REQUEST FOR PROGRAM AUTHORIZATION

MASTER OF PUBLIC HEALTH

COLLEGE OF ARTS AND SCIENCES
DIVISION OF LIFE AND HEALTH SCIENCES
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REQUEST TO OFFER A NEW DEGREE PROGRAM

College Requesting Program: College of Arts and Sciences
Department Requesting Program: Division of Life and Health Sciences
Academic Specialty or Field: Public Health
Name of Program Requested: Master of Public Health
Proposed Implementation Date: Fall 2005
Proposed Classification of Instruction Program (CIP) Code: 51.2201

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

__________________________ Vice President for Academic Affairs, Date________________

__________________________ President, Date __________

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

<table>
<thead>
<tr>
<th>Projected Total Estimated Costs (from Table Three)</th>
<th>Student HDCT / FTE (from Table One)</th>
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</thead>
<tbody>
<tr>
<td>First Year of Implementation</td>
<td>$188,279 18 / 15.19</td>
</tr>
<tr>
<td>Second Year of Implementation</td>
<td>28 / 23.63</td>
</tr>
<tr>
<td>Third Year of Implementation</td>
<td>36 / 30.38</td>
</tr>
<tr>
<td>Fourth Year of Implementation</td>
<td>44 / 37.13</td>
</tr>
<tr>
<td>Fifth Year of Implementation</td>
<td>$207,749 50 / 42.19</td>
</tr>
</tbody>
</table>
REQUEST TO OFFER A NEW DEGREE PROGRAM

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

The Division of Life and Health Sciences in the College of Arts and Sciences has formed an Advisory Committee to address the educational needs of the health care community. This committee includes over 20 representatives from the regional health care community. In addition, representatives from area junior colleges and UWF units interested in health-related programs, and choosing to participate in addressing the needs of the health care community through the Division, have participated in the deliberations of the Committee. The Advisory Committee has spent the past year assessing the educational needs of the regional health care industry and developing educational initiatives to respond to those needs. The Committee has determined that a Master of Public Health, the universally recognized professional degree in public health, is a much needed program for both the private, public and military sectors of the health care community. The curriculum was designed by a subcommittee to the Advisory Committee which included several experts in the field of public health (e.g., Dr. John Lanza, Director of State Public Health in Escambia County). The courses were developed by experts in the area covered by the course. In addition, as a lead-in to this degree and as valuable additions to the health-related offerings of UWF, two certificates were identified as highly desirable in serving the educational needs of regional health care in the public health arena. These certificates are in two areas of public health, Infection Control and Environmental Health. The former certificate will provide health care workers, primarily in hospitals, nursing homes and other clinical settings, with essential background in control of infections, which has taken on great significance in the face of the rapid development of antibiotic resistance and emergence of new pathogens. The latter certificate has great value to many government agencies and businesses focusing on environmental issues. These certificates will be solid recruiting tools for the Master of Public Health degree since all courses within both certificates will transfer for credit into the proposed Master of Public Health degree.

This proposed program was approved for exploration and planning by the UWF Board of Trustees Academic and Student Affairs Committee 11/2003. The proposed program is aligned with the UWF Mission Statement in the UWF Partnership Strategic Plan in that it addresses an important regional need in education. Letters/emails of support for the proposed MPH from hospital CEOs, the Director of State Public Health in Escambia County and from the Director of the Navy and Army Medical Residency Programs are included in Appendix A. The details of the program are described in Section V (Curriculum).

II. INSTITUTIONAL MISSION
Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan.

The proposed program is listed on the current list of Proposed New Degree Programs for Exploration, Planning and Implementation and was approved by the UWF BOT A&SA on 11/2003. The goals of the proposed program are the same as those of all of the programs under the Division of Life and Health Sciences (DLHS) which are designed through a pan-university and pan-community planning effort to address specific needs of regional health care. This approach clearly aligns UWF services with community needs and interests and has been developed through teamwork and collaboration between units within UWF, and between UWF and people, state and federal agencies and private businesses in the regional health care community. Clearly, graduates of this program will be prepared to help solve regional problems in the public health arena and will enhance the quality of life through improvement in health care and illness prevention. The proposed MPH directly targets an area in education that addresses key health issues at the regional, national and international levels.

Broad collaboration has been the central theme in development of the MPH. The process engaged multiple UWF units as well as community partners at several different levels. For example, planning and development of the proposed MPH engaged the Departments of Psychology, Biology, and Math within the College of Arts and Sciences, several departments in the College of Business, personnel from the Florida Department of Public Health and the military residency programs for the Army and Navy, and have involved, in the planning process, 22 representatives from many different walks of regional health care.

The Mission Statement for the Division of Life and Health Sciences (see below) provided direction for development of the MPH and clearly demonstrates a strong alignment between the mission and goals of the Division and UWF.

**DIVISION OF LIFE AND HEALTH SCIENCES STRATEGIC PLAN**

**Vision:**
The Division will be the principal center of education, research, and academic public service in the life and health sciences in Northwest Florida. The efforts of the Division to accomplish these goals will be integrated into a mosaic of collaboration with the health care community and the health-related programs at area junior colleges, and will engage UWF units that have the expertise and desire to participate in the programs offered through the Division.

**Mission:**
In keeping with the University mission, the Division of Life and Health Sciences (DLHS) is dedicated to the creation, transmission, application and preservation of knowledge. Within this framework, the primary mission of the DLHS is to develop and offer formal educational programs in the life and health sciences to current and future students and to be a vital source of well-trained and highly skilled graduates to the local, regional and national health care and life sciences communities.

Values:
1. **Integrity and candor** in the pursuit of knowledge through intellectual inquiry and discourse
2. **Dedication** to and innovation in educating our students to excel
3. **Excellence** in teaching, research, and service
4. **Creativity** in designing and implementing our programs to fit the needs of the region
5. **Cooperation and Collaboration** with community and UWF partners in providing quality education in the life and health sciences
6. **Diversity** in thought, attitude, understanding, appreciation and practice
7. **Responsibility** in managing, utilizing and protecting our resources and the environment
8. **Concern** over the creation of a safe and dynamic learning environment that encourages development of individual potential

It is clear from the mission statement of the Association of Schools of Public Health (see below) that the prime directive of the proposed MPH is serving the community through providing personnel educated to provide a series of skills and services essential to promoting health and health care.

**What is Public Health?**

*The mission of public health is to "fulfill society's interest in assuring conditions in which people can be healthy."* (Institute of Medicine, Committee for the Study of the Future of Public Health, Division of Health Care Services. 1988. The Future of Public Health. National Academy Press, Washington, DC)

Public health carries out its mission through organized, interdisciplinary efforts that address the physical, mental and environmental health concerns of communities and populations at risk for disease and injury. Its mission is achieved through the application of health promotion and disease prevention technologies and interventions designed to improve and enhance quality of life. Health promotion and disease prevention technologies encompass a broad array of functions and expertise, including the three core public health functions:

- assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities;
- formulating public policies, in collaboration with community and government leaders, designed to solve identified local and national health problems and priorities;
- assuring that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services, and evaluation of the effectiveness of that care
The Ten Essential Public Health Services*

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services
- Research for new insights and innovative solutions to health problems

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in the planning. Provide a timetable of events for the implementation of the program.

The selection and design of the proposed MPH was a collaborative process which involved, at UWF, the College of Business (Ed Ranelli), the College of Arts and Sciences (Kitty Fouche & George Ellenberg), the Division of Life and Health Sciences (George Stewart) and representatives from the Center for Health Care Ethics (Barry Arnold) and the Whitman Center (Julie Phillipart), the programs in Nursing (Marilyn Lamborn) and Medical Technology (Swarna Krothapalli) and Public History (Nan Fetterman), the Center on Aging (Petra Schuler), the Director of the Health Advisory Program (Venkat Sharma), the Departments of Biology (George Stewart, Venkat Sharma and Steve Celestial), Communication Arts (Tammy Swenson-Lepper and Athena Dupre), Computer Sciences (Melanie Sutton) and Psychology (Susan Walch). Outside of the University, the Director of Florida Public Health in Escambia County, the Directors of the Army and Navy Medical Residency programs and others involved in regional public health as well as the Advisory Committee to the Division of Life and Health Sciences which includes the following people from the health care community: Debbie Bostic, V.P. for Operations and Chief Nursing Officer for Sacred Heart Systems; George Boudreaux, Director of Education for Santa Rosa Medical Center; Julie Cardwell, Director of Rehabilitation, Baptist Health Care; Jerry Clip, CEO, West Florida Hospital; Paige Collier, Executive Director, West Florida Area Health Education; Edward J. Galbavey, M.D., Director, Center for Sight, Pensacola; Nina Hendricks, Human Resources, Sacred Heart Hospital; Capt. Thomas J. Kersch, M.D., Naval Hospital Pensacola; John Lanza, Director of Escambia County Health Department; Paul McLeod, M.D., Assistant Dean, Florida State University Medical School; Celeste Norris, Director of Compensation and Recruiting, Baptist Health care; Roger M. Orth, M.D., Director of
Gastroenterology Associates, Pensacola; Nancy Ramos, Director of Behavioral Medicine, Baptist Health Care; Jay Varenholdt, M.D. private practice; Linda Whitenton, Director of the Nursing Program, Okaloosa-Walton Community College; Capt John Gibson, Director of Clinical Support Services, Navy Hospital; Barbara Wade, M.D., Center for the Prevention and Treatment of Infection, Sacred Heart Hospital; Capt Robert Hoyt, M.D., Internal Medicine, Navy Hospital; Lt. Cmdr Huy Nguyen, M.D., Navy Hospital; Capt Pamela Roark, Director of Nursing, Navy Hospital; and Marcia Williams, Provost, Warrington Campus, Pensacola Junior College.

** Chronology of Activities in Developing the MPH – Division of Life and Health Sciences Advisory Committee Meetings.**

10/02/02………………………………..The Advisory Committee first entertained assessing the regional health care community need for an MPH.

12/04/02………………………………...An MPH Subcommittee was formed (John Lanza, George Stewart, Julie Phillipart, Susan Walch, Ed Ranelli and Tom Kersch). Dr. Cavanaugh expressed his strong support for this initiative. Tracks and certificates in MPH were discussed.

02/13/03…………………………………The MPH Subcommittee presented a review of 11 other MPH programs around the nation and introduced a curriculum model for the proposed MPH as well as courses making up the two certificate programs. It was determined that accreditation by the Council for Public Health Education will be sought. The following decisions were made on the UWF MPH by the Advisory Committee. (1) It will be a flexible degree that allows specialization in several key areas in public health (epidemiology, environmental health, public health leadership); (2) There will be two certificates, one in Infection Control and one in Environmental Health; (3) All classes will be offered in the evenings or on-line; (4) As dictated by the accrediting body, adjuncts from the health care and public health communities will be used where appropriate; (5) this will be a non-thesis degree; (6) the degree will consist of 30 sh of formal course work with a capstone experience/internship in public health (6 sh) for a total of 36 sh in the degree (21 sh program core and 15 sh of electives); and, (7) requirements for graduation include a comprehensive oral exam and written report on research experience in the Capstone course. The Advisory Committee designed an on-line survey to be conducted to identify the background and number of people in the health care/public health community that might enroll in this program.

