



**Arnold School of
Public Health**
UNIVERSITY OF SOUTH CAROLINA



2024-2025

Department of Health Services Policy and Management

MPH PROGRAM HANDBOOK

Revised May 2024

This Handbook of the programs, policies, and practices of the Department of Health Services Policy and Management is not an official University document. If there are discrepancies between this Handbook and the University's Graduate Studies Bulletin, the Graduate Studies Bulletin supersedes





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The Arnold School of Public Health

The Arnold School of Public Health, of the University of South Carolina, was established in 1974 in response to a mandate from the South Carolina Legislature. The first students were admitted in late 1974. The growing number of students necessitated a reorganization of the School and the permanent formation of a full-time faculty in July 1977. In 2000, we became the Arnold School of Public Health, in honor of a generous donation to the School by Norman J. Arnold.

Since 1979, the School has been accredited by the Council on Education for Public Health (CEPH), the accrediting body for schools of public health in the United States. The mission of the Arnold School of Public Health is to expand, disseminate, and apply the body of knowledge regarding the following: the prevention of disease, disability and environmental degradation, promoting health and wellbeing in diverse populations; and providing effective, efficient and equitable health services.

Principal responsibilities of the Arnold School of Public Health are: (1) educational preparation of undergraduate and post-baccalaureate students for academic and professional careers within public health and health services organizations; (2) research on significant public health problems and/or issues; and (3) development and delivery of continuing professional education for health services personnel outside the immediate university community.

There are six departments within the Arnold School of Public Health: Communication Sciences and Disorders; Environmental Health Sciences; Epidemiology and Biostatistics; Exercise Science; Health Promotion, Education, and Behavior; and Health Services Policy and Management.

The Department of Health Services Policy and Management

Mission and Vision

Mission

The Department of Health Services Policy and Management's mission is to be actively involved in improving quality, safety, efficiency and effectiveness of health services and health systems locally and globally. (Adopted Fall 2021)

Vision

The Department of Health Services Policy and Management will be a resource for excellence in graduate education and research in South Carolina and in distinct international markets. Through its master's and doctoral programs, it will produce well trained graduates ready to assume or progress to leadership positions in health services, public health, and research/academic organizations. The Department will serve as a networking/integrating resource for alumni, providers and leaders in health services in South Carolina and beyond. The Department will offer programs that continually seek to improve through new ideas and new technology, and by responding to the changing needs of the dynamic healthcare environment. Through research, teaching, service and consulting, faculty will create a Department on the leading edge of health services management, policy, and research.



The Department will implement its vision by providing students in the Master of Health Administration, Master of Public Health, Doctoral programs, and other degree programs with the highest quality graduate education based on excellence in teaching, research, and service. The Department serves South Carolina while attracting students from throughout the United States and other countries.

Educational Goals

Master of Public Health (traditional or distance format)

The educational goal of the MPH program is to provide students with the competencies needed to manage public health programs and to direct population-based health improvement activities. In addition to the public health core competencies, the 45-hour MPH curriculum provides training in operations management in healthcare organizations, public health budgeting and finance, health economics, public health law, and health policy development. The MPH program prepares students for careers in the management of public health sector and community health programs, as well as public health-related programs in the private sector.

Upon completion of MPH Coursework students will be able to:

1. Demonstrate an understanding of public health knowledge and achievement of MPH foundational competencies, as defined by the Council on Education for Public Health (CEPH). (see Appendix A)

Courses relevant for achievement of the competency:

PUBH 724: Quantitative Methods for Public Health Practice I
PUBH 725: Quantitative Methods for Public Health Practice II
PUBH 726: Qualitative Methods for Public Health Practice
PUBH 730: Public Health Systems, Policy, and Leadership
PUBH 735: Practical Applications of Public Health Planning

2. Apply operations management concepts to address organizational performance issues in health services organizations.

Courses relevant for this competency:

HSPM 768: Health Services Administration II
Management Elective 1
Management Elective 2

3. Describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.

Courses relevant for this competency:

HSPM 726: Applied Public Health Law
HSPM 727: Advancing Public Health Policy

4. Apply economic principles for allocating and mobilizing resources for public health interventions and programs.

Course relevant for this competency:



HSPM 712: Health Economics

5. Apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations.

Course relevant for this competency:
HSPM 730: Financing of Health Care

6. Develop policy options for the achievement of an agency's or program's objectives

Courses relevant for this competency:
HSPM 727: Advancing Public Health Policy
Policy Elective

Student Responsibilities and Code of Ethics

Students enrolled in any educational program within the Department of Health Services Policy and Management are required to demonstrate the highest ethical standards. These requirements pertain to both academic and professional behavior.

