

University of Louisville

New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- **SEE APPENDIX B BELOW**
- Gray Associates Program Evaluation System Regional Scorecard
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- Letter of Support from the UofL Libraries
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date:	05/06/2022
Program Name:	Graduate Certificate in Public Health Training
Degree Level:	<u>Undergraduate:</u> _____ <u>Graduate</u> (select one of the following): Post-Baccalaureate <u>_X_</u> Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	12 credit hours, minimum & maximum
Accreditation or Licensure Requirements (if applicable):	None
CIP Code:	51.2201
Department and Department Chair:	School-wide
School/College:	School of Public Health and Information Sciences
Program Director and Contact (if different); (please also include title):	Brian Guinn, PhD; brian.guinn@louisville.edu
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
Proposed Implementation Date for Program (semester and year):	Spring 2023
Program Length (1 semester, 1 year or Average time to Completion)	1 year
Anticipated Date for Granting First Degree:	Spring 2024
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	Program is not intending to offer certificate as eligible for financial aid.

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here). (250 words or less; program's purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).

The Graduate Certificate in Public Health Training provides foundational public health knowledge to working professionals who may not be ready to fully commit to a traditional Master of Public Health (MPH) degree. This 12-credit certificate will help meet market demand for new public health-educated professionals seeking to work in health departments, non-governmental organizations, health insurance agencies or other healthcare settings. The four 3-credit courses will be offered as online sections, two courses per semester, in a standard 14 week delivery.

The graduate Certificate in Public Health Training offers working professionals a flexible and convenient option for advancing their public health training. The certificate is affiliated with the MPH degree and consists of the four core courses that are required of all MPH graduates. Students will learn the foundational theories and methods of epidemiology, biostatistics, health behavior, and health policy. Students who complete the graduate Certificate in Public Health Training will be able to identify important public health issues, as well as strategies currently used to address those issues. These core courses cover a wide array of public health topics, theories, and methods, including a systems thinking model strategy to problem solving within the public health milieu. This method of problem solving is paramount given the broad scope of public health and the overarching goal to control and prevent disease and disability and to protect and promote population health through an understanding of multiple disciplines.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

Mission Statement

The graduate Certificate in Public Health Training is in line with the university's three-part mission statement:

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

- 1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars,*
- 2. practicing and applying research, scholarship and creative activity, and*
- 3. providing engaged service and outreach that improve the quality of life for local and global communities.*

This certificate provides working professionals public health training to enrich their careers. The four core areas of public health included in this certificate will prepare working professionals to address their specific work-related issues from a public health perspective, which includes a systems thinking model approach. Pursuing this certificate will improve and strengthen an understanding of the importance of the role and practice of public health to contemporary problems. Additionally, acting upon population health issues from

a public health perspective often improves local and regional health through the downstream effects of an evidenced based, systems thinking model strategy.

From the five core areas of Strategic Plan:

- 1. Educational Excellence:** *Enroll the best and brightest; Increase retention and graduation; Emphasize graduate education; Create a skilled workforce in response to community needs*
- 2. Community Engagement:** *Create an improved neighborhood; Expand our boundaries downtown; Keep commitments to West Louisville; Enact our statewide mission in focused areas appropriate for a metropolitan university*

The Graduate Certificate in Public Health Training also supports the above elements of the university's strategic plan as follows:

L1. A1. Attract and enroll a capable, diverse, and engaged student body responsive to the demographic and workforce needs of the future.

This graduate certificate will attract and enroll a diverse student body from a variety of backgrounds. Additionally, this program was designed with the online adult learner in mind, who wishes to tailor the delivery of the core courses per their individual needs.

L2. A2. Create a high quality, industry focused, core skills certification that students can use as an employment tool alongside their academic credential when they graduate.

The creation of a graduate Certificate in Public Health Training embodies this strategic goal. This certificate will address market demand for new public health-educated professionals, working in a variety of public health or health care related settings, by providing the foundational skills delivered in the four core courses required for the MPH degree. Some Public Health professionals in Kentucky do not have any formal training in Public Health. A 2018 review of the public health workforce found that only 17% had any formal training in public health. Many health departments nationwide are pursuing accreditation from the national Public Health Accreditation Board (PHAB). The PHAB requires that accredited agencies employ degreed professionals. The foundational skills provided by the Certificate in Public Health Training will also enhance employee's professional development.

The School of Public Health, in alignment with the University, is committed to achieving preeminence as a premier anti-racist institution.

