



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	09-10-29
<b>PCC ID #:</b>	08071
<b>Title:</b>	Proposal to Add a Post-Baccalaureate Certificate in Global Health
<b>Presenter:</b>	Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	1/19/10
<b>Date of Senate Review:</b>	2/3/10
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The School of Public Health proposes to establish a new Post-Baccalaureate Certificate in Global Health. This certificate program has been proposed to meet the growing need for global health knowledge, particularly within the University's geographic region, which has a sizable population of health-industry and global-public service professionals. The certificate will provide basic knowledge in global-health delivery to post-baccalaureate individuals employed or seeking employment in these professions. This certificate program will also be available to current Masters and Doctoral students who desire this credential.</p> <p>The program curriculum is comprised of 12 credits: SPHL 600: Foundations of Global Health; SPHL 610: Global Health Program Planning and Evaluation; SPHL 620: Global Health Communication and Promotion; and one elective from courses deemed appropriate by the program director and the School of Public Health's Interdisciplinary Committee. The program director for this certificate program will be overseen and advised by the School's Interdisciplinary Committee, which consists of three faculty members (at least two tenure-track) from at least two different Public Health emphasis areas.</p> <p>The proposal was submitted to the Senate by the Office of</p>

	Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on November 16; the Graduate Council Programs, Curricula & Courses Committee on November 19 (with email notification to the full Graduate Council); and the Senate Programs, Curricula & Courses Committee on December 4.
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, & Courses recommends that the Senate approve the proposed Post-Baccalaureate Certificate program.
<b>Committee Work:</b>	The Committee considered the proposal at its meeting on December 4, 2009. Dushanka Kleinman, the Associate Dean for Research and Academic Affairs, and Coke Farmer, the Assistant Dean, were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.
<b>Alternatives:</b>	The Senate could decline to approve the proposed Certificate program.
<b>Risks:</b>	If the Senate does not approve the proposed Certificate program, the opportunity to offer a structured program in global health, (an increasingly important and sought-after area of learning) will be lost.
<b>Financial Implications:</b>	There are no indications of a financial risk. The program will be funded with existing resources.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	President, Chancellor, and the Maryland Higher Education Commission

# THE UNIVERSITY OF MARYLAND, COLLEGE PARK

## PROGRAM/CURRICULUM PROPOSAL

**DIRECTIONS:**

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

DATE SUBMITTED 25 March 2009

PCC LOG NO. 08071

COLLEGE/SCHOOL School of Public Health

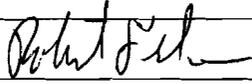
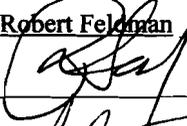
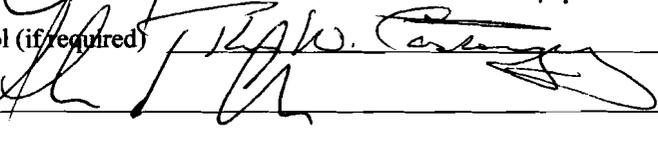
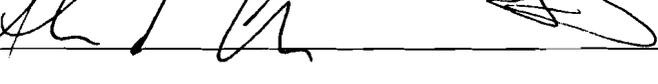
DEPARTMENT/PROGRAM the School

PROPOSED ACTION (*A separate form for each*) ADD X DELETE \_\_\_\_\_ CHANGE \_\_\_\_\_

**DESCRIPTION** (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.*) A four-course, post-baccalaureate certificate in Global Health is proposed. The program is to be offered through the Dean's Office and could be taken concurrent with a graduate degree or as a stand alone post-baccalaureate certificate.

**JUSTIFICATION/REASONS/RESOURCES** (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*) As we move toward a global society, there are increasing government and non-government agencies providing global health services. Often people employed in these programs have limited preparation in global health. This certificate is designed to provide basic knowledge in global health delivery to people from diverse educational backgrounds. An Associate Research Professor was specifically hired by the School to provide this educational experience and will teach three of the four classes. An adjunct professor would be hired on occasion to teach one of the required classes. Other adjuncts may be used to increase the elective offerings of the program. The program will be administered out of the Dean's Office with oversight by a school-wide interdisciplinary faculty committee.

