



University Council

October 14, 2022

UNIVERSITY CURRICULUM COMMITTEE – 2022-2023

Susan Sanchez, Chair

Agricultural and Environmental Sciences – Kylee Duberstein

Arts and Sciences – Jonathan Haddad (Arts)

Rodney Mauricio (Sciences)

Business – Jim Carson

Ecology – Amanda Rugenski

Education – David Jackson

Engineering – Kun Yao

Environment and Design – Ashley Steffens

Family and Consumer Sciences – Sheri Worthy

Forestry and Natural Resources – Joseph Dahlen

Journalism and Mass Communication – Dodie Cantrell-Bickley

Law – Randy Beck

Pharmacy – Michelle McElhannon

Public and International Affairs – Rongbin Han

Public Health – Pamela Orpinas

Social Work – Harold Briggs

Veterinary Medicine – Shannon Hostetter

Graduate School – Christof Meile

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Kate Lindgren

Graduate Student Representative – Yehia Abdelsamad

Dear Colleagues:

The attached proposal from the College of Public Health to offer the existing Master of Public Health (M.P.H.) as an online program will be an agenda item for the October 21, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu  
Dr. Marisa Pagnattaro



College of Public Health  
Rhodes Hall, Health Sciences Campus  
Athens, Georgia 30602  
TEL 706-542-2300  
www.publichealth.uga.edu

September 13, 2022

**Re: Proposal for an Online Masters in Public Health Program**

Dear Dr. Walcott,

We are pleased to submit the following proposal for an online Masters in Public Health (MPH) Program. The proposal was reviewed by the College of Public Health's Graduate Education Committee, the College of Public Health's Curriculum and Academic Programs Committee, the College of Public Health Associate Dean for Academic Affairs, and myself. We believe this online version of our MPH program will enhance the College's ability to train more graduate students, increase the number of trained public health leaders, and increase the overall student enrollment at UGA. We are happy to discuss any questions or concerns you may have.

A handwritten signature in black ink that reads "Marsha Davis".

Marsha Davis, College of Public Health Dean

9/13/2022

Date

A handwritten signature in black ink that reads "Erin Lipp".

Erin Lipp, College of Public Health Associate Dean for Academic Affairs

9/12/2022

Date

## PROPOSAL FOR AN ONLINE PROGRAM

**Date:** September 12, 2022

**College/School:** College of Public Health

**Department/Division:** College of Public Health

**Program (Major and Degree):** Online Master of Public Health (M.P.H.)

**Will any approved areas of emphasis be offered under this major?** No

**Proposed Effective Date:** Fall 2023

**CIP:** 51220100

### 1. Assessment

*Background.* The University of Georgia College of Public Health proposes to offer its Master of Public Health (M.P.H.) degree online. The M.P.H. is an existing program within the College of Public Health.

The new online format will meet the demands of the evolving needs of students, both traditional and non-traditional, as adult learners are becoming increasingly interested in fully online graduate degree programs that meet needs for flexibility in time and location. Thus, this online program will enhance the College's ability to train more graduate students, increase the number of trained public health leaders, and increase the overall student enrollment at UGA.

The online M.P.H. will follow a generalist M.P.H. approach, where students will learn competencies in each public health domain. The proposed curriculum includes 13 credits of courses in the core disciplines of public health, 24 credits across public health domains, and a 7-credit focus on acquiring professional training and applied practice experience. *This curriculum mirrors the existing on-campus M.P.H. program's 44-credit requirement.*

The online M.P.H. is the appropriate next step in the delivery of quality public health education for the College of Public Health. The generalist online M.P.H. builds on the wide range of public health expertise of the CPH core faculty. Faculty expertise covers all public health domains, including health policy and management, health promotion, environmental health, biostatistics, and epidemiology. Graduates with competencies in a range of public health domains will find robust employment opportunities in Georgia and nationally.

*Program Demand.* According to market research conducted by Hanover Research, a Master's degree in public health is considered a "high growth" program, for both student demand as well as labor demand. Figure 1.1 provides a snapshot of M.P.H. programs in the U.S. in 2020. The growth in online M.P.H. programs was more than four times (10.5% vs. 2.4%) the growth of in-person programs between 2016 and 2020.

