



**University Senate  
TRANSMITTAL FORM**

<b>Senate Document #:</b>	11-12-26
<b>PCC ID #:</b>	11025
<b>Title:</b>	Proposal to Establish a Post-Baccalaureate Certificate in Principles of Public Health
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	January 26, 2012
<b>Date of Senate Review:</b>	February 8, 2012
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The School of Public Health and the Department of Health Services Administration wish to establish a new Post-Baccalaureate Certificate program in Principles of Public Health. This certificate program will have a rigorous, multi-disciplinary, 15-credit curriculum that provides a foundation in core public health issues. This certificate program is designed for public health professionals who are committed to advancing their careers in public health and contributing to the health of people locally, nationally and globally.</p> <p>The course requirements are as follows: EPIB610: Foundations of Epidemiology; EPIB650: Biostatistics; HLTH665: Health Behavior; HLSA601: Introduction to Health Systems; and MIEH600: Foundations of Environmental Health. The course requirements reflect the five subject areas that are nationally recognized as the five core areas of public health. Instruction for the certificate program will be delivered online. Each course has already been approved and is currently taught on campus. As with the on-campus offerings, oversight for the teaching of each course will be conducted by the appropriate academic department. Each department will ensure that the quality of the online delivery is commensurate with that of the on-campus offering.</p>

	<p>The program is expected to enroll 12-15 students each year, and will be self-supported. Tuition revenue will be used to cover the program's expenses. The Department of Health Services Administration will provide general academic oversight for the program. The Office of Extended Studies will provide the administrative services for the program.</p> <p>The Academic Planning Advisory Committee approved the proposal on November 21, 2011. The Graduate PCC Committee approved the proposal on November 21, 2011, and the Graduate Council approved the proposal on January 13, 2012. The Senate PCC Committee approved the proposal on December 2, 2011.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.
<b>Committee Work:</b>	The Committee considered the proposal at its meeting on December 2, 2011. Laura Wilson, Chair of the Health Services Administration Department, and Coke Farmer, Assistant Dean of the School of Public Health, were present to discuss the proposal. After discussion, the Committee voted unanimously to recommend the proposal.
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate declines to approve this program, the University will lose an opportunity to establish a certificate program that meets a growing demand for post-baccalaureate training in public health.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK  
PROGRAM/CURRICULUM PROPOSAL**

- Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.
- Please email the rest of the proposal as an MSWord attachment to [pcc-submission@umd.edu](mailto:pcc-submission@umd.edu).

DATE SUBMITTED: October 21, 2011

PCC LOG NO.

11025

COLLEGE/SCHOOL: College/School Unit Code—First 8 digits: SPHL / 1330101

Unit Codes can be found at [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

DEPARTMENT/PROGRAM: Department/Program Unit code—Last 7 digits: SPHL / 1331301

TYPE OF ACTION (choose one):

- |   |  |
|---|--|
| <input type="checkbox"/> Curriculum change (including information specializations)  | <input type="checkbox"/> <i>New academic degree/award program</i>            |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input checked="" type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> New Minor   |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              | <input type="checkbox"/> Other   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

SUMMARY OF PROPOSED ACTION:

APPROVAL SIGNATURES: *Please print name, sign, and date*

1. Department Committee Chair: Sharon Simson Sharon SIMSON 10/27/11
2. Department Chair: Laura Wilson Laura Wilson 10/27/11
3. College/School PCC Chair: Amy R. Sapkota Amy R. Sapkota 10/27/11
4. Dean: Robert S. Field Robert S. Field 10/27/11
5. Dean of the Graduate School (if required): Chau Chau 11/18/12
6. Chair, Senate PCC: David Galness David Galness 12/13/11
7. Chair of University Senate (if required): \_\_\_\_\_
8. Vice President of Academic Affairs & Provost: \_\_\_\_\_

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK  
PROGRAM/CURRICULUM PROPOSAL**

- Please submit the signed form to: Office of the Associate Provost for Academic Planning & Programs, 1119 Main Administration Building.
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**DATE SUBMITTED:** November 22, 2011

PCC LOG NO.

