



**University Senate
TRANSMITTAL FORM**

Senate Document #:	14-15-32
PCC ID #:	14044
Title:	Establish a New Area of Concentration in Health Equity for the Master of Public Health
Presenter:	Gregory Miller, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	April 9, 2015
Date of Senate Review:	April 23, 2015
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The School of Public Health and the Department of Health Services Administration propose to offer a new area of concentration in Health Equity for the Master of Public Health (MPH) degree. All students in the Master of Public Health program are required to take core courses in epidemiology, biostatistics, health systems, health behavior, and environmental health. This new area of concentration will allow MPH students to develop a specialty in understanding the impact of health disparities on public health at the state, national, and world levels. Health disparities exist across several groups such as race/ethnic groups, geographic residence, gender, age, and disability status. Public health and health care practitioners and researchers play a critical role in the identification and amelioration of health disparities and their negative effects on public health. The Department of Health Services Administration, through recent hires, has added to its expertise in this area and is well-suited to offer this concentration, which will be unique among Master of Public Health programs.</p> <p>After taking the core courses for the MPH, students in the Health Equity concentration will take a total of 28 credits that focus on health equity. Students will take six credits directly related to health equity, six credits in research methodology, and nine credits in a cognate area related to health equity. The cognate</p>

	<p>area courses will be selected in consultation with an advisor. Students will also be required to take a three-credit internship, a three-credit capstone project, and a one-credit seminar.</p> <p>This proposal received the unanimous support of the Graduate School Programs, Curricula, and Courses committee at its meeting on March 30, 2015. The proposal received the unanimous support of the Senate Programs, Curricula, and Courses committee at its meeting on April 3, 2015.</p>
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new area of concentration.
Committee Work:	The committee considered this proposal at its meeting on April 3, 2015. Luisa Franzini, chair of Health Services Administration, and Coke Farmer, Assistant Dean of the School of Public Health, presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new concentration.
Risks:	If the Senate declines to approve this new area of concentration, the University will lose an opportunity to become a leader in the increasingly important area of training public health professionals in health equity.
Financial Implications:	There are no significant financial implications with this proposal. The Department of Health Services Administration and School of Public Health has the faculty, courses, and infrastructure needed to create this concentration.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL**

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO. 14044

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: SPHL
 Please also add College/School Unit Code-First 8 digits: 01203300
 Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: HLSA
 Please also add Department/Program Unit Code-Last 7 digits: 1331301

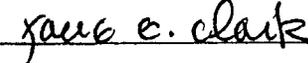
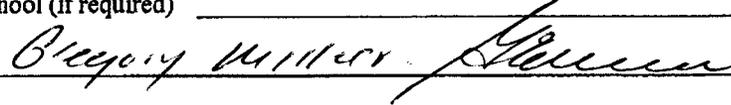
- Type of Action (choose one):**
- | | |
|--|---|
| <input checked="" type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> Curriculum change for an LEP Program | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i> | |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:
 Central to the mission and values of the University of Maryland, College Park, School of Public Health (UMD-SPH) is the development of highly qualified professionals who are prepared to be leaders and to develop new areas of expertise in the field of health equity. Health disparities exist across several groups such as race/ethnic groups, geographic residence, gender, age, and disability status. There is growing national demand for professionals who understand the importance of health disparities and the impact of health disparities on the health of the population in the state, the nation, and worldwide, and can leverage this knowledge to combat major public health issues facing today's society by working towards health equity. To address this demand, the UMD-SPH proposes to add an Area of Concentration in Health Equity to its existing Master of Public Health (MPH). This concentration will leverage a unique strength of UMD-SPH, through its expertise in all UMD-SPH departments and the Maryland Center for Health Equity (MCHE). To our knowledge, this will be a unique offering within the state. This 43 credits Concentration, which includes the 5 required MPH core courses, a required internship, a required capstone course, and cognate courses (7 elective courses and 1 required seminar), will train individuals to focus practice/research activities on the recognition and elimination of disparities.

Departmental/Unit Contact Person for Proposal: Luisa Franzini, Professor and Chair

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair  LUISA FRANZINI 1/28/2015
2. Department Chair  LUISA FRANZINI 1/28/2015
3. College/School PCC Chair  ROBIN SAWYER 2/23/15
4. Dean  JANE E. CLARK 3/3/15
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC  GREGORY MILLER 4/3/15
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

University of Maryland College Park
Institution Submitting Proposal

Master of Public Health : Health Equity
Title of Proposed Program

Master of Public Health
Award to be Offered

Fall 2015
Projected Implementation Date

121400
Proposed HEGIS Code

51.2201
Proposed CIP Code

Health Services Administration
Department in which program will be located

Luisa Franzini
Department Contact

301-405-2470
Contact Phone Number

franzini@umd.edu
Contact E-Mail Address

Signature of President or Designee

Date

Mission and Overview

As the state's flagship campus, the mission of the University of Maryland, College Park is to provide excellence in teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. As a land-grant institution, the University shares its research, educational, cultural, and technological strengths with the Maryland citizenry and other constituencies. Its collaborations with state, federal, private, and non-profit partners promote economic development and improve quality of life.

The mission of the University of Maryland, College Park, School of Public Health (UMD-SPH) is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy. Core values of the UMD-SPH include social justice, diversity and inclusion and the elimination of health disparities.

Central to this mission and values is the development of highly qualified professionals who are prepared to be leaders in their field and to develop new areas of expertise. Focusing on eliminating health disparities in the state, the nation, and the world is an important field for today's public health and health care professionals. Health disparities are differences in health outcomes and their determinants between segments of the population. Health disparities exist across several groups such as race/ethnic groups, geographic residence, gender, age, and disability status. Public health and health care practitioners and researchers play a critical role in the identification and amelioration of health disparities and in working towards achieving health equity. There is growing national demand for professionals who understand the importance of health disparities and the negative impact of health disparities on the health of the population in the state, the nation, and worldwide, and can leverage this knowledge to combat major public health issues facing today's society. The need for increasing expertise in health disparities is further emphasized by The American Public Health Association which has identified health disparities as an area for continuing education needs because of inadequate expertise among public health practitioners. To address this demand, the UMD-SPH proposes to add an Area of Concentration in Health Equity to its existing Master of Public Health (MPH). This concentration will be the seventh within the MPH, and will leverage a unique strength of UMD-SPH, through its expertise in all UMD-SPH departments and the Maryland Center for Health Equity (MCHE). The Concentration will enable public health trained individuals to focus practice and/or research activities on the recognition, description and elimination of disparities. To our knowledge, this will be a unique offering within the State of Maryland and the nation. While other MPH programs exist within the State, those degrees emphasize areas of public health other than health equity. Other schools of public health and other institutions within the state offer training programs in health equity, but none, to our knowledge, offer a Master of Public Health in Health Equity for public health researchers and practitioners. For example, several schools of public health in Maryland and elsewhere offer 'certificates' in health disparities or health equity, including the Bloomberg School of Public Health at Johns Hopkins (MD), the University of Texas School of Public Health (TX) and the University of Pittsburgh School of Public