04/17/03………………………………….The results of several on-line random surveys of the health care community, which showed significant interest among respondents in enrolling in the proposed MPH at UWF, were presented to the Advisory Committee. The Advisory Committee voted unanimously to proceed with seeking permission to explore on the MPH.

6/19/2003………………………………..Request to explore the MPH is submitted to and approved by the BOT (see Appendix A ).
IV. ASSESSMENT OF NEED AND DEMAND

A. What national, state or local data support the need for more people to be prepared in this program at this level? (This may include national, state or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.

1. The nearest similar program was recently approved for Florida State University in Tallahassee. This MPH is being run out of Social Sciences which is offering an education on the “soft” side of Public Health – focusing more on social issues rather than on the epidemiology/infection control/environmental health thrust of the program being proposed for UWF.

2. The selection and design of the proposed MPH was a collaborative process which involved, at UWF, the College of Business, the Division of Life and Health Sciences and representatives from the Center for Health Care Ethics and the Whitman Center, the center on Aging, the programs in Nursing and Medical Technology and Public History, the Director of the Health Advisory Program, the Departments of Biology, Communication Arts, Computer Sciences and Psychology. Outside of the University, the Director of Florida Public Health in Escambia County, and others involved regional public health as well as the Advisory Committee to the Division of Life and Health Sciences which includes the following people from the health care community: Debbie Bostic, V.P. for Operations and Chief Nursing Officer for Sacred Heart Systems; George Boudreaux, Director of Education for Santa Rosa Medical Center; Julie Cardwell, Director of Rehabilitation, Baptist Health Care; Jerry Clip, CEO, West Florida Hospital; Paige Collier, Executive Director, West Florida Area Health Education; Edward J. Galbavey, M.D., Director, Center for Sight, Pensacola; Nina Hendricks, Human Resources, Sacred Heart Hospital; Capt. Thomas J. Kersch, M.D., Naval Hospital Pensacola; John Lanza, Director of Escambia County Health Department; Paul McLeod, M.D., Assistant Dean, Florida State University Medical School; Celeste Norris, Director of Compensation and Recruiting, Baptist Health care; Roger M. Orth, M.D., Director of Gastroenterology Associates, Pensacola; Nancy Ramos, Director of Behavioral Medicine, Baptist Health Care; Jay Varenholdt, M.D. private practice; Linda Whitenton, Director of the Nursing Program, Okaloosa-Walton Community College; Capt John Gibson, Director of Clinical Support Services, Navy Hospital; Barbara Wade, M.D., Center for the Prevention and Treatment of Infection, Sacred heart Hospital; Capt Robert Hoyt, M.D., Internal Medicine, Navy Hospital; Lt. Cmdr Huy Nguyen, M.D., Navy Hospital; Capt Pamela Roark, Director of Nursing, Navy Hospital; and Marcia Williams, Provost, Warrington Campus, Pensacola Junior College. All of these academics and health care community members clearly indicated a strong demand and need for an MPH, the universally recognized professional degree in local, regional, national and international public health. Several letters or emails in support of the proposed
Master of Public Health from central figures in the health care (Al Stubblefield, President and CEO of Baptist Health Care; William McLaughlin, President, Sacred Heart Hospital; Wayne Campbell, CEO, Fort Walton Beach Medical Center) and public health communities (Dr. John Lanza, Director, Escambia County Health Department, Florida Department of Health) and from the Directors of the Army and Navy Medical Residency programs are attached (Appendix A).

3. A web search under the heading “jobs in public health” yielded 2,119,815 listings which included primarily sites listing local, state, national and international job openings for MPH-qualified candidates and opportunities for internships in public health. As an example, one international job site that renewed its web site on a bi-weekly basis, listed between 300 and 400 jobs that had opened between October 20 and the 25. Another web site had 424 jobs in public health listed on its April 9, 2004 bi-weekly report. There was an incredible number of jobs listed as available in local and state public health throughout the U.S., as well as a plethora of positions with the federal government. Overseas jobs were listed for countries around the globe with a wide variety of private, government and non-profit groups. Employment options for MPH-qualified candidates were advertised in the following areas: National and State Public Health Management, Community-Based Public Health Services, Public Health Research and Education, Field-based International Health Care, Headquarters-based International Health Care Management, Internships and Trainee positions.

4. Columbia University has compiled a list of 88 public health organizations that provide career opportunities and internships in international public health for students earning the MPH. This list includes many non-profit, private and governmental agencies on the international front. This list can be accessed at http://www.ccih.org/public_health_organizations.html.

5. In an on-line article in Newsweek Showcase on “Public Health Schools and Programs” ( http://www.newsweekshowcase.com/public-health ) under the heading “General growth in the public health industry and the types of jobs that are especially in demand” the following statement clearly shows the need for and value of an MPH degree at UWF: “The public health field is now experiencing a widespread worker shortage. Large numbers of our public health staff are nearing retirement and there are not enough students graduating with training in public health to replace them. As much as half of the current state public health workforce will be retiring in the next 5 years”. This statement does not even include the large number of MPH-qualified personnel needed on the national and international fronts which is clearly shown in the large number of job openings at the federal and international levels. Under another section of the article entitled “What is the value of a MPH and what careers are available?” the following statement highlights the importance of the MPH degree. “The primary professional degree in the public health field is the Master of Public Health (MPH). There are many opportunities for trained public health professionals to find meaningful employment.” It goes on to list the core areas in which most occupations for graduates with the MPH will be found: Public health practice and program management; epidemiology, environmental health, public health education, international/global health, maternal and child health, occupational safety and health, biomedical and lab practice, and others.” Todays’s health care professionals are
placing greater emphasis on health promotion and disease prevention, opening a broad array of new opportunities for people with professional public health training. Many private and public institutions have created wellness, health promotion, and nutrition programs for their constituents. Community organizations are focusing on racial and ethnic disparities and health. Other groups are exploring ways to change behaviors to improve children’s and women’s health, tackle substance abuse, and prevent the spread of sexually transmitted diseases. Experts agree that population-based disease prevention programs are the key to major advances in improving public health over the next decades (http://www.nyu.edu/msep/soe/mpjhump). To accomplish all of these goals will require many additional MPH-qualified personnel to enter the public health workforce.

6. The Association of Public Health Laboratories is playing a key role in anti-terrorists preparations within the U.S. This includes helping state public health laboratories to prepare for biomonitoring to combat biological/chemical terrorism. After September 11, public health labs around the country were inundated with hundreds of thousands of environmental samples that had to be tested for chemical and biological agents. This trend continues at a very high level due to the heightened response and higher sensitivity of law enforcement and public health agencies at the federal and state levels. These events have placed even more demand on the services of the public health community, dramatically increasing the need for MPH-qualified personnel.

7. We conducted four on-line surveys (one “general” survey, and one each designed to investigate interest in the Bachelor of Science in Health Sciences, the Pharm-D degree and the MPH). There were 370 respondents to all four surveys. In the MPH survey, of 93 participants, 87% stated that they would enroll in the MPH if it were offered at UWF (see a partial list of names of people expressing an interest in the program and asking to be provided with updates as the program develops Appendix A). Over 50 phone inquiries on the proposed MPH have come from bordering counties in Alabama and the Florida Panhandle. This level of interest was demonstrated based solely on information provided at the Division of Life and Health Sciences web site, where the program is mentioned as a proposed future effort. Both the Navy and Army are interested in having their medical residents enroll in the UWF MPH and have worked with the Division to substitute two key courses required of their residents (Toxicology and Aerospace Medicine; see emails in Appendix A) into the program. John Lanza, Director of Florida Public Health in Escambia County is encouraging many of his employees to complete the MPH at UWF to position them for advancement and to better prepare them to serve the public’s health (see letter in Appendix A). Clearly, the proposed MPH will effectively address a significant regional, national and international need for more MPH-qualified personnel.

B. Use UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources.

Table One B is presented in Appendix A for reference to the narrative below.
In the narrative following Table One B, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, ideally, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that are likely to occur.

The requested narrative in support of Table One B is presented below.

*Individuals drawn from agencies/industries in your service area (e.g., older returning students).*

The region is replete with agencies and industries (county health departments [e.g. Okaloosa, Walton, Escambia, etc.]; Environmental Health Services; Department of Environmental Protection; the military; the health care community, including private physicians, nurses, and many in other health care specialties) with employees wishing to earn a MPH degree so they can move into public health-related employment in hospitals, agencies or other health-related industry or improve their prospects for advancement or change in career with their present employer. This is clearly indicated in on-line surveys conducted by the Division of Life and Health Sciences to assess regional need for the MPH (see comments of some participants in the on-line MPH survey, Appendix A). Survey participants from several different areas of the public health/health care communities have expressed interest in this program, as well as through emails and phone inquiries. We anticipate 2 students each from the Army and Navy residency programs (total of 4/year) each year for the next 5 years. These students will be full-time students pushing to get through in as little time as possible during their assignment to the area. From conversations with leaders in the health care and public health communities, and with physicians and nurses, a reasonable estimate for students entering the program from these sources would be 7 for a first year total of 11 from these pools. As the program becomes better known in the health care and public health communities through advertising and through word-of-mouth this number should increase by 3, 5, 7 and 9 over the subsequent four years following year 01 of the program. Since all classes in the program are offered during evenings, it is anticipated that these students will enroll in 6 to 9 hours of coursework/semester.

*Students who transfer from other graduate programs in the university*

We do not foresee students transferring from other graduate programs at UWF to enter this program. But students completing a master’s degree in business or administration might want to complete this degree as well to allow them to enter employment on the business or higher administrative side of public health. We might see 1 such student per year after the first year.

*Individuals who have recently graduated from preceding degree programs at this university.*
While students graduating with a BS in Biology are qualified to enter this program, we do not anticipate that the bulk of students will be recruited from this pool since most of these student either seek employment in the biological sciences or wish to enter a graduate program in biology. We do project some interest in the MPH from pre-professional students who have not been accepted to a professional school (generally an excellent pool of students), nursing graduates who would like to move into public health or for whom a MPH would prove invaluable in the work they have chosen; students who have completed business degrees or degrees in math with an emphasis in statistics, and who wish to move into the public health arena; and some students from psychology or social work with an interest in the behavioral side of public health. This pool of students might account for 2 students for the first year and perhaps an increase of 2 students per year as the program becomes better known and students become aware of the strong job market for MPH-qualified personnel.

