Establish a Bachelor of Science in Global Health (Senate Document #23-24-03)

PRESENTED BY	SEC: Elizabeth Beise, Associate Provost for Academic Planning and Programs Senate: Wendy Stickle, Chair of the Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – August 21, 2023	SENATE – September 6, 2023
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

Improving global health across all populations is a grand challenge of our time. The School of Public Health proposes to establish a Bachelor of Science in Global Health that will feature collaborative partnerships both within the School of Public Health and with several other UMD colleges and schools. Global health is a multidisciplinary field, encompassing not only health care systems, medical practices, and ideas about illness in cross-cultural contexts, but also contending with issues of health development, global health inequity, racism and other isms, as well as human rights issues.

Graduates of the program will be able to apply structurally competent, collaborative, and multidisciplinary perspectives to the understanding, assessment, and intervention of sustainable strategies that are necessary to address current and future global health issues. Specific outcomes include the ability to demonstrate critical thinking and basic research skills within the discipline of public health, including the ability to apply introductory statistical methodology and big data approaches to solve global health problems. Students will also employ effective communication skills across a wide range of collaborators and target audiences, and they will critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.

The curriculum will consist of 77-83 credits, with foundational courses in nutrition, government and politics, world languages, and biological sciences that will allow students to acquire a strong knowledge base in supporting disciplines. Required Global Health core courses will consist of courses from public health, behavioral and community health, family science, environmental health, anthropology, epidemiology and biostatistics, health policy and management, as well as new courses devoted entirely to global health under a new course prefix, GBHL. The program will also require at least six credits of experiential learning, which will enable students to develop a deeper understanding of professional and personal responsibility as they explore various career pathways in global health. Career pathways include global health and related fields, such as medicine, public policy, scientific and applied research, allied health, and social service professions in the public, private, and non-profit employment sectors throughout the state, nation, and world.

Global health is identified in the university's strategic plan as one of humanity's grand challenges, and the program's use of multidisciplinary learning, collaborative partnerships, and experiential learning to address this grand challenge also aligns with the strategic plan's emphasis on reimagined learning.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on May 5, 2023.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 5, 2023. Steve Roth, Nicole Cousin-Gossett, and Dina Borzekowski from the School of Public Health presented the proposal and answered questions from the committee. The committee unanimously approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to implement a multidisciplinary undergraduate program featuring collaborations across multiple departments and colleges that will prepare students to address global health issues now and in the future.

FINANCIAL IMPLICATIONS

Resources for this program have been identified through collaboration among the participating colleges and financial support from the Provost's office.

902: GLOBAL HEALTH MAJOR

In Workflow

1. SPHL Curriculum Manager (cgossett@umd.edu)
2. SPHL PCC Chair (cgossett@umd.edu)
3. SPHL Dean (lushniak@umd.edu)
4. Academic Affairs Curriculum Manager (mcolson@umd.edu)
5. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
6. University Senate Chair (mcolson@umd.edu)
7. President (mcolson@umd.edu)
8. Board of Regents (mcolson@umd.edu)
9. MHEC (mcolson@umd.edu)
10. Provost Office (mcolson@umd.edu)
11. Undergraduate Catalog Manager (lyokoi@umd.edu; acruz130@umd.edu)

Approval Path

1. Fri, 21 Apr 2023 16:25:45 GMT
   Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager
2. Fri, 21 Apr 2023 16:29:29 GMT
   Nicole Cousin-Gossett (cgossett): Approved for SPHL PCC Chair
3. Fri, 21 Apr 2023 16:34:06 GMT
   Nicole Cousin-Gossett (cgossett): Approved for SPHL Dean
4. Fri, 28 Apr 2023 21:49:57 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Fri, 28 Apr 2023 22:48:07 GMT
   Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 21 Apr 2023 16:23:50 GMT

Viewing: 902 : Global Health Major
Last edit: Mon, 07 Aug 2023 13:52:44 GMT

Changes proposed by: Stephen Roth (sroth1)

Program Name

Global Health Major

Program Status

Proposed

Effective Term

Fall 2024

Catalog Year

2024-2025

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Colleges

College
School of Public Health

Degree(s) Awarded

Degree Awarded
Bachelor of Science

Proposal Contact

Stephen Roth, sroth1@umd.edu; Nicole Cousin-Gossett, cgossett@umd.edu

Proposal Summary

Proposing an interdisciplinary global health BS degree program based out of the School of Public Health with collaborative partnerships involving several other UMD colleges and schools.

