September 2, 2009

TO: John Huntington, Chair
                Senate Committee on Educational Policy

FROM: Midge Grosch, Director
                 Programs and Academic Assessment

I am submitting for the *information* of the Senate Committee on Educational Policy the attached **Proposal to Establish an Online Version of the Existing Master of Public Health, Concentration in Community Health Sciences (Comprehensive Program and Professional Enhancement Program, PEP).**

The proposal was approved by the Executive Committee in the School of Public Health on April 6, 2009.

Title:	*Proposal to Establish an Online Version of the Existing Master of Public Health, Concentration in Community Health Sciences (Comprehensive Program and Professional Enhancement Program, PEP)*
Sponsor:	Division of Community Health Sciences School of Public Health
Description:	The Online Master of Public Health (MPH) Concentration in Community Health Sciences (CHSC) from the School of Public Health (SPH) will offer an opportunity for students to complete their MPH degree through online course work. There are no changes in the total required semester hours, course requirements, or prerequisites for either the comprehensive curriculum or the professional enhancement curriculum leading to the MPH degree with a Concentration in Community Health Sciences. The <u>only</u> changes are (1) the formalization of an online program option and (2) modification of allowable elective courses for comprehensive curriculum students for the online option only. The PEP MPH is open to existing public health professionals with at least three years of experience in public health programs. It is also available to applicants with existing graduate degrees in a relevant field. All SPH- and CHS-required courses in the MPH Program in Community Health Sciences are now offered in both online and face-to-face formats at least once each academic year. Online courses that can be used to meet the elective course requirements are also available within SPH. The proposed online program meets and exceeds the university standard of at least 75% of the instruction occurring online. All courses necessary to complete the MPH in CHS degree program requirements will be available in an online format. The only proposed changes to the catalog statement are (1) a notation will be added that the program is also available in a completely online format, and (2) revising the current elective course restrictions for comprehensive curriculum students in the online degree option to read: "All students must complete a minimum of 11 semester hours of electives." (The current elective course requirement for comprehensive curriculum students now reads "11 semester hours of electives, at least 6 of which must be in CHSC"). These changes are detailed in the Catalog Description section that follows.
Catalog Description:	<u>**Current Catalog Information**</u>	<u>**Proposed Changes**</u>

| | | Change: Add new paragraph. "The MPH degree program with a Concentration in Community Health Sciences offers options for students to complete their degree requirements through courses offered both in face-to-face and online formats. Students have the option to complete their degree entirely through online course work." |

Students are admitted to either the Comprehensive Program or the Professional Enhancement Program (PEP). The number of credits required for graduation is determined at admission. Programs of study are developed by the student and his/her faculty advisor based on conditions set at admission and the requirements of the MPH curriculum including elective courses that are selected to enhance the students' background and professional goals. CHS students in the MPH program may select one of the following three tracks: Behavioral Sciences and Health Promotion; Gerontology; Community-based Research Methods; Maternal and Child Health (including MCH Epidemiology).

Students are admitted to either the Comprehensive Program or the Professional Enhancement Program (PEP). The number of credits required for graduation is determined at admission. Programs of study are developed by the student and his/her faculty advisor based on conditions set at admission and the requirements of the MPH curriculum including elective courses that are selected to enhance the students' background and professional goals. CHS students in the MPH program may select courses in areas such as Behavioral Sciences and Health Promotion, Gerontology and Community-based Research Methods.

Students not wanting to focus their studies in any of these areas may select a general course of study. Additional course work is available in the areas of developmental disabilities, global health, public health nutrition, public health leadership and practice, and women's health. The curriculum below represents the minimum requirements for a comprehensive program in CHS. Advisors often recommend additional courses for students. A suggested course sequence for MPH students in the comprehensive program is found in this handbook. Students in a joint degree program should refer to the appropriate section of this handbook.