**3. List the objectives of the proposed program.
Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.**

The formal learning objectives listed in the program's curriculum are:

Exhibit knowledge and skills identified in the Council on Education for Public Health's (CEPH) 12 Foundational Public Health Knowledge learning objectives and 22 Masters of Public Health Foundational Competencies; <https://media.ceph.org/documents/2021.Criteria.pdf> see sections D1 and D2). These 34 competencies are associated only with the four core courses required of the MPH program.

12 Foundational Public Health Knowledge objectives:

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

22 Master of Public Health Foundational Competencies:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
12. Discuss policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
16. Apply leadership and/or management principles to address relevant issues
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Integrate perspectives from other sectors and/or professions to promote and advance population health
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

--

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Admission Requirements

Applicants must have completed a baccalaureate degree from an accredited institution with a minimum of 2.75 GPA on a 4.0 scale.

Application requirements are submitted to the Graduate School, Graduate Admissions and include:

- Formal application
- Curriculum vitae
- Application fee
- A minimum of two letters of recommendation related to the applicant's academic or professional history
- Official transcripts indicating conferral of a bachelor's degree

Graduation Requirements

Students will have finished the Graduate Certificate in Public Health Training after they have successfully completed the four core public health courses with a cumulative GPA of at least 3.0.

Enrolling into the Masters of Public Health (MPH) Program Following Successful Completion of the Graduate Certificate in Public Health Training:

Students who successfully completed the Graduate Certificate in Public Health Training will receive academic credit towards an MPH degree if they apply and are accepted into our MPH program within 3-years of completing the certificate program.

All prospective MPH students, (including active students in the Graduate Certificate in Public Health Training program or graduates of the Certificate in Public Health Training) must apply to and meet the requirements for admission to graduate school at the University of Louisville. Special consideration for admission to the MPH program will be given to applicants who have successfully completed the Certificate in Public Health Training, irrespective of their prior undergraduate GPA.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

SLO 1 Competency Related to Content Knowledge: Apply the principles addressed by the four required courses to public health practice

SLO 2 Competency Related to Engagement in Research: N/A – not a research-oriented program.

SLO 3 Competency Related to Professional Practice and Training Experiences: Exhibit knowledge and skills identified in the CEPH foundational public health learning objectives and MPH foundational competencies.

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program).

Measure 1:

- a. PHEP 501 – Completion of the Systems Thinking Project (Term Paper). Data will be collected at the end of the fall semester. Successful completion of this assignment indicates that certificate students are able to integrate core public health knowledge into a formal report covering an important public health issue.
- b. PHMS 501 – Completion of the Team Health Administration Project. Data will be collected at the end of the fall semester. Successful completion of this assignment indicates that students are able to address a public health problem through an administrative solution.
- c. PHPB 501 – Completion of the Integrative Final Report. Data will be collected at the end of the fall semester. Successful completion of this assignment indicates that students are able to address a public health problem through a needs assessment and public health intervention.
- d. PHST 501 – Completion of the Final Data Analysis Project. Data will be collected at the end of the fall semester. Successful completion of this assignment indicates that certificate students are able use quantitative methods to evaluate a public health issue.

Measure 2: N/A

Measure 3:

- a. PHEP-501: Successful completion of KPHAST training Interprofessional Integration assignment. Data will be collected at the end of the fall semester. Successful completion of KPHAST training indicates that certificate students are able to integrate foundational public health knowledge with the Kentucky Emergency Management's *Incident Command System* (a transdisciplinary team of public health and non-public health professionals).
- b. PHEP-501: Successful completion of Interprofessional Integration assignment. Data will be collected at the end of the fall semester.

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

Target 1:

- a. 90% of certificate students earn 92.5% or higher on the PHEP 501 - Systems Thinking Project (Term Paper). Data is collected at the end of the fall semester.
- b. 90% of certificate students earn 85% or higher on the PHMS 501 – Public Health Administration project
- c. 90% of certificate students earn 85% or higher on the PHPB 501 – Integrative Final Report
- d. 90% of certificate students earn 85% or higher on the PHST 500 – Final Data Analysis Project. Data is collected at the end of the fall semester.

Each course project will be graded by a rubric found in the respective course syllabus.

Target 2: N/A

Target 3:

- a. 90% of certificate students will successfully complete KPHAST Training
- b. 90% will successfully complete the Interprofessional Integration Assignment. Data is collected at the end of the fall semester.

The *Interprofessional Integration Assignment* will be graded by a rubric found in the course syllabus.