Health (PA). However, certificate programs are not equivalent to master programs. There are programs focused on health disparities in the state of Maryland, for examples The University of Maryland School of Medicine Program in Minority Health and Health Disparities Education and Research (PMHHD), The Center for Health Disparities Solution at Morgan State Universities in collaboration with Johns Hopkins, and the Maryland Health Disparities Collaborative but these programs are not degree granting. One has to go to the Oregon Health Science University School of Nursing to find a similar MPH track, the Online Primary HealthCare and Health Disparities (PHCHD).

This unique professional degree program differs from the other MPH at UMD-SPH, which are focused on the core disciplines of public health. The MPH program in Health Equity is designed to train students as public health scientists and practitioners that focus practice and/or research activities on the recognition, description and elimination of health disparities. The MPH program in Health Equity is truly interdisciplinary with students taking courses across all departments at UMD-SPH and across the UMD campus. Various agencies in the state (e.g., county and state health departments) and across the nation (e.g., NIH and CDC), including colleges/universities, health-related agencies, community groups, and even large corporations (hospitals and insurance plans), employ public health professionals with a deep understanding of health disparities in order to design, implement, evaluate, and monitor interventions and policies to improve the health of their constituents by working towards health equity.

We anticipate a relatively small class size, with 10 students admitted to the concentration per year, although future expansion to 20 students per year may occur as the program is developed. We expect to draw students with Bachelor's Degrees from several fields in the social and behavioral sciences and related fields who seek to add professional training in public health and/or specialized knowledge in social determinants and the development and evaluation of policies and interventions to eliminate health disparities and achieve health equity.

Characteristics of the Proposed Program

The expertise gained through the MPH in Health Equity prepares students for careers that involve integrating health equity into public health practice at various levels. The concentration was developed in collaboration with the School of Public Health dean's office to ensure that it meets all of the requirements of the existing MPH degree, including the five MPH required core courses, the required internship, the required capstone course, and cognate courses (with 7 elective courses and 1 required seminar), totaling 43 credit hours. To accommodate a variety of career pursuits, students have flexibility in designing their course structure. Once a foundational knowledge is acquired through the MPH program's core requirements, students are encouraged to take electives across a range of disciplines. A large number of elective courses are available within the existing graduate curriculum across all departments in the School of Public Health as well as across other UMD colleges and DC area institutions. Students will be advised to work with SPH faculty for recommendations about how certain elective courses will best support particular career aspirations. The curriculum is adaptable to both a full

and part-time student status. A small number of students are expected to take elective courses outside of the UMD-SPH. The anticipated number will be 0-2 students per course per year, so no significant impact is anticipated for these programs. One new course is being developed as part of this proposal: the required one credit seminar in health equity (HLSA703 Health Equity Seminar 1 credit).

Catalog Description:

Master of Public Health with concentration in Health Equity (M.P.H.)

The Master of Public Health (MPH) degree with a concentration in Health Equity is a 43-credit interdisciplinary professional degree, administered by the Department of Health Services Administration. The program is described below.

Educational Objectives and Competencies: Upon completion of the program, students will be able to:

1. Define Health Disparities and understand population health variability/patterns at national and local levels.
2. Identify and define root causes of health inequities and their relevance and relationship to public health practice
3. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
4. Value health equity and acknowledge barriers to eliminating health disparities
5. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
6. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.
7. Engage in reflection about own beliefs and value the need to address personal bias
8. Develop and utilize the ability to collaborate with public health professionals at local and/or federal levels to promote health equity research, practice, and policy.

All MPH students with concentration in Health Equity will complete the following five modules:

1. Five required MPH core courses;
2. Two elective health equity overview courses;
3. Two elective methods courses relevant to health equity research;
4. Three elective health equity cognate area courses;
5. Required health equity seminar, internship and capstone (or thesis).

The student with the advisor chooses elective courses to meet the program competencies from a wide number of courses relevant to the study of health equity offered at UMD-SPH, at the UMD - College Park campus, at the UMD- Baltimore campus, and at other institutions in the DC area (through the Consortium of Universities of the Washington Metropolitan Area). A summary of program requirements is in the table below and Appendix A lists a sample of elective courses for modules 2, 3, and 4. Additional requirement for graduation is completion of CITI training. Appendix B contains a more detailed description of the program outcomes and how they will be assessed.

Summary of requirements for the proposed MPH in Health Equity

All electives are listed in Appendix A by module

Module	Course number and name	Credits
1. MPH core courses (required)	EPIB 650 Biostatistics I	3
	EPIB 610 Foundations of Epidemiology	3
	HLSA 601 Introduction to Health Systems	3
	HLTH 665 Health Behavior I	3
	MIEH 600 Foundations of Environmental Health	3
	Total credits MPH core	15
2. Overview courses (electives)	Overview - elective	3
	Overview - elective	3
	Total credits in Health Equity overview	6
3. Methods courses (electives)	Methods - elective	3
	Methods - elective	3
	Total credits in Methods	6
4. Cognate area courses (electives)	Cognate area - elective	3
	Cognate area - elective	3
	Cognate area - elective	3
	Total credits in Health Equity cognate courses	9
5. Internship / capstone/ seminar (required)	HLSA 785 Internship	3
	HLSA 786 Capstone Project (or HLSA 799 for Thesis*)	3
	HLSA703 Health Equity Seminar	1
	Total internship / capstone /seminar	7
TOTAL CREDITS REQUIRED FOR MPH in Health Equity		43

* Students completing a thesis (6 credits) instead of a capstone project (3 credits) can select to take one less overview or methods or cognate area course to compensate for the 3 additional thesis credits.