All Appendices can be accessed here: https://docs.google.com/document/d/1d_hc7RVMhCqdOFJbTHN5M0Du-A_3qh3peGZFPkNv69o/edit?usp=sharing

(PCC Log Number 22119)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Global Health major offers rigorous scholarly and applied experiences designed to embolden future leaders to achieve the level of critical thinking, analysis, and application essential to improve worldwide social, environmental, and health outcomes. Specifically, students apply structurally competent, collaborative, multidisciplinary perspectives to the understanding, assessment, and intervention of sustainable strategies necessary to effectively address current and future global health issues within local, national, and global arenas. The Global Health major prepares students for multiple career paths from biomedical to public policy, including scientific and applied research, medicine, and allied health and social service professions in the public, private, and non-profit employment sectors throughout the state, nation, and world.

Catalog Program Requirements:

Students will need to have math eligibility of MATH120 or higher to complete the Global Health Supporting Courses.

Course	Title	Credits
Global Health Supporting Courses (19-25 credits)		
NFSC100	Elements of Nutrition	3
World Language (Various world languages) [1]		6-12
GVPT200	International Political Relations	3
or GVPT282	The Politics of Global Development	
BSCI170	Principles of Molecular & Cellular Biology	3
BSCI171	Principles of Molecular & Cellular Biology Laboratory	1
BSCI213	Course BSCI213 Not Found (Microbiology for Global Health)	3
Global Health Core Courses (40 Credits)		
SPHL100	Foundations of Public Health	3
FMSC110	Families and Global Health	3
MIEH321	Environmental Determinants of Emerging Infectious Diseases	3
GBHL285	Course GBHL285 Not Found (Introduction to Global Health)	3
EPIB301	Epidemiology for Public Health Practice	3
EPIB315	Biostatistics for Public Health Practice	3
ANTH210	Introduction to Medical Anthropology and Global Health	3
ANTH310	Method & Theory in Medical Anthropology and Global Health	3
HLSA320	Course HLSA320 Not Found (Comparative Global Health Care Delivery Systems)	3
INST420	Course INST420 Not Found (Data Applications in Global Health)	3
HLTH230	Introduction to Health Behavior	3
GBHL210	Course GBHL210 Not Found (Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors)	1

GBHL310	Course GBHL310 Not Found (Introduction to Global Health Literacy)	3
GBHL497	Course GBHL497 Not Found (The Global Health Experience (Capstone))	3
Global Health Experiential Learning (6 Credits)		
GBHL289	Course GBHL289 Not Found (Global Classroom)	3
At least one of the following:		3
GBHL389	Course GBHL389 Not Found (Education Abroad)	
GBHL489	Course GBHL489 Not Found (Global Health Field Experience)	
Global Health Option Courses (12 Credits)		**12**
Total Credits		**77-83**

[1]   At least two courses must be taken in the same language. The minimum number of credits for this requirement is 6, but most languages will require more credits (up to 12). Students may test out of this requirement. Students are encouraged to minor in a language.

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

See attached sample plan. Course descriptions for core, supporting, and options courses are included in Appendix B. Learning outcome assessment plan is Appendix C and can be accessed here: https://docs.google.com/spreadsheets/d/1CEsbSuwD0hmw0vHz75gZZXOn8IyuPaqVXvBL1zy7ZaE/edit?usp=sharing

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Understand the concepts, theoretical frameworks, and analytical methodologies underlying successful and sustainable global health strategies.

Understand the scientific bases for infectious disease.

Demonstrate beginning and/or intermediate ability in a second language.

Demonstrate competence in the development, recognition, and utilization of big data within global health applications.

Understand the social and cultural complexities inherent in global collaborations.

Demonstrate the ability to establish respectful, trusting relationships with people, communities, and institutions around the globe.

Understand globalization and its social and political foundations, with particular emphasis on effects on health and healthcare among populations in distinct locations.

Apply a multidisciplinary perspective to the appreciation, understanding, assessment, intervention, and sustainability of strategies designed to effectively address global health issues.

Utilize ethical, structurally competent, collaborative approaches to understanding, researching and contributing to community-supported interventions relevant to global health challenges.

Critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.