Academic Standards and Acceptable Academic Performance

The University's definition of a full-time graduate student is one who is enrolled in nine or more hours during a fall or spring semester and six hours during the summer session. However, students enrolled full time in fall and spring semesters need not be enrolled in the summer sessions. Students with a 20-hours a week graduate assistantship must be enrolled for a minimum of 6 credit hours to be considered full time students and be eligible for graduate assistantship. International students must be enrolled at full-time levels throughout the program unless all coursework is completed and only the Applied Practice Experience and Integrated Learning Experience requirements are pending. A student seeking to remain unenrolled in a major semester (fall or spring) for valid reason must contact their advisor and the MPH program director in advance to apply for leave of absence. Students must be approved for each semester that they remain unenrolled through a form submitted to the Graduate School. Failure to obtain permission to be unenrolled will drop the student from active status and will require the student to reapply for admission to the program via the Graduate School site. Readmission also results in the student losing the right to satisfy the program requirements under which the student matriculated and by default, the program requirements and curriculum in place in the year of readmission will apply.

MPH students enrolled in the Traditional Programs (In-Person) must take their courses In-Person. Exceptions must be approved by your MPH Graduate Director

The program should be completed within 6 years. Otherwise, courses more than 6 years old as of the planned semester of graduation must be revalidated, which may require additional student work or examinations as required by the faculty member teaching the course, and the student becomes subject to changes in degree requirements that may prevail at the time of graduation.



The Department sets a high standard of performance for students in all of our master and doctoral programs. For all graduate students in the department, a minimum GPA of 3.0 is required for graduation. Any MPH student who earns a grade below a B in one offering of courses will be under departmental academic probation requiring development of a written plan by the student, academic advisor and the graduate director to overcome the academic challenges and improve the GPA; and those earning a grade below a B in a second course will be terminated from the program. Note: Students who receive their first and second grade below a B concurrently in the same semester will be automatically terminated without the remedial plan given the temporal impossibility to address the issue after the first grade below a B. Grade of “U” is also considered a grade below a B.

Academic Integrity

Students are expected to adhere to all requirements of the Carolinian Creed (www.sa.sc.edu/creed/). Please especially note: you are held accountable to this Creed even if you violate it inadvertently. Any episode of dishonesty, cheating, or plagiarism in any form is cause for failure of an assignment, an examination, or a course, and can be cause for dismissal from the program. In addition, the department will report the case to the Office of Academic Integrity of the University. Students may want to refresh their understanding of the appropriate use of citations when drafting papers and other assignments to prevent inadvertent plagiarism stemming from lack of information. A second episode of violation of academic honesty is grounds for dismissal from the program.

Professional Responsibility

Graduate assistantships and applied practice experience placements are intended to serve as an extension of the teaching mission of the Department of Health Services Policy and Management, by giving students work experience in the public health, health services, or research environments in which they will eventually pursue careers. While serving in on- or off-campus graduate assistantships or practice experience placements, students are representatives of the Department and should comport themselves with professionalism with grounds for dismissal from the program if they do not.

Students participating in assistantships or applied practice experience placements will follow the dress standards of their work environment. All students will comply with the work hours associated with their assistantship or applied practice experience placements. While at work, all students will ensure that their level of effort, deportment, and contribution to the work environment meet and, preferably, exceed sponsor expectations.

All students must always follow a professional code of conduct, in or outside the classroom.

MPH Degree Programs

Admission Criteria and Application Requirements

Applications for the MPH program must be submitted through SOPHAS. The link to SOPHAS is <http://www.sophas.org/>. MPA/MPH and MSW/MPH prospective students will apply through the USC Graduate School (www.gradschool.sc.edu/apply.htm).



It is expected that applicants should have a minimum undergraduate GPA of 3.0, and graduate GPA of 3.0 for candidates with master's degree or coursework. However, we use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional experience, goal statement, grade point average in undergraduate and previous graduate work (if applicable), and standardized test scores. Within the undergraduate GPA, we review upper division versus lower division GPA and GPA in course work relevant to the MPH program versus the general education part of undergraduate work.

