

There are many potential benefits to USU and to the USHE system associated with offering a multi-track, interdisciplinary MPH program. First, the MPH program will attract new students to the university, especially in the Regional Campus (RC) system where access to an MPH program has been limited or non-existent, which is consistent with the outreach mission of USU as a land grant institution. Second, the MPH program will be unique in offering four distinct MPH specializations that share a common public health curriculum core. The tracks will build essential professional skills across multiple, high demand public health disciplines. Finally, the MPH will be able to increase graduate program enrollments overall at USU and throughout the RC system which will strengthen the USU School of Graduate Studies.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Public Health Nutrition (Department of Nutrition, Dietetics, and Food Science, NDFS): Nutrition and dietetics students who complete a MPH degree in Public Health Nutrition can seek out diverse positions in public health that offer opportunities for leadership roles, professional development, and higher pay and benefits. Potential positions for MPH graduates include: public health nutritionist, nutritional epidemiologist, program coordinator, public health educator, executive director, and nutrition services supervisor to name a few. These positions can be found in a variety of governmental, academic, nonprofit and for profit settings including: state and local public health departments, colleges and universities, health care organizations such as Intermountain Health Care (IHC), Utah Department of Workforce Services, Women Infants, and Children (WIC), food banks, food pantries, nutrition education programs such as SNAP-Ed and EFNEP, community action agencies, and anti hunger/ poverty organizations, among many others. Registered Dietitian's (RD's) will be required to have a master's level degree to establish entry-level professional requirements starting in 2024. While the specific master's degree requirements are not yet specified, dietitians often work in public health and community settings and yet are not often adequately exposed to public health coursework or hands on experience in such settings during undergraduate dietetics coursework. The USU MPH will assist in helping recent USU dietetics students meet entry-level requirements while also providing valuable coursework that prepares them to work in a variety of public health settings. According to the US Bureau of Labor Statistics, the median pay for dietitians and nutritionists in the US is \$57,910 per year for 2015. The job outlook for 2014-2024 is 16% growth (much faster than average). In Utah, Dietitians and Nutritionists are expected to have a median annual wage of \$45,470 with 20 annual openings per year. The MPH degree is increasingly used as a stepping stone to medical or dental school when combined with a nutrition degree or other undergraduate science degree. For students interested in academic careers in public health, the MPH degree will prepare graduates for doctoral degree programs at a School of Public Health (<http://www.aspph.org/program-finder/>), including the Ph.D. program in public health at the University of Utah.

Health Education and Promotion (Department of Kinesiology and Health Science, Health Education and Promotion Track, HEP): Students seeking a MPH degree with a health education and promotion emphasis can pursue a wide variety of high demand, high paying occupational options. These include, epidemiologist, disaster and emergency specialist, medical and health services managers, public health educator, public health nurse, medical social workers, to name a few. According to the US Bureau of Labor Statistics, the median pay in 2015 for an epidemiologist was \$69,450 per year and typically requires a master's degree for an entry level position. The job outlook for 2014-2024 is 6% growth (as fast as average). Utah data were not available for epidemiologist, however, for a statistician (a similar job category) the Utah median wage is \$73,830 with a 6.4% annual employment increase. Utah data for health educators show that the annual median wage to be \$42,950 with 20 annual openings per year. Medical and health service managers in Utah earn a median salary of \$90,120 with 150 annual openings. Healthcare social workers in Utah earn a median salary of \$54,740 with an expected 70 annual openings. Emergency management directors in Utah have a projected annual openings of 10 per year with an annual median income of \$64,190. It appears the demand in Utah for public health professionals is expecting higher than average growth rates. It is also expected that employers will seek applicants with advanced training, such as the MPH degree.

Veterinary Public Health (Department of Animal, Dairy, and Veterinary Science, ADVS): Veterinarians who receive an MPH degree can increase their ability to become board certified in Veterinary Preventive Medicine as well as seek employment opportunities in local, state, and federal, agricultural and environmental agencies among others (University of Iowa). In addition, there is a great need for public health professionals who can address the issues of animal to human infectious disease transmission (zoonotic diseases), food safety concerns, and emergency response to such outbreaks (The Ohio State University). According to Jones et al. (Nature, February 2008, Global trends in emerging infectious diseases), emerging

infectious diseases (EIDs) are a huge burden on global economies and public health. The authors identified 335 EIDs in global human populations between 1940 and 2005. These EID events have risen significantly over time and, of particular concern, 60.3% of EIDs are zoonotic diseases. Of the 60.3% that are zoonoses, 71.8% originate in wildlife. This emphasizes the important role that veterinarians may play in public health. Noteworthy examples of zoonotic EIDs include SARS (severe, acute respiratory syndrome), West Nile Virus, and Ebola virus. Veterinarians play a vital role in food safety because of the in depth knowledge of diseases such as Campylobacteriosis and Salmonellosis and the animals that may be infected and contaminate food supplies. According to the US Bureau of Labor Statistics, the median pay in 2015 for a veterinarian was \$88,490 in 2015 and requires a doctoral or professional degree. The job outlook for 2014-2024 is 9% growth (faster than average). In Utah the annual median pay is \$84,480 with projected annual openings of 30.