Develop macro and micro strategies to combat racism and proactively promote health equity.

Reflect upon what it means to be anti-racist.

Demonstrate clear, incisive, verbal and written communication skills within the context of specific cultures, languages, and sociopolitical systems.

Demonstrate proficiency in a variety of electronic and digital media.

Recognize and critically evaluate current theories and practices within the discipline of global health.

Utilize peer-reviewed literature and apply it to research as well as to formulating effective program planning and evaluation strategies.

Apply introductory statistical methodology and big data approaches to solve global health problems.

Create and implement successful, novel approaches to global health issues based upon critical evaluations of historical underpinnings and previous challenges.

Reflect upon and integrate required academic experiential learning into a deeper understanding of professional and personal responsibility.

Understand the interconnected network and the major initiatives and priorities of global health organizations at the local, national and world levels.

Recognize the various roles, responsibilities, and opportunities available throughout the public, private, and nonprofit sectors.

Implement a strategy to enhance long-term career development.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

Improving global health across all populations is a grand challenge of our time. Global health challenges are immensely complex and underscore the multiple interconnections among social, economic, environmental, and biotechnological dimensions of health problems worldwide. Global health encompasses health care systems, medical practices, and ideas about illness in cross-cultural contexts, as well as issues of health development, global health inequity, racism and other isms, and human rights issues. From an applied perspective, global health issues are addressed through conceptual, theoretical frameworks that necessitate deep awareness and engagement with the political, socioeconomic, ecological, and cultural complexities unique to each country. These factors form the basis for subsequent assessment, prevention, education, intervention, treatment and sustainability, all of which require defined skill sets. Additionally, global health challenges such as disease outbreaks, environmental disasters, war, and political instability may present themselves in multiple chronologies to include various overlapping combinations of acute and chronic scenarios, all of which may occur across geospatial and sociocultural boundaries. Finally, efficacious and structurally sound strategies demand the integration of multiple approaches, ranging from biomedical (micro) to public policy (macro) approaches.

The primary purpose of this major is to offer students a broad, interdisciplinary education that will provide 1) a strong foundation to address pressing global health issues through a multidisciplinary lens and in a structurally competent and sustainable manner, 2) access to a variety of post-baccalaureate specializations, including the Masters in Public Health (MPH), and/or 3) access to compelling employment opportunities around the globe. Emphasis will focus on competence in multiple methodologies, including quantitative, qualitative, and mixed methods realms, as well as collaborative and applied engagement utilizing perspectives from the health, biological, and social sciences.

The proposed major in Global Health closely aligns with the University mission and strategic plan in four ways:

1. It directly addresses the university's goal to increase the number of programs with definable global elements, increase the number of students earning credit for international experiential experiences, and increase funded research on global issues. In this way, we are Reimagining Learning.

2. It directly addresses the university's goal to have University of Maryland graduates who demonstrate intellectual breadth, problem-solving skills, a keen understanding of social and cultural differences, and an ability to thrive in diverse work settings. These values are the foundation of the Global Health curriculum. In this way, we are Investing in People and Communities.

3. It directly addresses the university's goal of further diversifying our student populations, and thereby the future workforce in the region. A recent meeting of the Association for Schools and Programs in Public Health (ASPPH) recognized Global Health as the most rapidly growing interest area in the field with robust enrollments across the nation. This national trend, combined with the School of Public Health's historical appeal to underrepresented students, is projected to further contribute substantially to this goal. In this way, we are Partnering to Advance the Public Good.

4. It directly addresses the University's goal to reflect upon, recognize, and proactively incorporate anti-racism into both the individual and world view. As a critical component underlying successful and sustainable global health strategies, an internal and actionable anti-racist perspective is infused into the fabric of the curriculum. Specifically, students will be assessed on their knowledge and skills recognizing the profound impacts of racism and colonization on global population health and what it means to be actively anti-racist in diverse communities and cultures around the globe. Further, students will be assessed on their ability to critically analyze the qualitative and quantitative impacts of racism on the prevention and treatment of acute and chronic illnesses specific to various countries. Finally, students will be asked to develop macro (policy) and micro (community) level interventions designed to combat racism and promote health equity. For further detail and a demonstration of how this is operationalized in a student's experience within this program, please refer to the learning outcomes and associated curriculum map. In this way, we are taking on Humanity's Grand Challenges.