Figure 1. Fast Facts Master’s degree programs in Public Health



  
Powered by Chmura/JobsEQ

Despite the growth in programs nationally, there is still a clear market opportunity for an online M.P.H. program in the Southeast, especially in Georgia. Table 1.2 below indicates conferral trends for similar graduate programs nationally, regionally, and in Georgia. Among those, there are only four in-state programs accredited by the Council on Education for Public Health (CEPH): Augusta University, which offers the M.P.H. in Health Management in a hybrid format, and Emory University, which offers an executive M.P.H. in a hybrid format. As of summer 2022, Georgia Southern University and Mercer University are the only fully online M.P.H. programs in Georgia in applied public health. UGA stands to offer the only online generalist M.P.H. in the state.

Table 1.2: Number of Public Health Master’s Programs, 2017

REGION	MASTER’S PROGRAMS		
	All Programs	% Distance	# of graduates per cohort
Public Health General			
United States	257	37.0%	37
Southeast Region	64	31.3%	37
Georgia	11	9.1%	31

Source: The National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS)<sup>13</sup>  
Note: ‘# of graduates per cohort’ denotes the average number of completions across all reporting institutions as of 2017.

**Labor Demand.** The job market for M.P.H. graduates is strong, reflecting a labor shortage in trained public health workers. According to Hanover research, 10,344 students completed an M.P.H. in 2020, with 87,321 annual average job openings in that year. Projections suggest that there will be significant growth in demand over the next decade, both nationally and within Georgia. As illustrated in Table 1.3, national long term employment projections for public health workers are set to increase for all occupations (with an overall increase of 12.6%). In particular, the demand for medical and health services manager positions are expected to increase by 32.5% over the next decade (with 51,800 average annual job openings).

**Figure 1.3: National Long-Term Employment Projections for Public Health Related Fields, 2020-2030**

TITLE	EMPLOYMENT		CHANGE, 2020-2030		AVERAGE ANNUAL OPENINGS
	2020	2030	NUMBER	PERCENT	
<a href="#">Medical and Health Services Managers</a>	429,800	569,400	139,600	32.5%	51,800
<a href="#">Project Management Specialists, Healthcare and Social Assistance</a>	20,856,500	24,183,500	3,327,000	16.0%	NDA*
<a href="#">Project Management Specialists Hospitals, State, Local or Private</a>	6,223,500	6,713,300	489,800	7.9%	NDA*
<a href="#">Health Education Specialists</a>	61,100	68,700	7,600	12.4%	4,400
<a href="#">Community Health Workers</a>	64,100	77,600	13,500	21.0%	8,600
<a href="#">Social Science Research</a>	40,400	43,800	3,400	8.4%	5,400
<a href="#">Emergency Management Directors</a>	10,500	11,100	700	0.7%	1,000
<a href="#">Community and Social Service Specialists</a>	95,500	108,200	12,700	13.3%	11,700
<a href="#">Social and Community Services Managers</a>	174,200	200,700	26,400	15.2%	18,300
<b>National Total</b>	<b>27,955,600</b>	<b>31,976,300</b>	<b>4,020,700</b>	<b>12.6%</b>	<b>&gt;101,200</b>

Source: BLS<sup>22</sup> Notes: BLS projections call for 7.7 percent employment total growth across the economy in this period; No Data Available (NDA) for sub-categories of employment of industry.

The combination of student and labor demand places the MPH in a high growth program category. The United States has a shortage in qualified public health workers and creating an online version of our currently successful in-person MPH will allow us to train additional workers to meet this demand. This online program will meet the needs of adult learners who may be fully employed, living in a rural part of the state, or just need additional flexibility in time and location of a program. This proposed program would therefore fill a market opportunity.

## 2. Admission Requirements

Admission criteria for the online Master of Public Health will be consistent with the admissions standards set by the College of Public Health for the in-person Master of Public Health. The admissions process is managed by the College's Office of Academic Affairs, and each concentration has an admissions committee that makes admissions recommendations for their program. The office's

admissions coordinator then processes admissions decisions and communicates decisions to the University and applicants. Currently, the Office of Academic Affairs processes approximately 350 applications annually. The online M.P.H. will be added to the centralized application service's list of CPH designated programs and applicants will be processed and routed to the College of Public Health's Office of Online Education.

