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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

☐ New Program Proposal

☐ Business Plan (https://www.ache.edu/index.php/forms/)

☐ Undergraduate or Graduate Curriculum Plan (https://www.ache.edu/index.php/forms/)

Primary Contact Information

Institution: University of South Alabama

Contact: Dr. Nancy Rice

Title: Professor / Graduate Program Coordinator

Email: nrice@southalabama.edu

Telephone: 251-445-9267

Program Information

Date of Proposal Submission: 12/12/2025

Award Level: Master's Degree

Award Nomenclature (e.g., BS, MBA): MPH

Field of Study/Program Title: Public Health

CIP Code (6-digit): 51.2299

Administration of the Program

Name of Dean: Dr. Susan Gordon-Hickey

Name of College/School: Pat Capps Covey College of Allied Health Professions

Name of Chairperson: Dr. Brad Swiger

Name of Department/Division: Biomedical Sciences

Implementation Information

Proposed Program Implementation Date: 8/18/2026

Anticipated Date of Approval from Institutional Governing Board: Click or tap to enter a date.

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/13/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Choose an item.

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Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

The Master's in Public Health (MPH) is an interdisciplinary graduate program that equips students with the knowledge and skills to address public health challenges. Core coursework in the program includes epidemiology, biostatistics, health policy, environmental health, and social sciences. The program emphasizes experiential learning, offering opportunities for internships, fieldwork, and community-based projects. These experiences enable students to apply theoretical knowledge in real-world settings, preparing them for careers in public health practice, research, policy, and community health improvement.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. Addressing Public Health Disparities in Lower Alabama

   Lower Alabama faces significant public health challenges, including high rates of chronic diseases such as obesity, diabetes, and hypertension. According to the Alabama Department of Public Health (ADPH), the state has some of the highest rates of these chronic conditions in the country, with obesity affecting 36.1% of the population and diabetes prevalence at 13.6%. Lower Alabama, including Mobile and Baldwin counties, has been particularly affected by these health disparities.

   Establishing an MPH program at the University of South Alabama would provide specialized training to address the unique health concerns of the region. By focusing on chronic disease prevention, health equity, and rural health, the program could empower a new generation of public health professionals who understand the specific needs of underserved populations in this region.

2. Synergizing with Existing Healthcare Priorities at USA Health

   USA Health, the clinical arm of the University of South Alabama, is the only academic medical center in the region, offering cutting-edge healthcare services and research. The creation of an MPH program could synergize with USA Health's current initiatives in primary

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care, pediatrics, and emergency medicine by providing interdisciplinary training and research opportunities. For example, USA Health's focus on maternal and child health could benefit from an MPH concentration in reproductive and community health, while its trauma and emergency services could partner with public health professionals to develop stronger disaster preparedness and response protocols.

Additionally, USA Health's growing focus on telemedicine aligns with the need for public health professionals skilled in health informatics, an area that could be a focus in the MPH program.

3. Responding to Workforce Demand for Public Health Professionals

According to the Bureau of Labor Statistics, the demand for health educators and community health workers is expected to grow 13% from 2022 to 2032, much faster than the average for other professions. The COVID-19 pandemic highlighted the critical role of public health professionals in crisis management, disease prevention, and health promotion, revealing gaps in the public health workforce, especially in rural areas like Lower Alabama.

Establishing an MPH program at the University of South Alabama would help meet this growing workforce demand by producing highly trained professionals capable of filling critical roles in local health departments, non-profit organizations, and healthcare systems. Furthermore, the program would prepare graduates for leadership roles in addressing emerging public health threats in the region.

4. Leveraging Existing Research and Community Partnerships

The University of South Alabama has established a variety of research initiatives and community partnerships that could provide practical training opportunities for MPH students. USA's Mitchell Cancer Institute, for example, conducts important research into cancer prevention and treatment, and the MPH program could offer students opportunities to engage in cancer epidemiology or community outreach efforts.

Additionally, partnerships with local public health agencies and community organizations could enhance the MPH program by giving students access to real-world fieldwork and

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internships, particularly in areas such as rural health outreach, maternal health, and chronic disease prevention.

5. Advancing Rural Health Initiatives

Lower Alabama is home to a number of rural communities with limited access to healthcare services, resulting in significant healthcare disparities. According to the ADPH, rural counties in Alabama have higher rates of preventable hospitalizations, lower access to primary care physicians, and greater barriers to accessing mental health services. The MPH program could have a specific focus on rural health, training students to address these gaps in care through community-based public health interventions and policies.

