



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: March 2022)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: 2/3/2023

INSTITUTION: University of Nevada, Reno

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of AAC Approval:

03-08-23

Date of Board Approval:

DEGREE: Check applicable box

Certificate: 30+ Credits
 Associate of Science (AS)
 Associate of Applied Science (AAS)
 Bachelor of Arts (BA)
 Master of Science (MS)
 Doctor of Philosophy (Ph.D.)

Associate of Arts (AA)
 AA/AS
 Bachelor of Applied Science (BAS)
 Bachelor of Science (BS)
 Master of Arts (MA)
 Other or Named Degree: MPH

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Epidemiology

INCLUDED IN THE NSHE PLANNING REPORT: Yes No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: PhD=63; MPH=42

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2023

Action requested (specify full program title):

Convert MPH and PhD, Public Health specializations in Epidemiology to majors, creating Epidemiology, MPH, and Epidemiology, PhD.

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

We propose to convert existing Epidemiology specializations in our masters and doctoral programs in Public Health to free-standing majors, creating Epidemiology, MPH, and Epidemiology, PhD, for the following reasons:

- We recently became accredited as a School of Public Health by the Council on Education for Public Health (CEPH) and most Schools of Public Health offer free-standing PhD and MPH degree programs in Epidemiology.
- This conversion will result in more marketable degrees for our students.
- There is sometimes confusion that our current PhD degree is a DrPH (Doctor of Public Health) given the general public health title.
- Most schools of Public Health use a 26 CIP code for Epidemiology programs (26.1309) rather than the general Public Health CIP code (51.2201). Removing the Epidemiology programs from the Public Health umbrella will allow us to assign the appropriate CIP code to our Epidemiology degree programs.

B. Provide a list and description of institutionally approved expected student learning outcomes

Note: Student learning outcomes are referred to as competencies per public health accreditation criteria

PhD Core Competencies

1. Critically evaluate and synthesize scientific literature
2. Develop original research hypotheses and research questions that will advance public health knowledge
3. Evaluate, justify, and apply appropriate methodological and analytical approaches to address public health research questions
4. Examine ethical principles pertaining to the collection, maintenance, use, and dissemination of public health data
5. Effectively defend research methodology and findings through concise scientific writing and oral presentations
6. Manage and analyze data using classic and modern approaches appropriate for various study designs using software packages such as SAS, R, STATA, SPlus, and WinBUGS
7. Interpret results from statistical analyses of epidemiologic studies
8. Defend analytical models and the results from statistical inferences to diverse audiences through written and oral presentations.
9. Justify and apply statistical theory and methodology in public health and medical research
10. Formulate appropriate sampling strategies
11. Demonstrate theoretical knowledge about the influence of diversity and social determinants on health
12. Design and evaluate psychometric properties of health surveys

PhD Epidemiology-Specific Competencies

13. Construct and evaluate models for causal inference and demonstrate their practical application to epidemiologic data
14. Demonstrate theoretical knowledge of systematic error through the use and application of directed acyclic graphs
15. Develop and apply statistical methods appropriate for time-to-event data
16. Judge and design statistical models to investigate mediation, confounding, interaction, and effect modification in the context of epidemiologic research
17. Critique individual published epidemiologic research studies

MPH 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
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 and policy in public health
12. Discuss multiple dimensions of the 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Perform effectively on interprofessional teams
22. Apply systems thinking tools to a public health issue

MPH Epidemiology-Specific Competencies

23. Analyze the purposes, strengths, and weaknesses of various study designs
24. Assess the impact of bias and heterogeneity in analytic studies
25. Implement data management techniques using SAS or other statistical software
26. Construct epidemiologic models using statistical programming
27. Investigate informatics methods and resources as strategic tools to promote public health