The proposed major in Global Health closely aligns with the School of Public Health Strategic Plan in multiple ways:

Primary missions within the School of Public Health's Strategic Plan include 1) diversifying the public health workforce, 2) expanding interdisciplinary educational programs, 3) engaging in continuous learning to increase cultural competency, and 4) a dedication to teach our students to do "public health good," all of which are key aspects of the proposed program. The proposed major is expected to become a strong impetus for paving critical pathways from the Global Health undergraduate program directly into a variety of careers and graduate and professional programs.

This degree is the centerpiece of a comprehensive Global Health Initiative within the School of Public Health. As context, existing infrastructure includes the popular Global Public Health Scholars Living and Learning Program, the Post-Baccalaureate Global Health Certificate, and the Public Health Beyond Borders student organization (with a strong track record in South America, Africa and Asia). The Global Health Advisory Council (GHAC), composed of SPH, university and external leaders, further envision a combined undergraduate/graduate degree involving the Global Health major and any of the nine Masters of Public Health (MPH) concentrations (BS-MPH). Strong precedent exists as the combined degree has been formally approved for the four currently existing undergraduate degrees and all of the MPH concentrations. Together, these educational programs will contribute broadly and substantively to enhancing the reach and visibility of education, research, and practice on the global stage.

In summary, the world is engulfed in pressing global health issues that recognize no borders and thrive amidst social, racial, and economic inequalities. Public, private, and non-profit agencies have consistently stressed the critical need for applicants with a multidisciplinary background, including both STEM and non-STEM coursework, who understand the complexity of the issues as well as how to improve social, environmental, and health outcomes in a structurally competent and sustainable way.

Program Characteristics

What are the educational objectives of the program?

The primary educational objective of the program is to foster a multidisciplinary perspective that will enable graduates to comprehend the complex landscape in which global health challenges flourish. Influential strategies to achieve successful transnational social, environmental, and health outcomes will best thrive amidst an understanding of science and data combined with an appreciation for the relevant social, cultural, geopolitical and economic contexts. The full suite of education objectives are reflected in the Learning Outcomes for the program.

Describe any selective admissions policy or special criteria for students interested in this program.

The School of Public Health does not intend that the proposed Global Health major be categorized as a Limited Enrollment Program (LEP). We strongly recommend, however, that a formal agreement be developed to cap enrollment at 300 students total over the first three years of the program. This request is based upon two factors: 1) National enrollment trends in Public Health generally and Global Health specifically indicate that student interest is likely to be robust, and 2) Given the extensive multidisciplinary contributions and resource management issues, it is critical that relevant issues be addressed immediately and transparently, both of which will occur more smoothly in the context of manageable enrollment.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Several factors were considered when developing the curriculum. As discussed in the mission and purpose section, the School of Public Health is uniquely situated to advance the global elements of the University Strategic Plan in harmony with the School of Public Health Strategic Plan. Further, the Council for Education in Public Health, our accrediting body, fully recognizes the robust student interest as well as the obligation to produce a globally-trained workforce.

Historically, the landscape of Global Health education has assumed various forms, a reality mirrored by existing characteristics of the Big Ten peer institutions. While there are numerous iterations, most can be categorized as 1) Master of Public Health concentrations, 2) specializations within the traditional medical fields, 3) undergraduate minors, 4) undergraduate dual degree programs, 5) institutes or centers promoting study abroad or internships. Several institutions offer a degree in Global Studies, but those are primarily and often exclusively policy-based with little or no emphasis on health issues. Informal conversations with program directors at other schools indicated a strong preference for a multidisciplinary program as proposed here. We are cognizant that this is not a quantitative argument, but it was apparent that educators loved the idea yet recognized the entrenched institutional obstacles to a primary major involving academic partners. We appreciate this and have gone to extensive lengths to develop sustainable partnerships through relationship building, resource infrastructure, and viable programmatic and administrative decision-making models.

Organizationally, the origin of this proposal was developed by the Global Health Advisory Council (GHAC), composed of several SPH faculty and external scholars throughout campus representing various academic departments or programs such as the Office of International Affairs and the Federal and Global Fellows Programs. Major contributors were purposefully selected to represent both the STEM and non-STEM fields. Because the degree emphasizes the application of knowledge, additional faculty with a strong applied expertise were also sought out. To establish strong educational and administrative relationships with other colleges, individual meetings were held with Deans, Associate and Assistant Deans, Department Chairs and relevant Faculty.