**COLLEGE/SCHOOL:** College/School Unit Code—First 8 digits: SPHL / 1330101

Unit Codes can be found at [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**DEPARTMENT/PROGRAM:** Department/Program Unit code—Last 7 digits: SPHL / 1331301

**TYPE OF ACTION** (choose one):

- |   |  |
|---|--|
| <input type="checkbox"/> Curriculum change (including information specializations)  | <input type="checkbox"/> <i>New academic degree/award program</i>            |
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| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> New Minor   |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              | <input type="checkbox"/> Other   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

**SUMMARY OF PROPOSED ACTION:**

The School of Public Health submits this proposal to create the Post-Baccalaureate Certificate in Principles of Public Health. This Certificate is a 15 credit, 5 course rigorous, multi-disciplinary curriculum that provides a foundation in core public health courses including: 1) Foundations of Epidemiology, 2) Biostatistics, 3) Health Behavior, 4) Introduction to Health Systems, and 5) Foundations of Environmental Health. Instruction is delivered online. This core curriculum reflects the broad range of knowledge and skill-based competencies germane to public health practice in the 21st century.

**APPROVAL SIGNATURES:** *Please print name, sign, and date*

1. Department Committee Chair: \_\_\_\_\_
2. Department Chair: \_\_\_\_\_
3. College/School PCC Chair: \_\_\_\_\_
4. Dean: \_\_\_\_\_
5. Dean of the Graduate School (if required): \_\_\_\_\_
6. Chair, Senate PCC: \_\_\_\_\_
7. Chair of University Senate (if required): \_\_\_\_\_
8. Vice President of Academic Affairs & Provost: \_\_\_\_\_

**PROPOSAL FOR**

**NEW INSTRUCTIONAL PROGRAM**

**UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND**

**Post-Baccalaureate Certificate  
in Principles of Public Health**

PROPOSED INITIATION DATE: Fall 2012

## I. OVERVIEW and RATIONALE

*A. Briefly describe the nature of the proposed program and explain why the institution should offer it.*

The Post-Baccalaureate Certificate in Principles of Public Health is a 15 credit, 5 course rigorous, multi-disciplinary curriculum that provides a foundation in core public health courses including: 1) Foundations of Epidemiology, 2) Biostatistics, 3) Health Behavior, 4) Introduction to Health Systems, and 5) Foundations of Environmental Health. Instruction is delivered online. These courses will enable students to advance their understanding of the science, theory, and practice of public health. This certificate targets public health professionals who are committed to advancing their careers in public health and contributing to the health of people locally, nationally and globally.

*B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?*

Students will be admitted to begin their studies in the fall semester. It is estimated that 12 students will enroll in Year 1 and 15 in Year 2. Courses are offered online. The target audience is professionals working in public health sectors such as health delivery organizations, government agencies, clinical practices, research firms, state and local health departments, insurance companies, educational institutions, pharmaceutical companies, among others. Students do not have to take leave time from work and can complete the program in 12 months. They will benefit from the flexibility and accessibility of online courses, which fit in with their full-time personal and professional responsibilities.

## II. Curriculum

*A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.*

The Post-Baccalaureate Certificate in Principles of Public Health is a 15 credit, 5 course rigorous, multi-disciplinary curriculum that provides a foundation in core public health courses including: 1) Foundations of Epidemiology, 2) Biostatistics, 3) Health Behavior, 4) Introduction to Health Systems, and 5) Foundations of Environmental Health. Instruction is delivered online. These courses will enable students to advance their understanding of the science, theory, and practice of public health. This core curriculum reflects the broad range of knowledge and skill-based competencies germane to public health practice in the 21st century.

Below is a standard plan of study for CPH completion:

Fall	Spring	Summer
2 courses/6 credits	2 courses/6 credits	1 course/3 credits

*B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.*

### **Existing Courses modified for online delivery:**

#### **EPIB610: Foundations of Epidemiology**

Introduction to the discipline of epidemiology and its applications to health issues and practices. Basic epidemiologic concepts and methods will be covered. (3 credits)

#### EPIB650: Biostatistics

Basic statistical concepts and procedures for Public Health. Focuses on applications, hands-on-experience, and interpretations of statistical findings. (3 credits)

#### HLTH665: Health Behavior

The psychological, social psychological, and sociological theories of health behavior. The relation of health knowledge, beliefs, attitudes, intentions, and behavior to preventive, illness, sick-role, and health utilization behaviors. (3 credits)

#### HLSA601: Introduction to Health Systems

Management and leadership skills for effective public health planning, organization, management and administration. Emphasis is on the role of institutions in learning and behavioral change process, organizational theory, administration management, and coordinating provision of community health services. (3 credits)

#### MIAEH600: Foundations of Environmental Health

Overview of the chemical, physical and biological hazards present in our living and working environment and their effects on human health. Topics include: exposure assessment, industrial hygiene and safety, pesticides, community and indoor pollution, food-borne diseases, solid and hazardous wastes, water resources, risk assessment, ecological issues and environmental laws. (3 credits)

*C. Describe any selective admissions policy of special criteria for students selecting this field of study.*

Admission is for the fall semester. Applicants must meet the following minimum admission criteria as established by the Graduate School:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript for all of their post-secondary work.