Individuals who have graduated from preceding degree programs at other SUS universities.

Part of our strategy is to advertise this program effectively, initially in the Panhandle area, and ultimately throughout the nation. There is a large and growing interest in this specialty and many jobs available for MPH-qualified personnel (see above in “Assessment of Need and Demand”). In addition to offering this program in the traditional format, in the future, we plan to put this entire program on-line to allow us to reach a larger audience over a broader geographic area through DL (the impact on enrollment of this action is not addressed in this document). Initially, in the classroom version of the program, we anticipate 1 student from other SUS universities whose homes are in the Panhandle area to enter in year 1 and perhaps an additional 1 per year each for the next 4 years as our advertising efforts unfold and the program’s reputation grows.

Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities.

Once the program is approved and its presence is announced through wide spread advertising, which will target out-of-state schools as well as those within the SUS, we anticipate growing interest from this source. Conservatively, we project that 1 student from this source will enter the program in year 01, but an increasing number in subsequent years (2 in yr 02, 3 in year 03, 4 in yr 04 and 5 in yr 05).

Additional in-state residents.

The substantial military presence in the region will be a source of students wishing to enter a new career upon leaving the military. This will include both those who have already left the service and those who are still in the service and preparing to leave in the near future. The incredible opportunities offered by the MPH for employment overseas as well as regionally will be a strong magnet for such individuals and we project 1 student initially with 2 students per year for the 4 subsequent years.
**Additional out-of-state students**

We have had many inquiries from health care/public health workers currently employed in Alabama. We project that this pool will be another substantial source of students for the MPH. During yr 01, we envision 3 students from this source followed by an additional 2 students each year for years 02, 03, 04 and 05.

**Additional foreign residents**

Clearly, there is a significant job market overseas for MPH-qualified personnel. As our program is advertised post-approval we anticipate a growing interest from foreign students and will actively establish partnerships with key foreign universities not offering their own MPH to promote our program. We foresee 0 foreign student during yr 01 but anticipate that our efforts in this arena will yield 1 during yr 02, 2 for yr 03, 3 for yrs 04 and 05.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

The MPH educates individuals to address critical issues in public health. In the United States many of these issues relate to disadvantaged and underrepresented populations. I would reiterate the three core public health functions as well as the 10 essential public health services which clearly show that the MPH-qualified person will be employed to largely focus on these disadvantaged and underrepresented populations. Moreover, such a degree is inherently attractive to Hispanic and black students who will be positioned to serve their communities in improving health care. We will make a concerted effort to advertise and recruit students from underrepresented and minority groups so that the prime directives of public health listed below can be most effectively served:

- assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities;
- formulating public policies, in collaboration with community and government leaders, designed to solve identified local and national health problems and priorities;
- assuring that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services, and evaluation of the effectiveness of that care

The Ten Essential Public Health Services*

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
• Inform, educate, and empower people about health issues
• Mobilize community partnerships to identify and solve health problems
• Develop policies and plans that support individual and community health efforts
• Enforce laws and regulations that protect health and ensure safety
• Link people to needed personal health services and assure the provision of health care when otherwise unavailable
• Assure a competent public health and personal health care workforce
• Evaluate effectiveness, accessibility, and quality of personal and population-based health services
• Research for new insights and innovative solutions to health problems

The bulk of people suffering from infectious diseases reside in developing nations which injects a high level of importance into an MPH program from the standpoint of its value in serving public health in the international arena. Thus, this program will provide a workforce educated in ways that will potentially benefit people who are most in need of help in the global community. This imparts to this program a high value on the international level as well.

V. Curriculum

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum.

Specific learning outcomes:

Content
1. Identify the laws that regulate healthcare as applied to institutions and professionals.
2. Demonstrate a comprehensive understanding of the U.S. health care industry and the underlying economics of the industry and its institutions, consumers and stakeholders.
3. Develop an understanding of microeconomic and statistical tools used in analysis of health care policy, issues and cases.
4. Describe biopsychosocial correlates of morbidity and mortality.
5. Discuss major biopsychosocial theories used to inform the research and practice of public health
6. Identify and describe major research designs and methods used in public health.
7. Discuss contemporary approaches to applications of public health for a variety of biomedical problems and concerns.
8. Discuss the historical foundations of epidemiology.
9. Define the measures of morbidity and mortality used in this field.
10. Identify psychological, behavioral, and social factors important to the study of epidemiology.
11. Discuss program management, administration, development or research in public health.
12. Define environmental health and discuss how hazards in our environment impact human health.
13. Discuss the factors – agent, host, environment, involved in any environmentally linked disease and give examples of each.
14. Discuss some of the major human diseases related to domesticated and wild animals as well as arthropods.
15. Discuss health effects associated with exposure to specific chemical agents in the environment.
16. Describe the nature of infectious disease, modes of transmission, and disease agents.
17. Contrast and discuss historical and modern issues related to spread of infectious diseases and their control.
18. Describe behavioral and environmental factors associated with infectious disease transmission.
19. Discuss the important groups of communicable diseases - differentiate between bacteria, viruses, and other infectious agents.
20. Discuss current issues related to the spread of disease and prevention strategies used in communicable disease control.
21. Discuss epidemiologic and etiologic goals of public health research.
22. Identify and describe major research designs and methods used in public health.
23. Explain the background supporting the benefits of infection control programs.
24. Discuss the role of the various government bodies and organizations that work together to improve public health.
25. Discuss the historical significance of urbanization.
26. Describe how human health outcomes are influenced by urban population expansion and other stressors on the environment.
27. Describe how toxicants get into the environment and which diseases may be associated with them.
28. Describe how environmental toxicants are tested and regulated.
29. Identify what is the damage process and action of toxicants.
30. Define the factors affecting xenobiotic action.
31. Describe how environmental chemicals are metabolized.
32. Define the defense response to toxicants.
33. Identify a variety of chemicals by class (particulates, VOCx, heavy metals) and determine sources of exposure and effects on human, plants, and animals.
Critical Thinking
1. Be able to address the most pressing environmental problems impacting community health.
2. Be able to apply basic economic theory.
3. Apply laws applicable to the healthcare industry and public health to a degree that they can recognize when a legal professional should be consulted.
4. Identify what law is relevant and be able to apply that law in the public health environment.
5. Identify opportunities to develop cooperative solutions avoiding legal conflict.
6. Employ the theories, tools and concepts of health care economics,
7. Apply the theories, tools and concepts to current health care issues.
8. Apply these tools to current public policy issues and specific cases in the health care industry.
9. Employ biopsychosocial factors in the promotion and maintenance of health.
10. Apply biospsychosocial theoretical models and empirical data to the design of public health interventions.
11. Identify recent applications of epidemiology in our society.
12. Articulate the practical uses of epidemiology.
13. Apply descriptive epidemiology in dealing with public health issues.
14. Employ the various study designs in the field of epidemiology.
15. Employ epidemiological methods in the study of infectious and chronic diseases.
16. Identify health and safety hazards in the environment and workplace.
17. Interpret the significance of genetic factors in epidemiological data and research.
18. Employ ecological methods in defining environmental health.
19. Discuss means of preventing disease by behavioral and/or environmental modification.
20. Employ epidemiologic tools used to measure association and be able to apply these concepts to evaluate the probable cause of an outbreak.
22. Employ the elements of infection control programs and define how they interact with other entities.
23. Identify and be able to address the most pressing environmental problems impacting community health.
24. Identify potentially toxic local sites and predict environmental outcomes.

Ethics
1. Demonstrate an appreciation for the bioethical issues surrounding complex medical decisions.
2. Discuss the impact of world population growth on the environment.
3. Explain how choices in personal and professional lives have both positive and negative impact on the environment.
4. Explain methods for assuring internal and external validity in research design.
5. Discuss the basic concepts of environmental justice and the disproportional impacts of environmental hazards on certain populations.
6. Define the impact of increasing population on the urban environment.
7. Describe how human health is affected by urban population growth, including the health of children and the elderly.

**Project Management**
1. Apply and understand management of human and other resources.
2. Employ management skills in channeling individual behavior as well as group dynamics.
3. Apply management skills in a changing environment, in team building and strategic planning.
4. Demonstrate data interpretation issues in epidemiologic practice.
5. Conduct screening for diseases in communities.
6. Apply management principles, processes and methods to health and public health-related institutions.
7. Draw sound conclusions and provide reasonable suggestions for improvement in the public health program/research in which they interned.
8. Discuss data management for infectious diseases and tools for managing surveillance and laboratory data.
9. Identify and be able to address the most pressing environmental problems impacting community health.

**Communication**
1. Identify databases and obtain requisite data.
2. Present their findings orally to a group of faculty and be able to defend their conclusions and suggestions for improvement, and respond effectively to questions of a general nature related to their internship experience.
3. Serve as a liaison to doctors, administrators, and other health care professionals in the use of current and emerging computer technologies in public health.
4. Use modern software packages to develop computer applications in public health, addressing issues of data collection, analysis, and interpretation and reporting.
5. Address legal and ethical issues while designing and utilizing computer applications in public health, including documentation, security, and regulatory requirements.
6. Differentiate among statistical analysis procedures to be able to apply appropriate statistical tests for different levels of data and study designs.

ADMISSION REQUIREMENTS

Prospective students must submit the Application for Admission to Graduate School and a nonrefundable admission application fee to the Office of Admissions by the appropriate deadline. Applications for Admission may be obtained from the Office of Admissions at UWF.

It is the responsibility of the applicant to have submitted to the Office of Admissions two official transcripts directly from each college or university attended.

Official test results from the Graduate Record Exam (GRE) are required to be sent for all applicants directly to the Office of Admissions from the Educational Testing Service. Applicants with terminal degrees (PhD or EdD) or advanced professional degrees (MD, DDS, DVM, JD, DO) from accredited programs and licensed in the United States may request to waive the GRE requirement but must complete other admission requirements.

Prospective Graduate students, including students transferring from another graduate program, must:
- have a Bachelor’s degree from an accredited university.
- provide three letters of recommendation.
- possess basic computer competency.
- take the GRE within five years preceding application to the MPH program (see below for exceptions).
- meet the following criteria:
  - shall have earned a “B” average or better in all work taken while registered as an upper division student working toward a baccalaureate degree or
  - shall have a total Verbal and Quantitative GRE General Test Score of 1000 or higher. Students currently enrolled in medical school must have earned an average MCAT score of 7 based on the three sections of the exam.

Other criteria may apply.

Applicants with insufficient training in public health or other health and biological sciences will be required to take two foundational proficiency courses that will NOT count toward the degree requirements: HSC5506 and HSC5552.

Students from the Navy and Army Medical Residency Programs entering the MPH will substitute Aerospace Medicine (taught by a military MD in the Military Residency Program) and Toxicology (taught by a military M.D. in the Military Residency Program) for six semester hours of electives.
DEGREE REQUIREMENTS

Students must earn a grade of “B” or better in all courses in the MPH program in order to remain in good standing within the program and in order to graduate from the program.