The articulated workforce needs were directly addressed in a recent survey by the United States Agency for International Development (USAID). One of the primary conclusions, and a major consideration in the development of this proposal, was that entry-level professionals appeared to be moderately grounded in the specific content-related competencies but clearly deficient with respect to collaborative, cultural and language skills. The lack of educational exposure to the qualitative aspects of global work, combined with poor communication skills, contributed to a lower threshold of performance outcomes. It seems clear that a multidisciplinary program emphasizing both quantitative and qualitative skills will increase employment prospects and lead to collaborative and sustainable approaches to more effectively address global health challenges.

Finally, we examined the assumptions and practices involved in global health education. To advance the study and practice of global health programs and partnerships, we must challenge lingering colonial paradigms, power dynamics, and assumptions. Beyond changing curricula and hiring anti-racism consultants, it is critical that academics reevaluate the internal institutional systems that maintain existing power structures within and beyond our campuses. This is a process that we are committed to, rethinking the top-down approach often taken. In shaping and refining the Global Health major, we intend to pay attention to the narratives of those affected by prejudice arising from but not limited to racism, classism, sexism, ableism, xenophobia, legacies of colonialism, and gender discrimination. As recommended by Lokugamage and colleagues (2021), we will develop and continue to question educational models, accounting for and integrating the perspectives of populations from low- and middle-income countries.

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The School of Public Health has a rich tradition of retaining and graduating a diverse undergraduate student body. Currently, the School is characterized by Black and Hispanic enrollments of 21% and 13% respectively, both exceeding the University averages and directly contributing to the diversity and inclusion goals defined within the University of Maryland and School of Public Health strategic plans.

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward fields in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. Appendix D, the SPH Diverse Undergraduate Workforce Initiative, is a request for Provost Initiative Funds that was fully funded and summarizes some of the specific actions and strategies utilized to recruit, retain and graduate a diverse student body within SPH. As an update to Appendix D, the two full-time staff, together with SPH-funded graduate assistants, are thoroughly engaged in all aspects of the proposal at this time. Additionally, this project is supplemented by high-impact collaborations with the SPH Alumni Board, the Center for Academic Success and Achievement, the Career Services staff, and the College of Behavioral and Social Sciences.

It will be critical that current instructors as well as new faculty, staff, and advisor hires represent and/or have familiarity and experience working with students from diverse backgrounds. Further, it is desirable that a significant portion of the faculty have direct experience in international, transformative global health projects, which is demonstrated in the list of contributing faculty.

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Specifically designed to be a multidisciplinary major and effectively utilize multiple layers of scholarly expertise, the following colleges outside of SPHL offer course requirements within the Global Health major (see Appendix E):

AGNR: NFSC100
ARHU: 6-12 credits of world language, depending on credit requirements for individual language courses.
BSOS: ANTH210, ANTH310, GVPT200 or GVPT282
CMNS: BSCI170/171, BSCI213
INST: INST420

The School of Public Health (SPHL) offers (3) existing courses as requirements within the Global Health major:

SPHL: MIEH321, FMSC110, HLTH230

and (5) new courses as requirements within the Global Health major:
SPHL: GBHL210, GBHL285, GBHL310, GBHL497, HLSA320

There is course sharing among Public Health Science, Community Health, and the proposed Global Health major for an additional 3 courses, all of which are requirements of the Council on Education for Public Health, the accrediting body for schools of Public health. Those 3 courses are:

SPHL: EPIB301, EPIB315, SPHL100

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

Undergraduate programs within the School of Public Health are accredited by the Council on Education for Public Health (CEPH). No specific licenses or certifications are required to engage in or be successful in the program's target occupations.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Important cooperative arrangements are expected to evolve and grow over time but currently include:

A) The University's Office of International Affairs in general and particularly the global classroom and education abroad offices. From a conceptual perspective, the School of Public Health desires to be in alignment with and contribute to leadership of the broad university vision for international education. Further, a distinguishing characteristic of this major is thoughtful involvement in global classrooms, education abroad experiences, and internships both here and abroad. The OIA and SPH are partnering to ensure that these pieces run seamlessly for students in terms of access, availability, travel arrangements, potential applied and research mentors, vetting of sites and preceptors, safety, communication, and formative assessment. Please see Appendix J for a draft position description jointly developed by the Office of International Affairs and the School of Public Health.