Same

Comprehensive MPH Curriculum (49-51 <u>minimum</u> semester hour credits)

Same

Course #	Course Name	Semester Hours
SPH Core Requirements (20 semester hour credits)		
BSTT 400	Biostatistics I	4
CHSC 400	Public Health Concepts and Practice	3
CHSC 401	Behavioral Sciences in Public Health	3
EPID 403	Intro. to Epidemiology, Principles & Methods	3
EOHS 400	Principles of Environmental Health Sciences	3
HPA 400	Principles of Management in Public Health	3
IPHS 698	MPH Capstone Experience	1
CHS Core Requirements (15 semester hour credits)		
CHSC 431	Community Assessment in Public Health	3
CHSC 433	Public Health Planning and Evaluation	3
CHSC 446	Research Methods in Community Health	3

Same

Same

Same

CHSC 480	Health Education and Health Promotion	3
CHSC 543 or CHSC 527 or HPA 430	Maternal Child Health Policy & Advocacy Critical Issues in Long Term Care Policy Introduction to Health Policy Analysis	3

Elective requirements (11 semester hours, 6 of which must be in CHS).	11

Field Experience (a CHS capstone experience)

*IPHS 650	Field Experience in Public Health	3 or 5
Total Minimum Required Semester Hours		**49**

11 semester hours, 6 of which must be in CHSC except for students in the online MPH option, in which the restriction of 6 hours in CHSC does not apply.)

Same

* IPHS 650 (Field Experience in Public Health): Most comprehensive curriculum students in CHS are required to take 5 semester hour credits; those with some public health practice work experience may petition for a reduction to 3 semester hour credits.

Same

The student's course of study will be planned with the assistance and approval of his/her faculty advisor. SPH and CHS core courses may be waived if the student can demonstrate having had comparable graduate education in the past. All necessary approval documents must be attached to the initial MPH Program Proposal.

Same

CHS Capstone Experiences: Completion of both the field experience (IPHS 650) and a Master's Paper (IPHS 698) are required to meet the capstone requirements in CHS. For some students, the paper will be directly related to the practicum. The requirements for the MPH Field Experience and the Master's Paper are described in the appropriate sections of this handbook.

Same

Through the capstone/culminating experience, MPH students will demonstrate their mastery of the following MPH competencies. Students will demonstrate their ability to:
1. Apply key public health concepts (e.g., prevention, risk assessment) to a specific public health area (e.g., infectious disease epidemiology, gerontology).
2. Apply their knowledge of the core areas of public health to a specific health problem.
3. Integrate skills and knowledge gained through both core courses and division requirements to the resolution of a public health problem either through practice in a public health setting or through investigation and analysis.

Same

The students' capstone experience will be evaluated by their successful completion of the practicum (including the practicum summary report) and the Master's Paper (including the oral presentation).

Same

Professional Enhancement Program MPH Curriculum
(42 minimum semester hour credits)

Same

The MPH Professional Enhancement Program (PEP) requires a minimum of 42 semester hour credits for medical, nursing, and public health professionals working in public health organizations or in community settings. The admission criteria require the applicant to have a Bachelor's or advanced degree in a health or related

Same

profession plus 3 years of paid public health or community health experience. Health professionals in training (including medical students and physicians in residency training programs) and others not meeting these public health experience requirements, must also complete a field experience (5 semester hours) in addition to the 34 semester hours of course work.

Course #	Course Name	Semester Hours
SPH Core Requirements (20 semester hour credits)		
BSTT 400	Biostatistics I	4
CHSC 400	Public Health Concepts and Practice	3
CHSC 401	Behavioral Sciences in Public Health	3
EPID 403	Intro. to Epidemiology, Principles & Methods	3
EOHS 400	Principles of Environmental Health Sciences	3
HPA 400	Principles of Management in Public Health	3
IPHS 698	MPH Capstone Experience	1
CHS Core Requirements (15 semester hour credits)		
CHSC 431	Community Assessment in Public Health	3
CHSC 433	Public Health Planning and Evaluation	3
CHSC 446	Research Methods in Community Health	3
CHSC 480	Health Education and Health Promotion	3
CHSC 543 or CHSC 527 or HPA 430	Maternal Child Health Policy & Advocacy Critical Issues in Long Term Care Policy Introduction to Health Policy Analysis	3
Field Experience (5 semester hour credits for those not meeting the experience requirements – including physicians in training)		
*IPHS 650	Field Experience in Public Health	0-5
Electives Course electives as necessary to bring total program to 42 semester hours.		variable
Total Minimum Required Semester Hours		**42**

* IPHS 650 (Field Experience in Public Health): Most comprehensive curriculum students in CHS are required to take 5 semester hour credits; those with some public health practice work experience may petition for a reduction to 3 semester hour credits.