At the end of their academic program, all students are required to take and pass with a grade of 70% or better, an oral Comprehensive Examination.

All students are required to satisfactorily complete a supervised Public Health Internship (6 sh) involving field experience in a public health-related area and to submit a written report on research conducted during this capstone experience and to defend the conclusions and recommendations included in their report. The internship course requirement will be met for students with appropriate professional experience or who are currently enrolled in a medical residency program or in the final two years of medical school.

Students qualified to enroll in graduate studies but who do not have the required documents by the application deadline date, or those who do not intend to work toward a graduate degree, may complete up to 12 hours as non-degree seeking students.

Course descriptions are listed alphabetically by prefix in the back of the Catalog.

Master of Public Health Core Courses (21 sh)

HSA 5115 Public Health Care Policy and Administration 3
PHC 5XXX Social and Behavioral Sciences in Public Health 3
PHC 6XX3 Epidemiology for Public Health Professionals 3
PHC 6XX5 Survey of Environmental Problems 3
PHC 6XX7 Internship in Public Health 6
STA 5XXX Biostatistics 3

Elective Courses
Choose 15sh of coursework in consultation with your academic advisor:

B. For bachelor’s programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of 120 maximum.

Not applicable

C. Provide a one or two sentence description of each required or elective course.

HSA 5115 Public Health Care Policy and Administration.............3 (F, S)
Management principles, processes and techniques as applied to hospitals and other health-related institutions. Offered concurrently with HAS 4110; graduate students will be assigned additional work.

PHC 5XXX Social and Behavioral Sciences in Public Health........3 (SS)
Covers behavioral and social science contributions to public health. Theoretical and empirical literature from the social science disciplines, including psychology, sociology, and anthropology, will be reviewed and integrated with public health objectives and outcomes. Using a biopsychosocial framework, the role of social, psychological, and behavioral factors in health and illness are emphasized.

**PHC 6XX3 Epidemiology for Public Health Professionals**........3  (F)
To enable the student to understand epidemiology as a discipline and how epidemiology, as the basic science of public health, provides information for disease prevention and treatment.

**PHC 6XX5 Survey of Environmental Problems**.........................3  (SS)
Students will be given an overview of the chemical, physical, and biological hazards present in our living and working environment and their effects on human health.

**PHC 6XX7 Internship in Public Health**.................................3  (F, S, SS)
An internship in a public health agency or setting. Under supervision by an adjunct or full-time faculty member teaching in the UWF MPH program, students will work on a problem related to management, development or administration of a program in public health or to research in public health. Students must have completed the Master of Public Health (MPH) core courses (or their equivalent) and chosen their area of concentration within the MPH before enrolling in this course. May not be required of students with advanced degrees or extensive experience in the field of Public Health. A written report on the internship experience is required and the report must be presented orally to a committee of three faculty selected by the student’s course supervisor. Graded on satisfactory/unsatisfactory basis only. Permission is required.

**STA 5XXX Biostatistics**......................................................3  (F, S, SS)
A second course in statistics for students in the Biological Sciences. Topics covered include analysis of variance, regression analysis, nonparametric statistics, contingency tables. Offered concurrently with STA 4173; graduate students will be assigned additional work.

**BUL 5XXX Legal Fundamentals of Health Care and Public Health**.3  (F)
An overview of the laws most affecting the provision of healthcare and public health practices. The legal basis for government involvement in the public's health is examined with an analysis public health authority. A general overview of the laws controlling the provision of private sector healthcare including industry and professional regulation, prohibited payment schemes, Bioethics, end-of-life issues, informed medical consent, and patient privacy. Offered concurrently with BSC 4XXX; graduate students will be assigned five review articles in the subject area and tested separately over this material. In addition, graduate students will be assigned a topic on legal issues in public health which they will present before the class for discussion. They will provide conclusions and recommendations related to this topic and defend their position.

**ECP 5XXX Health Economics**..............................................3  (F)
Provides instruction in economic theories, tools and concepts and their application to current health care issues. Offered concurrently with ECP 4XXX; graduate students will be assigned additional work.

**ECP 5XX1 Business Analysis and Decision Making in Health Care..3 (S)**
Analysis of health policy, issues and cases using economic theories, tools, and concepts. Offered concurrently with ECP 4XX1; graduate students will be assigned additional work.

**HSC 6XXX Strategies for Prevention of Infectious Disease..........3 (F)**
A comprehensive study of the tools for the control of infectious diseases and the application of these tools in public health programs to achieve an epidemiologic impact on disease reduction, elimination or eradication.

**HSC 6XX3 Microbiology in Health Care……………………………3 (F)**
There is vast number of microorganisms – bacteria, viruses, parasites, fungus, and mycobacteria – some of which are beneficial, some harmless, while others cause disease and death in humans. An understanding of these microorganisms is essential for healthcare professionals to apply principles of infection prevention and control. This course will cover the diversity of microorganisms, controlling their growth, health aspects, and the prevention and control of infectious diseases.

**MCB 5273 Epidemiology of Infectious Disease…………………….3 (F)**
The basic principles of epidemiology as they apply to infectious disease and the impact of infectious disease on civilization will be addressed. The causes and distribution of current epidemics of infectious disease, including newly emerging and reemerging diseases, and the approaches being applied to defeat these diseases will be discussed. Offered concurrently with MCB 4276; graduate students will be assigned additional work.

**PHC 6XXX Epidemiological Study Design and Statistical Methods..3 (SS)**
Covers research design and methods in public health and epidemiology. Experimental, quasi-experimental, observational, survey, surveillance, and qualitative study designs will be reviewed. Methods for reliable and valid data collection and analysis will be covered. An overview of statistical

**PHC 6XX1 Environmental Toxicology……………………………..3 (F)**
Environmental toxicology is the study of the effects of toxic substances on health and the environment. The student will recognize that human survival depends upon the well-being of other species and upon the availability of clean air, water, and food; and anthropogenic, as well as naturally occurring, chemicals can have detrimental effects on living organisms and ecological processes. Concepts to be covered include occurrence of toxicants, damage process and action of toxicants, factors affecting xenobiotic action, defense responses to toxicants, and others. The course will also examine chemicals of environmental interest and how they are tested and regulated. Case studies and special topics will be examined.
PHC 6XX2 Environmental Health in the Urban Community...........3 (F)
Today, a majority of people live in cities and by 2050 over 75% of the world’s population will be urban dwellers. This course will provide an overview of the major environmental health issues facing urban areas and their inhabitants. Covers the physical, chemical, and biological hazards present in urban areas and their effects on human health.

PHC 6XX4 Computer Applications in Public Health..................3 (F)
Provides an overview of various computer applications in public health and introduces modern software systems for analyzing health-related data. Fundamentals of data collection, statistical analysis, interpretation, and reporting results are covered. Technology-based implications for legal and ethical issues are also addressed (including documentation, security, and regulatory requirements). Working knowledge of how to use personal computers, including knowledge of word-processing, spreadsheet packages and Internet searching; Training in a health care-related field at the Associate's/Bachelor's level is required.

PHC 6XX6 Disease Transmission in the Urban Environment.........3 (S)
Focuses on disease transmission in the urban community – how interaction between human behaviors and environmental changes contribute to the spread of disease in urban areas in developed and developing countries.

PHC 6XX8 Design of Infection Control Programs.................... 3 (S)
Provides the student with an understanding of the elements and function of infection control programs in healthcare facilities.

PHC 6XX9 Disease Surveillance and Monitoring..................... 3 (S)
Disease surveillance and monitoring is the systematic collection, analysis, interpretation, and dissemination of data for use in prioritizing, planning, implementing, and evaluating health programs, activities and practices in the United States as well as in other developed and developing countries. Will focus on these fundamental processes and procedures which are utilized to investigate and track infectious and communicable diseases as well as non-infectious chronic diseases.

D. For bachelor’s degrees list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Not applicable

E. For bachelor’s programs, if department plans to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Not applicable
VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

Clearly, the proposed MPH directly addresses the University of West Florida’s regional service mission. Design and implementation of this program was accomplished by the Advisory Committee to the Division of Life and Health Sciences which is made up of representatives from many different walks of the regional health care community. The letters of endorsement for this program from regional hospitals, the military and public health illustrate strong regional support for this program and identify it as one that is critical for the region. Moreover, the large number of jobs available to MPH-qualified personnel shows that initiation of this program is valuable and timely in terms of national and international needs in public health. The educational efforts implemented and planned by UWF in the health arena have been enthusiastically embraced by the health care and public health communities, and surveys have shown that there is a large pool of potential students, currently employed in health care/public health, with strong interest in these programs. This personnel pool is an integral cog in the health care wheel and will be effectively served through the MPH and other planned and implemented programs of the Division of Life and Health Sciences.

The MPH is built on a solid foundation of academic and community collaborations. Included in these partnerships at UWF are the College of Business, which has created two new courses and contributed one existing course for the curriculum; the Department of Math, which created a graduate level statistics course for the MPH; and the Department of Psychology, which created two new courses for the proposed program. The Director of Escambia County Health Department and the General Council for Escambia Public Health have designed and will teach four of the courses in the MPH; the Director of Sacred Heart’s Infection Center has designed and will teach two courses in the MPH; and, the Army/Navy has designed and will teach two courses for their students in their medical residency program enrolling in UWF’s MPH.

B. If there has been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all of the recommendations and summarize progress toward implementing the recommendations.

The MPH will be housed within the Division of Life and Health Sciences which was created in 2002. The Division has not yet entered any of the internal review cycles. The Council on Education for Public Health (CEPH), the primary accreditation agency for MPH programs and schools of public health, has been contacted and development of the proposed MPH has been guided by CEPH curricular guidelines.
The goals set for the Division of Life and Health Sciences by the Advisory Committee include establishment of: a Master of Public Health degree and certificates in Infection Control and Environmental Health; a 2-yr Bachelor of Sciences in Health Sciences degree (BSHS); a program in Medical Informatics offering appropriate certificates and workshops; a program in Health Care Ethics offering appropriate certificates in relevant areas of medical ethics; a critical care nursing certificate as well as other certificates and workshops in key areas of Nursing; and a Doctor of Pharmacy degree. We have created and sent forward for approval for implementation both the MPH and the BSHS, both of which are scheduled for offering in Fall 2005. We will begin offering the certificates in Infection Control and Environmental Health Spring 2005; we offered the critical care nursing certificate for the first time in 2004 (demand dictates that we offer it again in 2005) and will offer workshops in 2005 in several areas of nursing deemed critical by the health care community; we have established a Center for Health Care Ethics and began offering a certificate in this area Fall 2003; we have created a program in medical informatics with certificates and workshops in several key areas of medical informatics scheduled for Spring 2005; and we are scheduled to begin talks with another University on establishing a branch campus of their Pharm-D program here at UWF. Thus, the Division of Life and Health Sciences is in the process of implementing all of the Advisory Committee’s recommendations.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; non-traditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include and analysis of the feasibility of providing all of a portion of the proposed program through distance learning technologies. Include an assessment of UWF’s technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

Initially, the MPH will be offered using traditional face-to-face instruction. There is no doubt that this program will lend itself to a distance learning format and we are already discussing ways of moving in that direction in addition to the traditional approach. Similar to several other MPH programs (such as the MPH at the University of South Florida), we are committed to ultimately offer the degree in both formats. Our surveys and direct discussions with many in the health care/public health communities have demonstrated that there is a sizable audience for DL offerings in public health and this approach will dramatically increase the size and geographic spread of the audience we be able to reach.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth
If the proposal is for a graduate degree, append to the table the number of master's theses directed, and the number and type of professional publication for each faculty member.