B) The School of Public Health currently enjoys an excellent partnership with Global Fellows, specifically the Water Security and Global Health Challenges concentration. Both partners have expressed strong interest in expanding that collaborative partnership.

C) A guiding basis for the proposed major was the desire to facilitate increased language skills among UMD students, especially those who may live and work overseas. Additionally, potential employers increasingly desire graduates who exhibit a broad understanding of a country's history, culture and government. The College of ARHU and SPHL have collaborated in developing a 4-year graduation plan that requires world language skills and highly encourages Global Health students to seek a minor in ARHU's School of Languages, Literatures, and Cultures (SLLC). Please see Appendix I for this information.

D) It is anticipated that some students will want to pursue a Masters in Public Health degree, which would enhance employment opportunities and the potential for leadership positions within the field. This requires collaboration with the graduate programs within SPHL. Appendix K contains a 4-year plan for a major in GH while satisfying a combined "accelerated dual degree" program in GH with any one of the nine Master of Public Health (MPH) concentrations within SPHL, as exists for the schools other BS degree programs.

E) In February 2021, the School of Public Health was notified by the Peace Corps that our proposal for a Peace Corps Prep Program at the University of Maryland, College Park, was accepted. Dr. Tracy Zeeger, Undergraduate Director for the Department of Behavioral and Community Health, is our current liaison. Please refer to Appendix L for details.

F) Increasing climate-related disasters and particularly the COVID-19 global pandemic have unmasked profound issues relative to health communication, whether attributable to politics, culture, geography, race and/or social determinants of health. As a leader in health literacy, the Horowitz Center for Health Literacy, has developed a new, required course entitled, "Introduction to Global Health Literacy." The Center also wishes to mentor students interested in research or translational community work.

G) Public Health Beyond Borders (PHBB) consists of a globally minded group of students aiming to address health needs in partnering communities. The overall mission of the organization is to reduce health disparities around the world and increase awareness about good health practices, while

exposing undergraduate and graduate students to opportunities for responsible global development work through faculty-mentored international trips. In addition to global trips, members engage in local public health projects in the DC and Prince George's County area during the semester, fundraise for PHBB trips, and participate in projects designed to meet local needs. The PHBB members have also sought to engage the UMD campus community in discussions of critical global health concerns by co-sponsoring documentary screenings and related discussions.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The Global Health major will be led by the School of Public Health. Major academic partners include the College of Agriculture and Natural Resources (AGNR), the College of Arts and Humanities (ARHU), the College of Behavioral and Social Sciences (BSOS), the College of Computer, Math and Physical Sciences (CMNS), and the College of Information Studies (INST), along with the Office of International Affairs (OIA). Academic direction and oversight for educational decisions including curriculum, pedagogy, learning outcome assessment, course evaluation oversight, and experiential learning will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee (GHUC) consisting of representatives from the major academic partners plus the Office of International Affairs, Global Fellows, the Global Health Program Director and the Program Advisor. The GHUC will meet at least once each semester.

Please see Appendix H for a current listing of faculty names, courses, appointment, degree, status and, where applicable, related expertise.

Indicate who will provide the administrative coordination for the program

The Global Health major will be led by the School of Public Health. Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee composed of SPHL, AGNR, ARHU, BSOS, CMNS, and INST faculty. Additional representation will include the academic advisors, the Coordinator for Global Health Experiential Learning, the SPHL Assistant Dean for Undergraduate Education, the Office of International Affairs and Global Fellows. The committee will be chaired by the Global Health Program Director.

The Global Health Program Director will reside in SPHL and will be responsible for day-to-day operations. The most critical requirement is the ability to sustain and grow collaborative relationships with our academic partners. It is expected that this person will have a PhD in global health or a related field, considerable experience in the management and collaborative aspects of transnational projects, a demonstrated commitment to higher education and undergraduate students, and teaching experience with diverse populations. The ideal candidate will be a skilled administrator, adept at communication, transparency, and collaboration and able to teach one required course per semester.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

See attached library assessment in Appendix A.