**APPROVAL SIGNATURES - Please print name, sign, and date**

1. Department Committee Chair Amy Sapkota  3/5/09
2. Department Chair NA
3. College/School PCC Chair Robert Feldman  3/17/09
4. Dean Robert Gold  4/17/09
5. Dean of the Graduate School (if required) Robert Gold  12/3/09
6. Chair, Senate PCC Robert Gold  12/4/09
7. Chair of Senate \_\_\_\_\_
8. Vice President for Academic Affairs & Provost \_\_\_\_\_

**PROPOSAL FOR  
NEW INSTRUCTIONAL PROGRAM  
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND**

**POST-BACCALAUREATE (GRADUATE) CERTIFICATE IN GLOBAL  
HEALTH**

**SCHOOL OF PUBLIC HEALTH  
DEAN ROBERT GOLD**

**November 2009**

## **Certificate to begin Spring 2010**

### **I OVERVIEW AND RATIONALE**

In July 2007, the proposal to establish an accredited Maryland School of Public Health that is a leader in the discovery, application, and dissemination of public health knowledge in the state of Maryland, the nation, and the world was approved. The mission of the School continues to be to promote and protect the health of individuals, families, and communities through interdisciplinary education, research, public policy, and practice. The core values of excellence, discovery, innovation, leadership, diversity, lifelong learning, and service are integral in developing academic rigor to meet this mission.

Based upon the clear and pressing issues inherent in a global society, the University of Maryland School of Public Health has specifically targeted programs, curricula, service and research dedicated to the understanding and improvement of global health. In conjunction with the recently endowed Madieu Williams Center for Global Health and the newly established College Park Scholars Living and Learning program in Global Health, institutionalized programs focusing on the continuing development of a stellar professional workforce will enhance not only the quality of health care workers but the overall health of nations throughout the world, ultimately leading to an increased quantity and quality of life for all.

It is in this spirit that we propose a Post Baccalaureate certificate in Global Health designed to give expertise in global health to post baccalaureate individuals employed or seeking employment in positions requiring this knowledge or to current masters' or doctoral students who desire this added credential. There are multiple factors that point to the compelling need for this academic program.

First as we move toward a more global society, we see an increase in government and non-government programs concerned with global health issues. Often people employed in these programs have limited public health preparation and even less preparation in global health. Recent studies highlight the national shortage of well-trained public health personnel. For example, a 2003 Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?*, called for immediate efforts to address the "insufficient and inadequately trained public health workforce" (IOM, 2003, p.1) and reverse the "overall shortage of qualified workers to prevent or respond to major outbreaks of infectious disease" (IOM, 2003, p. 7-8). The IOM report further stressed the need for graduate-level public health professionals to tackle the effects of environmental change on disease occurrence and the impact of lifestyle choices on health status and wellness. The Institute of Medicine estimates that there are approximately 450,000 people employed in public health positions in the United States, and an additional 2.85 million citizens who volunteer their services. Notably, the Institute estimates that 80% of public health workers lack specific public health training (IOM, 2003).

As an example, the Commissioned Officers Association Foundation (COAF) for the Advancement of Public Health has approached the School of Public Health to develop a global health certificate program that would improve the relevant expertise of officers in the

United States Public Health Service (USPHS) Commissioned Corps. Currently approximately 2000 of 6000 officers nationwide are stationed in the metropolitan areas. The COAF anticipates that a percentage of these officers would have an interest in and benefit from obtaining an orientation to global health with a possibility of continuing in the MPH program. This is based on the increasing and formal response of the USPHS Commissioned Corps to international disasters and wars and the leadership opportunity of the Corps to the emerging areas of health diplomacy.