USA's longstanding commitment to serving rural communities through its Rural Health Programs and clinics would create a strong foundation for the MPH program to engage directly with these underserved populations. This would not only address the critical needs of rural Alabama but also advance USA's mission to improve healthcare access and equity in the region.

By developing an MPH program, the University of South Alabama can respond to critical healthcare needs while expanding its educational and research offerings in public health.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. Mobile County Health Department – Dr. Kevin Michaels, Mobile County Health Officer
2. Alabama Department of Public Health- Dr. Scott Harris, Alabama State Health Officer
3. Dr. John Marymont, Dean, Whiddon College of Medicine, Univ. of South Alabama

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

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All student learning outcomes are those established as foundational competencies from the Council of Education for Public Health. Through their education in the Master of Public Health, successful students and graduates of the program will:

1. Competency 1: Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.
   - Outcome 1.1. Apply negotiation & mediation skills to address organizational or community challenges
   - Outcome 1.2. Select communication strategies for different audiences & sectors
   - Outcome 1.3. Communicate audience-appropriate (i.e., nonacademic, non-peer audience) public health content, both in writing & through oral presentation
   - Outcome 1.4. Describe the importance of cultural competence in communicating public health content
   - Outcome 1.5. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

2. Competency 2: Locate, use, evaluate, and synthesize public health information
   - Outcome 2.1. Apply epidemiological methods to settings & situations in public health practice
   - Outcome 2.2. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate
   - Outcome 2.3. Interpret results of data analysis for public health, policy, or practice
   - Outcome 2.4. Evaluate policies for their impact on public health & health equity
   - Outcome 2.5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings

3. Competency 3: Planning, implementation, and evaluation
   - Outcome 3.1. Select quantitative & qualitative data collection methods appropriate for a given public health context
   - Outcome 3.2. Assess population needs, assets & capacities that affect communities' health
   - Outcome 3.3. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs
   - Outcome 3.4. Design a population-based policy, program, project or intervention
   - Outcome 3.5. Select methods to evaluate public health programs

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4. Competency 4: Advocacy
    ● Outcome 4.1. Advocate for political, social or economic policies & programs that will improve health in diverse populations
    ● Outcome 4.2. Integrate perspectives from other sectors and/or professions to promote & advance population health
5. Competency 5: Leadership and Management
    ● Outcome 5.1. Explain basic principles & tools of budget & resource management
    ● Outcome 5.2. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes
    ● Outcome 5.3. Apply leadership and/or management principles to address a relevant issue
6. Competency 6: Ethics and Professionalism
    ● Outcome 6.1. Discuss policy-making process, including the roles of ethics & evidence
    ● Outcome 6.2. Discuss the means by which social and socioeconomic inequities undermine health & create challenges to achieving health equity at organizational, community & systemic levels

E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
51.2201	Master in Public Health - General	Tuskegee University	This program is not online
51.2207	Master in Public Health – Health Education and Promotion	University of Alabama	Does not include other subspecialties; there is a regional need along the Gulf Coast
51.2299	Master in Public Health – Other (includes programs in Epidemiology, Biostats, Environmental Health Sciences, Health Behavior, Health Policy and Organization, Population Health	University of Alabama-Birmingham	Programs at UAB can be online, however there is not concentration offered in Health Inequities; there is a regional need along the Gulf Coast
51.2201	Master in Public Health – General	Samford University	No concentrations offered
51.2201	Master in Public Health – General	Springhill College	No concentrations offered

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F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes** ☒ **No** ☐

If *yes*, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
Masters	Masters of Public Administration	Shared courses
Bachelors/Masters	Social Work/Sociology	Shared courses
Bachelors/Masters	Biomedical Sciences	Shared courses; existing concentration in Global and Public Health
Bachelors/Masters	Health, Kinesiology and Sport	Shared courses

If *not*, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored?   **Yes** ☒ **No** ☐

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

Courses in the program will be taught by faculty across multiple colleges including: College of Education and Professional Studies, College of Arts and Sciences, Mitchell College of Business, College of Allied Health Professions, and the Frederick Whiddon College of Medicine.

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored?   **Yes** ☒ **No** ☐

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

There was an effort to collaborate with the University of Alabama-Birmingham several years ago however the initiative was ultimately unsuccessful.

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

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Choose an item.

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

We are not seeking accreditation for this program at this time.