All appendices can be accessed here: https://docs.google.com/document/d/1d_hc7RVMhCqdOFJbTHN5M0Du-A_3qh3peGZFPkNv69o/edit?usp=sharing

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

While we anticipate some increase in new-to-campus enrollments as a consequence of this major, we expect the campus' and school's existing physical facilities, equipment, and infrastructure will effectively support the proposed program.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

The new instructional resources required for the Global Health major are summarized below. While many courses and research/applied mentors will arise from existing faculty, staff and teaching assistants, some courses in SPHL, AGNR, ARHU, BSOS, CMNS, and INST are currently stretched quite thin, especially in terms of instructors and teaching assistants.

1. SPHL - New courses in SPHL required for the major include:
GBHL210: Careers in Global Health: Understanding the Public, Private and Non-Profit Sectors
GBHL285: Introduction to Global Health
GBHL289: Global Classroom
GBHL310: Introduction to Global Health Literacy
GBHL389: Education Abroad (see additional opportunities listed in Appendix G)
GBHL489: Global Health Field Internship
GBHL497: The Global Health Experience (Capstone Course)
HLSA320: Comparative Global Health Care Delivery Systems

Existing courses within SPHL that will require additional resources include:
FMSC110: Families and Global Health
SPHL100: Foundations of Public Health
EPIB301: Epidemiology for Public Health Practice

EPIB315: Biostatistics for Public Health Practice
HLTH230: Introduction to Health Behavior

Anticipated SPHL resource needs include three new TTK faculty, each of whom will teach a typical 2/2 load in the major and/or serve as research/applied mentors, three new PTK faculty, each of whom will teach at least 3/3 and also assist in the mentoring process, and ten 9.5-mo. TAs who will provide sustainable, high-quality instructional support and research/applied mentoring of undergraduate Global Health majors within SPHL.

2. BSOS - Existing courses within BSOS that will require additional resources include:
ANTH210: Introduction to Medical Anthropology and Global Health
ANTH310: Method and Theory in Medical Anthropology and Global Health
GVPT200: International Political Relations
GVPT282: Politics in the Developing World
Note that students may choose either GVPT200 or GVPT282 to satisfy degree requirements.

To serve the Global Health students, BSOS has requested additional support of one PTK (equivalent to 4/4) and one 20-hour TA for the ANTH courses, and two 20-hour TAs for the GVPT courses.

3. AGNR - Existing courses within AGNR that will require additional resources include:
NFSC100: Elements of Nutrition

To provide additional instruction to Global Health students, NFSC will require the addition of two TAs.

4. CMNS - Existing courses within CMNS which will require additional resources include:
BSCI170/171: Principles of Molecular and Cellular Biology / Laboratory
BSCI 213 - Microbiology in Health and Disease (3-credit, non-lab)

To provide adequate instruction and mentoring, CMNS will require 1 PTK faculty to support BSCI117 and 213, as well as two TAs to support instruction for those courses. Please refer to Appendix E for additional details.

5. ARHU - Existing courses within ARHU which will require further resources include the language courses and language placement assessments. Please refer to Appendix E for a recommended MOU designed to meet the needs of both ARHU and the Global Health students.

ARHU has graciously offered to work closely with the SPHL advising structures and will lead multiple training sessions to familiarize our advisors with the options above as well as the American Council on the Teaching of Foreign Languages (ACTFL) and the procedures for the Foreign Language Placement Test (FLPT).

6. INST - The College of Information Studies is a highly regarded academic partner with whom we are currently collaborating on the new Social Data Science Major. For the proposed Global Health major, INST has kindly agreed to offer the following required course:

INST420: Data Applications in Global Health

Resources needed will include half a PTK faculty member and two 20-hour TAs.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

It is hoped that the Global Health major, together with the new Neuroscience and Social Data Science majors, will become models for an educational future in which students increasingly seek scholarly endeavors crossing traditional academic boundaries. It is also understood that success will be dependent upon an infrastructure emphasizing adequate resources, transparency, collaboration, clear governance procedures, incentives and sustainable investment, both financially and educationally. Finally, it is critical that faculty stability is supported within each College in order to ensure high-quality teaching and faculty-mentored undergraduate research.

Administrative Resources

The Global Health major will be led by the School of Public Health. Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee composed of SPHL, AGNR, ARHU, BSOS, CMNS, and INST faculty. Additional representation will include the academic advisors, the Coordinator for Global Health Experiential Learning, the SPHL Assistant Dean for Undergraduate Affairs, the Office of International Affairs and Global Fellows. The committee will be chaired by the Global Health Program Director.