Applied Biostatistics and Epidemiology (Department of Mathematics and Statistics): Students in Mathematics and Statistics who complete a MPH degree in Applied Biostatistics and Epidemiology can look forward to excellent career opportunities in government, industry, and academia. The shortage of biostatisticians has been noted for decades, beginning with reports such as *Health Objectives for the Nation* and the *Seventh Report to the President and Congress on the Status of Health Personnel in the United States*. More recently, the Bureau of Labor Statistics projects demand for statisticians to grow 34 percent nationwide by 2024. Recent graduates from the Statistics program at USU have found positions with employers as diverse as pharmaceutical companies, university research groups, hospitals, and health-related industries.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Current undergraduate USU students in ADVS, HEP, and NDFS were surveyed about their interest in attending a USU MPH program in spring semester of 2016. It important to note that students have not been recruited into, or educated about the advantages of, an MPH degree at this point.

Public Health Nutrition: Seventy undergraduate NDFS students completed the graduate interest survey (44 dietetics students and 26 nutrition science students), 85% of which will be graduating in either 2016 or 2017. Eighty-six percent of students indicated an interest in pursuing graduate school at some point after completion of a bachelor's degree with 34% indicating they planned to apply to Utah State University. Of those who plan to apply to USU, 26% plan to pursue a Masters of Public Health. All students who indicated interest in pursuing an MPH degree were junior and senior dietetics students. When asked why they would select a Master's of Public Health students indicated because they are interested in international nutrition, advocacy of community health, and overall interest in the degree requirements.

Health Education and Promotion: A total of 62 HEP students completed the MPH interest survey. The majority planned on pursuing a graduate degree within 1-2 years of graduation (55%). The majority of HEP students were interested in an MPH degree with 36% indicating yes and 48% indicating maybe. Current students overall seem to have a strong interest in graduate education in general and the MPH specifically. The majority of students were interested in a blended/hybrid format (40%). Student's motivation to obtain an MPH degree include increased skill set (84%), increased salary (69%), and ability to apply to new professional positions (63%).

Veterinary Public Health: Of the ADVS students who responded (n=67), the majority of students were interested in obtaining an MPH at USU if offered, responding as maybe (67%) or yes (9%). The vast majority of ADVS students (82%) planned to begin a graduate program 1-2 years after graduation. Students desired a face-to face (54%) or a blended/hybrid (38%) program delivery format for the program. The majority of students stated they were likely or somewhat likely to apply if USU offered an MPH program. Students noted that increased prestige (92%), ability to apply for new professional positions (74%), and increased salary (66%) were motivators for pursuing the MPH degree.

With additional education and marketing concerning the value of an MPH degree, it is expected that student interest will increase beyond the level observed in these surveys.

Professional Interest Data: In addition to the student survey, NDFS, HEP, and ADVS programs sent out a Qualtrics survey to health professionals in Utah through various professional list serves, state organizations, industry, and coalitions to determine

the interest in a USU MPH program.

Public Health Nutrition: One hundred and five nutrition and dietetics professionals across Utah were surveyed to determine interest in obtaining a Master of Public Health degree from Utah State University. Of the professionals surveyed, 22% indicated they are interested in obtaining a MPH degree in the future and 42% indicated they were maybe interested in the MPH degree. Eighty percent of the individuals who expressed that they either are or maybe interested in obtaining an MPH degree expressed interest in attending Utah State University for graduate school. Professionals were most interested in applying for an MPH program that is offered online (48%), or blended/hybrid (34%) as opposed to an in person program (2%). If an online program were offered, 36% indicated they would be extremely likely to apply and 43% indicated they would be somewhat likely to apply to USU. Professionals indicated that their motivation to obtain an MPH included: to broaden skill sets (82%), an ability to apply for new professional positions (51%), and an increase in earning potential (46%).

Health Education and Promotion: A total of 108 health education professionals responded to the survey with 78% indicating they were full-time employees at the time of the survey. Most worked in either a public health setting (29%) or health care/clinical setting (37%). Of the 108 responding, 36% were interested in obtaining a MPH degree (n=40) while 27% indicated they were maybe interested (n=30). Both online only (46%) and blended/hybrid delivery (46%) were of most interest. Over half of the professionals indicated that their employer would offer tuition assistance (51%). Health professionals were interested in the MPH degree to increase salary (71%) and earning potential (70%), broaden skill set (70%), and an increased ability to apply for new professional positions (75%). If an online USU program were available, 43% noted they would be extremely likely to apply and 38% noted they would be somewhat likely to apply.

Veterinary Public Health: A total of 61 veterinarians responded to the survey. There are 346 veterinarians in the UVMA, for a response rate of 17.6%. A total of 17% were interested in obtaining an MPH while 40% indicated they may be interested. In terms of program delivery, 48% of responders were interested in fully online program and 45% were interested in a blended or hybrid format. Professionals would be motivated to obtain an MPH degree primarily to broaden their skill set (86%) and the ability to apply for new professional positions (66%).