Faculty and Organization

The proposed MPH with Concentration in Health Equity is a school wide program which is administered by the department of Health Services Administration and will be supported by all departments within the School of Public Health. The Dean and all department chairs have

expressed full support for this new program and all of the courses that support the degree requirements (e.g., Core courses) will be able to accommodate the addition of the new students (see attached dean's letter and chairs' letter).

The department of Health Services Administration within the UMD School of Public Health will provide academic oversight of this concentration. One faculty member will re-direct 50% of his/her effort a staff person will redirect 20% of his effort to the new program and but no new resources are requested.

Faculty, staff and students at UMD-SPH have extensive experience and expertise in conducting research on behavioral/social determinants of health and public policy in efforts to combat important public health problems. Several of UMD-SPH nationally-renowned faculty, with backgrounds in several disciplines, including social epidemiology, community health and health behavior, biostatistics, environmental health, health economics and health services, focus their research on a wide range of areas related to health equity, minority health, and disparities. These faculty members will teach courses that MPH students may take as elective courses, and will also be available to assist with supervising student internships and capstone projects. The core faculty involved in the proposed MPH in Health Equity is listed below:

MPH in Health Equity core faculty:

Name	Position and Department
Luisa Franzini	Professor and Chair, Health Services Administration
Stephen B. Thomas	Professor, Health Services Administration, Director, Maryland Center for Health Equity
Barbara Anne Curbow	Professor and Chair, Behavioral and Community Health
Devon Corcia Payne-Sturges	Assistant Professor, Applied Environmental Health (MIAEH)
Olivia Denise Carter-Pokras	Associate Professor, Epidemiology and Biostatistics
Craig Scott Fryer	Assistant Professor, Behavioral and Community Health
James Butler III	Assistant Professor, Behavioral and Community Health, Associate Director, Maryland Center for Health Equity
Jie Chen	Assistant Professor, Health Services Administration
Mary Alice Garza	Assistant Professor, Behavioral and Community Health
Sandra Crouse Quinn	Professor, Family Science, Associate Dean for Academic Affairs Senior Associate Director, Maryland Center for Health Equity
Sharon M. Desmond	Associate Professor, Behavioral and Community Health
Sunmin Lee	Associate Professor, Epidemiology and Biostatistics
Shannon Jette	Assistant Professor, Kinesiology
David Andrews	Professor, Kinesiology

Other Resources and Centers at UMD SPH for the MPH in Health Equity

There are several resources and centers at UMD-SPH and at UMD which are nationally and internationally known for their research in health disparities and their efforts to achieve health equity. These resources will be available to students in the MPH in Health Equity. Several of the core faculty in the MPH in Health Equity is affiliated with one or more of these centers.

The University of Maryland Center for Health Equity

Launched in Fall 2010, the mission of the Center for Health Equity is to 1) establish and sustain a community engaged research enterprise on critical health disparities, 2) to raise the visibility of racial and ethnic health disparities and promising solutions with Marylanders and 3) to facilitate action for change in the structural determinants of health in Maryland. The CHE is a designated TIER 3: Campus-wide Research Initiative Program (CRI) charged with providing support for development of broad, multidisciplinary research initiatives that will position the university to become a national leader in elimination of racial and ethnic health disparities aimed toward achieving the nation's Healthy People 2020 goal of health equity. In 2012, the M-CHE was designated a Center of Excellence in Race, Ethnicity, and Health Disparities Research by the NIH's National Institute on Minority Health and Health Disparities (NIMHD, Award Number 7RC2MD004766, Quinn & Thomas, PIs). The CHE is administratively headquartered in the SPH's Office of the Dean.

Prevention Research Center

The University of Maryland Prevention Research Center (UMD-PRC) focuses on reducing health disparities in Maryland along the national capital border. The national capital border area in Prince George's County, Maryland between the "National Capital Beltway", the District of Columbia, and Montgomery County, Maryland is specifically targeted for community health improvement. Much of this Prince George's County national capital border area has been federally designated as medically underserved. Contrasts between this area and surrounding areas are pronounced in regard to demographics, health services, and health status. This Prince George's County national capital border area suffers from remarkably high rates of primary Syphilis, HIV, stroke, diabetes, low birth weight, and other health problems. The UMD School of Public Health (SPH) happens to be located in Prince George's County at the nexus of the contrasting jurisdictions. The UMD-PRC infrastructure builds on the collaborative of the City of Seat Pleasant in Prince George's County, the Prince George's County Health Department, and the SPH to further engage with organizations within and across the many area borders. It links needs with resources and address issues that exacerbate disenfranchisement. The ultimate goals of the UMD-PRC are to make significant strides toward increasing community capacity, eliminating health disparities in Maryland along the national capital border, and advancing Community Based Participatory Research.

Herschel S. Horowitz Center for Health Literacy

The Herschel S. Horowitz Center for Health Literacy has been established to address the major public health problem of poor health literacy and its effect on health outcomes. It is the

nation's first academic based health literacy center and is devoted to improving health through the lifespan with an emphasis on closing the health disparities gap. Research is needed to establish the nature of the causal relationships between and among various factors including culture and society, education systems, health systems and health outcomes and costs and to develop effective interventions and health policy. The Center's Advisory Board includes internationally recognized researchers and is contributing to the development of the strategic plan for this new Center. The Center is a "hub" for researchers throughout the university working on issues of literacy, risk communication, public policy, and language acquisition among others.

Center for Healthy Families

Operating as a non-profit clinic on the University of Maryland College Park campus, the Center for Healthy Families offers services including: couple, family, and individual therapy, as well as parent education, family therapy conferences, and continuing education for professionals. The Center also conducts research on a wide variety of problems facing today's families. Graduate students and faculty from the American Association for Marriage and Family Therapy (AAMFT) accredited Marriage and Family Therapy program provide clinical and educational services to residents of the surrounding communities. The Center serves approximately 500 area couples and families each year.

Other Resources and Centers at UMD

The Maryland Population Research Center

Housed in the College of Behavioral and Social Sciences (BSOS) at the University of Maryland College Park, the Maryland Population Research Center draws together leading scholars from diverse disciplines to support, produce and promote population-related research of the highest scientific merit. The Center now supports the research of over 92 faculty associates from 19 University departments across 8 colleges and schools including the School of Public Health. In addition, affiliated researchers bring expertise from other organizations and institutions. The Center's research focuses on four key areas: Gender, Family, and Social Change; Health in Social Context; Social and Economic Inequality; and People and Place. The cross-disciplinary research interests of our faculty allow the Center to make a unique contribution to the field of population studies and to develop a variety of young scholars and encourage scholars from allied fields to engage in population-related research through research support, training, and mentoring.