4. Course Delivery Methods.

Please answer the following:

- a) Will this be a 100% distance learning program? Yes No
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes No

If yes, please check all that apply below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audioconferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes No

- a. If yes, please identify the agency. – Council on Education of Public Health (CEPH)
- b. If yes, will the program seek accreditation? – CEPH does not accredit certificate programs. However, students that successfully complete the Graduate Certificate in Public Health Training will receive academic credit towards the MPH program (please see Box 4 above), which has been evaluated and accredited by CEPH.

6. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

See attached.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred*	Headcount Enrollment (Fall term)
2023-24	5	5**
2024-25	10	10
2025-26	14	15
2026-27	18	20
2027-28	20	25

* Degrees Conferred column is predicated upon completion of the certificate in one year. The program understands that some students may take longer than one year to complete the four courses.

** If only 1 student enrolls in initial Spring 23 semester, program will evaluate postponing program initiation until Fall 23.

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

There has been a national shortage of public health workers for the last several decades. While many universities have created baccalaureate programs to address this need, there is growing demand for qualified public health workers. While SPHIS enrollment has already seen increases of 34% (Fall 19) and 19% (Fall 20), Rosenstock and colleagues (2008), reported that by the year 2020 the job market would demand more than 250,000 new public health and health care related positions. This issue was compounded by the 2008 recession, which led to an estimated 19% reduction in governmental public health workforce positions. In 2018, the Centers for Disease Control and Prevention (CDC) published an Action Plan that prioritized strategies for improving upon the national shortage of competent public health professionals. In this Action Plan, the CDC noted that promoting access to public health training, as well as integrating crosscutting competencies for working professionals was necessary to build a stronger public health workforce.

Data from Gray Associates Tool:

Open Positions:

- National – Job Postings in the last 12 months: 14,367
- Kentucky – Job Postings in the last 12 months: 248

- Regional – Job Postings in the last 12 months: 111

Growth of Market:

- National – BLS 3-Year Historic Growth: 2%
- Kentucky – BLS 3-Year Historic Growth: 3%
- Regional – BLS 3-Year Historic Growth: 1%

As of January 2022, searching the key terms “Public Health” via USAjobs.gov returned 2,623 open federal positions.

Searching the same key term via the LouisvilleKy.gov employment portal returned 1,317 open positions just within Louisville Metro.

Humana, one of the region’s largest employers has 105 open positions tagged with the key words “Public Health”. There are also many other opportunities within private industry and other non-governmental organizations.

It is evident that a background in the foundational components of public health (i.e. our four core courses) enhances both professional qualifications, as well as public health delivery.

3. Specify/highlight any distinctive qualities of the proposed program.

Compare with existing programs:

University of Kentucky Graduate Certificate in Population Health

UK curriculum requires four courses, 12 credits, with only one required course (CPH 650 Public Health Systems Administration). Each student selects the remaining three courses from a list of core classes in the College of Public Health via an Assessment Plan.

The SPHIS’s proposed program also comprises four courses for 12 credits. However, all four courses are required and are the same four core courses required of the MPH program. They cover content in the fundamental disciplines of public health: Epidemiology, Biostatistics, Health Promotion, and Health Management. These courses also address all 34 foundational competencies required by the school’s accrediting body, The Council for Education in Public Health (CEPH).

Indiana University, Bloomington – Graduate Certificate in Public Health

The IUB online certificate program requires 15 credits of coursework, including a 3-credit practicum. These additional 3 credits of practicum differentiate the IUB program from the proposed UofL certificate program. In addition, the IUB certificate coursework covers only 22 of the CEPH core competencies, whereas the UofL certificate coursework covers all 34 of the CEPH core competencies.

IUPUI Graduate Certificate in Public Health

The IUPUI online certificate program requires 15 credits of coursework comprising four 3-credit required courses plus an additional 3-credit elective. These additional 3 credits differentiate the IUPUI program from the proposed UofL certificate program.

4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs? If yes, please explain.

The proposed SPHIS program is intended primarily for public health professionals currently employed in the Louisville metroplex, as well as Law and Medical students currently enrolled at UofL. Proximity to the school, combined with the potential to apply all 12 credits toward completion of the SPHIS MPH program (currently in-person only) significantly increases the appeal of this program for these students.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes No If so, please specify.