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within the intermountain west region, only the Colorado School of Public Health (CSPH) offers MPH specializations similar to those in this proposal, including health promotion/community health, public health nutrition, applied biostatistics, epidemiology, and animals, people, and the environment (e.g., vet science) along with 10 other track options. CSPH also offers both face to face and online degree programs. In addition, Idaho State University offers a general MPH degree that is available via on-line delivery. The ISU program does not provide the specializations proposed by USU.

In Utah, the University of Utah, Brigham Young University and Westminster currently offer the MPH degree. The University of Utah is the only USHE institution to offer the MPH degree. The U of U offers a general MPH program and several joint programs. In addition, they offer two graduate certificates, one in public health and another in global health. They also offer a Master's of Science in Public Health (MSPH) for those interested in research/thesis option and a PHD in public health. The most recent self-study (2014, p.161) indicates for the general MPH program (vs. the joint programs noted above) that approximately 39-55 students were accepted into the program for 2011-2014 each year and 26-39 students enrolled, depending on the year. The applicant pool ranged from 49-69 for 2011-2014. As of 2016, the MPH program has been approved to be a Western Regional Graduate Program. An initial meeting was held with the U of U MPH leadership team on August 9, 2016. The outcome of the meeting was positive with support expressed for the USU MPH proposal. Meetings are being scheduled between U of U and USU MPH leaders and faculty to exchange ideas and look for ways to collaborate, promote educational efficiencies, and avoid duplication of services. The two programs will be complementary in serving different audiences with different needs.

The MPH program at BYU is a general program with a focus on health promotion. Students already accepted into the program can work toward a global health certificate should they chose to do so. Due to the school mandate that BYU focus on undergraduate education, the university caps the MPH to no more than 17 students admitted per year out of 40-50 applications.

In addition, typical student acceptance rate per year is between 12-13 based on acceptance criteria with another 5 students wait-listed if the initial applicants do not attend. The BYU MPH program only offers face to face delivery and has no current plans to expand to online instruction.

Westminster College offers a general MPH degree and a Certificate in Public Health. Based on the most recent Council on Education for Public Health (CEPH) self-study (2011, p.134) for 2008-2011 application rates ranged from a high of 24 to a low of 15. Acceptance rates ranged from 24-14 and enrollment rates ranged from 22-13 for these same years.

Utah State University is in a unique position to offer a valued and needed professional degree to citizens throughout rural and under served areas of Utah by fully taking advantage of USU's Regional Campus system. As referenced above, students and professionals surveyed expressed interested in a distance education MPH program with specialized tracks in public health nutrition, health education and promotion, veterinary public health, and applied biostatistics and epidemiology.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties. It is noted in section 4.1 of the R315 Service Area Principles that, "selected off-campus graduate programs are offered by universities at centers and branch campuses through university centers and distance learning technologies." In that spirit, USU maintains education centers in all Utah counties where non-duplicative, distance delivered graduate and undergraduate degree programs are offered per R315 policy. USU will coordinate with other USHE institutions to offer the MPH in their service regions as appropriate and in accordance with R315. Based on input from prospective students (especially those who are already working professionals) it is probable that the delivery mode will need to be fully online for some tracks. In section 4.8.1 of the Service Area Principles it further states, "Courses or programs delivered via technology in asynchronous faculty-student interaction (fully 'on-line' programs) are exceptions to the geographic service area designations."

The proposed USU MPH program will have little impact on the University of Utah's ability to recruit and retain high quality MPH students for several reasons. First, it appears that BYU and Westminster having MPH programs in the Wasatch Front area has had little to no impact on student enrollment at the U of U with recent enrollment rates ranging from 39-26 for 2011-2014 with no significant decline (Self -study, 2014). Second, the USU program will be a Regional Campus program and thus be able to recruit students from USU's designated service areas. Third, U of U, BYU, ISU, and Westminster all offer a general MPH program. Finally, it is hoped that the USU MPH program will become a meaningful feeder program into the U of U's PhD program in Public Health.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Professional accreditation will be sought through the Council on Education for Public Health (CEPH). Based on CEPH criteria, the USU MPH program could not apply for accreditation until the program has been accepting students for a minimum of three years. Upon accreditation, students having attended and graduated from the USU program would be retroactively considered to be graduates from an accredited program. As of 2016 the CEPH fee schedule is as follows:*

Application Fee: \$2500

Accreditation Review Fee: \$3000

Annual Support Fee: \$3275

Consultation Visit Fee: \$750-\$1750

*Cost may increase if additional reviews or consultations are needed.

Prior to obtaining full accreditation, USU will join the Association of Accredited Public Health Programs (AAPHP) as an associate member. The mission of AAPHP is to "enhance the public's health by fostering and promoting CEPH accreditation for MPH programs for the development of the public health workforce" (www.aapgh.org). AAPHP will provide numerous consulting and mentoring resources as USU moves toward full CEPH accreditation.

Annual Dues for AAPHP Membership: \$500

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at highereducation.utah.gov/policies/R401.