The right-hand column repeatedly states: Same (aligned with SPH Core Requirements, CHS Core Requirements, Field Experience, Electives, and Total Minimum Required Semester Hours).

Elective Courses:

We recognize that we will not be able to offer all CHS elective courses in both face-to-face and online formats and that only a handful of CHS electives will be available to students in the online MPH option. In order to increase learning options for these online students, we propose to modify our current restriction that 6 of the 11 elective credits for comprehensive curriculum students come from CHS courses. We do not believe that this will impact the overall quality of this online MPH option since there are many appropriate online electives offered by other SPH academic units.

Although we expect that the list of possible elective courses will continue to grow over the next few years, the current list of elective courses available through SPH academic units that are offered or will be available in an online format during the 2009-2010 academic year includes:

- CHSC 510 – Women's Children and Family Health: Outcomes and Measurement
- CHSC 511 – MCH Delivery Systems: Services, Programs and Policies
- CSHC 512 – Best Practices in MCH
- EOHS 411 - Water Quality Management
- EOHS 572 – Environmental Risk Assessment and Management

	• HPA 407 - Foundations of Emergency Management and Continuity Programs • HPA 441 – Strategic Management of Healthcare Organizations • HPA 445 – Organizational Leadership in PH • HPA 446 – Public Health Resource Management: Methods, Ethics and Policy • HPA 460 - Introduction to the Economics of Health and Healthcare • HPA 465 - Health Information and Decision Support Systems • HPA 481 – Development of Public Health Surveillance Information Systems • HPA 563 – Web-based Public Health Information Systems • HPA 564 – Geographic Information Systems Application in Public Health • HPA 565 - Data Mining Applications in Public Health
Field Experience and Capstone:	We do not anticipate significant changes to managing student field experience and capstone requirements. The IPHS 650 MPH field experience requires the development of a formal field learning agreement that identifies specific learning objectives for each student and that must be approved by the student's academic advisor and an approved site preceptor. While completing the field placement, each student participates in a structured course component of the practicum that includes 4 class sessions for students in the Chicago area or online conferencing for students at a distance. A designated instructor oversees the class component of IPHS 650 and provides guidance and oversight for all students completing their field experience regardless of where they are located. For the IPHS 698 MPH Capstone course, students complete their MPH paper under the guidance of two faculty readers. For the required oral presentation of their capstone paper, students will either come to the Chicago campus or use web conferencing technology. Interactions between the student and readers will take place through electronic communications.
Justification:	Applicants to MPH degree programs and the number of students enrolled in these programs are increasing nationally. The MPH Program in Community Health Sciences (CHS) has experienced these same trends with a 42% increase in applicants over the past 4 admissions cycles and a 22% increase in MPH students between Fall 2006 and Fall 2008. These trends suggest that CHS is well positioned to take advantage of a growing pool of MPH applicants who are not able to complete an MPH degree program onsite in Chicago. Recent and planned expansion of online course offerings within SPH present an opportunity for the development of new completely online MPH degree options for our students. There is a strong consensus within CHS that distance learning courses and degree programs offer a reasonable strategy for serving learners who otherwise would not seek to obtain their MPH degree from UIC-SPH. CHS also recognizes that human and financial resources are both limited and threatened in the current economic climate. Based on these assumptions, this proposal envisions the establishment of a new CHS Online MPH Program that: • uses existing staff, courses, facilities, and support services; • ensures the quality and integrity of the CHS MPH curriculum; • provides incentives for other SPH academic units to participate by developing additional course options for our students; and • generates tuition revenue at levels that will help sustain our instructional programs and reward participating academic units. This proposal is consistent with the existing MPH degree framework within SPH that currently offers options for the MPH degree offered through the school's 4 academic units (Community Health Sciences, Environmental and Occupational Health Sciences, Epidemiology and Biostatistics, and Health Policy and Administration).
Potential New Markets:	Formalizing an online MPH program option will allow CHS to reach students who due to distance, work obligations, and other personal circumstances are not able to complete a degree program that requires attending classes on the UIC campus. Online MPH degree programs are now offered by UIC SPH as well as other academic institutions nationally. Most programs require students to complete some course work on site at least several times each academic year. For example, the online program offered by Johns Hopkins University SPH requires 20% of credits to be completed on site. Online MPH programs offered by other SPHs