This certificate program is expected to enhance our existing MPH program as follows:

- A broader spectrum of students enrolled in the core classes will enhance the learning experience of those pursuing the MPH degree.
- Enrollment in the MPH program is expected to increase as a result of certificate graduates choosing to continue on to completion of the full MPH program.

6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

Currently, SPHIS is working with the Law School to integrate the Certificate in Public Health Training into their JD program.

The Law School recently approved a joint JD/Certificate in Bioethics program proposal that serves as precedent for a similar Joint JD/Certificate in Public Health Training program. The Law School anticipates that such a program would be an attractive option for many of their JD students.

At a recent meeting with Law School leadership on March 10, 2022, the following outline was discussed:

TWO OPTIONS

- A. Joint JD-Certificate in Public Health Training:** Add the Certificate in addition to the law degree – not as a dual credit-sharing program. Both programs completed in three years.

Fall of 3rd year: Law students enroll part-time in Law School (under 10 credits) could then enroll full-time in the certificate for one semester, paying the UofL tuition rate for that one semester. Would need to be Fall semester and in-person.

- B. Dual JD-Certificate in Public Health Training** = Offer JD and Certificate as a dual program where:
- Students could get credit for 9 of the 12 certificate credits towards their JD. Students would then only need to take 3 extra credits beyond the JD to complete the certificate program.
 - Could be completed in two semesters (or more) entirely online, beginning in Fall of 2nd year.
 - o Students pay full-time law-school tuition, but law school pays pre-arranged \$\$ back to the SPHIS for 12 credits courses taken.

The Law School has delayed finalizing the details of the above two proposals pending the installation of their new dean this summer.

7. Describe the proposed program’s relationship with programs at other institutions or external organizations (if applicable).
N/A

D. Cost

1. Will this program require additional resources? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.
The dean has committed to funding 4 part-time lecturers to teach online sections of each of the four courses for two years, by which time the program will be self-sustaining via tuition revenue. Projected cost for the four part-time lecturers is \$21,530/year (\$5,000 per semester per part-time lecturer, fringe benefits included).

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.
Found at: http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval
<ul style="list-style-type: none">• See Appendix B below for the Faculty Roster Form
Also submit a copy of the program director’s CV.
<ul style="list-style-type: none">• CVs to be submitted as a separate documents<ul style="list-style-type: none">○ See attached

3. Are new or additional faculty needed? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.
b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
c) What is the projected faculty/student ratio for the program?

There are currently four SPHIS faculty members serving as Course Directors for the Certificate Classes. These faculty teach the in-person sections of the four courses and will oversee four part-time lecturers assigned to teach the online course sections intended primarily for the certificate students.

Projected faculty to student ratios is based upon student enrollment which may change over time.

Program Year	# Faculty	Estimated Students	Faculty / Student Ratio
1	4	5	1:1
2	4	10	1:2
3	4	15	1:3
4	4	20	1:4
5	4	25	1:5

4. Will this program impact existing programs and/or organizational units within UofL?

Yes No

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact).

N/A

• Complete the New Program Budget Spreadsheet.

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.

- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of "existing" funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as "existing" funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

5. Financial Aid for Certificate Programs

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes No

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#). See the Gainful Employment Policy website for the intent form and other information - <http://louisville.edu/oapa/gainful-employment-policy>

**Appendix A
Program Curriculum**

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
PHEP-501	Introduction to Epidemiology	Basic epidemiological methods are presented: terminology; study design; issues of contemporary practice; basic skills for interacting with epidemiologists, reading disease control literature, and drawing on epidemiological concepts.	3.0	Yes		X		Yes (Spring Semesters)
PHMS-501	Introduction to Public Health Practice and Administration	This course emphasizes the practical application of the principles of health care organizations to public health at the national, state and local levels.	3.0	Yes		X		Yes (Fall Semesters)
PHPB-501	Introduction to Public Health Behavior	This course reviews theoretical constructs of the causation of health-	3.0	Yes		X		Yes (Spring Semesters)

		related behavior, including preventive, early diagnosis, treatment and rehabilitative behavior.						
PHST-500	Introduction to Biostatistics for Health Sciences I	An introduction to descriptive and inferential statistical methods, including descriptive and graphical methods, estimation, calculation of confidence intervals, and 1- and 2-sample hypothesis testing, one-way analysis of variance (ANOVA), and simple linear regression. The R statistical software environment will be used to introduce data management and descriptive and inferential statistical methods.	3.0	Yes		X		Yes (Fall Semesters)
TOTAL CREDITS			12					

The four required courses listed above are also offered in-person in Fall semesters only, intended primarily for students enrolled in the MPH program. The online sections are intended primarily for students enrolled in the certificate program. However, the school allows for the possibility that some MPH program students may elect to enroll in the online sections of these courses and that conversely certificate program students may elect to enroll in the in-person sections.