A bachelor's degree is required before students can enroll in any of the department's master's level degree programs. An official transcript of all previous undergraduate work is required. Applicants with a graduate degree or any graduate coursework should submit their graduate transcripts as well. Applicants who are in the process of completing a Bachelor's degree or a graduate degree should submit an official transcript of all coursework taken as of the time of application into the MPH program. World Education Services (WES) certification of any international degree is required.

An applicant whose native language is not English must submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 Internet-based. The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. The minimum acceptable score on PTE Academic is 53. The minimum acceptable Duo Lingo score is 115 in lieu of IELTS scores. If prior academic experience in the U.S. illustrates proficiency in English, this requirement may be waived, with the concurrence of the Graduate School. These requirements are set by the Graduate School and can be found: [International Applicants - Graduate School | University of South Carolina](#).

Three letters of recommendation must be submitted from professional contacts who can reflect upon the applicant's prior academic and/or professional performance.

The applicant must provide a career goal statement and a current resume.

International Applicants

International applicants are encouraged to apply. The department values the interactions between domestic and international students to strengthen teaching and learning in the classroom and to foster academic advancement in a multi-cultural, multi-ethnic environment. International students often bring their own unique perspectives to addressing population health concerns, which are valuable for understanding both domestic and international health concerns.

International applicants should be aware that it has become increasingly challenging to place international students in graduate assistantships in off-campus settings. We encourage students to apply and interview for graduate assistantships but students cannot be placed before formally enrolling in the program.



Graduate Assistantships and Financial Assistance

Most of our full-time MPH students work in local public health and health care organizations as Graduate Assistants (GAs). In general, the department strives to identify the maximum number of assistantship opportunities in public health and health care organizations in the greater Columbia area for students to interview. These are compensated GA positions (10-20 hours a week). Historically, most full-time MPH students are placed as GAs beginning with their first semester. However, applicants should note that GA placements are not guaranteed and depend on the needs and budgetary constraints of sponsoring organizations, student's educational background and work experience, and student's initiative and enthusiasm displayed during the interview. Interviews and placements may continue until the middle of the first semester (or beyond depending on the above factors).

GAs receive a stipend. Assistantships may be for 10-20 hours per week, depending on the needs of the organization or the U of SC unit. In addition, out-of-state students who have GAs that compensate at least \$1,250 per semester for 10 hours per week will receive tuition reduction from out-of-state rates to in-state rates. All applicants should be aware that the GA compensation will cover only a portion of the tuition and fees. Applicants are encouraged to review tuition and fees payable at https://sc.edu/about/offices_and_divisions/bursar/tuition_and_required_fees/index.php.

The University of South Carolina, Office of Student Financial Aid provides access to a variety of grants and loans for students in the Graduate School. For application forms and all questions for all types of financial aid, contact the office of financial aid and scholarship (<http://www.sc.edu/financialaid/>).

Conditional Acceptance to the MPH Program

In certain circumstances—particularly applicants with a GPA below 3.0 in their prior coursework—applicants may be offered conditional admission. A general stipulation of a conditional admission requires the student to achieve a grade of B or higher in courses taken the first semester to continue in the program. In addition, students may also be asked to take an English writing course, and for international students with significant difficulties in spoken English, English language courses. All these conditions are clearly spelled out in the conditional admission letter.

Students with a conditional admission may be asked to undertake no more than 10-hours a week of graduate assistantship work in the first semester to maximize their success in meeting the conditions. A subsequent increase in the graduate assistantship time commitment is permitted subject to satisfactory academic performance (i.e., no grade less than a “B” in courses completed in the first semester).

Combination Degrees (MSW/MPH, MPH/MPA)

MSW/MPH Program

Students may complete the combination degree program by starting in either the Master of Social Work program or the Master of Public Health program but must gain admission to the other program before substantial coursework is completed. Each program offers a typical sequence of courses; through academic advisement with a combination degree coordinator in each program, students select



specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied to graduate from the combination degree program. Students in the combination degree program must complete the program within six academic years.

Two (2) social work elective courses can be satisfied by successfully completing HSPM 726: Applied Public Health Law for Administrators and an elective HSPM management course (6 credit hours total). One HSPM elective policy course (3 hours) may be satisfied by successfully completing SOWK 778: Advanced Analysis of Social Policy, Programs, and Services. The Applied Practice Experience (HSPM 788) may be satisfied by completing SOWK 784 (coordination and contract with HSPM advisor required). Thus the 60-credit hour MSW degree and 45-credit hour MPH degree can both be completed with a total of 93 credit hours.