Graduation standards and required number of credits will be consistent with accreditation expectations established by the Council on Education for Public Health (CEPH). In accordance with current CEPH standards, students in the USU MPH program will be required to complete 42 semester credit hours. All students will complete a common 15 credit public health core, and in addition will complete 15-18 required credits within a selected track (health promotion and education, nutrition and dietetics, veterinary public health, or applied biostatistics and epidemiology) and 9-12 credits of electives within the selected track. A 3.0 GPA or higher, and successful completion of appropriate coursework and capstone experiences will be required for graduation.

Admission Requirements

List admission requirements specific to the proposed program.

Students must meet some departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: <http://www.usu.edu/graduateschool/apply/>. Applicants must attain Graduate Record Examination (GRE) scores at the 40th percentile minimum on the Verbal, Quantitative, and Analytical Writing tests, and must have a 3.0 or higher GPA for the last 60 semester (90 quarter) credit hours. Once admitted, students are required to maintain enrollment as follows: Registered for 9 or more graduate credits or enrollment in at least 3 credits per semester in order to use University facilities and receive direction (including thesis or project report direction) from their major professor. Enrollment in at least 6 credits per semester if receiving an assistantship or fellowship from Utah State University.

Candidates for MPH graduate study must have adequate undergraduate training for the specific departmental MPH program they are applying to and must meet departmental requirements, in addition to requirements of the School of Graduate Studies, as shown at: <http://www.usu.edu/graduateschool/apply/>. The Public Health Nutrition MPH in the Department of Nutrition, Dietetics, and Food Sciences requires an undergraduate background in chemistry, biochemistry, mathematics, statistics, biology and nutrition. The Health Education and Promotion MPH in the Department of Kinesiology and Health Sciences requires an undergraduate degree with a background in program planning and evaluation, epidemiology, community health, and statistics. The Veterinary Public Health MPH in the Department of Animal, Dairy and Veterinary Sciences requires either an undergraduate degree with a background in biochemistry, chemistry, biology, mathematics, statistics, and animal disease, or a Doctor of Veterinary Medicine degree from an accredited veterinary college. The Applied Biostatistics and Epidemiology track in the Department of Mathematics and Statistics accepts students with an undergraduate degree in statistics, mathematics, or a wide variety of other disciplines, including the biological and social sciences. An advanced undergraduate class in probability and mathematical statistics and a class in linear algebra are desirable.

Prior coursework in public health is desirable for each of the MPH programs. Students may be accepted into the MPH graduate program with deficiencies in these areas; however, their supervisory committee will require that competencies equivalent to a BS degree in the department of study be obtained as part of the program of study.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

A twelve month MPH Director position will be established. The Director will have responsibility for program administration, accreditation, program marketing, faculty support, enrollment and retention initiatives, and other duties (65% administration, 25% teaching, 10% service). The MPH Director will be a tenured faculty member in one of the participating departments with a direct reporting line to the Deans of the Emma Eccles Jones College of Education and Human Services, the College of Agriculture and Applied Sciences, and the College of Science. A MPH Program Coordinator position will be established for each specialization (Public Health Nutrition, Health Education and Promotion, Veterinary Public Health, and Applied Biostatistics and Epidemiology) and together the Coordinators will form a MPH Steering Committee. The Steering Committee will work directly with the MPH Director to ensure overall program rigor, cohesiveness, institutional integration, and compliance with accreditation and institutional expectations. To promote coordination and system wide program cohesiveness, the MPH Director will regularly report to Deans and Department Heads of participating colleges and departments, and to the Vice President for Research and Graduate Studies. The MPH Director will be supported by a full-time staff assistant.

Current administrative structures including the Office of Research and Graduate Studies as well as existing college and departmental infrastructures will provide support for this program. The four proposed MPH specializations will be integrated, interdisciplinary programs with faculty assignments and supervision, course scheduling, and other functions administered through the departments of (1) Nutrition, Dietetics, and Food Sciences, (2) Kinesiology and Health Science, (3) Animal, Dairy, and Veterinary Sciences, and (4) Mathematics and Statistics. Staff resources for graduate program coordination are already in place within each participating department. The proposed MPH specializations will have minimal impact on the delivery of undergraduate courses within participating departments. Some of the courses currently being taught, that will be part of this program, are open to advanced undergraduate students but this slight increase in offerings for undergraduates will be the only impact on undergraduate programs.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Across the USU system there are numerous faculty and courses in place that are consistent with MPH program expectations. A concerted effort has been made over the past year to identify and assess faculty expertise and interest in participating in the proposed MPH program. Overall, the level of enthusiasm has been very high. Existing faculty are detailed in Appendix C.

After a careful review of institutional capacity, it has been determined that four new faculty lines will be necessary to cover all program content/learning competencies expected of MPH programs. All four new faculty hires will hold terminal degrees and be tenure track appointments. The new faculty will provide expertise in: Health Administration/Systems; Population Health; Dietetics and Nutrition; and Veterinary Public Health.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

It will be essential to establish a MPH Director position for this program. Data collection, self-studies, marketing, recruitment, retention, and other duties associated with accreditation and institutional expectations will be substantial. It is proposed that a current faculty member move from a 9 month academic year appointment to a 12-month fiscal year appointment to assume these duties. The reduced teaching load for this faculty member can be covered through a combination of existing resources and new faculty lines.