The courses in the certificate program have been offered as special topics courses in the School. Based on the response, it appears that a post-baccalaureate certificate would be of interest to post baccalaureate students currently enrolled in the graduate programs throughout the University. This certificate program will provide to such individuals basic knowledge that would allow them to support their program's capacity to develop global health initiatives and build upon those that already exist.

There are no Global Health Certificate programs in public education institutions in the immediate area (Pittsburgh being the closest). The University goals are to increase the global focus of academic programs and to improve the outreach of academic programs to the community. This certificate program is positioned to contribute to the University Strategic Plan by providing the opportunity for graduate students to increase their knowledge of the global society in the area of public health and by providing an outreach professional training program for local agencies providing global health services. The latter is an important feature of the workforce development requirements of the School of Public Health's accreditation criteria. Therefore the initial offering will be on the College Park Campus with plans to extend this to the Shady Grove campus.

Finally, Officers are assigned to research, policy, regulation and program administration and clinical care service billets in agencies such as the National Institutes of Health, Food and Drug Administration, Centers for Disease Control and Prevention, Agency for Health Care Research and Quality, Indian Health Service and the Offices of the Secretary of Health and the Surgeon General. Officers are also assigned to the Department of Agriculture, Environmental Protection Agency, Department of Commerce and Department of Homeland Security, all of which have international components. In addition to the USPHS, the civil service employees are increasingly interested in this training. Thus the rationale for moving towards a certificate a Shady Grove while sustaining the intellectual pursuits of Maryland students on the College Park campus and developing the workforce on two fronts.

## II. CURRICULUM

A. Knowledge of global health as an aspect of public health becomes increasingly important as we move toward a global society. This certificate program is designed to provide knowledge of issues, policies, and practices in global health that will enable individuals (many of whom do not have public health backgrounds) to work effectively in agencies and programs providing global health services. As a result of this program students will be able to:

- Interpret health issues occurring globally in a Public Health context
- Analyze the impact of environment, culture, politics, economics, health care systems and social change on global health issues.
- Compare and contrast behavior change communication, social marketing, and social mobilization in a global health context.
- Develop an intervention for a global health problem to include needs assessment, design, implementation/management plan, and evaluation.
- Evaluate the role of social inequalities and human rights issues in the reduction of disease and promotion of health in the global society.

B. The certificate consists of four courses, three of which are required and a fourth of which is an elective. Courses will be offered in both the fall and spring semesters as well as in the winter and summer terms, providing students the opportunity to complete the certificate within a 12 month period.

Currently, the sequence of courses is as follows:

Fall: SPHL600, Foundations of Global Health  
 Winter: SPHL620, Global Health Communication and Promotion  
 Spring: SPHL610, Global Health Program Planning and Evaluation  
 Summer: Elective (Exact course offering may vary among History of Public Health, Global Health Diplomacy, or Social Marketing in Public Health.)

#### CERTIFICATE REQUIRED CLASSES (9 CREDITS)

**SPHL 600: Foundations of Global Health.** Exploration of theoretical frameworks and practical perspectives on issues shaping the global health panorama. Determinants examined through: biological and epidemiological; social, cultural and economic; environmental and geographic; multi-section; legal and institutional perspectives with synopsis of how these issues are addressed by international and community organizations in developing countries. This course has been offered as a special topics course, is under development for approval with a permanent course number.

**SPHL 610: Global Health Program Planning and Evaluation.** Development of health program and evaluation plans to address health problems in international settings. Linking a tactical program plan to overall health problems of a nation, including policy issues involved in assessment, budgeting, and evaluation to determine effectiveness.

**SPHL 620: Global Health Communication and Promotion.** Critical components involved in developing, implementing, and evaluating health/population promotion and communication interventions. Emphasis given to various approaches and theories as well as how to incorporate those dimensions into practice. Techniques for developing and evaluating health/population communication strategies that include formative and quantitative research.

## CERTIFICATE ELECTIVES (3 credits)

**SPHL 401: History of Public Health.** History of public health in the western world from antiquity to the present. Examines the development of public health institutions, policies, and methods. Specific attention given to the history of major infectious diseases and epidemics, as well as to the evolution of public health's concern with the effect of environment, nutrition, lifestyle behavior, and other factors on health and disease. Attention devoted to the connection between public health in the Western world and that of developing countries.