C. Provide an institutionally approved plan for assessing student learning outcomes

Our degree programs are accredited by the CEPH, which requires that all program competencies/student learning outcomes are mapped to specific courses and assessment processes. Grades, assessments, qualifying exam scores, dissertation pass rates, and annual student progress evaluations are tracked. In addition, competencies/student learning outcomes mapped to the dissertation process are evaluated by all dissertation committee members and the student's chair completes a competency/student learning outcome assessment at completion of the program for the UNR Graduate School. Students' perceived mastery of competencies/student learning outcomes are also assessed by students and alumni on the annual student survey, the exit student survey, and post-graduation alumni survey. Assessment is conducted regularly and reported to CEPH per accreditation requirements.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

We partner with local high schools to recruit students into public health disciplines and have a strong pipeline program with TMCC. We also have a growing number of students pursuing an accelerated BS to MPH degree program.

b. Success – *Increase student success*

Our PhD and MPH graduation rates are extremely high and 100% of our PhD and 96% of our MPH 2021 graduates were employed in the public health field one year after graduation.

c. Close the Achievement Gap – *Close the achievement gap among underserved populations*

Our student population has increased in terms of diversity every year. For example, we have 16 incoming MPH-epidemiology students (fall 2022); of whom, 37.5% self-identify as Hispanic or American Indian/Alaska Native and 31.3% are first generation students. A PhD or MPH in epidemiology with STEM designation will help us recruit and retain even more diverse and underserved populations.

d. Workforce – *Collaboratively address the challenges of the workforce and industry education needs of Nevada*

The COVID-19 pandemic demonstrated the importance of a robust public health workforce to a high-quality public health system. A strong public health workforce is critical to ensuring the health and economic safety of communities in Nevada. However, according to the 2021 Public Health Workforce Interest and Needs Survey (PH WINS), only 14% of the governmental public health workforce had formal training in public health. Without such training, our public health workforce is not fully prepared to address emerging public health threats and opportunities for their professional advancement are limited. Epidemiology is the foundation of public health and providing a PhD and MPH in this discipline will address a major workforce shortage in Nevada.

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

Students who receive a PhD or MPH in Epidemiology will have strong quantitative skills and a foundation to develop applied research to address critical issues facing 21st century Nevada. Additionally, our students have strong publication records that will raise the overall research profile of the university.

ii. Institutional mission and core themes

Inspired by its land-grant foundation, the University of Nevada, Reno provides outstanding learning, discovery, and engagement programs that serve the economic, social, environmental, and cultural needs of the citizens of Nevada, the nation, and the world. The proposed epidemiology degree programs will directly serve the needs of the citizens of Nevada and beyond. The COVID-19 pandemic showed us the importance of having students trained at the masters and doctoral level in epidemiologic methods to lead the public health response to rapidly evolving public health threats. Such work has a lasting impact on local, national, and international communities.

iii. Campus strategic plan and/or academic master plan

Goal 1: Strengthen the Pack. The first strategy for this goal is to increase equitable student outcomes while growing student enrollment. During the past 5 years, the epidemiology public health programs at UNR have grown in size and diversity. For example, we admitted 16 MPH-epidemiology students in 2022; of whom, 37.5% self-identify as Hispanic or American Indian/Alaska Native and 31.3% are first generation students. Our post-graduation employment and education rates are very high, with 97% of MPH and 100% of PhD students either employed or pursuing further education or training.

Goal 3: Lead for Nevada. The second strategy for this goal is to increase service to and collaboration with communities across the state. Epidemiology faculty and students engage

in research and service activities with communities throughout the state. Our commitment to serving and collaborating with diverse communities was highlighted during the height of the COVID-19 pandemic, but extends to all aspects of epidemiology including environmental epidemiology, cancer epidemiology, and social epidemiology. In addition, all MPH students complete an internship after their first year of academic studies and most students are placed in Nevada.

Goal 4: Transform the World. Epidemiology faculty and students support both strategies for this goal. The research productivity of our faculty and students has increased substantially the past 5 years and we are currently one of the most research-productive units on campus. Our faculty and students are supported by grant funding from the NIH, NIOSH, CDC, and other leading public health organizations and our PhD students are publishing in top-ranked public health journals.