Advising, lab aides, and other support functions associated with delivery of the MPH program will be provided by existing staff within participating colleges and departments. It is anticipated that one new full-time staff assistant will be needed to support the MPH Director in relation to program administration, data collection, marketing, accreditation management, and other duties.

Student Advisement

Describe how students in the proposed program will be advised.

Each MPH student will be assigned a major professor in the student's discipline. The major professor along with two other USU MPH graduate faculty members will comprise a supervisory committee that will advise and approve the student's program of study, supervise the student's progress, oversee practicum and field work experiences, and conduct final capstone assessments of the student's work.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support the MPH program. Key journals in the core disciplines of Public Health and related fields are available digitally at USU's library including biostatistics, epidemiology, environmental health, health behavior, health care policy and economics, biology, veterinary sciences, and medicine. Students and faculty also have rapid access to publications via interlibrary loan and internet resources.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The MPH program will be administered by an MPH Director, and a MPH Steering Committee made up of MPH Program Coordinators from each participating department. To ensure that the program is successful, the MPH Director and Steering Committee will utilize the following standards and assessments in the development, administration, and ongoing evaluation of the program:

As mentioned previously, the USU MPH program will seek accreditation through CEPH which is the only independent agency recognized to accredit graduate schools and programs of public health. The USU MPH program will be accredited as a program with multiple tracks rather than as a school of public health. The public health school or program must be part of an institution of higher education that is itself accredited. Utah State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). As part of the accreditation process, the program will go through an intense CEPH review process that will include an exhaustive self-study, site visits, consultations, and five-year re-accreditation reviews.

The Curriculum Committee of each department is involved in course development and evaluation on an ongoing basis. Input from the faculty of each department will be sought by the Curriculum Committee to ensure that courses and curricula are adjusted as needed to meet the current skills and training required by those industries and institutions hiring graduates of USU MPH programs.

The Graduate Programs Committee in each department will perform a comprehensive review of the MPH program at approximately 5 year intervals as mandated by the School of Graduate Studies. The reviews will include surveys of current students, alumni, and employers of MPH graduates and reviews of comparable institutions.

In accordance with the Utah State Board of Regents Policy R411, departmental reviews will be periodically conducted to assess and improve educational standards. The MPH program would be subject to the same reviews. The USU Provost's Office will administer the review and there are two components to the review: a department self-study and an on-site department visit by an accreditation team. The department self-study will be at least once every 7 years and will include missions and goals, program descriptions, all degrees offered, support functions and outreach efforts. The review committee will consist of at least one Utah State University faculty member and two, off-campus experts in the departmental discipline under review.

Each department at USU has instituted the policy of having every course evaluated by students each time it is offered. Each course taught in the MPH program will be subject to the same student assessment. The IDEA system of course and teacher evaluation is used by Utah State University. It was implemented in 2011. It is a statistical, science-based assessment program that relies on an extensive, nationwide repository of course evaluation data. The system allows students to evaluate the quality of the course, the teacher, and the perceived progress toward instructor-selected course objectives. The IDEA system takes the raw course evaluation scores as input values and converts them to a normalized evaluation score by comparing to other course evaluations from the nationwide IDEA database. A score of 50 is average (scores between 45 and 55 are statistically identical and 40 % of courses are in this category). Courses with scores below 45 are below average (30% of courses) and courses with scores above 55 are above average (the final 30% of courses).

In addition, each graduating MPH student will be asked to take an exit survey via Qualtrics. The department head of each department in which there are MPH students will conduct an oral exit interview at or around the time that the students finish their degree.

Each department may also choose to have periodic Program Coordinator meetings (weekly or biweekly, for example) to evaluate the effectiveness of the MPH program on an ongoing basis.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Core and elective courses are being developed according to current CEPH guidelines. As currently conceptualized by CEPH, competencies in the five traditional core areas of public health (the core courses that all MPH students take), and seven interdisciplinary/cross-cutting areas, are the baseline skills in which graduating MPH students will be required to demonstrate competence. The five core areas are biostatistics, environmental health, epidemiology, health policy and management, and social and behavioral sciences. The seven interdisciplinary areas are communication and informatics, diversity and culture, leadership, professionalism, program planning, public health biology, and systems thinking. A document produced by the Association of Schools and Programs in Public Health (ASPPH) describes in detail the competencies to be mastered in each core and interdisciplinary area (http://www.aspph.org/app/uploads/2014/04/Version2.31_FINAL.pdf). Following CEPH and ASPPH guidelines, a comprehensive course/competency matrix will be used to ensure that each competency is adequately covered within the USU MPH curriculum, and to develop evaluative methods for demonstrating mastery for each competency. As appropriate, formative and summative assessment measures for each competency may include: mastery exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys.