	accredited by the Council on Education in Public Health (CEPH) are generally small programs that have a specific focus, such as public health practice (University of Massachusetts and USF SPHs), maternal and child health (University of Minnesota SPH), public health informatics (UIC SPH), and occupational health and safety (Tulane SPH). Online MPH degree programs are also offered by CEPH-accredited programs (not SPHs) such as San Jose State University (for community health education) and the University of Oregon Health Sciences Center (for public health nursing). Several non-accredited programs (Walden University, Nova Southeastern University, and Benedictine College among others) also offer completely online MPH degree programs. Among these online programs, only the University of Massachusetts SPH, San Jose State University, and Benedictine College offer curricula comparable to the one described in this document.
Learning Enhancements:	We recognize that online learners who live outside the Chicago area will need additional support services. A two day orientation will be held each academic year that connects incoming online program students with CHS faculty and staff. It is not yet determined whether this orientation will be offered online or onsite in Chicago. The purpose of this orientation will be to explain the curriculum and expectations; build a sense of community; review the instructional technology; advise students regarding courses and the field experience; and introduce them to college and campus support services. Each online student will be assigned an academic advisor from the CHS core faculty who is familiar with online instruction and learning. Only selected CHS faculty will serve as advisors for students in the online MPH program.
Projected Enrollment:	20 to 30 students per year.
Impact on Existing Students:	This change will not affect existing or future students who seek to complete their degree requirements through face-to-face courses or a combination of online and face-to-face courses. Expansion of online courses will actually provide additional options for these students.

	Several quality indicators will be used to measure the success/outcomes of this online program. CHS performs post-graduation assessments on all graduates in keeping with standards of the discipline-specific accreditation. As such, the program will continue to monitor attrition and completion rates and job placement for graduates and compare these with similar data for students completing the program primarily through face-to-face courses. CHS will also specifically survey satisfaction with the online format in the first several cohorts enrolled. A summary of program and student assessment and evaluation methods, goals, responsible parties, location and form of evidence, and outcomes is provided in the table below.
Assessment and Evaluation:	

In addition to these broad assessment and evaluation methods, learning assessments for students are conducted in all courses using one or more of the following mechanisms: quizzes and tests; self-assessments; problem solving assignments and projects, simulations and learning games; responses to discussion questions and critique of submissions by other students; analysis of case studies; and group projects. Grades within each course are determined using metrics customized for the content of each specific course and identified by each instructor in the course syllabus.

Method	What	Who	Where	What Form	Outcome
A. Direct					
1. Student capstone projects are reviewed by CHS faculty to determine if there is evidence that students have achieved program competencies and learning objectives.	Application of professional knowledge and project management skills.	Academic advisor and one other faculty member.	Report of grade for capstone courses (IPHS 650 and IPHS 698) maintained in records.	Assessment of capstone projects is based on specific learning objectives established for each student.	All students will successfully meet program expectations.
2. Students will complete team-based projects throughout the program to enhance collaboration skills.	Ability to collaborate and work in teams.	Peers, course instructors.	Courses throughout the program.	Peer assessments of contributions to team, instructor assessments of team products.	Student ability and effectiveness in collaboration will improve as they progress through program.
B. Indirect					
1. Student graduation and retention rates.	Success of students completing the program.	CHS Director and CHS Curriculum Committee	Monitored by CHS Director	Statistics maintained by CHS on annual basis.	Percentage of students completing program within 4 years.
2. Student course evaluations	Satisfaction with delivery of educational content.	CHS Director and CHS Curriculum Committee	Course evaluation questionnaires monitored by CHS Director and discussed with instructors.	Online course evaluation questionnaire completed by each student in each course, includes ratings and comments.	Satisfaction level of students with delivery of educational content.
3. Peer review of courses	Satisfaction with delivery and educational content.	CHS Director and CHS Curriculum Committee	Assessment of course materials by CHS Curriculum Committee.	Written assessment once every two years.	Satisfaction with delivery and educational content.
4. Advisory groups from profession	Satisfaction with overall curriculum.	CHS Director and CHS Curriculum Committee	Summary of meetings held with alumni and key professional advisory groups.	Written summary of advisory committee meetings.	Level of satisfaction and suggestions for curriculum modification.