The Consortium on Race, Gender & Ethnicity

The Consortium on Race, Gender and Ethnicity (CRGE) is a university-wide initiative promoting research, scholarship and faculty and graduate student development. CRGE's work explores the intersections of race, gender, ethnicity and other dimensions of inequality as they shape the construction and representation of identities, behavior and complex social relations. CRGE has three major areas of work: 1) research at the intersections of race, gender and ethnicity; 2) rigorous mentorship and training programs and activities for developing scholars; and 3)

collaboration aimed at creating a campus climate conducive to excellent intersectional scholarship

Library and Physical Resources

No impact on library or other resources is anticipated. The library is supporting the new proposed program (see attached letter). The new students will not negatively impact on the existing MPH programs at UMD-SPH. Only one new course will be added to the course catalog for this MPH concentration and none will include a laboratory component that would tax physical resources. Students will complete the bulk of their "hands-on" training in internship and professional settings off campus, as arranged by the student and their advisor. The existing physical resources can accommodate the additional students anticipated as part of this program.

Resources and Finance

No new resources within the School of Public Health are required to offer this concentration. The new MPH concentration will be housed in the Health Services Administration department and no additional resources will be required. The School's Graduate Programs Committee has confirmed that new students in this concentration can be accommodated with existing course offerings, with only one new course as described above. Graduate admissions procedures for the MPH degree can accommodate the new applicants for this concentration. A cohort size of approximately 10-20 students per year is anticipated. The department of Health Services Administration has confirmed that there will be no negative impact on its existing masters and doctoral programs.

Resources and Expenditures

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
2. Tuition/Fee Revenue ² (c+g below)	\$53,680	\$73,810	\$120,780	\$167,750	\$221,430
a. #F.T Students	3	4	7	10	13
b. Annual Tuition/Fee Rate	\$13,420	\$13,420	\$13,420	\$13,420	\$13,420
c. Annual Full Time Revenue (a x b)	\$40,260	\$53,680	\$93,940	\$134,200	\$174,460
d. # Part Time Students	2	3	4	5	7
e. Credit Hour Rate	\$671	\$671	\$671	\$671	\$671
f. Annual Credit Hours	10	10	10	10	10
g. Total Part Time Revenue (d x e x f)	\$13,420	\$20,130	\$26,840	\$33,550	\$46,970
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$93,680	\$113,810	\$160,780	\$207,750	\$261,430

¹ The resources required to support this new MPH concentration will be provided by reallocation of funds in the present Departmental state-funded budget for faculty (tenure track lines). The resources have become available from the departure of faculty and there is no negative impact on present members.

² This figure is an estimate of the percentage of tuition and fees used to support the new program. The tuition rate is preset by the University for the MPH degree programs in the School of Public Health; the current rate is \$671.00 per credit hour, which applies to the proposed emphasis, which is a new degree concentration, but is a not new degree.

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$52,000	\$52,000	\$52,000	\$52,000	\$52,000
a. # FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
c. Total Benefits	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
2. Total Administrative Staff Expenses (b + c below)	\$17,680	\$17,680	\$17,680	\$17,680	\$17,680
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000
c. Total Benefits	\$10,200	\$10,200	\$10,200	\$10,200	\$10,200
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	\$69,680	\$69,680	\$69,680	\$69,680	\$69,680

Appendix A: Program requirements and list of courses

MPH HEALTH EQUITY PROGRAM REQUIREMENTS – TOTAL 43 CREDITS

The program is organized in 5 modules. The required and elective courses for each module are described below. Some courses may require pre-requisites or special permission, especially those offered outside UMD-SPH. Catalog descriptions may be found in the catalogue.

MODULE 1: MPH CORE COURSES - 5 required courses or 15 credits

- **EPIB 610 Foundations of Epidemiology**, 3 cr. Introduction to the discipline of epidemiology and its applications to health issues and practices. Basic epidemiologic concepts and methods will be covered.
- **EPIB 650 Biostatistics I**, 3 cr. Basic statistical concepts and procedures for Public Health. Focuses on applications, hands-on-experience, and interpretations of statistical findings.
- **HLSA 601 Introduction to Health Systems**, 3 cr. Management and leadership skills for effective public health planning, organization, management and administration. Emphasis is on the role of institutions in learning and behavioral change process, organizational theory, administration management, and coordinating provision of community health services.
- **HLTH 665 Health Behavior I**, 3 cr. The psychological, social psychological, and sociological theories of health behavior. The relation of health knowledge, beliefs, attitudes, intentions, and behavior to preventive, illness, sick-role, and health utilization behaviors.
- **MIEH 600 Foundations of Environmental Health**, 3 cr. Overview of the chemical, physical and biological hazards present in our living and working environment and their effects on human health. Topics include: exposure assessment, industrial hygiene and safety, pesticides, community and indoor pollution, food-borne diseases, solid and hazardous wastes, water resources, risk assessment, ecological issues and environmental laws.

MODULE 2: HEALTH EQUITY OVERVIEW ELECTIVE COURSES -student with advisor chooses 2 courses or 6 credits

- EPIB 622: Social Determinants of Health (3 credits)
- EPIB 623: Epidemiology of Health Disparities (3 credits)
- *HLSA 787 Minority Health and Health Equity (3 credits)*
- MIEH 730 Environmental Justice, Built Environment, and Health Disparities (3 credits)

MODULE 3: METHODS ELECTIVE COURSES -student with advisor chooses 2 courses or 6 credits

SPH courses:

- MIEH 760 Spatial Epidemiology (3 credits)
- MIEH 775 Environmental and Occupational Epidemiology (3 credits)
- HLSA 721 Using Data for Policy Analysis (3 credits)
- HLSA 775 Public Health Research Methods (3 credits)
- *HLSA 765 Oral and Written Communication (3 credits)*
- KNES601 Epidemiology of Physical Activity (3 credits)
- EPIB 611: Intermediate Epidemiology (3 credits)
- EPIB 612: Epidemiologic Study Design (3 credits)
- EPIB 641: Public Health and Research Ethics (1 credits)
- EPIB 651: Biostatistics II (3 credits)
- EPIB 657 Spatial Statistics for Public Health Data
- *EPIB 652: Categorical Data Analysis (3 credits)*
- *EPIB 653: Applied Survival Data Analysis (3 credits)*
- *EPIB 698J: Special Topics in Epidemiology and Biostatistics (3 credits)*
- EPIB 798: Independent Study (1-6 credits)