International students must fulfill all requirements relating to international academic credentials, evidence of English proficiency, financial certification, and visa documentation.

### **III. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

*The purpose of this assessment plan is to clear guidelines, identify articulated outcomes, and ensure avenues for continuous improvement for each graduate certificate program managed by the Program Oversight Committee and housed in the Graduate School. It is our mission to provide programs that meet UMD's institutional goals and objectives for educational activities.*

#### **Student Learning Outcomes**

Based on the competencies required by the SPH's accrediting body, the Council on Education for Public Health, students will be able to:

1. Identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Describe the merits of social and behavioral science interventions and policies.
4. Apply ethical principles to public health program planning, implementation and evaluation.
5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
6. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
7. Describe and apply appropriate descriptive statistical methods for summarizing public health data.

8. Apply descriptive and inferential statistical methods that are appropriate to the different study designs used in public health research.
9. Critically review and summarize statistical analyses presented in public health literature
10. Draw appropriate inferences based on statistical analyses used in public health research.
11. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
12. Describe a public health problem in terms of magnitude, person, time and place.
13. Apply the basic terminology and definitions of epidemiology.
14. Identify key sources of data for epidemiological purposes.
15. Calculate basic epidemiology measures.
16. Identify the principles and limitations of public health screening programs.
17. Evaluate strengths and limitations of epidemiologic reports.
18. Draw appropriate inferences from epidemiologic data.
19. Explain criteria for causality.
20. Identify the main components and issues of the organization, financing, and delivery of health services and public health system in the US.
21. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety
22. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational hazards.
23. Describe genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
24. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
25. Understand appropriate measures of environmental exposures.
26. Discuss ethical considerations of environmental health.
27. Demonstrate knowledge of major sources of data and information in environmental health.

#### **Assessment Methods & Criteria**

Students will attain these competencies by

1. Developing a needs assessment public health tool/instrument
2. Writing a paper applying theory to health behavior
3. Passing written examinations
4. Writing a paper on a current public health issue relevant to epidemiology
5. Writing a public health policy memo

#### **IV. FACULTY AND ORGANIZATION**

A. *Who will provide academic direction and oversight for the program?*

Graduate Director  
Laura B. Wilson, Professor and Chair  
School of Public Health  
Department of Health Services Administration

Administrative Oversight  
Terrie Hruzd, Director of Programs  
Office of Extended Studies

B. *If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.*



The Post-Baccalaureate Certificate in Principles in Public Health will be academically housed in the Department of Health Services Administration. Administrative oversight will be provided by the Office of Extended Studies. Dr. Laura B. Wilson, professor and chair, will serve as the Graduate Director and provide academic leadership. Faculty selection and appointments are made by the Department of Health Services Administration. All faculty will be members of the Graduate Faculty and approved by the Dean of the Graduate School to teach.

## **V. OFF-CAMPUS PROGRAMS (if necessary)**

A. *If at Shady Grove—indicate how students will access student services.*

Students have access to all University resources at Shady Grove as they are assessed the Shady Grove mandatory student services fee. In addition, students pay the College Park online mandatory fee to ensure that they receive seamless online technical support through this campus' Office of Information Technology (OIT). The online mandatory fee also provides students with access to other College Park campus-based online resources such as the library. OIT has also identified a vendor to provide instructional design and technical support for self-support programs. The Office of Extended Studies provides oversight of all administrative services and management of the instructional design and quality assurance for all course development and conversion processes. In addition, Extended Studies provides the management of all student services.