**SPHL 630: Global Health Diplomacy.** Focus on the interplay of health assistance and foreign policy from a broad range of perspectives including economic, historical, political, social, and cultural. Development of skills to understand and deal with globalization, resource inequities, health disparities, and post-conflict health crises.

**SPHL 640: Social Marketing in Public Health.** Examine public health communication theory broadly with specific emphasis on public health, including social marketing campaign design, best practices for implementation, and evaluation methodology. Includes applied techniques for domestic and international markets as well as proper tools for optimal health impact through study design, message development, media campaigns and supplemental case reviews.

Other courses as deemed appropriate by the program director and the School Interdisciplinary Committee.

C. Students must meet the general requirements for admission to the Graduate School at the University of Maryland College Park. This includes graduation from an accredited bachelors program and a 3.0 cumulative grade point average. Students may, but need not be, simultaneously enrolled in a degree granting graduate program at the University of Maryland.

In addition to the required degree from an accredited bachelors program and a cumulative grade point average of 3.0, prospective students must complete a Global Health Application Form which is intended to facilitate a scholarly match between the student and the program. Students will be asked to provide brief information regarding their prior work experiences, prior related coursework, plans to incorporate the Global Health Certificate into their future career and a brief philosophy statement focusing on why they are interested in global health.

## III. STUDENT LEARNING OUTCOMES (see attached)



<p>2. Student will develop an intervention for a global health problem</p>	<p>As part of a final project of SPHL 610 or 620, a program plan for a global health intervention program will be developed. The plan must address needs assessment, implementation plan, management plan, and evaluation. Each aspect of the intervention will be graded on a 6-level rubric. All students should achieve a 4 on all aspects, a five on at least one aspect, and a 6 on at least one aspect. The assessment of the assignment will be done by the instructor for the Foundations course (SPHL600).</p>	<p>Spring 2010, Spring 2011, there after the spring of every 5<sup>th</sup> year.</p>
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#### IV. FACULTY AND ORGANIZATION

- A. The program will be administered by the program director, a full-time Faculty Research Associate hired in 2007 specifically to launch the Global Health Certificate. The program director boasts extensive academic credentials, teaching experience and applied clinical practice within global health initiatives throughout the world. In addition to the stability provided by a full-time person dedicated to the Global Health Certificate and other global health initiatives throughout the School of Public Health, the program director receives oversight and recommendations from the School Interdisciplinary Committee.
- B. The program will be housed in the School of Public Health with oversight by the School Interdisciplinary Committee.
  - i. The oversight committee will have three members with faculty (at least two tenure-track) from at least two different Public Health emphasis areas.
  - ii. The academic home will be the Dean's Office with academic oversight by the School Interdisciplinary Committee.
  - iii. The faculty oversight committee will approve the curriculum and course outlines and review assessments, making recommendations for changes. They will also oversee admission to the program and projections of enrollment by graduate students (5 per semester) and other post-baccalaureate students (20 per year by the second semester). Faculty appointments to the committee will be made by the Dean in collaboration and with approval of the Department Chairs.
  - iv. Faculty for the courses will be from the school's core faculty as well as adjuncts with expertise in global health issues. Additional faculty will include Dr. Donna Howard, Associate Professor; Dr. Robert Feldman, Full Professor; and other adjunct faculty members as deemed appropriate for their particular academic and applied expertise. Teaching assignments will be made by the Dean.
  - v. Advising and registration will be handled in the Student Service Center in the Dean's Office.
  - vi. Recommendations for changes to the program can originate from the Dean, members of the School Interdisciplinary Committee, or the faculty director. All proposals must be approved first by the School Interdisciplinary Committee and then by the School Programs, Curricula, and Courses Committee before being sent to Academic Planning & Programs for review at the campus level.