A very important part of the MPH program is the practicum project. The project is expected to take place in the second year of the MPH at the earliest with occasional exceptions. The practicum project may take place after the student works with their advisor to pick an appropriate project of public health significance. A minimum of 200 hours of work on the project is required. A written proposal will be submitted to the student's Supervisory Committee before the student works on the project. At the end of the project, the student will present an oral or poster presentation of the project and will write a paper describing it. Off-campus students may present the project via IVC or at USU distance learning sites. In some cases, a research and thesis option is available to the student. This depends on the department and must be approved by the student's Supervisory Committee of and the USU graduate school.

Upon completion of the USU MPH, students will be fully qualified for professional level employment within their respective

public health discipline.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
+ -			MPH CORE COURSES	
+ -	NDFS 6200		Epidemiologic Methods	3
+ -	STAT 5500		Biostatistics Methods	3
+ -	ADVS 6XXX	X	Environmental Health	3
+ -	HEP 6200	X	Health Administration and Organizations	3
+ -	HEP 6800		Health Behavior	3
Choose _____ of the following courses:				
+ -				
+ -				
Required Course Credit Hour Sub-Total				15
Elective Courses				
+ -				
Choose _____ of the following courses:				
+ -				
+ -				
Choose _____ of the following courses:				
+ -				
+ -				
Elective Credit Hour Sub-Total				0
Core Curriculum Credit Hour Sub-Total				15

Can students complete this degree without emphases? Yes or No

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Public Health Nutrition	
+ -	NDFS 6210		Advanced Public Health Nutrition	3
+ -	NDFS 6600		Current Topics in Obesity	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	NDFS 6230		Communication of Current Topics in Nutrition	3
+ -	NDFS 7800		Graduate Seminar	1
+ -	NDFS 6970/6900		Thesis Research or Special Problems MPH Capstone Report	6
+ -	NDFS 6XXX	×	Public Health Seminar	2
Choose 4 of the following courses:				
+ -	NDFS 6XXX	×	Food Security and Hunger	1
+ -	NDFS 6XXX	×	Nutritional Neurobiology	3
+ -	NDFS 6410		Nutrient Gene Interaction	3
+ -	NDFS 5310		Fundamentals of Nutrition Research	3
+ -	HEP 6000	×	Advanced Program Planning and Evaluation	3
+ -	HEP 5400		Prevention Strategies for Obesity and Disordered Eating	3
+ -	HEP 6400	×	Policy, Leadership, Systems, and Advocacy in Public Health	3
+ -	HEP 6350	×	Social Determinants of Health	3
+ -	NDFS 6XXX	×	Counseling and Motivational Interviewing for Health Professionals	3
+ -	STAT 6XXX	×	Statistical Methods for Big Data	2
+ -	STAT 5XXX	×	SAS Certification	2
+ -				
Emphasis Credit Hour Sub-Total				26
Total Number of Credits to Complete Program				41
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis: Health Education and Promotion			
+ -	HEP 6000	×	Advanced Program Planning and Evaluation	3
+ -	HEP 6400	×	Policy, Leadership, Systems, and Advocacy in Public Health	3
+ -	HEP 6350	×	Social Determinants of Health	3
+ -	HEP 6550	×	Qualitative Methods for Public Health	3
+ -	HEP 6450	×	Social Epidemiology	3
+ -	HEP 6600/HEP6970	×	Practicum or Thesis	3

	Course Number	NEW Course	Course Title	Credit Hours
Choose 5 of the following courses:				
+ -	HEP 5200		Foundations of Global Health	3
+ -	ADVS 6XXX	×	One Health: People, Animals, and the Environment	3
+ -	NDFS 6600		Current Topics in Obesity	3
+ -	ADVS 6XXX	×	Introduction to Public Health	3
+ -	ADVS 6XXX	×	New and Emerging Diseases	3
+ -	STAT 5XXX	×	Introduction to R	1
+ -	MGT 6500		Managing Individuals and Groups	3
+ -	STAT 5XXX	×	SAS Certification	2
+ -	STAT 6XXX	×	Bioinformatics	2
+ -	STAT 6XXX	×	Statistical Methods for Big Data	2
+ -	NDFS 6XXX	×	Food Insecurity and Hunger	1
+ -	NDFS 6XXX	×	Counseling and Motivational Interviewing for Health Professionals	3
+ -				
Emphasis Credit Hour Sub-Total				26
Total Number of Credits to Complete Program				41
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Veterinary Public Health	
+ -	ADVS 6XXX	×	One Health: People, Animals and the Environment	3
+ -	ADVS 6XXX	×	Introduction to Public Health	3
+ -	ADVS 6XXX		Zoonotic Diseases	3
+ -	ADVS 6XXX	×	MPH Practicum or Thesis	3
Choose 6 of the following courses:				
+ -	ADVS 6XXX	×	Ecology	1
+ -	ADVS 6XXX	×	Genetics & Epigenetics of Cancer and Aging	3
+ -	ADVS 6XXX	×	Developmental & Reproductive Toxicology	3
+ -	ADVS 7236/VM 7536		Veterinary Bacteriology	4
+ -	ADVS 6XXX	×	Applied Veterinary Epidemiology	3
+ -	ADVS 6XXX	×	New and Emerging Diseases	3
+ -	STAT 5XXX/6XXX	×	Bioinformatics	2
+ -				
Emphasis Credit Hour Sub-Total				29
Total Number of Credits to Complete Program				44
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Applied Biostatistics and Epidemiology	
+ -	STAT 5XXX	×	Introduction to R	1
+ -	STAT 6XXX	×	Advanced R	2
+ -	STAT 5XXX	×	SAS Certification	2
+ -	STAT 5XXX/6XXX	×	Longitudinal Data and Survival Analysis	2
+ -	STAT 6XXX	×	Thesis/Capstone	6
Choose 7 of the following courses:				
+ -	STAT 5120		Categorical Data Analysis	3
+ -	STAT 5XXX/6XXX	×	Statistical Genetics	2
+ -	STAT 5XXX/6XXX	×	Bioinformatics	2
+ -	STAT 5600		Multivariate Data Analysis	3
+ -	STAT 5XXX	×	Data Visualization 1	2
+ -	STAT 6XXX	×	Data Visualization 2	2
+ -	STAT 5100		Applied Regression	3
+ -	STAT 5XXX/6XXX	×	Statistical Methods for Big Data	2
+ -				
Emphasis Credit Hour Sub-Total				29
Total Number of Credits to Complete Program				44
Remove this emphasis				