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: **Yes ☐ No ☒**

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If *yes*, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation?   **Yes ☐ No ☒**

If *yes*, please explain:

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

None

L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

The full program will be delivered in either an online asynchronous or hybrid (HyFlex) course format as follows:

- Program Courses: Core = 24 hours; 15 h offered online; 9 h offered HyFlex

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- Health Inequities Concentration = 12h offered online; 6 h offered HyFlex
- Social/Behavioral Health Sciences Concentration = 12 h offered online;
  9 h offered HyFlex
- Gerontology Concentrations = 12 h offered online
- Applied Statistics Concentration = 12 h offered online

Can students complete the entire degree program through distance education (100% online) based on the following definition?　　　　　　**Yes** X **No** ☐

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an *Off-Campus Site Request* if new.

Main Campus

Will more than 50% of this program be offered at an off-campus site(s)　　　**Yes** ☐ **No** ☒

　If *yes*, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

　SOC 1 (**required**): 19-1041.00 - Epidemiologist

　SOC 2 (optional): 21-1094.00 – Community Health Worker

　SOC 3 (optional): 21-1091.00 – Health Education Specialist

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (https://www.ache.edu/index.php/policy-guidance/) or with emerging industries as identified by Innovate Alabama or the Economic Development Partnership of Alabama (EDPA).

　A Master of Public Health (MPH) program focused on the Gulf Coast region and Alabama's

　Black Belt would address significant health disparities and workforce shortages in these areas.

　Both regions face high rates of chronic diseases like diabetes, hypertension, and obesity,

　particularly in the Black Belt, where poverty and limited access to healthcare are prevalent. The

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Gulf Coast region also contends with unique public health challenges, such as environmental health risks related to coastal living and high rates of substance abuse.

According to the Alabama Department of Public Health, these areas suffer from shortages of healthcare professionals, particularly in rural settings and community health roles. Community Health Workers are listed as one of the "In Demand Occupations" for region 7 of Alabama, which includes Mobile and Baldwin Counties. Studies have shown that the Black Belt has some of the highest health disparities in the state, with a shortage of skilled workers in public health services and health education (Alabama Rural Health Association, 2021). Workforce projections from the Alabama Department of Labor indicate a 5% increase in growth for Community Health Workers in region 7 between 2020-2030 https://www2.labor.alabama.gov/Projections/ProjectionsTAB.aspx .

An MPH program designed with a focus on rural health, health disparities, and environmental health would prepare graduates to address these challenges by working in local health departments, nonprofit organizations, and healthcare systems. It is well documented that targeted public health programs can reduce regional health disparities by training professionals to focus on culturally competent care, health education, and disease prevention, filling a critical employment need for community health workers and public health administrators. By producing graduates from these areas with expertise tailored to these regions, we would meet the demand for a specialized workforce capable of improving health outcomes in Alabama's most vulnerable areas.

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

N/A

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

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- Current enrollments in related programs: Undergraduate Biomedical Sciences concentration in Public and Global Health = Out of 333 students that have declared a concentration, 23% are Public and Global Health.
- Current enrollment in Public Health Minor = 17
- Student interest survey results = 170 students out of 1100 surveyed indicated they would be interested in an M.P.H. program if one was offered at USA

Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	2	8	10
	Part-Time Faculty	2	0	2
	Administration	1	0	1
	Support Staff	0	0	0
**New To Be Hired	Full-Time Faculty	2	0	2
	Part-Time Faculty	2-3 as needed		
	Administration	0	0	0
	Support Staff	0.5	0	0.5
Personnel Total				**15.5 (FT) 2-3 (PT)**

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.

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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

> ***Note**: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.*

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Nancy Rice (FT)	Spring BMD 550 – Global Health (3) Any term, MPH 594 – Directed Studies (Research) Any term, MPH 5xx- Public Health Practicum (3)	MPH, Ph.D.	Professor Global health research, Graduate Program Coordinator Administrative experience
Casey Daniel (FT)	Any term, MPH 594 – Directed Studies (Research) (3)	MPH, Ph.D.	Associate Professor Director of Epidemiology and Public Health
Allen Perkins (FT)	Any term, MPH 5xx- Public Health Practicum (3)	MPH, M.D.	Professor Chief, Ambulatory CMO and Population Health Administrative Experience
Alyssa Lee (PT)	Fall, BMD 441 – Epidemiology (3)	MPH	Research Assistant, Mitchell Cancer Institute
Carrie McNair (PT)	Fall, BMD 441 – Epidemiology (3)	MPH	Research Assistant, Mitchell Cancer Institute
Derek Werthmann (FT)	Any term, MPH 594- Directed Studies (Research) (3)	MPH, Ph.D.	Assistant Professor Epidemiology research
Caitlynn Hauff (FT)	Spring, HS 575 – Public Health (3) Summer, HS 565 – Community Health	Ph.D.	Associate Professor Kinesiology and Health Promotion
Roma Hanks (FT)	Fall SY 535- Health Disparities Across the Lifespan (3) Spring SY 523- Aging in American Society	Ph.D.	Professor and Chair Director, USA Programs in Gerontology and the Center for Generational Studies
Chase Holcombe (FT)	Fall, ST 540 – Statistics in Research (3)	Ph.D.	Assistant Professor, Mathematics and Statistics
Phoibe Renema (FT)	Spring, BMD 511 – Women's Health (3)	Ph.D.	Assistant Professor, Biomedical Sciences
Thomas Shaw (FT)	Fall, PSC 585 – Health Policy (3)	Ph.D.	Professor, Political Science and Criminology
Shuai Zhou (FT)	Fall, Spring – SY 511 – Populations	Ph.D.	Assistant Professor, Sociology
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