B. *If on-line—describe the concerns in "Principles and Guidelines for Online Programs" are to be addressed.*

1. *Program Initiation and Choice: The proposal should initiate with an academic unit, and must have the approval of the appropriate Dean (or Deans). It must develop naturally from the institution's strengths and be consistent with its strategic goals. The proposal should have a clear and well-thought-out financial plan, providing net revenue to the institution over time, and should include a thorough analysis of the potential market.*

The Post-Baccalaureate Certificate in Principles of Public Health has been developed by the Department of Health Services Administration in the School of Public Health. There are no comparable certificate programs in Maryland, Washington, DC or Northern Virginia. This certificate affords UMD the opportunity to meet the needs of public health professionals in the metropolitan, northeast, and southern regions. The certificate will enable them to advance their careers and make contributions to regional, national and global efforts that address public health issues. The potential net revenue generated from this market is outlined in the attached budget.

2. *Program Development, Control, and Implementation by Faculty: Although professional help may be used in adapting it to the online medium, the academic content of the curriculum must be developed by institutional faculty. The instructional strategy proposed must be appropriate for this content. UMCP faculty must have overall control of the program, and should provide the bulk of the instruction. Appropriate resources, including technical support personnel, must be made available for course development and also for faculty support during the offering of these courses. The business plan for the proposal must spell out the arrangements whereby this will be accomplished.*

There are three collaborators for the conversion of core public health certificate courses to the online format. The SPH Department of Health Services Administration faculty is the subject matter experts for the development and implementation of all curriculum and academic content as well as program evaluation and assessment. OIT (through the contracted vendor) provides instructional design and technical support for faculty, staff, and students. The Office of Extended Studies provides oversight of all administrative services and management of the instructional design and quality assurance for all course development and conversion processes. The budget includes funds for course development.

3. *Access to Academic Resources and Student Services: The proposal must indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as*

*appropriate. The arrangements in place for interaction with instructors, for advising, and for help with technical problems must be described. It must be shown how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.*

As officially admitted students to the University of Maryland, students in this program will have access to University resources relevant to online learning. In addition, online technical support for administrative matters is provided through the Office of Information Technology (OIT). For self-support programs, OIT has identified a vendor, which provides academic technical support services to both students and faculty for a fee. Students in online programs are assessed an online technology fee that covers this charge. Extended Studies provides the management of all student services.

4. *Intellectual Property Rights: The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.*

The Department of Health Services Administration in the School of Public Health, University of Maryland maintains all intellectual property and copyrights for all courses and course content.

5. *Full Disclosure, Standards, and Evaluation: All published materials describing the program must carefully lay out the instructional methods to be used, the skills and background required for success, and the arrangements in place for access to instructors, to technical help, to academic resources, and to student services. There should be a means available whereby potential students can evaluate their readiness for the special demands of the program. Academic admission standards must be clearly described, and must be consistent with those for the on-campus program. Outcome expectations must also be consistent. The proposal must set out a continuing process of evaluation that will determine if these requirements are being met.*

The academic and administrative units will ensure that all printed and digital materials provide exhaustive information about the program. The Web site, administered through the Office of Extended Studies, will provide complete and transparent policies and procedures regarding admission requirements (in full compliance of the Graduate School), including registration, financials, technical assistance, digital access to university resources, academic and university policies, and all issues relating to the successful completion of the program. Potential students will be given the opportunity to complete a self-assessment ensuring that they possess the skill sets and mental models for online learning as well as the technical resources for program accessibility. The Department of Health Services Administration in the School of Public Health provides both incoming and admitted students with all advising assistance.

## **VI. OTHER ISSUES**

- A. *Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.*

None

- B. *Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?*

No

## **VII. COMMITMENT TO DIVERSITY**

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or

access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

The Post-Baccalaureate Certificate in Principles of Public Health will continue to demonstrate the University of Maryland's commitment to diversity by marketing and recruiting applicants from various professional organizations with demonstrated respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin. Course content will also demonstrate opportunities for instruction on tolerance and inclusion.

### **VIII. REQUIRED PHYSICAL RESOURCES**

A. *Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.*

See attached Library statement, Appendix II.

B. *Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.*

None.

C. *Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.*

This program does not require additional resources.

### **IX. RESOURCES NEEDS AND SOURCES**

A. *List new courses to be taught and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.*

The Office of Extended Studies will provide administrative oversight for this self-support program. Extended Studies provides program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management. There are no new courses for this certificate program.

B. *List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.*

University of Maryland graduate faculty who teach in the program will be compensated using overloads. The faculty may include research faculty, retired faculty, and professionals in the field who meet UM graduate faculty standards.