Minority Impact:	We do not anticipate that the formalization of an online program will affect our minority enrollment.

Faculty and Student Readiness:	We have been steadily increasing the number and skills of faculty who are able to teach the online courses included in this program. Student interest in and readiness to complete online courses increases each year.
Resource Implications:	There are no immediate direct costs or faculty implications as current resources and courses will be used to serve these additional students. As the program scales up, we will be prepared to hire additional instructors to teach additional online course sections and additional academic support staff if needed. On the revenue side, we anticipate increased revenue from the portion of the e-tuition that is returned to the academic unit will be sufficient to scale up the program and reimburse other academic units for increased enrollments in their courses.
Library Resource Implications:	There are no significant implications for university library resources. The Health Science Library has all necessary electronic resources needed for success in the program.
Space Implications:	There are no additional space needs or other space implications associated with the proposed change.
Impact on Other Units:	The only college affected by the proposed change is the School of Public Health. Within SPH, CHS will reimburse other academic units for additional registrations into their courses by students in this online degree program.
Unit and College Approvals:	This change merits review and approval by the curriculum committee and faculty within CHS and the schoolwide Committee on Educational Programs and SPH Executive Committee at the college level. These approvals were secured as detailed below. Approvals: January 22, 2009 CHS Curriculum Committee February 9, 2009 CHS Faculty March 16, 2009 SPH Committee on Educational Programs April 6, 2009 SPH Executive Committee
Contact Person:	Bernard Turnock MD, MPH Director, Community Health Sciences School of Public Health bturnock@uic.edu
Proposed Effective Date:	Fall 2010

Appendix A

School of Public Health MPH Learning Objectives

The MPH program is designed so that an MPH student will achieve the 47 learning objectives listed below by the time he or she graduates. These objectives cover ten different domains: basic health science skills, analytic skills, cultural skills, information and technology, communication skills, policy development, leadership and systems thinking, financial planning and management, community dimensions of practice, and ethics. These objectives are limited in their focus to learning that is expected to occur as a result of completing core courses, field and capstone experiences, and other activities that are required of all MPH

students. Learning objectives for the MPH degree within each academic division provide further objectives appropriate to students in each division.

Basic Health Science Skills

Graduates should be able to:

1. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
2. Identify the research methods used in all basic public health sciences.
3. Apply the basic public health sciences, including epidemiology, health and policy administration, behavioral and social sciences, biostatistics, and environmental and occupational public health, to the prevention of illness and injury.
4. Describe the potential linkages and interactions among multiple determinants of health at intrapersonal, interpersonal, organizational, community, and societal levels (i.e., ecological model).
5. Communicate an understanding of theoretical explanations of racial and ethnic disparities in forces influencing health.
6. Describe the role of molecular determinants in health and illness within an ecological model of public health.

Analytic Skills

Graduates should be able to:

1. Define a problem in public health.
2. Use appropriate data and statistical methods for problem identification and resolutions and for program planning, implementation and evaluation.
3. Select and define variables relevant to defined public health problems.
4. Use data to illuminate ethical, political, scientific, economic and overall public health issues.
5. Synthesize core public health knowledge using analytic tools.
6. Integrate theory into public health practice.
7. Apply empirical knowledge to public health practice.
8. Apply rigorous critical thinking to the analysis of public health problems.

Cultural Skills

Graduates should be able to:

1. Demonstrate an in-depth understanding of the dynamic forces of cultural diversity and their implications for public health both within the United States and internationally.
2. Interact sensitively, effectively and professionally with people from diverse ethnic, socioeconomic, educational and professional backgrounds, and with persons of all ages and lifestyle preferences.
3. Identify the role of cultural factors in determining disease, disease prevention, health promoting behavior, and health care services organization and delivery.
4. Develop and adapt approaches to public health that take into account cultural differences.