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The MPH degree is designed to meet the accreditation requirements of the Council on Education for Public Health (CEPH, at <http://ceph.org/>) The MPH requires a minimum of 42 semester credit hours including 15 credits of required core courses, common to all degree options, departmental required courses, elective courses, seminars, and credits for the Plan A, Plan B, or Professional degree options described below. (Discrepancies in required credit hours as listed above in Appendix A for each specialization are a function of the table formulas, but each specialization will require at least 42 semester credits.)

Plan A option: Requires preparation of a thesis, and 6 to 15 thesis credits. The semester(s) during which a student registers for thesis credit should correspond as closely as possible to the semester(s) in which the thesis work is done and faculty supervision is provided. The thesis for a Plan A master's degree is to be a contribution to the field of knowledge based on the student's own research, or a treatment and presentation of known subject matter from a new perspective. The student and major professor should decide upon a problem or subject for the thesis study by the end of the student's second semester of graduate study.

Plan B option: Requires the production of a scholarly paper and completion of 2-3 credits of thesis research. The Plan B paper is usually a review of literature based on inquiry, systematic research, and analytic critique of the findings. The summary and conclusions developed should enhance knowledge in the discipline. Plan B papers and reports should follow the same format specifications as theses and dissertations and are expected to reflect equivalent scholarship standards, even though they may be less intensive and not demand the originality of a Plan A thesis. Plan B papers are defended but are not reviewed by the Graduate School or signed by the dean of graduate studies. Plan B papers must be submitted to the Merrill-Cazier

Library.

Professional degree: A master's degree option with no thesis or Plan B paper is available. Those seeking professional degrees must complete a supervised field or professional experience, write a capstone paper about it, and give a presentation on it to the department in which the student is enrolled. Students should contact their advisor early in their program to outline an acceptable project and to be certain that all degree requirements will be met and that all appropriate paperwork has been sent to the School of Graduate Studies.

It is anticipated that the majority of USU MPH students will choose the professional degree option.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	54	20	16
Faculty: Part Time with Doctorate	3	0	0
Faculty: Full Time with Masters	4	0	13
Faculty: Part Time with Masters	0	0	1
Faculty: Full Time with Baccalaureate	0	0	2
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			104
Staff: Full Time			71
Staff: Part Time			21

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Craig	Day	Other	PhD	Utah State University	18%	Research Faculty +
	Jane	Kelly	Other	DVM, MS, M +	North Carolina State, USU, U. of Iowa	20%	Clinical Assoc +
	Ralph	Meyer	T	PhD	U Kaiserslautern; German Cancer Research Center	15%	Associate Pr +
	Mirella	Meyer	Other	PhD	Ederhard Karls Univ	40%	Research Fa +
	Kerry	Rood	T	MS, DVM	Utah State University, Kansas State University	10%	Associate Pr +
	Bart	Tarbet	T	DVM	University of Delaware	20%	Research As +
	Young-Min	Lee	TT	PhD	Johns Hopkins University	15%	Research As +
	Zhongde	Wang	TT	PhD	University of Massachusetts	25%	Associate Pr +
	Julie	Gast	T	PhD	Southern Illinois Univ. at Carbondale	30%	Professor
	Steve	Hawks	T	EdD	Brigham Young University	15%	Professor
	Phillip	Waite	T	PhD	University of Utah	15%	Professor
	Maya	Miyairi	TT	Phd	University of Utah	5%	Assistant Pr +
	Travis	Peterson	T	PhD	Brigham Young University	5%	Professor
	Christopher	Corcoran	T	ScD	Harvard University	10%	Professor
	Richard	Cutler	T	PhD	University of California, Berkeley	15%	Professor
	Adele	Cutler	T	PhD	University of California, Berkeley	20%	Professor
	John	Stephens	T	PhD	Purdue	15%	Professor
	Sheryl	Aguilar	TT	RD, MS		25%	Clinical Assi +
	Martha	Archuleta	T	RD, PhD		20%	Professor