Admissions will be based on evaluation of the applicant's educational background and any work experience, past performance, and/or potential to work in the field of public health. Preferences for the online program will be made for working professionals, and particularly those currently in the public health or relevant health professions. In addition, other requirements include:

- Admission based on academic preparation (GPA)
- Current resumé or CV
- Recommendations by discipline-specific academic advisors or employers
- Personal statement of academic and professional background and objectives
- Writing sample

All students must have a Bachelor's degree or its equivalent from an accredited institution. A minimum GPA of 3.0 on a 4.0 scale and relevant course history are recommended for consideration during the admission process.

Though the application process will be managed by the Office of Academic Affairs, the composition of the admissions committee, established criteria, and final admissions decisions will be made by the College of Public Health's Director for Online Education and staff.

### 3. Program Content/Curriculum

The online M.P.H. will require a total of 44 credits, mirroring the existing on-campus M.P.H. program. The course content, however, may vary slightly to account for the non-traditional student profile. A majority of in-person M.P.H. students transition to the M.P.H. program immediately upon graduation from bachelor's degree programs and have little work experience. The enrollment for the online M.P.H. is expected to have a high proportion of working professionals, who bring work and life experience with them to the classroom. Content will be adjusted appropriately for this online adult learner.

The core foundational courses will be the same as those for the in-person M.P.H., as are the applied practice experience components. The remaining courses in the program of study are specifically targeted at the online learner in a generalist concentration, though each of the courses is also offered in-person for the traditional in-person M.P.H. program.

#### Proposed Program Curriculum Overview:

Category	Total Credits
Core Courses	13
Generalist Concentration Courses	24
Applied Practice (Capstone and Practicum)	6
Professionalism Seminar	1
Total # of credits	44

**Proposed Program Curriculum:**

Course	Credits	Instructor	Comments
<b>Core courses (13 credits)</b>			
HPRB 7010E, Fundamentals of Health Promotion and Behavior	3	Nate Hanson	Examination of the conceptual and methodological approaches that social and behavioral science contribute to public health research and practice.
EHSC 7010E, Fundamentals of Environmental Health Science	3	Keri Lydon	Fundamentals of environmental health, including biological and ecological processes; sources and effects of environmental stress and pollutants; and methods to control and minimize detrimental effects.
EPID 7010E, Introduction to Epidemiology I	3	Melissa Hallow	Principles and methods of epidemiology, emphasizing study design.
HPAM 7010E, Introduction to Health Policy and Management	3	Mohammad Rifat Haider	A detailed look at the organization and financing of the United States health care system.
BIOS 7001E, Foundations of Biostatistics	1	Kyle Turner	The course will provide the fundamentals of biostatistics and will apply them to public health research. <i>New course – scheduled for approval fall 2023</i>
<b>Additional Requirements (24 credit minimum)</b>			
DMAN 7100E, Introduction to Disaster Management	3	Curt Harris, or adjunct	Provide in-depth analysis of case studies involving large-scale national and international disasters.
EHSC 8110E, Fundamentals of Chemical and Microbial Risk Assessment	3	Lili Tang	Fundamental elements of risk assessment with a specific focus on chemicals, microorganisms, and assessment criteria set by federal agencies. Risk assessments conducted and used by international groups will be compared and evaluated. Course includes a combination of lectures, case studies, critical discussions of primary literature, and group risk assessment projects.
EPID 7450E, Public Health Surveillance	3	TBD	An introduction to public health surveillance and its history, purposes and objectives, activities, elements, data sources, models, actions, reports, evaluation, and ethical and legal issues.
GRNT 7150E, Early Life Influences on Aging	3	Sarah Saint Hamilton	An in-depth exploration of how early life events and experiences during critical periods of development lead to outcomes of health and well-being or disease in later life. Includes discussion of the accumulation of social determinants of health across the lifespan and at sensitive periods in development.