Information and Technology

Graduates should be able to:

1. Define a public health problem for purposes of literature research process.
2. Demonstrate library skills, including the ability to conduct computerized literature searches, for researching problems in public health.
3. Use one of several statistical packages (e.g., EPI Info, SAS) to analyze data to address public health problems.
4. Use basic data management software in public health.
5. Use one of several graphics software packages (e.g., POWERPOINT) to develop presentations for public health problems.
6. Describe the role of information systems in improving the effectiveness of public health activities.

Communication Skills

Graduates should be able to:

1. Communicate effectively both in writing and orally to diverse professional and lay audiences regarding public health issues.
2. Present accurately and effectively demographic, statistical, programmatic and scientific public health information for professionals and lay audiences.
3. Lead and participate in groups to address specific public health issues.
4. Use the media to communicate important public health information.

Policy Development

Graduates should be able to:

1. Understand the historical development and structure of state, local and federal public health-related agencies.
2. Describe the U.S. institutions and processes of policy-making in public health and recognize that these differ in different societies.
3. Communicate an understanding of the impact of public policies and policy-making on one's work in public health.
4. Recognize relevant theories of social policy and how they explain policy-making in public health.
5. Describe the use of evidence-based decision-making in policy-making in public health.
6. Describe processes and strategies used to inform and influence policy makers as they develop policies, laws, and regulations that impact on the public's health.

Leadership and Systems Thinking

Graduates should be able to:

1. Know what is required to assess a public health organization's structure and performance.
2. Participate in and contribute to strategic planning in public health.
3. Describe public health and health care delivery systems.
4. Describe the elements of organizational leadership including strategies for knowing how to coordinating teams, managing conflicts, motivating staff and continuous quality improvement.

Financial Planning and Management

Graduates should be able to:

1. Develop and justify a budget.
2. Manage public health programs within budget constraints.
3. Monitor performance of public health programs.
4. Understand the role of cost-effectiveness, cost-benefit, and cost utility analyses in the management of public health resources.

Community Dimensions of Practice

Graduates should be able to:

1. Establish and maintain linkages with key stakeholders in community-based initiatives to address public health issues.
2. Describe the process for developing, implementing, and evaluating a community public health assessment.
3. Describe the scientific, ethical, and practice dimensions of community-based participatory research.

Ethics

Graduates should be able to:

1. Use and apply ethical analysis to inform decision-making in public health.
2. Apply ethical principles to the collection, maintenance, use, and dissemination of data and information

Community Health Sciences (CHS): MPH Learning Objectives

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Community Health Science, the following objectives apply:

1. Design and develop approaches to public health problems, taking into account community and cultural health definitions, culturally-based health behaviors, and cultural communication styles in planning and implementing effective programs and evaluations. These approaches also involve the community in assessing health needs, selecting a program approach, and planning, implementing and evaluating health programs.
2. Work effectively in cross-cultural settings and with culturally diverse communities, promote cultural competence within an organization, and compare culturally appropriate public health interventions cross-culturally within the U.S. and internationally.
3. Access and use national/state/local data sets for data management, determining statistical significance of data; analyze primary and secondary data; monitor data gathering; and review data analysis. Use data and community assessment information to develop solutions to complex public health problems and demonstrate creative problem solving.
4. Design a health education program for a specific audience, including selecting an appropriate intervention strategy, program objectives and evaluation, and include a rationale for all decisions. Additionally, know when and how to use principles of mass media communication in selecting/designing a health education intervention.
5. Analyze public health policy, regulation and/or legislation; design a policy position; write a policy statement; design and implement an advocacy plan promoting the policy; and defend a policy position in a controversial area.
6. Identify components of a good research design; create a simple quantitative and qualitative research study; select the quantitative, qualitative or combination of analytical methods research process appropriate for a particular public health research problem; select/monitor appropriate research tools; select the qualitative research method appropriate for a public health research problem; and explain how qualitative research will "interact" with public health data sets and other quantitative information.