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
	Clara	Cho	TT	PhD	University of Toronto, Cornell Univ.	25%	Assistant Pr +
	Carrie	Durward	TT	RD, PhD	Penn State University	25%	Assistant Pr +
	Korry	Hinze	T	PhD	North Dakota State University	25%	Associate Pr +
	Ronald	Munger	T	MPH, PhD	University of Washington	75%	Professor
	Michael	LeFevre	T	PhD	University of California, Davis	20%	Professor
	Mateja	Savoie-Roskos	TT	RD, MPH, P +	University of North Dakota, Idaho State University, Utah State University	50%	Clinical Assi +
	Tamara	Steinitz	T	RD, MS	Utah State University	20%	Clinical Assc +
	Heidi	Weingreen	T	RD, PhD	Utah State University	40%	Associate Pr +
	Daniel	Coster	T	PhD	University of California, Berkeley	5%	Professor
	Guifang	Fu	TT	PhD	Penn State University	10%	Assistant Pr +
	Juergen	Symanzik	T	PhD	Iowa State	15%	Professor

Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		Health Administration/Management TT Logan (KHS, year 1); +	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time	1		1	MPH Director (tenured); Program Staff Assistant	100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	3,119	3,213	3,309	3,408	3,510	3,615
# of Majors in Proposed Program(s)	//////	15	45	60	60	60
# of Graduates from Department	488	503	518	533	549	566
# Graduates in New Program(s)	//////		15	30	30	30
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$6,460,005	\$302,200	\$400,200	\$512,200		
Operating Expenses (equipment, travel, resources)	\$1,206,592	\$6,500	\$12,250	\$6,500		
Other: Distance Delivery Course Conversion/Course Development		\$21,000	\$21,000			
TOTAL PROGRAM EXPENSES	//////	\$329,700	\$433,450	\$518,700		
TOTAL EXPENSES	\$7,666,597	\$7,996,297	\$8,100,047	\$8,185,297		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$213,862	\$72,035	\$17,538		
Appropriation	\$7,666,597					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		\$115,838	\$361,415	\$501,162		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	//////	\$329,700	\$433,450	\$518,700		
TOTAL DEPARTMENT FUNDING	\$7,666,597	\$7,996,297	\$8,100,047	\$8,185,297		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

New Ongoing Faculty/Staff Expenses

Health Administration Faculty Member (KHS, tenure-track, salary and benefits): \$105,000 (beginning year 1)

Population Health Faculty Member (KHS, tenure-track, salary and benefits): \$105,000 (beginning year 1)

Dietetics Faculty Member (NDFS, tenure-track, salary and benefits): \$98,000 (beginning year 2)

Veterinary Medicine Faculty Position (ADVS, tenure-track, salary and benefits): \$112,000 (beginning year 3)

Staff Assistant (salary and benefits): \$59,200 (beginning year 1)

MPH Director* (salary and benefits): \$33,000 (beginning year 1)

*The MPH Director position will result from the conversion of an existing 9 month faculty salary (academic year) to a 12 month administrative salary year (fiscal year). The reduced teaching load for the Director position will be covered by the two new faculty lines in Kinesiology and Health Science.

One Time Accreditation and Course Development Costs in Yrs 1-3

Accreditation Related Travel: \$4,000 per year, yrs 1-3

Annual CEPH Application Fee: \$2,500 per year, yrs 1-3

Self-Study Document Review \$3,000 in year 2

Consultation Site Visits* \$2,750 in year 2

Distance Delivery Course Conversion \$42,000 (\$1,000/credit for 42 credits split between yrs 1-2)

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

In conjunction with participating Departments and Colleges, the Provost's Office has identified funding via internal reallocations to recruit new faculty and meet one-time expenses as outlined above. The MPH program has been identified as a priority for inclusion in the Market Demand Programs Initiative request that will be submitted to the Utah State Legislature for funding consideration in the upcoming session.

Academic Instructional Services (AIS) will provide financial support for course conversion to online delivery formats based on specific needs of each course.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The number of students in the program when fully enrolled will generate substantial tuition revenue that will help defray program costs. Based on strong anticipated student demand as detailed in Section III, each participating department will accept 5 new students in year one, and 10 students in subsequent years (30 new students per year across departments). At 42 credits, most students will take two years to complete the MPH (60 students total in the program by year 3). Based on the USU tuition table for resident graduate students, and assuming a 4% annual increase in tuition for years 2-3, the program will generate tuition revenues as follows:

Year 1: 15 students (10 credits fall, 11 credits spring) = \$115,838

Year 2: 45 students (10 credits fall, 11 credits spring) = \$361,415

Year 3: 60 students (10 credits fall, 11 credits spring) = \$501,162