HPAM 7700E, Management of Public Health Organizations I	3	New Clinical Faculty hire, TBD	This introductory management course is designed to expose students to concepts in modern public health administrative issues, analyze selected management techniques and perspectives using case-studies, and examine aspects of MPH core competencies related to leadership, communication, and management.
HPRB 7400E, Fundamentals of Evaluation	3	TBD	This course will introduce MPH online students to strategies for evaluating public health programs. Topics will include defining evaluation objectives, identifying stakeholders, choosing an appropriate methodology, and communicating to diverse public health audiences. <i>New course – scheduled for approval fall 2023</i>
HPRB 7920E, Health Behavior	3	Pamela Orpinas	This course provides an overview of the behavioral science theories and models used in health promotion and health education.
HPRB 7990E, Diversity and Social Justice in Public Health	3	Pamela Orpinas	Recognize, understand, and prevent prejudice, discrimination, and structural disparities, and examine how these complex social dynamics impact public health.
<b>Applied Practice Experience and Professional Development (7 credits)</b>			
PBHL 7560E, Applied Practice and Integrative Learning Experience in Public Health	6	Variable by Assigned Advisor	Requires students to do field work under the supervision of a public health (or related field) professional. The 300-hour semester long applied practice experience can take place in the student’s geographic region and can be extended to 2-semesters with prior approval. Students may complete work under current employer, but must report to a different supervisor, and must complete duties that are not part of current position.  By the end of the APE experience, students must produce at least two deliverables that benefit the applied practice agency and/or the general community.
PBHL 7600E, Professional Seminar for Public Health Practitioners	1	Mumbi Anderson	Professional development seminar where students are exposed to networking opportunities, career and job search guidance, and how to develop a professional online presence. Students also develop proposal for final applied practice and integrative learning experiences occurring in the final semester. <i>New course – scheduled for approval fall 2023</i>

**Sample program of study:**

- The first year will be a cohort model with students taking the same courses. Subsequent years will vary in course enrollment and will depend on start term.
- Assuming a fall start and part-time student taking 6-7 credits per semester
- The required internship will be overseen by the CPH Director of Online Education, coordinated by the Program Director, with administrative support by the College’s M.P.H. Practice Coordinator.

Year	Semester	Courses	Total credits
1	Fall	HPRB 7010E, EPID 7010E, BIOS 7001E (course proposed)	7
	Spring	HPAM 7010E, EHSC 7010E	6
	Summer	HPAM 7700E, HPRB 7920E	6
2	Fall	GRNT 7150E, HPRB 7400E (course proposed)	6
	Spring	HPRB 7990E, EPID 7450E	6
	Summer	EHSC 8110E, DMAN 7100E, PBHL 7600E (course proposed)	7
3	Fall	PBHL 7560E	6

**Proposed Teaching Faculty:**

Faculty	Education	Area of Expertise
Clinical Faculty	To be hired	
Dr. Mumbi Anderson	Ed.D., Education, University of Georgia Institute for Higher Education	Dr. Anderson has expertise in public health, online course development, behavior change models, health literacy among older adults, healthcare policy analysis, and health care systems in the U.S.
Dr. Melissa Hallow	Ph.D., Mechanical Engineering, Georgia Institute of Technology	Dr. Hallow has expertise in disease progression in the areas of cardiovascular, renal diseases, diabetes, dynamic modeling physiology, and pharmacology. Dr. Hallow creates computer models that predict how diseases such as diabetes will respond to drug therapies.
Dr. Sarah Saint Hamilton	Ph.D., Psychology University of Georgia	Dr. Saint is a Lifespan Developmental Psychologist, with a research background focusing on the impact of nutrition on visual and cognitive development.
Dr. Nate Hansen	Ph.D., Clinical Psychology, Brigham Young University	Dr. Hansen’s research focuses on the development of mental health interventions to prevent HIV infection and improve the lives of people living with the virus.
Dr. Keri Lydon	Ph.D., University of Georgia	Dr. Lydon has expertise in water quality and environmental microbiology. Dr. Lydon analyzes genomes and microbial communities to identify impacts of water contaminants on pathogen ecology.