Other UMCP courses:

- ANTH606 Qualitative Methods in Applied Anthropology (3 credits)
- ANTH 616 Ethnographic Evaluation of Community-Based Initiatives (3 credits)
- ANTH 617 Applied Urban Ethnography: Community Assessment Research (3 credits)
- ANTH 689D: Summer Field School in Applied Urban Ethnographic and Community Health Sciences (3 or 6 credits)
- GEOG 606 Quantitative Spatial Analysis(3 credits)
- GEOG 673 GIS Modelling (3 credits)
- SURV 630 Questionnaire Design (3)
- SURV 623 Data Collection Methods in Survey Research (3 credits)
- SURV 632 Social and Cognitive Foundations of Survey Measurement (3 credits)
- SURV 699C Cross-Cultural and Multipopulation Survey Research(3 credits)
- SURV 699 Readings in Survey Methodology (1-4 credits)
- SURV 699Y Big Data in Social Research (3 credits)
- SOCY604 Survey Research Methods

- SOCY 632 Introduction to Qualitative Research Methods (3 credits)
- SOCY 611 Demographic Methods (3 credits)

MODULE 4: HEALTH EQUITY COGNATE AREA ELECTIVE COURSES – student with advisor chooses 3 courses or 9 credits

SPH courses:

- HLSA 702 Politics and Policy of Health (3 credits)
- MIEH 770 Law and Policy in Environmental Health (3 credits)
- EPIB 620: Chronic Disease Epidemiology (3 credits)
- *EPIB 621: Infectious Disease Epidemiology (3 credits)*
- EPIB 625: Epidemiology of Physical Activity (3 credits)
- EPIB 626: Epidemiology of Obesity (3 credits)
- FMSC 710 - Maternal and Child Health from a Life Course Perspective (3 credits)
- FMSC 720 - Perinatal, Child, and Adolescent Health (3 credits)
- KNES 615: The body, culture and physical activity (3 credits)
- KNES 289Y: The [In]Active City: The Physical Cultures of Metropolitan Baltimore (3 credits)

Other UMCP courses:

- AMST628B Seminar in American Studies: Race, Class, and Material Culture (3 credits)
- AMST629N Seminar in American Studies: Comparative Race and Ethnicity (3 credits)
- ANTH 615 The Anthropology of the African American Family (3 credits)
- ANTH 692 Ethnology of the Immigrant Life (3 credits)
- EDHI662 Research on Ethnic Minorities and Demographic Trends in Higher Education (3 credits)
- EDPS751 Law, Equity and Diversity in Education(3 credits)
- CCJS670 Race, Crime, and Criminal Justice (3 credits)
- SOCY699E Special Social Problems: Critical Race Initiative (3 credits)
- SOCY792B Advanced Special Topics in Substantive Theory: Critical Race Theory (3 credits)
- SOCY682 Critical Race Theory (3 credits)
- SOCY627 Migration (3 credits)
- SOCY652 Diversity in the Military (3 credits)
- SOCY662 Income Inequality(3 credits)
- SOCY 630 Population and Society (3 credits)
- SOCY 666 Poverty and Welfare (3 credits)

UMB courses:

- NURS 622 Systems and Population in Health Care (3 credits)
- NURS 628 Special Problems—correct title (1-6 credits)
- NURS 769 Society, Health, & Social Justice (3 credits)
- NURS 761 Populations at Risk in Community/Public Health (3 credits)

- SOWK 718 Justice and Social Equality (3 credits)
- SOWK 764 – Multicultural Perspectives: Implications for Practice (3 credits)
- SOWK 765 – Nature of Health and Illness (3 credits)
- SWOA 706 - Multicultural Practice in Organizations and Communities (3 credits)

Elective course from Consortium of Universities of the Washington Metropolitan Area
(<http://www.registrar.umd.edu/current/registration/consortium.html>)

MODULE 5: SEMINAR/INTERNSHIP/CAPSTONE - required 7 credits

- HLSA 785 Internship in Public Health, 3 cr. The internship is a time-limited, supervised period of public/community health activities carried out in a health or allied health organization involved with health disparities. Students gain practical experience in areas such as program planning and implementation, program evaluation, public policy analysis, research, and management.
- HLSA 786 Capstone Project in Public Health, 3 cr. The culminating experience in which the student applies knowledge and skills learned in the MPH program to conduct independent work on a health disparities problem under the supervision of a faculty advisor. OR HLSA 799 for Thesis in Public Health, 6cr.)
- HLSA 703 Seminar in Health Equity, 1 cr. This seminar course will have student-led presentations and discussion of contemporary literature in the areas of health disparities and health equity, social determinants, (eg. race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) and policies and programs to address disparities. The emphasis is on papers describing new research findings, novel techniques, innovative methods, and emerging issues.

Appendix B: Program Outcomes and Assessment Plan

Students will work with the advisor to design their program to meet their research interests and career plans. They will select courses as described in Appendix 1 to meet program requirements and program competencies. Students and advisors will use the learning objectives and competencies listed in the course syllabi to complete the Courses/Competencies table below. For each competency, they will list the number of the course meeting the competency and if the competency is fully met or partially met in that course. Students and advisor will plan the courses the student takes in the program so that all competencies are fully met.

Courses/competencies table:

Courses	Capstone/ internship	Competency
		Define Health Disparities and understand population health variability/patterns at national and local levels.
		Identify and define root causes of health inequities and their relevance and relationship to public health practice
		Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
		Value health equity and acknowledge barriers to eliminating health disparities
		Recognize disparities amenable to intervention
		Describe how to address social determinants of health through community interventions and policies
		Engage in reflection about own beliefs and value the need to address personal bias
		Develop and utilize the ability to collaborate with public health professionals at local and/or federal levels to promote health equity research, practice, and policy.
		Identify specific ways in which social justice principles might be applied to elements of everyday public health practice.
		Apply the principles of social justice to influence the institutions and agencies that generate health inequity.