#### V. Off-Campus Program

In the future there are plans to expand this offering to Shady Grove and/or develop an on-line program, but for the coming year, the certificate program will be run as part of the School offerings at College Park, with classes offered as they are now in the evening and during the summer

## VI. Other Issues

- A. Cooperative arrangements - none at this time
- B. Accreditation - none
- C. Credits earned applied to graduate studies - Students enrolled in the School of Public Health Certificate program may be allowed to apply course credits earned towards a degree program depending on approval of the degree program director and in compliance with the University of Maryland's Graduate School Policy.

## VII. Commitment to Diversity

Due to the nature of the content, it is believed there will be a large percentage of culturally and racially diverse applicants to the program. The School already has one of the most diverse populations on campus with 27% (compared to the campus 19%) of the graduate students being of racially diverse backgrounds (this is even higher at the undergraduate level with a 42% rate of diversity). At the graduate level, an additional 15% of the population is from foreign countries. We will be recruiting students from programs with large diversity.

## VIII. REQUIRED PHYSICAL RESOURCES

While the program is new, the courses build on initial course offerings and the School of Public Health initiative to provide workforce development and elective courses to graduate students in the area of global health. It is these courses combined that produce the certificate program proposed above. Therefore, there will be little change in required physical and human resources. There will be no new library resources needed. The SPH already maintains a computer lab for graduate students and the classrooms are technology capable for instruction.

## IX. RESOURCE NEEDS

- A. All courses to be offered in the certificate program are currently special topics courses in the School. These will be taught by existing and adjunct faculty. As reflected in Table I, approximately \$29,280 per year will be needed for instruction costs based on the cost per course and at a rate of 0.25 FTE per course. There will be a minimal increase in administration of the program that will be assumed by the Dean's Office. Additional advising needs will also be assumed by the Dean's Office.
- B. As identified above, no new faculty members are needed specifically for the Certificate.
- C. The largest portion of the program's workload will be carried out by the Research Associate Faculty hired to develop this certificate program. Otherwise, the work of administering this program is shared by staff in the Dean's Office. No one individual's work will be significantly increased.
- D. No physical resources are needed as current classrooms will be used as available.

**TABLE 1: GLOBAL HEALTH CERTIFICATE RESOURCES**

Resources Categories	FY10	FY11	FY12	FY13	FY14
1.Reallocated Funds	n/a	n/a	n/a	n/a	n/a
2. Tuition/Fee Revenue (b+g below)	\$89,835.60	\$119,780.80	\$179,671.20	\$269,506.80	\$269,506.80
a. #F.T Students					
b. Annual Fee Rate <sup>1</sup>	\$5,055.60	\$6,740.80	\$10,111.20	\$15,166.80	\$15,166.80
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students	15	20	20	20	20
e. Credit Hour Rate	\$471	\$471	\$471	\$471	\$471
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$84,780	\$113,040	\$113,040	\$113,040	\$113,040
3. Grants, Contracts, & Other External Sources	n/a	n/a	n/a	n/a	n/a
4. Other Sources <sup>2</sup>	n/a	n/a	n/a	n/a	n/a
TOTAL (Add 1 - 4)	\$89,835.60	\$119,780.80	\$119,780.80	\$119,780.80	\$119,780.80

1 = annual fee of \$337.04 x number of part time students

**TABLE 2: GLOBAL HEALTH CERTIFICATE EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Total Faculty <sup>†</sup> (b+c below)	\$29,280	\$29,280	\$29,280	\$29,280	\$29,280
a. #FTE <sup>1</sup>	1	1	1	1	1
b. Total Salary <sup>2</sup>	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
c. Total Benefits	\$5,280	\$5,280	\$5,280	\$5,280	\$5,280
2.Total Administrative <sup>**</sup> (b+c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits					
3.Total Support Staff (b+c below)					
a. #FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 - 7)	\$29,280	\$29,280	\$29,280	\$29,280	\$29,280

1 = faculty contribution is calculated at 0.25 FTE per class

2 = \$6,000 per faculty per class