Table Two is in Appendix A.

2. Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.

The narrative follows Table Two in Appendix A.

3. Use UWF Table Two to estimate each existing and additional faculty member’s workload (in percent person-years) that would be devoted to the proposed program by the fifth year of implementation, assuming that the program is approved. (Note: this total will carry over to UWF Table Three’s fifth year summary of faculty positions.)

Table Two is in Appendix A.

E. Assessment of Current and Anticipated Resources.

1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:

   a. Library volumes (provide the total number of volumes available in this discipline and related fields)
   b. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)

Library support for the MPH is strong and involves several community supporters of the program. In addition to the considerable offerings in UWF’s John C. Pace Library, students in all of the programs of the Division, including the MPH, will have access to the libraries at Sacred Heart and Baptist Hospitals. Partnering through library resources is not only cost effective but provides a much broader range of books and journals as well as other materials for our students. A list of these holdings is provided below. The collective holdings of the associates supporting the MPH is fully adequate to support the proposed program.

Pace Library holdings related to the proposed MPH program:
The University of West Florida Libraries subscribe to over 5,000 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more full-text serials through aggregator indices provided by a variety of companies. Following are lists of relevant holdings of the Pace Library in Public health and related fields.

<table>
<thead>
<tr>
<th>Major Titles</th>
<th>Format</th>
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<tbody>
<tr>
<td>American Journal of Clinical Nutrition</td>
<td>Print</td>
</tr>
<tr>
<td>American Journal of Epidemiology</td>
<td>Electronic</td>
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<tr>
<td>American Journal of Health Education</td>
<td>Print</td>
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<tr>
<td>American Journal of Health Promotion</td>
<td>Print</td>
</tr>
<tr>
<td>American Journal of Hospice &amp; Palliative Care</td>
<td>Print</td>
</tr>
<tr>
<td>American Journal of Preventive Medicine</td>
<td>Electronic</td>
</tr>
<tr>
<td>American Journal of Public Health</td>
<td>Print</td>
</tr>
<tr>
<td>Annals of Epidemiology</td>
<td>Electronic</td>
</tr>
<tr>
<td>Bulletin of Environmental Contamination and Toxicology</td>
<td>Print</td>
</tr>
<tr>
<td>Environmental Contamination and Toxicology</td>
<td>Print</td>
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<tr>
<td>Environmental Health Perspectives</td>
<td>Print</td>
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<tr>
<td>Ethnicity and Disease</td>
<td>Print</td>
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<tr>
<td>Family and Community Health</td>
<td>Print</td>
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<tr>
<td>Health Care Financing Review</td>
<td>Print</td>
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<tr>
<td>Health Education and Behavior</td>
<td>Print</td>
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<tr>
<td>Health Education Research</td>
<td>Print</td>
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<tr>
<td>Health Policy and Planning</td>
<td>Electronic</td>
</tr>
<tr>
<td>Home Health Care Services</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Adolescent Health</td>
<td>Electronic</td>
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<tr>
<td>Journal of Aging and Health</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Clinical Epidemiology</td>
<td>Electronic</td>
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<tr>
<td>Journal of Community Health</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Health Economics</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Health and Social Policy</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Health Politics, Policy and Law</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Infection</td>
<td>Electronic</td>
</tr>
<tr>
<td>Journal of Public Health</td>
<td>Print</td>
</tr>
<tr>
<td>Journal of Public Health Medicine</td>
<td>Print</td>
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<tr>
<td>Journal of Urban Health</td>
<td>Electronic</td>
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<tr>
<td>Journal of Virology</td>
<td>Print</td>
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<tr>
<td>Lancet</td>
<td>Print</td>
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<tr>
<td>Nation's Health</td>
<td>Print</td>
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<tr>
<td>New England Journal of Medicine</td>
<td>Print</td>
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<tr>
<td>Public Health Nursing</td>
<td>Print</td>
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<tr>
<td>Public Health Reports</td>
<td>Print</td>
</tr>
<tr>
<td>Research in Nursing and Health</td>
<td>Print</td>
</tr>
<tr>
<td>Social Science and Medicine</td>
<td>Electronic</td>
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</tbody>
</table>

Number of Serial Subscriptions
In Health Sciences/Public Health                        85
In Medicine 10
In Nursing 63
Total 158

Abstracting and Indexing Services Full-Text Articles Available?
AIDS and Cancer Research Abstracts No
Cinahl No
Expanded Academic Index ASAP Yes
Health Reference Center Academic Yes
InfoTrac OneFile Yes
Medline No
ScienceDirect Yes
Social Services Abstracts No
Social Work Abstracts No
Sociological Abstracts No
Wilson Science Complete Yes

Sample titles for which UWF has Electronic Full-Text Journal Access
Alternatives Journal
Canadian Medical Association Journal
Diabetes
Emerging Infectious Disease
Healthcare Financial Management
Journal of Family Practice
Journal of Law, Medicine and Ethics

Sacred Heart Hospital Library holdings related to the proposed MPH program:
Document delivery and interlibrary loan services provided and the Library is a member of the National Network of Libraries of Medicine with over 1000 textbooks, 110 current journal subscriptions and 3800 bound journals (20 year retention period). Two full-text databases in health related subjects are also available. Participates in the National Network of Libraries of Medicine (NNLM). MEDLINE and MEDLARS databases are available.

Baptist Hospital Library holdings related to the proposed program: The J. William Douglas Medical Library holds 8,000 texts and a core journal collection of 150 titles, many with substantial back files, indices, locator tools, directories and audiovisuals. Current Contents/Clinical Medicine (provides access to over 900 medical journals) is available on CD ROM; Up-To-Date on CD ROM, and M.D. Consult online. Services offered include: literature searches, bibliography compilations, photocopying of journal articles and document delivery via fax. Participates in the National Network of Libraries of Medicine (NNLM). MEDLINE and MEDLARS databases are available.
c. Describe classroom, teaching laboratory, research laboratory, office and other type of space that is necessary and currently available for the proposed program.

Sacred Heart Hospital has provided the Division of Life and Health Sciences with an entire building (4412 N. Davis) rent-free to house our programs and conduct classes. Thirteen offices, a large lecture hall (capacity of 50), a medium lecture hall (capacity of 30) and a state-of-the-art computer teaching lab with 25 workstations are housed in this facility that is for the exclusive use of the Division. We have reserved sufficient offices for those instructors in the MPH from outside UWF and will provide offices to several UWF instructors teaching in the MPH program. All but the courses taught by Psychology, Business and Math will be offered in the 4412 N. Davis facility; those offered by the former three UWF units will be taught either at 4412 N. Davis or on campus (assuming classroom space is available). The MPH does not require teaching laboratories other than the computer classroom, and faculty from UWF engaged in research already have research space available to them, so there is no need for research laboratories at this time. In addition, we are currently using several classrooms at Sacred Heart Hospital and have free use of these and other facilities owned by Sacred Heart.

d. Equipment

Computers will be needed for several of the courses in the MPH. The Division recently created and funded a state-of-the-art computer lab at its 4412 N. Davis property to cover this need. Other equipment needed for completion of their internships in public health is available at the internship sites.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question in the past year).

The Division has had two fellowships in Health Care Ethics currently provided by CAS. These two fellowships will be assumed by the Division in the future. Two scholarships in health care ethics have been provided by a private donor for two students in health care ethics. No other programs have been in force in the past but several are being implemented over the next year. Most of the students who will enroll in the MPH will be full time employees in health care/public health or in the medical residency programs for the Army/Navy. The hospitals and public health often cover the educational expenses of their employees enrolled in courses in a degree track. We do not foresee a need for graduate teaching assistantships in MPH, but we will be seeking scholarships from the health care/public health communities who stand to benefit from the fruits of this degree program.
f. Internship sites

A formal internship course (Internship in Public Health – 6 sh) will place students at relevant sites in the health care/public health communities. We have already discussed this issue with Public health entities in the Panhandle and with eight of the regional hospitals/major medical centers and Navy, and have secured commitments for ample slots in infection control and environmental health to cover the foreseeable needs of the MPH program in terms of internships.

2. Describe additional facilities and resources required for initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF’s capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

With one exception, no additional facilities and resources will be needed in support of the proposed program. The Division intends to cover adjunct and other start-up expenses out of its current budget or through earnings from workshops and short-courses scheduled for regular offering during the year. The program will need two 12-month instructor positions in Fall 2006 (one in epidemiology/infection control and the other in environmental health). While adjuncts and existing faculty will cover program initiation, we envision a significant growth curve in enrollment in this program and will need to prepare for this growth in terms of full-time faculty in order to cover all of the classes required and in order to address future plans for offering the MPH in a DL format.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED.

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Division be shifted to support the new program?

The Division has its own budget which is augmented by income from workshops and short courses. This budget is adequate to cover expenses associated with initiation of the MPH.

2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of
the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

UWF Table Three is presented in Appendix A. Items listed under “current” will be funded out of the existing Division budget. The first expenditures classified as “New” funds will not appear until Fall 2006 in the form of two full-time instructor lines that will be requested from Academic Affairs.

3. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.

Direct contact with CEOs of area hospitals, the Director of Escambia Department of Public health, the Navy and others in the health care/public health communities, both one-on-one and through the Advisory Committee to the Division of Life and health Sciences has established a mosaic of support in the form of space to house the program and classrooms in which to conduct the program, adjunct instructors for the program and internships as well as identifying students for the program. Moreover, the holdings of the medical/public health libraries of Sacred Heart, Baptist and Escambia County Department of Public Health, as well as their electronic accesses to journals, are available to our students.

B. Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.