UNIVERSITY OF MARYLAND

School of Public Health

Jane E. Clark, Ph.D. Dean
School of Public Health
College Park, Maryland 20742-2611
jeclark@umd.edu: email
301.405.2438: Phone
301.405.8397: Fax

February 9, 2015

To the Academic Curriculum Review Community:

As Dean of the School of Public Health, I support the creation of a new Master of Public Health (MPH) concentration in Health Equity sponsored by the Department of Health Services Administration. Health disparities exist across several groups such as race/ethnic groups, geographic residence, gender, age, and disability status. Focusing on eliminating health disparities in the state, the nation, and the world is an important field for today's public health and health care professionals. There is growing national demand for professionals who understand the importance of health disparities and the negative impact of health disparities on the health of the population in the state, the nation, and worldwide, and can leverage this knowledge to combat major public health issues facing today's society. The proposed concentration will prepare students with state of the art knowledge and skills to inform policy making, program development and implementation, and other social and behavioral interventions to eliminate health disparities and impact population health. This is an important concentration for our school to offer and leverages a unique strength our school contributes to the academic preparation of the public health practice community.

The MPH with a concentration in Health Equity will be the eighth such MPH concentration in the school. Faculty in all departments at UMD-SPH have been involved in developing this concentration and the program has full support of all the chairs. The program will draw on the extensive experience and expertise of UMD-SPH faculty in conducting research on behavioral/social determinants of health and public policy in efforts to combat important public health problems. This is a school wide effort which is shepherded by HLSA, who will redirect one faculty to refocus their responsibilities to the new area of scholarship consistent with the needs of the Health Equity concentration.

Our school's Graduate Programs Committee has discussed the implications of the new concentration and confirmed that new students in this concentration can be accommodated in our existing course offerings. Moreover, our graduate admissions procedures for the MPH degree can accommodate the new applicants for this concentration. Thus, no impact on resources is anticipated. The Department of Health Services Administration has confirmed that the new students will also not negatively impact their existing MPH, MHA or PhD degree programs.

In summary, I fully support this new concentration and will work with the chair in the Department of Health Services Administration to ensure smooth and successful implementation beginning in Fall 2016.

Sincerely,

A handwritten signature in cursive script that reads 'Jane E. Clark'.

Jane E. Clark, Ph.D.
Professor and Dean



UNIVERSITY OF MARYLAND

School of Public Health

Jane E. Clark, Ph.D. Dean
School of Public Health
College Park, Maryland 20742-2611
jeclark@umd.edu: email
301.405.2438: Phone
301.405.8397: Fax

January 28, 2015

To the Academic Curriculum Review Community:

As Dean of the School of Public Health, I support the creation of a new Masters of Public Health (MPH) concentration in Health Policy Analysis and Evaluation sponsored by the Department of Health Services Administration. The area of health policy and health care reform, including analysis and evaluation of policies and programs, is of critical importance to the overall promotion of public health in Maryland, the nation, and around the world. The current environment of rapid health care reform, including the implementation of the Affordable Care Act, requires expanding professionals' expertise in health policy, in particular in the analysis and evaluation of health policies and health care reforms. This is an important concentration for our school to offer and leverages a unique strength our school contributes to the academic preparation of the public health practice community.

The MPH with a concentration in Health Policy Analysis and Evaluation will be the seventh such MPH concentration in the school. In the last year, the school has hired two new tenure track faculty with expertise in health policy who will assist with the administration and teaching requirements of the new program.

Our school's Graduate Programs Committee has discussed the implications of the new concentration and confirmed that new students in this concentration can be accommodated in our existing course offerings. Moreover, our graduate admissions procedures for the MPH degree can accommodate the new applicants for this concentration. Thus, no impact on resources is anticipated. The Department of Health Services Administration has confirmed that the new students will also not negatively impact their existing MA or PhD degree programs.

In summary, I fully support this new concentration and will work with the chair in the Department of Health Services Administration to ensure smooth and successful implementation beginning in Fall 2016.

Sincerely,

A handwritten signature in black ink that reads "Jane E. Clark".

Jane E. Clark, Ph.D.
Professor and Dean



UNIVERSITY OF
MARYLAND

SCHOOL OF PUBLIC HEALTH

February 5, 2015

To the Academic Curriculum Review Committee:

As Chairs of the Departments of Behavioral and Community Health, Epidemiology and Biostatistics, Family Science, and Kinesiology and the Maryland Institute for Applied Environmental Health at the School of Public Health, we support the creation of a new Master of Public Health (MPH) concentration in Health Equity which will be a school wide program sponsored by the Department of Health Services Administration. Focusing on eliminating health disparities in the state, the nation, and the world is an important field for today's public health and health care professionals. There is growing national demand for professionals who understand the importance of health disparities and the negative impact of health disparities on the health of the population in the state, the nation, and worldwide, and can leverage this knowledge to combat major public health issues facing today's society. This is an important concentration for our school to offer and leverages a unique strength our school contributes to the academic preparation of the public health practice community.

The MPH with a concentration in Health Equity will leverage the extensive experience and expertise by faculty in all SPH departments in conducting research on behavioral/social determinants of health and health disparities in efforts to combat important public health problems.

New students in this concentration can be accommodated in our existing course offerings and no impact on departmental resources is anticipated. The students in the proposed concentration will also not negatively impact existing MA or PhD degree programs.

In summary, we fully support this new concentration and will work with the chair in the Department of Health Services Administration to ensure smooth and successful implementation beginning in Fall 2017. Sincerely,

Handwritten signature of Elaine Anderson in cursive.

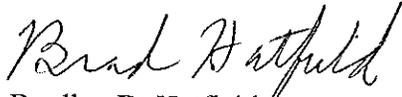
Elaine Anderson
Professor and Chair, Family Science

Handwritten signature of Barbara Curbow in cursive.

Barbara Curbow
Professor and Chair, Behavioral and Community Health



Robert S. Gold
Professor and Chair, Epidemiology and Biostatistics



Bradley D. Hatfield
Professor and Chair, Kinesiology



Donald Milton
Director, Maryland Institute for Applied Environment Health; Professor of Epidemiology and
Biostatistics

DATE: January 29, 2015

TO: Luisa Franzini, Professor & Chair, Health Services Administration, School of Public Health

CC: Daniel Mack, Associate Dean for Collection Strategies and Services, Libraries
Gerri Foudy, Manager, Collections and Scholarly Communication, Libraries

FROM: Nedelina Tchangalova, Physical Sciences and Public Health Librarian

RE: Library Resources to Support Addition of (1) Area of Concentration in Health Equity and (2) Area of Concentration in Health Policy Analysis and Evaluation to its existing Master of Public Health (MPH)

The University of Maryland (UM) Libraries' mission is "to enable the intellectual inquiry and learning required to meet the education, research and community outreach mission of the University." Currently they support undergraduate and graduate students in a variety of face-to-face, online and distance learning programs, as well faculty working collaboratively with internal and external partners. The University of Maryland Libraries collections will continue adequately support the instruction and research needs of the two newly proposed Areas of Concentrations in Health Equity & Health Policy Analysis and Evaluation to its existing Master of Public Health (MPH).