Goal 5: Make Silver and Blue the New Green. Epidemiology faculty and students support both strategies for this goal. We have numerous grants that address the public health impact of drought, wildfires, and excessive heat and this work supports many of our doctoral students. Through strong collaborations with Desert Research Institute (DRI) and Renown Health we continue to engage in high impact work in this area.

iv. Other programs in the institution

The core curriculum shared with other MPH and PhD, Public Health specializations at UNR will not change.

v. Other related programs in the System

The UNLV School of Public Health has a PhD in Public Health Degree with 4 areas of concentration and a MPH degree with 9 separate specialty tracks. UNLV combines biostatistics and epidemiology for the MPH and the PhD programs which would use a different CIP code: 26.1311 (Epidemiology and Biostatistics) rather than CIP code 26.1309 (Epidemiology).

vi. If the program was not included in the NSHE Planning Report, please explain why.

NA

E. Evaluation of need for the program

i. The need for the program and the data that provides evidence of that need

We recently became a CEPH-accredited School of Public Health. Most Schools of Public Health offer separate PhD and MPH degree programs in Epidemiology. This will result in more marketable degrees for our students. Also, there is some confusion that our current PhD degree is a DrPH (Doctor of Public Health) given the general public health title. Finally, most schools of Public Health use a 26 CIP code for Epidemiology programs (26.1309) rather than the general Public Health CIP code (51.2201). We have surveyed our students and they would like to receive their relevant degree in Epidemiology as this more accurately reflects their training.

ii. Student population to be served

The population to be served includes students interested in careers in disease control investigation, public health surveillance, epidemiologic research, and epidemiology leadership positions.

iii. Procedures used in arriving at the decision to offer the program

The School of Public Health Graduate Committee discussed the need to separate the PhD and MPH in Public Health into separate degree programs and elicited feedback from graduate students and the relevant academic departments. There was agreement that this would be beneficial for student recruitment and retention and would make graduates more marketable. There were also ongoing discussions with the Dean and UNR administration about assigning more appropriate CIP codes to PhD and MPH specializations/degrees. The UNR Provost's office recommended separating the relevant specializations into separate degrees, seeking CIP change approval, and new prefix designations. The course prefix designations for epidemiology (EPI) and biostatistics (BIOS) were approved April 2021.

iv. Organizational arrangements required within the institution to accommodate the program
No organizational changes are needed. The specializations already exist and curriculum/staffing will not change.

v. The timetable, with dates, for implementation steps

Campus-level approvals complete – early 2023

NSHE AAC review – March 2023

NSHE Board of Regents review – June 2023

NWCCU review – June/July 2023

First students enrolled – August 2023

Course prefix changes complete – August 2024

vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.

UNLV offers MPH and PhD degrees in public health with specializations that combine epidemiology and biostatistics. The Deans of the UNR School of Public Health and UNLV School of Public Health have discussed this proposal and there are no concerns. The program focus and curriculum will not change.

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.

According to the US Bureau of Labor Statistics, employment of epidemiologists is projected to grow 26 percent from 2021 to 2031 (much faster than average). According to another pre-COVID pandemic report authored by the Centers for Disease Control and Prevention, U.S. states reported needing approximately 47% more epidemiologists to be able to sufficiently perform in this area.

F. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

* Courses currently exist, but course prefixes will be changed to EPI or BIOS. Course Prefix changes will be complete by August 2024.

PhD in Epidemiology

Year 1

Fall semester (10 credits)

- CHS 708: Epidemiology II (3)
- CHS 782: Analysis of Categorical Data (3)
- CHS 766: Health Informatics (3)
- CHS 791: Seminar in Public Health (1)

Spring semester (10 credits)

- CHS 713: Epidemiology III (3)
- CHS 714: Critical Evaluation of Epidemiologic Research (3)
- CHS 786: Biostatistical Analysis in Cohort Studies (3)
- CHS 791: Seminar in Public Health (1)

Summer semester (1 credit)

- CHS 795: Comprehensive Exam (1)

Year 2

Fall semester (9 credits)

- CHS 710: Grant Writing for Public Health Research (3)
- CHS 765: Survival Analysis for Public Health (3)
- Epidemiology Elective 1 (3)