C. *Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.*

Approval of all graduate faculty overloads for teaching and advising will be in accordance with University of Maryland policies and procedures. The Office of Extended Studies is responsible for the overall administrative management of the program.

*D. Identify the source to pay for the required physical resources identified in Section VIII above.*

Tuition revenue will be used to cover this self-support program's expenses. Courses may be cancelled due to low enrollment.

*E. List any other required resources and the anticipated source for them.*

Not applicable

*F. Complete the additional proposal and financial tables as required by MHEC.*

See attached budget, Appendix I.

Appendix I—Budget

<b>POST-BACCALAUREATE CERTIFICATE IN PRINCIPLES OF PUBLIC HEALTH: Budget</b>					
[Cohort model used. This program is self-support. Instructors may not teach on-load.]					
<b>Estimated Program Revenue &amp; Support</b>	<b>Planning [2011-2012]</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>1. Total Tuition Revenue (a x b x c)</b>		<b>\$108,000</b>	<b>\$135,000</b>	<b>\$162,000</b>	<b>\$180,000</b>
a. TTL # of Professional Students Annually		12	15	18	20
b. Per Credit Rate (assumes no increase)		600	600	600	600
c. TTL # of Credits Offered Annually		15	15	15	15
<b>2. Student Fee: Online Mandatory Fee (OIT Support)</b>		<b>\$1,056</b>	<b>\$1,360</b>	<b>\$1,680</b>	<b>\$1,923</b>
a. Rate; Assumes 3% increase		88	91	93	96
b. Number of terms annually		3	3	3	3
b. TTL # of Professional Students		12	15	18	20
<b>3. Student Fee: Shady Grove Mandatory Fee</b>		<b>\$2,892</b>	<b>\$3,723</b>	<b>\$4,602</b>	<b>\$5,267</b>
a. Annual rate; Assumes 3% increase		241	248	256	263
b. TTL # of Professional Students		12	15	18	20
<b>4. Student Fee: Graduate School Application</b>		<b>\$900</b>	<b>\$1,125</b>	<b>\$1,350</b>	<b>\$1,500</b>
a. Fee (one-time)		75	75	75	75
b. Total # of Newly Admitted Professional Students		12	15	18	20
<b>Total Estimated Program Revenue &amp; Support</b>	<b>\$0</b>	<b>\$112,848</b>	<b>\$141,208</b>	<b>\$169,633</b>	<b>\$188,690</b>
<b>Estimated Program Expenses</b>					
	<b>Planning</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>1. Total Instructional</b>		<b>\$37,800</b>	<b>\$38,934</b>	<b>\$40,102</b>	<b>\$41,305</b>
Total Salary		\$35,000	\$36,050	\$37,132	\$38,245
a. # of Instructors		5	5	5	5
b. Instructor salary; assumes 3% increase		7,000	7,210	7,426	7,649
Total FICA (8%)		2,800	2,884	2,971	3,060
<b>2. Development--Courses (see Executive MPH)</b>					
a. Fee to Alivtek to convert course to online format					
b. Ttl # of courses					
<b>3. Course Related Materials</b>		<b>\$1,500</b>	<b>\$1,875</b>	<b>\$2,250</b>	<b>\$2,500</b>
a. TTL # of Course Offered Annually		5	5	5	5
b. TTL # of Professional Students Annually		12	15	18	20
c. Estimated cost		25	25	25	25
<b>4. Marketing (Provided by academic unit; not through OES)</b>		<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>
Estimates based on staff time only.		5,000	5,000	5,000	5,000

<b>5. OIT Support for Online/Hybrid Instructors</b>		<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>
a1. TTL # of online/hybrid instructors annually		5	5	5	5
a2. Estimated cost		200	200	200	200
<b>6. UM Overhead (4.1% of expenses)</b>		<b>\$1,796</b>	<b>\$1,842</b>	<b>\$1,890</b>	<b>\$1,940</b>
<b>7. Student Fees (100 % returned to campus)</b>		<b>\$4,848</b>	<b>\$6,208</b>	<b>\$7,633</b>	<b>\$8,690</b>
a. Shady Grove Mandatory Fee		2,892	3,723	4,602	5,267
b. Online/Hybrid Mandatory Fee (OIT Student Support)		1,056	1,360	1,680	1,923
c. Graduate School Application Fee		900	1,125	1,350	1,500
<b>8. OES Administrative Fee</b>		<b>\$10,800</b>	<b>\$13,500</b>	<b>\$16,200</b>	<b>\$18,000</b>
10% of tuition revenue for OES administrative costs		10,800	13,500	16,200	18,000
Estimated Program Expenses (Add 1 - 8)		\$62,744	\$68,359	\$74,075	\$78,435
Cost Containment: 1.34% of expenses (estimated)		\$841	\$916	\$993	\$1,051
<b>Total Estimated Expenses</b>	\$0	\$63,585	\$69,275	\$75,067	\$79,486