As a department with strong ties with other departments/schools on and off campus, the Health Services Administration (HSA) is confident that library resources are readily available and accessible. Ease of access and flexible availability of library materials is paramount, and researchers, as well students expect this flexibility to be coupled with high academic quality and integrity. The current purchasing practices and available collections at the UM Libraries will ensure that these two goals can be met, both now and for the life of the department. In addition, the establishment of the new Collaborative School of Public Health provides even greater access and flexible availability; the School of Public Health (SPH) students and faculty at the University of Maryland—College Park (UMCP) have access to the Health Sciences and Human Services Library at the University of Maryland—Baltimore (UMB). Thus, the broader medical and global health journals available there are a part of UM Libraries available resources without additional expenditures. Moreover, UM Libraries' existing public health and collections of journals and databases will continue to support the research and teaching needs of the Health Services Administration Department.

Public Health & Health Policy Library Collections

While Health Services Administration Department is part of the School of Public Health, many of their faculty members have secondary appointments to other UMCP departments and UMB. McKeldin Library supports the undergraduate and graduates students in SPH, housing the majority of the monographs and serials pertaining to public health in general, and health policy in particular. A significant portion of these collections are electronically accessible, both on and off campus, and therefore are not location dependent.

1. Monographs

The Libraries' current collection of books related to health equity and policy is sufficient to meet the needs of the department. The ongoing acquisition of scholarly books is expected to be adequately

covered through existing acquisition practices and budgeting. As a land grant institution, the University of Maryland already has a tradition of emphasizing public health, including health equity and policy, and current collection development practices in the Libraries already support these topics.

At this time, UM Libraries have access to several multidisciplinary ebook collections related to public health and health policy (*Credo Reference, ebrary, EBSCO ebook collection, Gale Virtual Reference Library, Springer, World Scientific eBooks* and more). Due to the UM Libraries' purchasing preference for electronic materials, especially prevalent across the STEM fields, the number of electronic book collections is expected to continue to increase significantly in the coming years.

2. Electronic Resources: Journals and Databases

The Libraries' current list of subscriptions includes both core and related journals that support research and teaching in Public Health and Health Policy.

A search was performed in *Journal Citation Reports 2013* (JCR), a database that uses citation data to rank and determine the impact factor of journals in an academic field. To support the existing courses, at the present time the Libraries provide access to all of the top ten ranked journals from the JCR category of *Health Policy & Services*, nine of the top ten ranked journals from the JCR category of *Health Care Sciences & Services*, and all of the top ten ranked journals from the JCR category of *Public, Environment & Occupational Health*.

While other aspects of public health and health policy do not fall as neatly into a JCR-specified category, the UM Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of *Agricultural Economics & Policy*, *Behavioral Sciences*, *Environmental Sciences*, *Family Studies*, *Law*, *Political Science*, *Public Administration*, as well as the majority of top ten ranked journals from all engineering disciplines.

Relevant top-ranked titles include:

- *Administration and Policy in Mental Health*
- *Health Affairs*
- *Health Policy and Planning*
- *Milbank Quarterly*
- *Epidemiologic Reviews*
- *Environmental Health Perspectives*
- *Epidemiology*

In addition to journal subscriptions, the UM Libraries subscribe to the following significant databases, that will support the department by providing access to the previously mentioned journals as well as other relevant resources:

- *Academic Search Premier (EBSCO)*
- *Congressional Publications (ProQuest)*
- *EMBASE*
- *Health Reference Policy Center (EBSCO)*
- *LexisNexis Academic*
- *National Journal Policy Database*
- *POPLINE*
- *Public Health (ProQuest)*
- *PubMed*

At this time, the UM Libraries' purchasing preference is for electronic materials (i.e. those that can be accessed online), a trend that will serve to enhance research and teaching experience. This is especially relevant to the collaboration initiatives, where online flexibility is presented with no reduction in educational and research quality. The UM Libraries purchasing and access priorities are in line with this goal.

Interlibrary Loan & Article Express

With the admission of the University of Maryland into the Committee for Institutional Cooperation (CIC), the academic arm of the Big Ten, our faculty and students are able to take advantage of a number of new materials access options in the coming years. The Libraries joined the CIC UBorrow¹ program, which allows rapid access to the collections of other CIC member libraries.

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions (USMAI) libraries, the Interlibrary Loan unit can obtain materials from other libraries at no charge to the student or faculty. Most recent journal articles can be provided through electronic delivery, allowing students and faculty to make the most flexible use of their time.

Additionally, through the auspices of the Interlibrary Loan unit, graduate students and faculty can make use of Article Express, an electronic document delivery service for in-house materials. Article Express allows graduate students and faculty to place requests for book chapters and journal and/or conference papers that are available in print in the Libraries, and have them scanned and delivered electronically within three business days. This service is also free of charge.

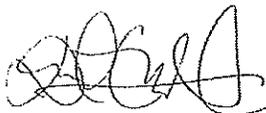
Conclusions

At the present time, UM Libraries holdings are adequate to support the proposed two areas of concentrations, and current purchasing preferences and trends are especially beneficial for collaborative projects and programs. While it is anticipated that this will continue, the Libraries collections are vulnerable to budget and market fluctuations. Journal collections and other continuing resources remain particularly vulnerable. The level of future support is thus dependent upon ongoing funding and other circumstances affecting continuing subscriptions.

Statement from Associate Dean, Collection Strategies and Services

Nedelina Tchangalova, Physical Sciences and Public Health Librarian, has prepared this report according to standard practices for collection assessment in research libraries. I have reviewed Ms. Tchangalova's report and I concur with her findings.

Daniel C. Mack



¹ <http://www.cic.net/projects/library/reciprocal-borrowing/uborrow>



University of Maryland School of Public Health

HLSA703 – Seminar in Health Equity

Semester: Spring
Classroom and Time: TBA
Instructor: Luisa Franzini
Office: 3310
Phone: 301 405 2470
Email: Franzini@umd.edu
Office Hours: TBA

Course Description:

This seminar course will have student-led presentations and discussion of contemporary literature in the areas of health disparities and health equity, social determinants, (eg. race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) and policies and programs to address disparities. The emphasis is on papers describing new research findings, novel techniques, innovative methods, and emerging issues.