Spring semester (9 credits)

- CHS 745: Advanced Survey Methods in Public Health (3)
- Epidemiology Elective 2 (3)
- Epidemiology Elective 3 (3)

Year 3

Fall semester (6 credits)

Dissertation Prospectus

- CHS 799: Dissertation (6)

Spring semester (6 credits)

- CHS 799: Dissertation (6)

Year 4

Fall semester (6 credits)

- CHS 799: Dissertation (6)

Spring semester (6 credits)

Dissertation Defense

- CHS 799: Dissertation (6)

MPH-Epidemiology

Year 1: Fall semester - 12 credits

- CHS 712: Epidemiology in Public Health (3)
- CHS 780: Biostatistics in Public Health (3)
- CHS 701: Social and Behavioral Dimensions of Health (3)
- CHS 753: Health Informatics (3)

Year 1: Spring semester - 9 credits

- CHS 723: Epidemiology of Infectious Diseases (3)
- CHS 703: Applied Health Data Analysis (3)
- CHS 747: Applied Research Methods in Public Health (3)

Year 1: Summer semester - 3 credits

- CHS 798: Field Studies in Public Health (3)

Year 2: Fall semester - 9 credits

- CHS 755: Health Policy (3)
 - CHS 708: Epidemiology II (3)
 - CHS 725: Health and the Environment (3)*
- * Can substitute CHS 724: Environmental Epidemiology

Year 2: Spring semester - 9 credits

- CHS 796: MPH Capstone (3)
- CHS 756: Organizational Behavior & Leadership in Health Services (3)
- Elective (3)

ii. Program entrance requirements

PhD-Epidemiology

Students will typically enter the PhD program after having completed a relevant master's degree, such as the Master of Public Health (MPH) or Master of Science (MS) in epidemiology or biostatistics (3.0 minimum GPA). Occasionally, students can be admitted with a health-related bachelor's degree with a minimum grade point average of 3.0 that is confirmed before beginning classes if prerequisite courses have been completed. Graduate record exam (GRE) scores are required and should be above the 50th percentile (verbal, quantitative, and analytical writing). The exam must have been taken within the last five (5) years.

MPH-Epidemiology

The Admissions Committee seeks candidates from diverse backgrounds who have the qualifications and credentials to succeed in public health practice. The multi-faceted nature of the public health profession now demands students from diverse educational and professional backgrounds. Applicants must have a baccalaureate degree from an accredited institution of higher learning, with an undergraduate GPA of 3.0 or higher. Applicants with a GPA below 3.0 but higher than 2.75 can be considered if the GPA in the last 60 hours of undergraduate coursework is 3.0 or higher. The GRE is not required for the MPH program.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

PhD-Epidemiology

Prerequisite coursework includes a master's level epidemiology course (3 credit equivalent) and biostatistics course (3 credit equivalent). Additionally, students who did not graduate from an undergraduate program accredited by the CEPH must complete the Basics of Public Health

course that covers the 12 Foundational Public Health Knowledge learning objectives. The Basics of Public Health course is completed for no academic credit and the student pays no fees or tuition for completing the course. This course should be completed before the start of the program.

The PhD-Epidemiology program is 63 credits and students must maintain a 3.0 GPA. Students will complete 29 credits in the Epidemiology PhD core. In addition to the core courses, students will work closely with their academic advisor to select 9 credits of Epidemiology electives (may be prescribed). Students will also take the comprehensive exam (1 credit) and will complete, on average, 24 dissertation credits.

MPH-Epidemiology

Prerequisite coursework includes an undergraduate or graduate course in statistics. Additionally, students who did not graduate from an undergraduate program accredited by the CEPH must complete the Basics of Public Health course that covers the 12 Foundational Public Health Knowledge learning objectives. The Basics of Public Health course is completed for no academic credit and the student pays no fees or tuition for completing the course. This course should be completed before the start of the program.

The MPH-Epidemiology program is 42 credits and students must maintain a 3.0 GPA. Students will complete 21 credits from the MPH core courses, 12 credits from required epidemiology courses, a 3-credit epidemiology elective, a 3-credit epidemiology practicum (field studies course), and a 3-credit epidemiology integrative learning experience (capstone course).