The only prerequisites for students entering this program are for those who do not have a bachelor’s degree in a health/science-related discipline. In these cases we are requiring students to take two undergraduate courses offered through Health, Leisure and Exercise Science (HSC5506 Epidemiology and HSC5552 Communicable and Degenerative Diseases). We anticipate that most students entering this program will have a strong health /science background, either by virtue of the degree they have earned or their experience. One course offered under the College of Business, a solid partner in design and implementation of the MPH, (HSA5115 Public Health care Policy and Administration) is required of all students in the program; one course designed and offered by Psychology (PHC5XXX Social and Behavioral Sciences in Public Health) is also required of all students in the program; and one course offered by Math (STA5XXX Biotistics) is part of the core for the MPH. FTEs will all flow back to the department whose faculty member is teaching the course, and the above three units have been contacted and have participated in creation of this program or of the courses required for the program.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.
IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the division or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program already accredited? If not, why?

The Council on Education for Public Health (CEPH) is the primary accrediting agency for Schools and Programs in Public Health. The Division intends to seek accreditation for the MPH through CEPH and has contacted CEPH and alerted them to the proposal for a MPH program, acquired the CEPH Accreditation Fee Schedule as well as the accreditation procedures and criteria. We will request initiation of the accreditation process as soon as the MPH is approved for implementation so that we will be in the cycle when the program is initiated. Full accreditation is not granted until a program has graduated its first class but provisional accreditation is extended if the program is engaged in the process. There is no undergraduate program associated with the MPH.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

A snapshot view (2003-2004) of activities of the academic units involved in the proposed program is provided and demonstrates their level of performance in teaching, service and research. In addition, Data are presented in Appendix A on FTE productivity for the associated units.

1. Teaching

The Division of Life and Health Sciences does not yet have a track record in teaching, but relevant data over the past three years on teaching measures (FTEs, enrollment by major, and number of graduates) for COB, and the Departments of Math and Psychology, the three other units involved in the program, are provided in tabular form below.

College of Business

COB provided over $115,000 in scholarships and tuition waivers to undergraduate and graduate business students in the 2003-2004 academic year. Grew graduate student credit hours through the accelerated MBA foundation courses and the Finish-In-Five
MBA program. Increased the quality of students entering the MBA program (GMAT scores increased 50 points on the Pensacola campus and 100 points at the FWB campus in fall 2003). Increased the international aspect of the MBA program by launching an MBA program in Worms and Ludwigshafen, Germany in partnership with the Transatlantic Institute of Applied Science. Enrolled 12 German businessmen and engineers in Fall 2003. UWF professors delivered MBA courses by combining on-line learning with travel to Germany for intensive weekend classes. Ten UWF MBA students from Pensacola & FWB joined their German counterparts in the Summer of 2004. Initiated the Semester in Japan program with sister university in Osaka. Eight UWF students from the Pensacola campus traveled to Japan to study international business, Japanese business history, and culture in Tokyo and Osaka. Working with the College of Professional Studies, the College of Business developed a core business curriculum for the Masters in Administrative Studies program offered by the College of Professional Studies. Six business courses will be developed and offered on-line to support the MSA program. An on-line pre-MBA certificate program utilizing these core business courses will also be developed. Provided a high quality academic program to approximately 1800 students enrolled in undergraduate and graduate academic programs in the College of Business. Initiated planning for new degree and certificate programs in Real Estate and Entrepreneurship and a B.A. degree in Economics. Recruited new COB faculty members in 2003-2004 (Marketing: Harriette Bettis-Outland from Georgia State University; MIS: Dr. Randy Reid from the University of South Carolina and Dr. June Wei from Purdue University; Business Law: Donald Roark from the University of Florida). Recruited two additional faculty members to join the COB in fall 2004 (Accounting: Dr. Al Gilbert from Louisiana Tech University; Finance: Wendy Habegger from Florida State University).

Management and MIS

The Department of Management/Management Information Systems continues to be responsible for over 50 percent of the BSBA core, and over 40 percent of the courses in the MBA. In all our courses, we emphasize individual and team contributions; the appreciation of diverse cultures, global geographies, and unique individuals; and the development of the academic talents to back up all the above. In addition to teaching the full Management BSBA contingent of courses in Fort Walton beach, and on the Pensacola campus, the department teaches the full BSBA in MIS on the Pensacola campus, plus the Department’s MBA courses, the Department’s faculty are heavily involved in teaching the short courses in support of the Finish-In-Five MBA. The faculty members did their usual share of Independent Studies, Internships, and Proficiency Exams in support of students’ desires to further their programs in alternative ways. The number of internships has increased again. The three Chairpersons of the College have worked with the Career center to formalize the internship process and put it on-line. Students are actively seeking out opportunities to broaden their experience by participating in the National Student Exchange program. A faculty member Dr. Snyder was mobilized for active duty. He has since returned with real world experience that will enrich class room instruction. The chairman and department faculty are engaged in exploring the possibility of offering a concentration or track in entrepreneurial or small business or family business management. This appears to be a natural extension of departmental growth. A faculty member developed an on-line version of the Management
Fundamentals course, MAN 3025. This is being taught for the second time. Faculty have developed internet based foundation courses for the MBA program.

**Accounting and Finance**

Curriculum: (1) Added a minor in Accounting; (2) Began the process of focusing on student learning outcomes. Three faculty members continued to integrate technology into the curriculum. One faculty member continued to make modifications in the accounting capstone course and also integrated current events into a course. Continued to maintain high standards for admission into the MAcc program.

**Marketing and Economics**

Provided high quality academic programs to approximately 450 students enrolled in major and minor programs (392 actual enrolled headcount in Spring 2003) plus several hundred non-majors in service courses such as Principles of Economics Macro. The Department launched nine Specialization areas within the Marketing and Economics BSBA degrees. The Global Marketing and Global Economics specializations, both of which require a semester of study abroad, proved more popular than anticipated with 39 students declared in the first year of the program. Students in Marketing Research course on the FWB campus completed research projects for the FWB Chamber of Commerce and a major local business. Stylianos Kaparis and Janeria Wright, undergraduate students, represented the UWF Students in Free Enterprise team at a regional competition held in New Orleans, La. The group was accompanied by their advisor, Richard Hawkins, and earned a Second Runner-Up trophy at the competition. The Department hosts the Digital Enterprise track of the IIT degree program, with Dr. David Eppright as Faculty Advisor. The Digital Enterprise track joins the Computer Technology track as the most popular options in the IIT program. Three Department faculty taught courses at overseas universities. Dr. Bob Kimball announced as one of four charter inductees into the UWF Distinguished Teaching Hall of Fame. Dr. Steve Conroy receives a UWF Excellence in Undergraduate Teaching and Advising Award.

**Psychology**

In promotion of teaching excellence, 5 Psychology faculty received Teaching Incentive Program Awards during 2003-2004. Two faculty were nominated for the SGA Distinguished Teaching Award and one faculty member was selected to teach Summer Semester in Japan. In the fall of 2003, there were 452 majors, 113 minors, 98 graduate students, and 40 non-degree students in the Psychology Department. The department also engaged in a year-long examination and revision of the undergraduate curriculum. The first phase goes into effect in 2005-2006.

**Mathematics and Statistics**

Dr. Raid Amin received the Teaching Incentive Program Award and Dr. Subhash Bagui was awarded the prestigious Excellence in Undergraduate Teaching and Advising Award, and Teaching Incentive Program Award. Dr. Kuiyuan Li received the Teaching Incentive Program Award. To recruit academically excellent students to our programs, the faculty in the department visited all high schools to meet with math teachers and give presentations to high schools students in math and statistics in Escambia and Santa Rosa. They also visited and contacted math teachers and students in some high schools in Okaloosa and Walton in Florida and some in Alabama. In the fall 2003, eight (8) undergraduate students and two (2) graduate students did research with the faculty in the department and made presentations in the department preoseminars. In
the spring 2004, eight (8) undergraduate students did research with the faculty in the department and made presentations in the department preseminars. One student attended and presented a paper in a math conference with the partial support from the organizers. Dr. Matoteng Ncube visited Florida A & M University to meet and recruit minority students. Dr. Jossy Uvah attended MAA local chapter meeting in Orlando to recruit students, especially minority students. Under the supervision of Dr. Franco Fedele, our “Math/Stat Tutoring Lab” has helped students in all disciplines. The Lab was visited about 3,000 times by students in the academic year. Under the leaderships of Dr. Raid Amin and Dr. Rohan Hemasinha with the great help of Ms. Lucia Bushway, the department revised the undergraduate and the graduate programs in 2003/2004 academic year. The new programs will serve students better and provide students better chances for finding jobs after their graduations. Our graduate program has already attracted some students. The department also modified and updated all course descriptions.

2. Service

The Division of Life and Health Sciences has performed a wealth of service to the health care community in developing educational opportunities that they have designated as critical. This high profile and valuable service will continue as we fine-tune recent and past offerings and implement new workshops, short courses, certificates and new programs. The Division is represented on several committees at area hospitals in service to the community and this trend will expand as we interact with the health care community on expanding fronts. The Head of the Division of Life and Health Sciences is also on the Health Care Task Force of the Pensacola Chamber of Commerce.

The College of Business has a long and distinguished history of service to the community and the University. Providing service to the regional business community is a primary priority for COB and they are involved in a long list of advisory committees to members of the health care industry as well. The College and Haas Center worked in conjunction with the Small Business Development Center to develop and sponsor three Pensacola Venture Forum meetings which successfully matched nine entrepreneurs seeking investments with individual and venture capital funds.

Marketing and Economics:

During 2003-2004, Dr. Richard Hawkins organized the Pensacola Venture Forum. This forum for entrepreneurs to bring their business ideas before private investors is ongoing. The UWF Small Business Development Center is a partner in this project. Began the UWF/Listener Group Household Research Panel. The Dept of Marketing and Economics and The Listener Group, Inc., a Gulf Breeze firm that conducts market research and telephone-based customer contact programs, have agreed to develop an area panel that will provide data on various local issues quickly and efficiently. Persons are eligible for the panel on an invitation basis only. This is essential to represent the Pensacola Statistical Area, Escambia and Santa Rosa counties. Telephone numbers are being drawn at random and households are being called to ask for volunteers to become members of the panel. Panel members will be called or e-mailed about once a month and asked their opinion on topics of local interest. The panel will be made up of approximately 800 householders in Escambia and Santa Rosa counties. Dr. Javed Ashraf
made several appearances in the NW Florida region to share his expertise on the Muslim world. COB creates the position of Director of International Business Programs and names Dr. Richard Sjolander as the first Director.