MPA/MPH Program

Students may complete the combination degree program by starting in either the Master of Public Administration program or the Master of Public Health program. Each program offers a typical sequence of courses; through academic advisement with a combination degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the combination degree program. Students in the combination degree program must complete the program within six academic years.

One HSPM elective policy course (3 hours) may be satisfied by successfully completing POLI 774: The Public Policy Process. HSPM 730: Financing of Health Care, may be satisfied by successfully completing POLI 775: Financial Administration. One POLI Elective may be satisfied by successfully completing a HSPM Management Elective. The POLI 779: Internship may be satisfied by completing HSPM 788: Applied Practice Experience planned in conjunction with the MPA program director. Thus the 39- credit hour MPA degree and 45-credit hour MPH degree can both be completed with a total of 72 credit hours.

Program of Study

The HSPM MPH program is a 45-semester hour program. The curriculum is as follows:

Public Health Core (16 hours)

- PUBH 724: Quantitative Methods for Public Health Practice I (3 hours)
- PUBH 725: Quantitative Methods for Public Health Practice II (3 hours)
- PUBH 726 Qualitative Methods for Public Health Practice (3 hours)
- PUBH 730 Public Health Systems, Policy & Leadership (3 hours)
- PUBH 735 Practical Applications of Public Health Planning (4 hours)

Public Health Management (18 hours)

- HSPM 712 Health Economics (3 hours)
- HSPM 726 Applied Public Health Law for Administrators (3 hours)
- HSPM 730 Financing of Health Care (3 hours)
- HSPM 768 Health Services Administration II (3 hours)
- Two Management Electives selected in consultation with advisor (6 hours);



possible courses include HSPM 706, HSPM 709, HSPM 713, HSPM 714, HSPM 716, HSPM 764, HSPM 769, HSPM 774, HSPM 776, HSPM 772, HSPM 777

Public Health and Healthcare Policy (6 hours)

HSPM 727 Advancing Public Health Policy (3 hours)

Policy Elective is selected in consultation with advisor (3 hours);

possible courses include HSPM 709, HSPM 711, HPEB 820, POLI774, POLI 780, POLI 721

Applied Practice Experience (3 hours)

HSPM 788 (3 hours)

HSPM MPH Integrated Learning Experience (2 hours)

HSPM 796 (2 hours)

The Integrated Learning Experience Course (HSPM 796) requires drafting a grant proposal and presenting the grant proposal to the committee members supervising the proposal's drafting. HSPM 796 is required for all HSPM MPH students and will serve as the comprehensive assessment of the competencies required for the HSPM MPH degree. The final grant proposal will be reviewed by at least two HSPM faculty members. The grant proposal presentations will be attended and reviewed by at least two HSPM faculty members. Faculty reviewers will be provided with a comprehensive assessment rubric (Appendix B) which will identify the essential required elements for both the grant proposal and presentation. Securing a pass on the Integrated Learning Experience project constitutes completion of the master's comprehensive exam, essential for graduation.

Academic Advisement and Maintaining Academic Standing

Upon matriculating in the MPH program, each student is assigned an academic advisor, which is the MPH program director. The MPH program director will guide the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, independent studies, management residency and any additional work appropriate for preparing the student to meet their career objectives. Students are expected to attend group advisement meetings or arrange to meet with the director prior to registration each semester, to get advisement forms signed and discuss academic progress, GA-ship performance, etc. Students cannot register (in Self Service Carolina) for courses without turning in faculty-signed advisement forms to the HSPM MPH program director and ASPH Graduate Student Services. The MPH program director forwards advisement forms to HSPM's Academic Programs Specialist and ASPH Graduate Student Services office. The MPH program director will verify good academic standing of advisees before signing off on the course advisement forms for the following semester.

Distance MPH students and students who are working full-time may need to adapt the schedule below, taking fewer courses each semester, to maximize learning and acquisition of competencies. Regular communication with the MPH program director, who is also the academic advisor, is particularly important for students not following the recommended course sequence below to ensure timely program completion. Most of the required courses are sequential and are offered once per year.



In the fall semester of the second year (or at least one semester prior to expected graduation), students must complete and submit a Master's Program of Study (MPOS) form. On this form, the student lists all courses that have been and will be taken for completing the MPH. The student signs the form and submits it to the MPH program director, who verifies that the listed courses do fulfill the requirements for the degree.