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Current Faculty			
1	**2**	**3**	**4**
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
FT	Any term - Health Behavior and/or Leadership in Public Health (3 credits each); Other electives in areas of expertise	MPH, DPH or PhD	
FT	Any term - Health Behavior and/or Leadership in Public Health (3 credits each); Other electives in areas of expertise	MPH, DPH or PhD	
PT	TBD as needed to meet student demand	MPH	

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

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C. Equipment

Will any special equipment be needed specifically for this program?   **Yes ☐ No ☒**

If *yes*, list the special equipment and include all special equipment costs in the ***Business Plan, Line 8***:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program? **Yes ☐ No ☒**

If *yes*, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the ***Business Plan, Line 9***:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?   **Yes ☐ No ☒**

If *yes,* provide the number of assistantships to be offered and include all *new* costs for assistantships in the ***Business Plan, Line 10.***

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program?   **Yes ☐ No ☒**

If *yes*, briefly describe new resources to be purchased and include the cost of new library resources in the ***Business Plan, Line 11***:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the ***Business Plan, Line 12*** and itemize and explain below:

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the ***Business Plan, Line 13*** and explain below:

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II.Program Revenue and Funding

A. **Tuition Revenue:** Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

B. **External Funding:** Will the proposed program require external funding (*e.g.*, Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes ☐ No ☒**

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

C. **Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses? **Yes ☐ No ☒**

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

ACADEMIC DEGREE PROGRAM BUSINESS PLAN

INSTITUTION:	University of South Alabama							
PROGRAM NAME:	Publc Health						CIP CODE:	51.2299
SELECT LEVEL:	GRADUATE (MASTER'S)							

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
PERSONNEL SALARIES & BENEFITS	$62,510	$196,720	$324,281	$330,931	$330,931	$330,931	$330,931	$1,907,235
EQUIPMENT								$0
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS	$15,000	$19,000	$21,000	$16,000	$16,000	$16,000	$16,000	$119,000
TOTAL EXPENSES	$77,510	$215,720	$345,281	$346,931	$346,931	$346,931	$346,931	**$2,026,235**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
TUITION + FEES	$82,320	$238,728	$360,562	$405,014	$450,290	$450,290	$450,290	$2,437,494
EXTERNAL FUNDING								$0
REALLOCATIONS								$0
TOTAL REVENUES	$82,320	$238,728	$360,562	$405,014	$450,290	$450,290	$450,290	**$2,437,494**

ENROLLMENT PROJECTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	27	40	45	50	50	50	**43.67**
PART-TIME ENROLLMENT HEADCOUNT		2	4	4	5	5	5	**4.17**
TOTAL ENROLLMENT HEADCOUNT		29	44	49	55	55	55	**47.83**
NEW ENROLLMENT HEADCOUNT		10	23	25	28	30	30	**24.33**
Validation of Enrollment			YES	YES	YES	YES	YES	

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	8	17	22	22	26	26	**20.17**

Graduate Curriculum Checklist:
1. Overview
2. Components
3. Options (as required)

1. Graduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable). The credit hours MUST match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in **Program Courses**	21
Credit hours in **Program Options (concentrations/specializations/tracks)**	12
Credit hours in **Program Electives**	6
Credit hours in **Required Thesis/Research**	N/A
Credit hours in **Required Capstone/Internship/Practicum**	3
Total Credit Hours Required for Completion:	**42**

Maximum number of credits that can be transferred in from another institution and applied to the program:	12
Intended program duration in semesters for full-time students:	3-4
Intended program duration in semesters for part-time students:	7-10