**Management and MIS:**

The Department worked at the popularization of our programs not only in our Florida feeder colleges, but also in feeder colleges in neighboring Alabama counties. The diversity of our student body has been enhanced by the feeder college efforts (particularly in attracting a greater number of students from Alabama), and in turn we have provided an opportunity for many of the students to have access to a campus closer to their homes. The Department’s faculty members continue to hold an inordinate number of service positions in committees on campus, including all levels from Department to University, and from elected to ad hoc. A number of these positions work, directly and/or indirectly, with upper administration to help manage growth, the budget, classroom utilization and management of other crucial resources of the University. Faculty members in the Department continue to serve widely and well in the Academy of Management, the Southwest Academy of Management, the Association for Business Simulation and Experiential Learning, and the national and regional Decision Sciences Institute. They provide editorial service to journals. They act as reviewers for journals. These activities help the name recognition of UWF and help to recruit students who will further increase the diversity of our students. The Department continued its assistance in promoting the joint programs with the feeder community colleges/junior colleges. The colleges’ representatives are very favorable to the programs and very appreciative of the scholarship given to each college. The program received additional support this year from Tallahassee Community College. The chair and faculty continue to meet with students and parents in open houses and campus visits.

**Accounting and Finance**

In conjunction with Beta Alpha Psi, hosted the Department's annual Professor for a Day/Meet the Firms Night.

The Department of Mathematics and Statistics has historically played a prominent role in service at the College and University levels. During 2003-2004 Math faculty held a total of 22 memberships on university and college standing and ad hoc committees. All tenured and tenure-track faculty in Math served on departmental committees during this same period. Two Math faculty served on regional and national professional organizations including holding presidency of the regional statistical association. One of the Math faculty has been a lead organizer for the regional science fair and three faculty served as science fair judges. Dr. Morris Marx was awarded "the Order of the Rising Sun" by the Japanese government. This is the highest award that the Japanese government gives to non-Japanese. He led the university to become one of the most active organizations in Florida to promote relations with Japan. He was instrumental in establishing numerous educational and cultural exchange agreements with colleges and universities in Japan and with the local governments of the Town of Hagiwara and the Prefecture of Wakayama. Under the directorship of Dr. Raid Amin with the experts Dr. Subhash Bagui, Dr. Morris Marx, Dr. Matoteng Ncube and Dr. Hongmei Zhang, UWF Statistics Center has provided statistical support to students, faculty, and staff. Researchers across campus are benefited from consultations with statisticians in the
critical stage of their experiments and throughout the duration of their investigations. The center's expertise is also available to off campus clients to assist local and state government.

The Department of Psychology  During 2003-2004, Psychology faculty served on 4 community boards, 50 university committees and 8 non-university committees. One international conference (Estonia) was co-chaired by a faculty member in Psychology and one offered a course in Kosova. The Department of Psychology had 6 faculty engage in scholarly review activities during the past year. In recognition of his longstanding commitment to promoting diversity on campus and integrating diversity in his instruction, Dr. Bill Mikulas received the President’s Award for Leadership in Diversity. Psychology Faculty served on 15 editorial boards, and presented 11 workshops.

3. Scholarly Activity

The Division of Life and Health Sciences . The Division has only been in existence for less than two years and, while faculty participating in the program (at this point mostly adjuncts from the public health and healthcare communities) have a strong track record in research, crediting the Division with these activities will await their official association with the proposed programs and opportunities for including students in their research.

The College of Business
Haas Center completed a number of studies that provided solutions to educational, cultural, environmental and economic concerns on a regional and national basis. Includes a $233,000 contract with Enterprise Florida to study the economic impact of the defense industry and expenditures on the State of Florida and a $1 million grant from the Small Business Administration to develop a virtual business accelerator. With one more year to go in the COB Five Year Capital Campaign, the COB exceeded its $3.0 million fundraising goal for student scholarships, professorships, and program & faculty development.

 Accounting and Finance
Eight peer reviewed journal articles were written by faculty and seven faculty members published in peer reviewed journals; seven faculty members published in proceedings and/or made presentations at national and international conferences; and, one faculty member published in proceedings and/or made presentation at a regional meetings. One faculty member attended three professional development programs. One faculty member made presentations for four different professional groups. Two faculty members provided significant service to local boards.

 Management and MIS
The Intellectual Contributions of the faculty were primarily in the area of Applied Research and Innovative Curriculum Development. Thus, the research results not only found their way into professional outlets and into UWF’s classrooms, but also assisted in finding solutions whose impact reached outside UWF and the State. Faculty research dealt with improvement of student understanding. It also dealt with current management issues.
Marketing and Economics

Department faculty continued to serve as a resource on business and economic issues in the region, state, and national press with at least 13 references in local media as well as several references and interviews about their research in state and national newspapers. Dr. Richard Hawkins advised the Multistate Tax Commission in Washington D.C. on fiscal-impact issues for proposed federal legislation. Dr. Bob Kimbal published his second book on professional selling. Dr. Ron Bush published the fourth edition of his marketing research textbook, which is the number one selling marketing research text in the US. Dr. Richard Hawkins was published in the National Tax Journal, the top journal in the tax and public policy field. Faculty publishes in journals, conference proceedings, textbooks, practitioner books, etc. and makes presentations at regional, national, and international.

The Department of Mathematics and Statistics

During 2003-2004, faculty in Math published a total of 21 research articles in referred journals (an average of two publications per tenured and tenure-track faculty); presented 16 talks at professional meetings and research sites (an average of 1.5 talks per tenure-track and tenured faculty member); 55 faulty/student investigations including directed studies, thesis and proseminars. Under the leadership of Dr. Matoteng Ncube, the department has organized eighteen (18) colloquium presentations. Six (6) experts outside of the campus gave talks on their research while twelve (12) faculty at UWF gave talks or presented their research results to our students and faculty in the colloquiums.

The Department of Psychology

During 2003-2004 Psychology faculty published 11 articles with 7 others in press and 14 others under review. They made 19 presentations at professional conferences and were recipients of 4 grants for a total of $69,330, and a single CDC grant for $1.85 million over 5 years.

Curriculum vitae for adjunct and full-time faculty teaching in the MPH are included in Appendix A
APPENDIX A
LETTERS OF SUPPORT FOR PROPOSED
MASTER OF PUBLIC HEALTH
BOT APPROVAL OF REQUEST TO EXPLORE OFFERING THE MPH
PARTIAL LIST OF NAMES OF PEOPLE EXPRESSING AN INTEREST IN THE MPH
Partial list of names from the on-line survey of people interested in the MPH at UWF

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Mathew Southwick

Sheree Parman

Pamela B. Perrich

Laura Dickin

Tammy Manse

Brian Schnarr

Theresa Easterwood

Cynthia Warn
Lyan Dukes
Sondra Ebert

Elizabeth Martin-Dickop

Patricia Jefferson

Annie Moyer

Allison Turner

Joseph A. Nayock

Cheryal Crenshaw
UWF TABLE ONE B (GRADUATE)
# UWF Table One B

## Number of Anticipated Majors From Potential Sources

### Graduate Degree Program

**Name of Program:** Master of Public Health  
**CIP Code:** 51.2201

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<th>ACADEMIC YEAR</th>
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### Source of Students (Non-Duplicative Count in Any Given Year)

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<td>9.28</td>
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</table>

**Total**  
18  15.19  28  23.63  36  30.38  44  37.13  50  42.19
Note: HC = Headcount of students in this major  FTE = Annualized Full-Time-Equivalent students taking courses offered by this major. Annualized FTE’s are calculated at 32 credit hours for graduate courses.
COMMENTS ON THE UWF MPH BY SOME
PARTICIPANTS IN THE ON-LINE MPH
SURVEY
Some of the comments on the MPH from the on-line survey

- Advance to a position as Administrator or Assistant Director of a County Health Department
- With the rapid change in information and research that impact "Public Health" this program would benefit a lot of people in Public Health.
- broaden job possibilities
- Increase my understanding of issues that we see daily and help find solutions to problems.
- Open up other avenues to serve people in Public Health - enable me to promote and pursue program expansion with solid support
- Many, many professionals have an MPH. I believe it would help me achieve my goal of becoming a County Health Department Administrator
- THIS PROGRAM WILL HELP ME WITH MY CLIENTS. AND IT WILL HELP SHOW MY BOSS THAT I AM MORE THAN ABLE TO THE JOBS THAT HE GIVES ME.
- Currently, I am the Director of Nursing for SRCHD - I would like to improve my management skills and my public health knowledge
- Enhance and enforce knowledge gained from current job experiences. Give more depth to the information that I currently use and apply in my job.
- Add to skills. Increase compensation.
- Advancement
- Provide me with a broader knowledge base to build on for doctorate.
- Enhance my current career position and make advancement more likely.
- I hope that by pursuing graduate/post graduate course in public health will broaden my knowledge base as I continue my career in the DOH. Combined with my MSN & ARNP the public health administration would make it possible for me to provide needed services/interventions in my community outside of what I can currently do on a one to one basis in clinic.
- Create a new enthusiasm in the health field -- promotion to greater responsibility -- increase marketability.
- Help me advance in my career to better serve clients.
- Mainly it will increase my knowledge base; if I ever did want to leave this area or rise to another level in public health an MPH would be requisite.
- IF THIS WAS OFFERED THRU DISTANCE LEARNING I WOULD BE INTERESTED IN TAKING COURSES STRICTLY FOR PERSONAL KNOWLEDGE
- Increase opportunities for advancements/promotions
- Help in finding a position within a hospital or public health setting
- Enhance Knowledge as well as being more marketable
- Enhance my managerial skills. Have a better understanding of a broader scope of public health
- I don't feel there is a higher position in my particular field in public health nursing here. I believe it would be more a personal goal and satisfaction than any opportunity in the health department I work at now.
- It would expand the scope of what I can bring to my campus.
- Increase the opportunities for promotion
- continued lifelong learning
- It will give me the expertise needed to become gainfully employed with CDC (Center for Disease Control).
- enhance ability to accumulate additional knowledge pertaining to field of healthcare.
- Perhaps offer other opportunities for application of my career outside of the office.
- Further career in health care - increase income –
- Advancement
- Allow me to expand into another area of the medical profession.
- This type of a degree would assist me in making different career choices and to broaden my horizons in the Health Care Arena.
- Allow me to shift focus or move into a new area.
- Improve my retention in my job, and the chances of finding a replacement if my job is terminated
- Offer me another step toward my career goal, while giving me a chance at a higher paying position.
- Will give me more career options and opportunities
- Open new doors, and bargaining leverage
- Personally, completion of this program will propel my career upwards. The position I am in now can only grow in terms of pay not responsibility. At my present job, I am exposed to the fields of infection control and epidemiology (preventive medicine) and it has inspired a great appetite for further learning. I want to be on the front lines of eradicating and slowing the progression of communicable/chronic diseases!
- I'm not sure how it would affect my career, but it would increase my knowledge of infectious diseases and make me a better microbiologist.
- I am changing career paths and I'm not currently employed in this field. My goal is to pursue a career in epidemiology and this program would enable me to obtain a background in this field.
- It would increase my marketability for employment at a public health facility providing infection control.
- I am currently the director of nursing for Santa Rosa Health Department. With all of the changes affecting Public Health
(bioterrorism, budget cuts, etc.) I would love to increase my knowledge! Also, I would like to teach one day and will need MS to teach at college level!