Dr. Pamela Orpinas	Ph.D., Public Health, University of Texas-Houston	Dr. Orpinas has conducted research on the developmental trajectories of children and youth. She has studied peer bullying, dating aggression, and family violence in the United States and Latin America. Her research has focused on improving the lives of immigrants and underserved populations through collaborative, multidisciplinary efforts.
Dr. Curt Harris	Ph.D., Toxicology, University of Georgia	Dr. Harris is the Director of the Institute of Disaster Management and oversees educational programs at the undergraduate and graduate level and sets the research and outreach agenda for the Institute. His research focuses on long term care emergency preparedness, Coalition Assistance Program, and Infectious Disease Transport Network Program
Dr. Lili Tang	Ph.D., Toxicology, Fudan University	Dr. Tang's expertise includes Molecular Biomarkers and Epidemiology, Food Toxicology, and Cancer Prevention
Dr. Kyle Turner	Ph.D., Educational Psychology (emphasis in Quantitative Methodology) University of Georgia	Dr. Turner is a senior lecturer, teaching Applied statistics and research methods.

#### 4. Student Support Services

A program coordinator will serve as the primary advisor for the online M.P.H. The coordinator will have the responsibility to review students' goals, progress, grades, and systems of support once per semester. These discussions may take place via the telephone, email, or videoconference. The coordinator will also be the assistant to the CPH Director of Online Education and in that capacity will serve as liaison to the Graduate School, ensuring policies and procedures are executed and followed throughout the online M.P.H. program. The coordinator will report to, and work alongside, the CPH Director of Online Education.

#### 5. Resident Requirements

Residence requirements will be identical to those established for the University's authorized degree program and consistent with the minimum required by the UGA Graduate School, as stated:

##### Graduate Enrollment Policy

Graduate students must register for a minimum of three graduate or professional credit hours during any semester in which they use UGA facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit during the fall and spring semesters and nine hours of graduate credit during the summer semester. Other programs, offices, and agencies, such as the Veterans Administration, Immigration and Naturalization Service, and the Office of Student Financial Aid may have other minimum requirements for enrollment.

##### Minimum Enrollment

All enrolled students pursuing graduate degrees at UGA must maintain continuous enrollment from matriculation until completion of degree requirements. Continuous enrollment is defined as registering for a minimum of three graduate or professional credit hours in at least two semesters

per academic year (Fall, Spring, Summer) until the degree is attained or the student leaves the program or transitions to non-degree seeking status. The Continuous Enrollment Policy only outlines minimum enrollment requirements for maintaining status as a degree-seeking graduate student; it does not supersede minimum enrollment requirements for other programs, offices, or agencies.”

## **6. Program Management**

The online M.P.H. will be managed by the CPH Director of Online Education, with guidance from the Associate Dean for Academic Affairs. Faculty from all departments across CPH will serve as instructors, with adjuncts hired for additional expertise as needed. The CPH Office of Online Education will coordinate marketing and enrollment management as the program is launched, and the Program Coordinator will be responsible for admissions inquiries, academic advising, and general program administration under the CPH Director of Online Education.

## **7. Library and Laboratory Resources**

The program will use the current UGA online Learning Management System, currently licensed with Desire2Learn’s E-Learning Commons (eLC), to offer all courses. The College of Public Health Office of Online Education will collaborate with the UGA Office of Online Learning to review the existing online courses and to develop the online versions of additional M.P.H. courses, to ensure that instructional faculty are trained in the delivery of the program content and to ensure the ongoing quality of the program. The courses will have uniformity in the look, feel, and delivery.

The online M.P.H. students will have access to the same quality resources as those students who study on campus. Students will have access to a public health subject librarian as well as a distance learning librarian through the UGA library system.

## **8. Budget**

The budget below was developed assuming a cohort model with once per year (fall) enrollment. The enrollment target will be 35 students initially. The budget assumes that learners complete the program in seven semesters or fewer.

Assuming steady enrollment at 35 suggests that the program will have a net positive revenue by FY2026. Initial funding will be applied for through the New Graduate Programs Initiative (OVPI and Graduate School), with remaining costs/deficits covered by the College of Public Health. Future surplus funding will be redirected towards curriculum development and student support.