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

All current degree programs and specializations are accredited by the CEPH. The proposed epidemiology programs are already accredited PhD and MPH specializations. Additional resources will not be needed for accreditation. After NSHE approval is obtained and changes to the catalog have been made, we will notify CEPH of the changes by submitting a substantive change form.

v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable

Not Applicable.

G. Method of Delivery (for the purpose of state authorization [SARA])

**i. How will this academic program be delivered when the program begins?
(mark all that apply)**

- 100% face-to-face courses
 Hybrid (some online courses, some face-to-face courses)
 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada?*

- Yes (MPH only, but most take place in Nevada)
 No

H. Institutional Review Process

i. **Date of Faculty Review (may include additional information, as needed)**

The School of Public Health Graduate Committee discussed the need to separate the PhD and MPH in Public Health into separate degree programs and elicited feedback from graduate students and the relevant academic departments. There was agreement that this would be beneficial for student recruitment and retention and would make graduates more marketable. There were also ongoing discussions with the Dean and UNR administration about assigning more appropriate CIP codes to PhD and MPH specializations/degrees. The UNR provost's office recommended separating the relevant specializations into separate degrees, seeking CIP change approval, and new prefix designations. The prefix designations for epidemiology (EPI) and biostatistics (BIOS) were approved in April 2021. Graduate Committee and relevant program approval was obtained in spring 2021.

ii. **Describe the process for review and approval by the appropriate academic policy body of the institution**

UNR's University Courses and Curricula Committee reviewed and approved the Epidemiology MPH and PhD proposals in December 2022 via Curriculog, the university's curriculum workflow system.

I. Readiness to begin program

i. **List the educational and professional qualifications of the faculty relative to their individual teaching assignments**

All tenure-track faculty in the Epidemiology Department who teach in the PhD and MPH epidemiology programs have earned a PhD in Epidemiology and have extensive research experience. One lecturer has an MPH in Epidemiology and Biostatistics and is pursuing a PhD.

ii. **List the anticipated sources or plans to secure qualified faculty and staff**

No additional faculty or staff are needed.

iii. **Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**

The PhD and MPH epidemiology programs complement the other degree programs in the School of Public Health. Additionally, students from other degree programs at UNR (e.g., Environmental Sciences and Health, Nutrition, Psychology) take epidemiology coursework.

iv. **Recommendations from prior program review and/or accreditation review teams**

During the last accreditation site visit, the reviewers noted that separate PhD and MPH degree programs, particularly those that can be assigned a STEM CIP code, are useful for recruitment and retention.

v. **Is this program 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?**

- Yes
 No

J. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

No additional funds are needed. The proposed degree programs already exist as specializations, which are funded through enrollment-generated state funds and faculty research grant funds.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester PhD: 8; MPH: 19

3rd Fall semester PhD: 10; MPH: 23

5th Fall semester PhD: 12; MPH: 28

(2) Explain the methodology/assumptions used in determining projected FTE figures.

All PhD students are full-time (average credits/semester = 9). About 12% of MPH students in the Epidemiology emphasis enroll in a part-time program (typically 3-year progression; average credits/semester = 10).

For PhD: FTE enrollment = (headcount x 9 credit hours)/9 credit hours (PhD full-time credit expectation)

For MPH: FTE enrollment = (headcount x 10 credit hours)/12 credit hours (Masters full-time credit expectation)

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester PhD: 8; MPH: 23

3rd Fall semester PhD: 10; MPH: 28

5th Fall semester PhD: 12; MPH: 34

(2) Explain the methodology/assumptions used in determining projected headcount figures.

Fall 2022 headcounts in Epidemiology specializations (MPH=23; PhD=8) were used as a starting point, with projected 10% enrollment increase annually (conservative estimate based on anticipated increase due to degree name change).

iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.

Please see attached budget projections. No new resources are needed.

K. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

The epidemiology program is currently housed in Savitt Medical Sciences which includes several GA offices and a meeting space. Recently, the School of Public Health acquired additional space near Savitt Medical Sciences as well as a substantial donation that will be used to create new spaces for collaborative research and training opportunities.

- ii. **Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**
None.

- iii. **Existing and additional equipment required**
None.

L. Describe the adequacy and availability of library and information resources

Existing library and information resources are sufficient. The proposed degree programs already exist as specializations.

M. Student services

- i. **Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal**

The School of Public Health recently increased student support services to meet the needs of our growing student population. We hired a student services coordinator and several new administrative assistants who provide assistance with admissions and financial aid. We also created program level graduate directors which will help with student advising.

- ii. **Describe the implications of the program for services to the rest of the student body**
None. The proposed degree programs already exist as specializations.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

- i. **Names, qualifications and affiliations of consultant(s) used**

NA

- ii. **Consultant’s summary comments and recommendations**

NA

- iii. **Summary of proposer’s response to consultants**

NA

O. Articulation Agreements

- i. **Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

NA

- ii. **Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

NA

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

Articulation agreements are not required for PhD and MPH degree programs.

P. Summary Statement

The COVID-19 pandemic demonstrated the importance of a robust public health workforce to a high-quality public health system. The proposed Epidemiology programs will address the public health workforce shortages in Nevada and will provide doctoral-level training necessary to develop scientifically sound solutions for complex public health programs. The separation into separate degree programs will also facilitate STEM designation and will result in more marketable degrees for our students.

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: University of Nevada, Reno			Program: MPH/PhD, Epidemiology				
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY 24		FY 3: FY 26		FY 5: FY 28		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
	A. New enrollments to the Institution	11	12	31	35	40	46
B. Enrollments from Existing Programs	16	19	2	3	0	0	
II. REVENUE							
		FY 1: FY 24		FY 3: FY 26		FY 5: FY 28	
		On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request							
2. Institution Funds	\$702,834		\$738,139		\$775,370		
3. Federal (e.g. grant, appropriation)							
4. New Tuition Revenues (registraration fee) from Increased Enrollments*							
5. Other Student Fees (associated with the program)*							
6. Other (i.e., Gifts)							
Total Revenue	\$702,834	\$0	\$738,139	\$0	\$775,370	\$0	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

III. EXPENDITURES		FY 1: FY 24		FY 3: FY 26		FY 5: FY 28	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		6.55	0	6.55	0	6.55	0
	Faculty	4.3		4.3		4.3	
	Adjunct Faculty						
	Grad Assts	2.25		2.25		2.25	
	Research Personnel						
	Directors/Administrators						
	Administrative Support Personnel						
	Other: _____						
		Expenditures for personnel type below must reflect FTE levels in Section A.1.					
2. Faculty		\$459,258		\$487,226		\$516,898	
3. Adjunct Faculty							
4. Graduate Assistants		\$80,750		\$83,173		\$85,668	
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel							
8. Fringe Benefits		\$161,826		\$166,680		\$171,681	
9. Other:							
	Total Personnel Costs	\$701,834	\$0	\$737,079	\$0	\$774,246	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 24		FY 3: FY 26		FY 5: FY 28	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel							
2. Professional Services							
3. Other Services							
4. Communications							
5. Materials and Supplies		\$1,000		\$1,060		\$1,124	
6. Rentals							
7. Marketing materials and Advertising							
8. Miscellaneous							
Total Operating Expenditures		\$1,000	\$0	\$1,060	\$0	\$1,124	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

		FY 1: FY 24		FY 3: FY 26		FY 5: FY 28	
		On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay							
1. Library Resources							
2. Equipment							
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):		\$702,834	\$0	\$738,139	\$0	\$775,370	\$0
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):

Faculty compensation is based on FY23 actual salary. Each faculty member teaching in the program has been assigned an estimated percentage FTE spent teaching and advising in the program.

Graduate Assistant cost is based on 2.5 PHD level 10-month GTA's at \$1,950/month and 2 Master's level GTA's at \$1,600/month.

Assumptions: Annual inflation rate 3%