The MPH program director signs the form and submits it to the Dean of the Graduate School. Once all signatures are in place, this constitutes an agreement between the student and the University, guaranteeing that the student will receive the degree if the listed courses are completed satisfactorily. For this reason, the form must be completed well in advance of graduation, otherwise graduation may be delayed. Combination degree students must complete separate MPOS forms for each of the two degrees. No more than 6 graduate credit hours counted towards another USC graduate degree can be counted towards the MPH program unless the student was admitted to combination degree program. The program of study form is available at the Graduate School website:
<http://gradschool.sc.edu/forms/Mastersprogramofstudy.pdf>

Recommended Course Sequence for Full-Time MPH Students

The course sequence is designed to enable students to progressively build on the knowledge and skills essential for subsequent courses. Thus, courses are to be taken in the indicated sequence. The sequence for part-time students also takes into account the knowledge base needed for subsequent courses.

Year 1

FALL SEMESTER

PUBH 724 – Quantitative Methods for Public Health Practice I (3 hours)

PUBH 726 – Qualitative Methods for Public Health Practice (3 hours)

HSPM 726 – Applied Public Health Law for Administrators (3 hours)

SPRING SEMESTER

PUBH 725 – Quantitative Methods for Public Health Practice II (3 hours)

PUBH 730 – Public Health Systems, Policy, and Leadership (3 hours)

HSPM 730 – Financing of Health Care (3 hours)

HSPM 712 -- Health Economics (3 hours)

SUMMER SESSION

HSPM Management Elective* (3 hours)

Year 2

FALL SEMESTER

PUBH 735 – Practical Applications of Public Health Planning (4 hours)

HSPM 768 - Health Services Administration II (3 hours)

HSPM 727 - Advancing Public Health Policy (3 hours)

HSPM Management Elective* (3 hours)



SPRING SEMESTER

HSPM 788 - HSPM Applied Practice Experience (3 hours)

HSPM 796 – HSPM MPH Integrated Learning Experience Course (2 hours)

HSPM Policy Elective* (3 hours)

Applied Practice Experience (HSPM 788)

The purpose of the public health practice experience is for students to develop practical skills in the application of public health competencies and concepts. All students must demonstrate at least five (5) competencies during their practice experience; at least three (3) will be foundational and 1 or 2 will be by the HSPM MPH program specific competencies. (See Appendix A for foundational competencies and program specific competencies). Students will demonstrate competency attainment using a portfolio approach in which they work with an organization to develop at least two products that will be mutually beneficial to the student and organization. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Students should have completed the core MPH curriculum of PUBH 725, PUBH 726, PUBH 730, PUBH 735 before beginning the practice experience.

Finding a site

Students should choose a practice site that aligns with their career interests and professional goals. Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. There is a list of pre-approved sites located at:

https://sc.edu/study/colleges_schools/public_health/internal/documents/approved_practicum_sites.pdf

A memorandum of agreement (MOA) must be in place with the organization before the start date of the practice experience. This can take 2-3 months to complete. To ensure students can complete the experience in a timely fashion, the MPH program director will coordinate with the ASPH Practice Coordinator to initiate an MOA.



Career Services

USC Career Planning and Placement Center

The USC Career Center offers career development services to both graduate and undergraduate students. The office is located on Level Five of the Thomas Cooper Library. This office exists to assist students to transition successfully from college or graduate school to their chosen field or career. Their phone number is 777-7280.

The USC Career Center provides a wide range of services accessible to all USC students. Career and job information/placement services are available to all USC students and to alumni for life, once they register into the system. Student services offered by the Career Center include:

Workshops and seminars designed to increase students' awareness of career opportunities and potential employment sites in the health professions.

Workshops designed to teach students appropriate job search skills. Workshop titles include Resume Writing, Interviewing Techniques, Writing a Career Objective statement, Job Search Strategies.

Individual career counseling for graduate students.

A listing of current employment opportunities for health professionals.

Interview counseling with video tape assistance.

Free access to foreign language learning labs such as Rosetta Stone.

The complete range of services is posted at <http://www.sc.edu/career/>. There is no charge for the Career Center services. Also, many firms having health administration positions recruit at USC. If you wish to interview with recruiters, contact the Career Center at 777-7280.

Center for Business Communication

Another university-wide resource is the Center for Business Communication. It is located in the Darla Moore School of Business building which provides one-on-one tutoring and practice sessions on written and oral business and scientific communication and presentations.

Alumni access to USC E-mail services

In addition, alumni have access to use their USC email address for two years after graduation which helps them pursue jobs and receive solicitations and job information from USC Career Services.