**Proposed Budget:**

Expense	FY22 (Prep year)	FY23 (Prep year)	FY24 (operating year 1)	FY25 (operating year 2)	FY26 (operating year 3)	FY27 (operating year 4)
	Total	Total	Total	Total	Total	Total
<b>Start Up</b>						
Course Development Overload Compensation	\$35,000	\$0	\$0			
Program Development Overload Compensation	\$15,000	\$0	\$0			
Advertising October 22 thru March '24	\$35,000	\$24,000	\$0			
Digital Ad Management thru March '24	\$5,250	\$3,600	\$0			
Equipment	\$10,000	\$1,500	\$0			
Travel for Practicum Coordinator	\$0	\$7,500	\$0	\$0	\$0	\$0
Overload to Create Continuing Ed	\$0	\$0	\$20,000			
<b>Start-Up Subtotal</b>	<b>\$100,250</b>	<b>\$36,600</b>	<b>\$20,000</b>			
<b>Recurring</b>						
Academic Professional Advising/Curriculum/Online Learning Director	\$0	\$63,750	\$85,000	\$86,700	\$88,434	\$90,203
Academic Professional Recruitment and Practicum	\$0	\$0	\$45,000	\$45,900	\$46,818	\$47,754
Clinical CPH Faculty (teaching faculty, with administration portion for student retention)	\$0	\$0	\$75,000	\$76,500	\$78,030	\$79,591
Part-time Faculty Instruction/Faculty overload (course development)	\$0	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Part-time Faculty Training	\$0	\$8,000	\$2,000	\$2,000	\$2,000	\$2,000
TAs for Student Engagement	\$0	\$0	\$100,000	\$204,000	\$208,080	\$212,242
Marketing	\$0	\$40,250	\$35,500	\$29,750	\$24,000	\$24,000
Faculty overload for teaching 1 credit BIOS 7001E course	\$0	\$0	\$3,000	\$3,000	\$3,000	\$3,000
Slack Educational Account (\$14.40/person/year)	\$0	\$0	\$1,080	\$2,160	\$2,880	\$2,880
Travel for Practicum Coordinator	\$0	\$0	\$1,500	\$1,000	\$1,000	\$1,000
	\$0	\$0	\$0	\$0	\$0	\$0

Expense	FY22 (Prep year)	FY23 (Prep year)	FY24 (operating year 1)	FY25 (operating year 2)	FY26 (operating year 3)	FY27 (operating year 4)
<b>Recurring Subtotal</b>	<b>\$0</b>	<b>\$172,000</b>	<b>\$408,080</b>	<b>\$511,010</b>	<b>\$514,242</b>	<b>\$ 522,670</b>
<b>Grand Total Expenses</b>	\$100,250	\$208,600	\$428,080	\$511,010	\$514,242	\$ 522,670
<b>Revenue</b>						
eRate Return	\$0	\$0	\$0	\$115,500	\$423,500	\$423,500
Tuition	\$0	\$0	\$0	\$63,000	\$252,000	\$462,000
Total	\$0	\$0	\$0	\$178,500	\$675,500	\$885,500
eRate Revenue/Loss	(\$100,250)	(\$208,600)	(\$428,080)	(\$395,510)	(\$90,742)	(\$99,169)
<b>Net Revenue/Loss</b>	<b>(\$100,250)</b>	<b>(\$208,600)</b>	<b>(\$428,080)</b>	<b>(\$332,510)</b>	<b>\$161,258</b>	<b>\$362,830</b>

#### 9. Program Costs Assessed to Students

Costs for students taking the online M.P.H. will be consistent with the established e-rate fee structure at the University of Georgia. The UGA graduate base rate for the in-person M.P.H. is \$405/credit. With the standard \$275 e-rate differential, the total cost per credit hour will be \$680, effective fall 2023.

#### 10. E-Rate

The e-rate for this program will be the standard e-rate of \$275.

## Documentation of Approval and Notification

**Proposal:** Offer the Master of Public Health (M.P.H.) Online

**College:** College of Public Health

**Department:** College of Public Health

**Proposed Effective Term:** Fall 2023

### Approvals:

- College of Public Health Associate Dean, Dr. Erin Lipp, 9/12/22
- College of Public Health Dean, Dr. Marsha Davis, 9/13/22
- Graduate School Associate Dean, Dr. Anne Shaffer, 9/22/22