- This program will broaden the base of my practice, give me knowledge that will enhance my ability to interact with other providers and enable me to better understand and impact local systems that affect public health. Also, this program will open career opportunities for the future.
- More income, hopefully! I already have enough responsibility.
- More directed learning and career advancement
- I FEEL THAT AS A PUBLIC HEALTH NURSE, A DEGREE IN PUBLIC HEALTH WILL GIVE ME MORE UNDERSTANDING OF MY PROFESSION AND INCREASE MY CHANCES OF PROMOTION IN MY COMMUNITY.
- It would help me to advance to specialty areas at my workplace.
- Enhance my knowledge and ability.
- Promotion and advancement opportunities or open the door to pursuing a Nurse Practitioner program
- personal and professional development; greater understanding and contribution to self, employer and community
- Increase knowledge and experience
- Allow me to enter the civilian workforce as an Industrial Hygienist or Environmental Protection Research Analyst.
- Enhance opportunity to work at a management level in the mental health industry.
- advance my position
- Broaden the chances of a good job in a field I want to work in.
- As a current PharmD and member of the Public Health Service, I would anticipate greater likelihood of promotion in rank and to an administrative/policy writing role. A PharmD + an MPH would make me more marketable outside of PHS,
- I am very interested in becoming an Infection Control or Public Health nurse.
- I would first like to say that I have been waiting for some time for this opportunity at UWF. I am very excited that we are getting closer. This opportunity would give me the academic background I would need to improve my career, and it would also give me the skills to better serve my community. I am currently an Environmental Health Supervisor with the Okaloosa County Health Department. These courses would give me a much greater understanding of public health issues other than Environmental Health. I really love my job and I want to stay in this field. Getting my MPH would allow me to strive in my chosen career field. I am extremely excited about this opportunity!
- Promotion advantage.
• IF I COULD HELP THE PEOPLE OF THE COUNTY WITH ANY
INFORMATION THAT I HAVE RECEIVED IT WOULD BE A
GREAT HELP. AND THE ELDERLY WILL BE GLAD TO HAVE
SOMEONE ON THEIR SIDE.
• I am currently in the graduate program for Health Education but
would prefer a Masters in Public Health. Please make sure that
many, if not all, the coursework would transfer.
• I am a UWF grad (psychology BA, the MPA) and would like an
advanced degree.
• I would be interested in having Public Health programs established
locally to enable attendance by military physicians who are selected
for training as residents in Aerospace Medicine.
• Feel there is desperate need for such a program, particularly with the
many health care/bioterrorism issues.
• Masters and doctorate level programs deficient in area. If could
please be designated as certified program comparable to
UAB/Tulane/UF
• Would also enjoy a Degree Program that focused on Risk
Management in Health Care.
• My long-term goal is to work as a health care provider in a third-world
nation. I believe that this program could greatly expand the scope
of my influence by being able to track and therefore effectively treat
the epidemiology of the people I am with.
• I have been considering various grad programs at other institutions,
but do to a recent family emergency I will probably not be leaving
Pensacola for another few years. Being able to study here would be
a wonderful opportunity for me.
• I am extremely interested in this program. I have already researched
other schools that I would attend following being awarded my
bachelor of science degree from UWF. If I could stay here in
Pensacola and attend an evening/weekend/distance learning
course, then I will do it.
• Thanks for working on this option! It is very much needed in our
area! Could you link up with USF for any classes? They have a
terrific MPH program, but it is too far away.
• On-line courses would be most desirable, as I have very limited
time due to job, business, and family obligations.
• Please start a program! The closest that we have is in Tampa!
• Professionals with advanced degrees in Public Health would be
better able to educate and assist the public to use the community
resources, and to take steps to modify health risk factors and avoid
the conditions that pose public health challenges and cost public
health dollars.
• Please set up an ARNP program for Family Health or Pediatrics.
• I am very eager to see the Certification in Healthcare Ethics
curriculum apply towards the MPH.
HIV/AIDS can only be prevented and controlled at the present through education. It is this student's belief that in order to teach others we must first educate the professionals, dispelling myths, how to prevent and control, nutrition, and continue to look for a cure.
UWF TABLE TWO
### UWF TABLE TWO

**FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline/Specialty</th>
<th>Rank</th>
<th>Contract Status (tenure?)</th>
<th>Highest Degree Granted</th>
<th>Initial Date for Participation in Proposed Program</th>
<th>5th Year Workload in Proposed Program (portion of Person-year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ranelli</td>
<td>COB</td>
<td>Professor and Dean</td>
<td>Tenured</td>
<td>PhD</td>
<td>2005</td>
<td>0.2 FTE</td>
</tr>
<tr>
<td>A</td>
<td>Stewart</td>
<td>Infectious Disease</td>
<td>Professor and Head, DLHS</td>
<td>Tenured</td>
<td>PhD</td>
<td>2005</td>
<td>0.1</td>
</tr>
<tr>
<td>A</td>
<td>Walch</td>
<td>Psych</td>
<td>Assistant Professor</td>
<td>Tenure-track</td>
<td>PhD</td>
<td>2005</td>
<td>0.2</td>
</tr>
<tr>
<td>A</td>
<td>Sutton</td>
<td>DLHS</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>PhD</td>
<td>2005</td>
<td>0.1</td>
</tr>
<tr>
<td>A</td>
<td>Amin</td>
<td>Math</td>
<td>Professor</td>
<td>Tenured</td>
<td>PhD</td>
<td>2005</td>
<td>0.1</td>
</tr>
<tr>
<td>A</td>
<td>Wade</td>
<td>Infectious Disease</td>
<td>Director, Center for Prevention and Treatment of Infection, Sacred Heart - Adjunct</td>
<td>Non-tenure track</td>
<td>MD</td>
<td>2005</td>
<td>0.2</td>
</tr>
<tr>
<td>A</td>
<td>Lanza</td>
<td>Public Health</td>
<td>Director, Escambia Public Health - Adjunct</td>
<td>Non-tenure track</td>
<td>MD</td>
<td>2005</td>
<td>0.2</td>
</tr>
<tr>
<td>A</td>
<td>Johnson</td>
<td>Public Health</td>
<td>Chief Counsel, Escambia Public Health - Adjunct</td>
<td>Non-tenure track</td>
<td>JD</td>
<td>2005</td>
<td>0.1</td>
</tr>
<tr>
<td>A</td>
<td>Philippart</td>
<td>Public Health</td>
<td>Adjunct</td>
<td>Non-tenure track</td>
<td>DPH</td>
<td>2005</td>
<td>0.4</td>
</tr>
<tr>
<td>A</td>
<td>Sisskin</td>
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<td>Adjunct</td>
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<td>PhD</td>
<td>2005</td>
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<tr>
<td>A</td>
<td>Knee</td>
<td>COB</td>
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<td>A</td>
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<td>Adjunct</td>
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<td>2006</td>
<td>0.2</td>
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<tr>
<td>Faculty CODE</td>
<td>Corresponding Faculty Position Category in TABLE 3 for the Fifth Year</td>
<td>Proposed Source of Funding for Faculty</td>
<td>TOTAL 5th Year Workload by Budget Classification</td>
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<tr>
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<tr>
<td>A</td>
<td>Current General Revenue</td>
<td>Existing Faculty -- Regular Line</td>
<td>2.0</td>
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<tr>
<td>B</td>
<td>Current General Revenue</td>
<td>New Faculty -- To Be Hired on Existing Vacant Line</td>
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<tr>
<td>C</td>
<td>New General Revenue</td>
<td>New Faculty -- To Be Hired on a New Line</td>
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<td></td>
</tr>
<tr>
<td>D</td>
<td>Contracts &amp; Grants</td>
<td>Existing Faculty -- Funded on Contracts &amp; Grants</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>E</td>
<td>Contracts &amp; Grants</td>
<td>New Faculty -- To Be Hired on Contracts &amp; Grants</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

| Overall Total for 5th Year | 2.0 |
5-YEAR FTE PRODUCTIVITY FOR UNITS ASSOCIATED WITH THE MPH
Annual Average FTE’s (undergraduate and graduate):
1999-2000 (9+0), 2000-2001 (0+1), 2001-2002 (1+2)
**UWF TABLE THREE**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data 1</td>
<td>Data 2</td>
<td>Data 3</td>
</tr>
<tr>
<td>Data 4</td>
<td>Data 5</td>
<td>Data 6</td>
</tr>
<tr>
<td>Data 7</td>
<td>Data 8</td>
<td>Data 9</td>
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</table>
# UWF Table: Three Costs for Proposed Program

## Instruction & Research

### Positions (FTE)

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>New</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td>1.8 FTE</td>
<td>1.8 FTE</td>
</tr>
<tr>
<td><strong>A&amp;P</strong></td>
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<tr>
<td><strong>USPS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1.8</td>
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### Salary Rate

<table>
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<tr>
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<th>Fifth Year</th>
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<tbody>
<tr>
<td></td>
<td>Current</td>
<td>New</td>
</tr>
<tr>
<td><strong>FACULTY</strong></td>
<td>$117,530</td>
<td>$117,530</td>
</tr>
<tr>
<td><strong>A&amp;P</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>USPS</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$117,530</td>
<td>$117,530</td>
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## I&R

<table>
<thead>
<tr>
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<th>First Year</th>
<th>Fifth Year</th>
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</thead>
<tbody>
<tr>
<td><strong>SALARIES &amp; BENEFITS</strong></td>
<td>$152,789</td>
<td>$152,789</td>
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<tr>
<td><strong>OTHER PERSONNEL SERVICES</strong></td>
<td>$3,600</td>
<td>$3,600</td>
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<tr>
<td><strong>EXPENSES</strong></td>
<td>$21,600</td>
<td>$21,600</td>
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<tr>
<td><strong>EQUIPMENT</strong></td>
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<td><strong>TECHNOLOGY</strong></td>
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<tr>
<td><strong>LEARNING RESOURCES</strong></td>
<td>$1,440</td>
<td>$1,440</td>
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<tr>
<td><strong>SPECIAL</strong></td>
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<td><strong>TOTAL I&amp;R</strong></td>
<td>$184,829</td>
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## Non-I&R

### Other Activities

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<th>Fifth Year</th>
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</thead>
<tbody>
<tr>
<td><strong>LIBRARY STAFFING</strong></td>
<td>$600</td>
<td>$600</td>
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<tr>
<td><strong>UNIV SUPPORT</strong></td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>FINANCIAL AID</td>
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<td>$450</td>
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<tr>
<td>STUDENT SVCS</td>
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<td>TOTAL OTHER ACTIVITIES</td>
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<tr>
<td><strong>SUMMARY</strong></td>
<td>$188,279</td>
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CURRICULUM VITAE OF FULL-TIME AND ADJUNCT FACULTY TEACHING IN THE MPH