Career related services for HSPM students

In addition to the USC Career Center services, the MPH program director disseminates information to students and alumni (who keep Department updated with their contact information) on management fellowships, CDC fellowship, faculty positions and other career opportunities as received or accessed from various sources.



Appendix A - CEPH MPH Foundational Competencies (Revised 2021)

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

12. Discuss 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

Leadership

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

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

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems-thinking tool to visually represent a public health issue in a



format other than a standard narrative

Appendix B - HSPM MPH Integrated Learning Experience Course Grant Proposal and Presentation Rubric

Student Name:	Presentation Date:	Points
Grant Summary (2 points) Concise, well written summary of the proposal including purpose and outcomes		
Grant Description (16 points) Program or intervention design is detailed, specific, clearly articulated and uses evidence-based strategies as appropriate (0-10 points) Methods and strategies are appropriate for achieving expected outcomes (0-5 points) Describes the relevance to public health (0-1 point)		
Health Issue (5 points) Provides specific data with a focus on local data to demonstrate importance (0-4 points) Helps readers understand how the public health problem will be addressed (0-1 point)		
Description of Target Population (5 points) Provides specific information about the importance of addressing this issue in the target population (0-3 points) Addresses health disparities (0-2 points)		
Community Buy-In (4 points) Key stakeholders are identified and appropriate for the project (0-2 points) Description of strategies for engaging key stakeholders is appropriate (0-2 points)		
Replication/Innovation (5 points) Comprehensive and concise review of the relevant literature which provides justification for the intervention approach (0-5 points)		
Goals, objectives, action plan (7 points) (Appendix A and “Expected Results”) Goal is appropriate and related to public health priorities (0-2 points) Objectives are specific, measurable, achievable, relevant, and include timeframe (0-2 points) Action plan is appropriate for achieving goals and objectives (0-2 points) Expected results reflects Goals, Objectives, and Action Plan (0-1 point); at least 3 are included		
Grant Timeline (5 points) Timeline includes key milestones and is appropriate for scope of project (0-4 points) Timeline description and Gantt Chart concur (0-1 point)		
Cost Avoidance/Return on Investment (5 points) Appropriate for project (0-4 points) Appropriate explanation (0-1 point)		
Evaluation plan and evaluation logic model (10 points) Includes Evaluation Logic Model, Appendix B and “Measuring Success” section in grant proposal Chain of events in logic model is appropriate (0-6 points) Evaluation measures are appropriate (0-2 points) Description in “Measuring Success” reflects the logic model and evaluation measures and clearly articulates how health status will change (0-2 points)		



Student Name:	Presentation Date:	Points
Line-item budget and budget justification (16 points) (Instructor Only) Proposed budget is consistent with the program design and implementation plans (0-8 points) Costs are reasonable and explained in appropriate detail (0-8 points)		
Overall proposal quality (5 points) Well written in plain language; avoids jargon (0-3 points) Correct citations (AMA) (0-1 point) Grammar, punctuation, and spelling require minimal correction (0-1 point)		
Grant Proposal Presentation (15 points) Includes key elements of the proposal including goal, health issue, target population, project description and impact (0-10 points) Effective and appropriate use of graphics and visuals (0-2 points) Confident and professional presentation style (0-2 points) Appropriate answers to questions posed by attendees (1 point)		
Reviewer:		
Total Score ___ /100		

Students must demonstrate synthesis of at least 3 MPH competencies, including at least one HSPM concentration competency. Please indicate below which competencies were synthesized in this proposal and presentation.

MPH Foundational Competencies:

- Apply epidemiological methods to the breadth of settings and situations in public health practice (#1)
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (#3)
- Interpret results of data analysis for public health research, policy or practice (#4)
- 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 (#6)
- Assess population needs, assets and capacities that affect communities' health (#7)
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (#8)
- Design a population-based policy, program, project, or intervention (#9)
- Explain basic principles and tools of budget and resource management (#10)
- Select methods to evaluate public health programs (#11)
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (#13)
- Advocate for political, social or economic policies and programs that will improve health in diverse populations (#14)
- Evaluate policies for their impact on public health and health equity (#15)
- Select communication strategies for different audiences and sectors (#18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)



HSPM MPH Concentration-Specific Competencies:

- Apply operations management concepts to address organizational performance issues in health service organizations.
- Describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.
- Apply economic principles for allocating and mobilizing resources for public health interventions and programs
- Apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations
- Develop policy options for the achievement of an agency's or program's objectives



**Health Services Policy
and Management**

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