## Appendix II—Library Assessment



# UNIVERSITY OF MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

DATE: October 4, 2010

TO: Stephanie C. McKissic  
Program Manager, Office of Extended Studies

FROM: Nedelina Tchangalova  
Librarian, Liaison for the School of Public Health

Dr. Desider Viktor *DLV*  
Director for Collection Management and Special Collections

Gerri Foudy  
Manager of Collections and Scholarly Communication *GF*

RE: Library Collection Assessment

This assessment is to accompany the documentation for the Graduate Certificate and Masters of Professional Studies in Public Health Practice and Policy program proposed by the Office of Extended Studies in collaboration with the School of Public Health. The courses will be conducted by the Department of Health Services Administration. This program seeks to build upon established courses offered by the School of Public Health. Therefore, we feel that the UM Libraries' collections provide a strong base and continued growth to support adequately the curricular and research needs of this newly-proposed program.

## **Books**

The Libraries' current collection of public health administration books is sufficient to meet the needs of the program. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting. New electronic books are added yearly to library collections.

If there is a need beyond the UM Libraries' holdings for books, our University System of Maryland and Affiliated Institutions (USMAI) Catalog includes 15 other Maryland campuses from which books may be borrowed. Interlibrary loans are also an option for additional items.

## **Journals**



The Libraries currently subscribe to 22 journals (print and electronic) dealing specifically with the topic of health services administration.

*Journal Citation Reports (JCR)*, a database that uses citation data to rank and determine the impact factor of journals within given academic fields, lists 122 journals for the subject “Public, Environmental & Occupational Health.” Twenty three of these titles have an impact factor (IF) of 3.000 or above. The journal with the highest impact factor, *Epidemiologic Reviews*, to which the Libraries subscribe, has an IF of 17.500. UM Libraries have current subscriptions to all these top 23 titles with impact factor 3.000 and above.

*JCR* lists 69 journals for the subject “Health Care Sciences & Services.” Seven of these titles have an impact factor (IF) of 3.000 or above. The journal with the highest impact factor, *Health Technology Assessment*, to which the Libraries have a subscription, has an IF of 6.910. UM Libraries have current subscriptions to all of these top 7 titles with impact factor 3.000 and above.

In addition to the main journals for the field, the Libraries provide access to several electronic journals dealing with general aspects of the leadership concept: *Leadership Excellence*, *Leadership in Action*, *The Leadership Quarterly*, *Leadership Wisdom: Discovering the Lessons of Experience*, and more.

### **Databases and Additional Online Full Text**

A wide variety of databases exist that provide indexing, and in many cases full text, for journal articles and other information sources in many different subject areas. These include:

- Health related databases such as *PubMed*, *CINAHL*, and *Health Source: Consumer Edition*.
- Politics and public policy such as *PAIS International*, *National Journal Policy Database*, *Worldwide Political Sciences Abstracts*, *CQ Almanac*, *LexisNexis Congressional*, and *LexisNexis State Capital*.
- Psychology of leadership such as *PsycInfo*.
- Leadership related to various ethnic groups could be further supported by such databases as: *Ethnic Newswatch*, *International Index to Black Periodicals*, *Hispanic American Periodicals Index*, *Chicano Database*, *GenderWatch*, *Women’s Studies International*, and *Contemporary Women’s Issues*.
- Business databases such as *Business Source Complete*, and *Factiva*.
- Sociology such as *SocIndex*, *Social Sciences Citation Index*, and *JSTOR Sociology*.
- News sources and current events such as *LexisNexis Academic*.
- Multidisciplinary databases such as *Academic Search Premier*, *Web of Science*, and *ScienceDirect*.

### **Conclusion**

Our assessment is that the UM Libraries are able to support the courses that constitute the proposed Graduate Certificate and Masters of Professional Studies in Public Health Practice and

Policy program. The program is well-supported by existing collections and collecting practices and does not require added funding for library materials.