Course Pre- and Co-requisites: None

Required: None

Recommended: At least one of the following courses:

EPIB 622: Social Determinants of Health (3 credits)

EPIB 623: Epidemiology of Health Disparities (3 credits)

HLSA 787 Minority Health and Health Equity (3 credits)

MIEH 730 Environmental Justice, Built Environment, and Health Disparities (3 credits)

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Program Competencies Addressed in this Course:

The following competencies for the MPH in Health Equity are addressed in this course:

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice

2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required Texts and Other Readings:

Required: TBA - Students will identify articles to be presented and discussed in class

Recommended:

Additional Materials Required:

None

Course Requirements: On the first day of class, the instructor and the students will develop a list of topics related to health disparities. Students, individually or in groups, will then select a presentation date and a topic from the list. Student presenters will then carry out a literature search and identify a paper describing new research findings, novel techniques, innovative methods, or emerging issues relevant to their selected topic. Presenters are to meet with the instructor to “clear” your chosen article at least 1 week before the scheduled day. Articles will be sent via PDF to the students’ email address about a week ahead of time. Articles that can’t be emailed will be copied and left in the 3310 HLSA suite for pick-up by attendees, but an email will be sent notifying everyone that the article is available. For each week, the assigned student presenters will email the chosen paper 7 days in advance. Student presenters will present introductory and background information for the research area of the chosen article (10 min.), with a 10 min presentation of the hypotheses, methods, results, and conclusions of the article. For “small” articles with succinct methods and findings, presentation of more than one article from the same research area may be useful to compare findings from separate research groups, or present a brief follow-up study to a “first” article. Presentations will typically consist of powerpoint slides to assist with educating the audience about the background material and outlining the methods and results of the paper. While this provides some presentation experience for the students, the primary intent is the education and enrichment of all involved and an informal, conversational nature is the expected atmosphere. The remaining time is hoped to result in constructive discussions about the relevance of the paper to the health disparities research groups, as well as areas of future work implicated by the presented research.

Major Graded Assignments:

Students will be graded based on their presentation (each student registered for the class must do at least one presentation) and participation to class discussion.

Course Policies:

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy:

In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.

A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late work and Missed Exams / Assignments:

[Insert additional course policies related to submission of late work and missed assignments. E.g.: Late work and/or missed exams may not be made up.]

Classroom etiquette (optional)

Course Evaluations

The University, the School of Public Health, and the Department of XXX are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open and close onfor course evaluations.**

Available Support Services: Support is available from the Library to obtain articles.

Grading Procedures:

Participation in class discussion: 50 pts. (Evaluated at the end of the term)

Presentation: 50 pts.

TOTAL: 100 pts.

Grade Distribution

	To receive this letter grade you must earn at least...
A: 95-100%	95pts
A-: 90-94%	90pts
B+: 86-89%	86pts
B: 83-85%	83pts
B-: 80-82%	80pts
C+: 76-79%	76pts
C: 73-75%	73pts
C-: 70-72%	70pts
D+: 66-69%	66pts
D: 63-68%	63pts
D-: 60-62%	60ts

Course Outline / Course Calendar:

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	TBA	TBA	Reading assigned article
# 2	TBA	TBA	Reading assigned article
# 3	TBA	TBA	Reading assigned article
# 4	TBA	TBA	Reading assigned article
# 5	TBA	TBA	Reading assigned article
# 6	TBA	TBA	Reading assigned article
# 7	TBA	TBA	Reading assigned article
# 8	TBA	TBA	Reading assigned article
# 9	TBA	TBA	Reading assigned article
# 10	TBA	TBA	Reading assigned article
# 11	TBA	TBA	Reading assigned article
# 12	TBA	TBA	Reading assigned article
# 13	TBA	TBA	Reading assigned article
# 14	TBA	TBA	Reading assigned article
# 15	TBA	TBA	Reading assigned article

Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown on page 1 of this syllabus.

Required Session Outline

Session 1	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 3. Value health equity and acknowledge barriers to eliminating health disparities 4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels. 5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change. <p>In the first class, students select topics for the remaining of the course. Assignments – Read chosen paper.</p>	
Session 2	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 3. Value health equity and acknowledge barriers to eliminating health disparities 4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels. 5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change. <p>Required and recommended readings: Paper chosen for presentation for the current week by student presenters.</p> <p>Assignments – Read chosen paper.</p>	
Session 3	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 3. Value health equity and acknowledge barriers to eliminating health disparities 4. Recognize disparities amenable to intervention at individual, population, and structural 	

(institutions and agencies) levels.

5. Synthetize how to address social determinants of health though community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 4

Day/Date

Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthetize how to address social determinants of health though community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 5

Day/Date

Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthetize how to address social determinants of health though community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 6

Day/Date

Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 7

Day/Date

Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 8

Day/Date

Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities

4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 9	Day/Date
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Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 10	Day/Date
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Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 11	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 3. Value health equity and acknowledge barriers to eliminating health disparities 4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels. 5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change. <p>Required and recommended readings: Paper chosen for presentation for the current week by student presenters.</p> <p>Assignments – Read chosen paper.</p>	
Session 12	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 3. Value health equity and acknowledge barriers to eliminating health disparities 4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels. 5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change. <p>Required and recommended readings: Paper chosen for presentation for the current week by student presenters.</p> <p>Assignments – Read chosen paper.</p>	
Session 13	Day/Date
<p>Topic: TBA</p> <p>Learning Objectives for Session</p> <ol style="list-style-type: none"> 1. Identify and define root causes of health inequities and their relevance and relationship to public health practice 2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location) 	

3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 14	Day/Date
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Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Assignments – Read chosen paper.

Session 15	Day/Date
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Topic: TBA

Learning Objectives for Session

1. Identify and define root causes of health inequities and their relevance and relationship to public health practice
2. Understand the importance of class structure, bias and stereotyping in the development of health inequities (eg. Race, ethnicity, sex, age, sexual identity, disability, socioeconomic status, and geographic location)
3. Value health equity and acknowledge barriers to eliminating health disparities
4. Recognize disparities amenable to intervention at individual, population, and structural (institutions and agencies) levels.
5. Synthesize how to address social determinants of health through community action, public policies and practices, and organized social justice change.

Required and recommended readings: Paper chosen for presentation for the current week by student presenters.

Critical university policies:

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.