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an enployer partner, or alignment with nationally recognized industry standards?   **NO**

FALSE   FALSE

If **yes**, please explain (i.e., number of hours required, etc.):

YES

Does the program inlcude any concentrations/ tracks/ options?   FALSE   FALSE

If **yes**, please explain (i.e., define):
Health Inequities
Social/Behavioral Health Sciences
Gerontology
Applied Statistics

2. Graduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	University of South Alabama			
Program Name:	Master of Public Health			
Program Level:	GRADUATE (MASTER'S)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses		**21**		
BMD 541	Epidemiology	3		
HS 575	Public Health	3		
PSC 585	Health Policy	3		
SY 535	Health Disparities Across the Lifespan	3		
ST 540	Statistics in Research	3		
MPH 5xx	Health Behavior	3	Y	
PSC 541 or MPH 5xx	Leadership Theory and Practice or Leadership in Public Health	3	N/Y	
Program Options (enter total credit hours from all options below)		**12**		
Program Electives		**6**		
	Any course listed below in Program Options may be used to meet the elective requirements or others as approved by the Program Director			
Required Thesis/Research		**0**		
Capstone/Internship/Practicum		**3**		
MPH xxx	Public Health Practicum	3		
Total Credit Hours Required for Completion:		**42**		

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows and Tables as Needed

Option Name:	Health Inequities (choose 12 hours from the following)			

Course Number		Credit Hours	New? (Y)	WBL? (Y)
Select four courses from the following				
BMD 511	Women's Health	3		
SY 528	Gender and Society	3		
BMD 550	Global Health	3		
SY 521	Poverty, Inequality, Social Status	3		
SY 511	Intro to Populations	3		
Total Option Credit Hours Required for Completion:		12		

Option Name:	Social/Behavioral Health Sciences			

Course Number		Credit Hours	New? (Y)	WBL? (Y)
Select four courses from the following				
BMD 511	Women's Health	3		
SY 511	Intro to Populations	3		
EPY 521	Human Development and Behavior	3		
PSY 590	Behavioral Genetics	3		
HS 565	Community Health	3		
SY 523	Aging in American Society	3		
Total Option Credit Hours Required for Completion:		12		

Option Name:	Gerontology			

Course Number		Credit Hours	New? (Y)	WBL? (Y)
Required Courses				
SY 523	Agins in American Society	3		
GRN 596	Internship- Gerontology (or equivalent)	3		
Select two of the following				
GRN 535	Health Disparities Life Span	3		
GRN 594	Dir St in Gerontology -	3		
GRN 597	GRN Teaching Apprenticeship	3		
HS 510	Current Health Issues	3		
PSC 581	Public Policy and Aging	3		
KIN 563	Nutrition	3		
PSY 516	Cognitive Psychology	3		
PSY 524	Lifespan Development	3		
PSY 575	Comparative Psychology	3		
SY 535	Health Disparities Life Span	3		
SY 572	Sociology of Aging-Family	3		

		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:		**12**		
Option Name:	**Applied Statistics**			

Course Number		Credit Hours	New? (Y)	WBL? (Y)
Required Courses				
ST 540	Stat in Research I	3		
ST 545	Stat in Research II	3		
Select two of the following				
ST 525	Appl Stat for Clinical Trials	3		
ST 550	Environmental Statistics	3		
ST 555	Categorical Data	3		
ST 560	Appl Desgn & Analysis of Exper	3		
ST 570	Applied Multivariate Statistical Analysis	3		
ST 575	Stat Computing and Graphics	3		
ST 580	Stat Learning Tech in Data Sc	3		
ST 585	Nonparametric Modeling	3		
ST 590	Sp Topic:	3		
Total Option Credit Hours Required for Completion:		**12**		

December 10, 2025

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
100 N. Union Street
Montgomery, AL 36104-3758

Dear Dr. McGill,

Enclosed you will find a proposal for a **Master of Public Health (CIP 51.2299)**. This program will require two faculty and a staff position to be hired by year three, but additional tuition revenue from enrollment in the program is anticipated to cover all costs.

If approved, this program will be implemented in the **Fall semester of 2026.**

Please let me know if additional information is required. We thank you for your assistance and welcome your feedback on these proposals.

Sincerely,

Andrea (Andi) M. Kent, Ph.D.
Executive Vice President and Provost

AMK/aeg

cc: Dr. Charles Guest
        Dr. Susan Gordon-Hickey
        Dr. Julie Estis
        Dr. Gordon Mills
        Dr. Harold Pardue