Application Deadline

Applications are accepted for the Fall and Spring semester. There are no Summer admissions. There is no formal deadline.

Curriculum

12 credit hours of required coursework

Course #	Course Title	Credit Hours
PHST-500	Introduction to Biostatistics for Public Health (course offered in Fall semesters)	3
PHMS-501	Introduction to Public Health Practice and Administration (course offered in Fall semesters)	3
PHPB-501	Introduction to Public Health Behavior (course offered in Spring semesters)	3
PHEP-501	Introduction to Epidemiology (course offered in Spring semesters)	3
Total		12

If a student chooses to pursue the Master of Public Health (MPH) degree at any time after enrolling in or completing the Certificate program, then all coursework completed within the preceding three years with a grade of B or better may be applied towards the coursework for the MPH degree.

Appendix B:

Faculty Roster Form – Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Louisville - School of Public Health & Information Sciences

Name of Primary Department, Academic Program, or Discipline: Certificate in Public Health Training – School of Public Health & Information Sciences

Academic Term(s) Included: Fall, Spring, Summer

Date Form Completed: January 26, 2022

1	2	3	4
NAME (F: Fulltime, P: Part time)	COURSES TAUGHT Including Term, Course Number & Title, (Credit Hours)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Guinn, Brian (F)	<ul style="list-style-type: none"> • Fall – PHEP 341: Epidemiology for Public Health (3) • Fall, in-person – PHEP 501: Introduction to Epidemiology (3) • Fall – PHEP 200: Disease Detectives (3) • Spring - PHPH 679: Practice Experience 3 (2) 	<u>Undergraduate:</u> <ul style="list-style-type: none"> • Bachelor of Science in Nursing (BSN) <u>Graduate:</u> <ul style="list-style-type: none"> • Masters of Public Health (MPH) <u>Doctoral:</u> <ul style="list-style-type: none"> • Doctor of Philosophy in Epidemiology (PhD) 	N/A

Johnson, David (F)	<ul style="list-style-type: none"> • Fall/Spring – PHMS 301 – Introduction to US Healthcare Systems • Fall, in-person – PHMS 501: Introduction to Public Health & Administration (3) • Fall/Spring – PHMS 505: Government and Management of Healthcare Organizations (3) • Fall – PHMS 615: Introduction to Health Systems (3) 	<u>Undergraduate:</u> <ul style="list-style-type: none"> • Bachelor of Arts (Biological Anthropology) <u>Graduate:</u> <ul style="list-style-type: none"> • Masters of Public Health (MPH) <u>Doctoral:</u> <ul style="list-style-type: none"> • Doctor of Philosophy in Public Health Sciences (PhD) 	N/A
Jones, Gaberiel (F)	<ul style="list-style-type: none"> • Spring – PHPB 311: Policy and Systems of Power • Fall/Spring – PHPH 401: Public Health and Health Policy • Fall, in-person – PHPB 501 – Introduction to Health Behavior (3) • Fall – PHPB 709: Philosophy of Science & Evaluation Theory 	<u>Undergraduate:</u> <ul style="list-style-type: none"> • Bachelor of Science (Human Nutrition) <u>Graduate:</u> <ul style="list-style-type: none"> • Master of Public Health <u>Doctoral:</u> <ul style="list-style-type: none"> • Doctor of Philosophy in Public Health Sciences (PhD) 	N/A
Lorenz, Doug (F)	<ul style="list-style-type: none"> • Fall, in-person – PHST 500 – Biostatistics for Public Health I (3) • Fall – PHST 683: Survival Analysis (3) • Spring – PHST 501: Biostatistics for Public Health II (3) 	<u>Undergraduate:</u> <ul style="list-style-type: none"> • Bachelor of Science (Mathematics) <u>Graduate:</u> <ul style="list-style-type: none"> • Master of Arts (Mathematics) • Master of Science in Public Health (Biostatistics) <u>Doctoral:</u> <ul style="list-style-type: none"> • Doctor of Philosophy in Applied and Industrial Mathematics 	N/A

Course shown in **bold text** comprise the Certificate in Public Health Training in-person course delivery. Faculty listed are full-time instructors of in-person courses, serving as supervisors of four part-time instructors yet to be hired.