The Global Health Program Director will reside in SPHL and will be responsible for day-to-day operations. The most critical requirement is the ability to sustain and grow collaborative relationships with our academic partners. It is expected that this person will have a PhD in global health or a related field, considerable experience in the management and collaborative aspects of transnational projects, a demonstrated commitment to higher education and undergraduate students, and teaching experience with diverse populations. The ideal candidate will be a skilled administrator, adept at communication, transparency, and collaboration and able to teach one required course per semester.

The Global Health Experiential Learning Coordinator plays a critical role in advising and supporting students in integrating international experiences into their Global Health curriculum. With 300 Global Health majors anticipated, the program coordinator plays a key role in expanding international educational experiences for students, increasing outreach efforts, and managing a portfolio of diverse programs. This person will liaise with the Office of International Affairs to optimize their activities based on best practices.

Based upon standards set forth by the National Academic Advising Association (NACADA), students are best served with a ratio of less than 250 students per academic advisor. Contingent upon approval of a 3-year, 300 student total enrollment cap, the new major would need two advisors during the first 3 years, one of whom will be assisting with course seats, scheduling, and other administrative tasks (~50% FTE).

Budget Administration

Because the strength of the Global Health major will be its interdisciplinary nature, the relevant Deans will jointly oversee the budget administration, ensuring that adequate courses and seats are available, that faculty resources are dedicated to the undergraduate teaching and research opportunities related to the Global Health major, and that excellent academic and international study coordination efforts are implemented and maintained. An annual operating budget will be established in a cost-share agreement between the Provost and Deans. The initial agreement will be for a 3-year period and thereafter will be renewed every 5 years. Review of the 5-year agreements will occur in the 4th year of each cycle. In this manner, the program will be assured of financial stability leading to reliable planning for instructors and staff.

Given the multiple units engaged in the major, the Global Health Program Director will be responsible for preparing a brief annual report to the School of Public Health as well as the major partners, including OIA, AGNR, ARHU, BSOS, CMNS, and INST. The report should include a review of learning outcomes assessment, enrollment trends, retention, graduation, employment, post-baccalaureate education enrollment, general outcomes of course evaluations, updates on collaborations, opportunities and challenges for the program.

The new major should be hard funded and folded solidly into the core mission of the participating colleges.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

Financial plan is attached.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education.

A Global Health major prepares students for leadership positions across the globe. Importantly, the United States is a significant portion of that globe and is characterized by substantial challenges shared among all nations. We currently are experiencing health issues related to clean air and water, maternal and child healthcare, lack of access to affordable healthcare in both urban and rural areas, health literacy, health communication, political instability, a widening socio-economic gap between the rich and poor, social and racial inequities, a high unemployment rate, and climate-related disasters, all of which disproportionately impact population health and point directly to a compelling need in the region and state.

The curriculum in Global Health is intentionally broadly based, and includes allied health sciences, biological and nutritional sciences, medicine, social justice, anti-racism, civic engagement, language acquisition, research, and effective cultural communication, all of which is needed in Africa, South America, India, and Prince George's County, to name but a few areas. Additionally, the advancement of research-based public health measures to mitigate disease is crucial to our advancement of knowledge and overall societal needs. It has become clear to nearly everyone that adverse health conditions are inextricably connected with poor quality of life while often exacerbating economic hardship.

A recent professional conference of the Association for Schools and Programs in Public Health dedicated over 50% of the 3-day agenda to the burgeoning student demand for degrees in global health and spent considerable time discussing concepts, pedagogy and action plans to meet the interests of both students and employers.

Additionally, the School of Public Health has a long history of recruiting, retaining, and graduating underrepresented and first-generation students. As addressed in section 1, we are a large school, 55% nonwhite, and contribute substantially to the Maryland State Plan for Post-Secondary Education through increased access and co-curricular programs designed to further diversify the public health workforce.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

Global Health has emerged as an academic discipline needed to prepare a workforce that can effectively work with vulnerable populations at local, national, and global levels. Careers for Global Health majors include those familiar to majors in other disciplines of public health, but the focus is on issues that transcend borders including health education, policymaking, research, and direct service with populations, as well as health systems in local, national, and global communities. Career titles include program evaluator, disaster relief-support technician, field consultant, international aid worker, foreign service officer or legislative assistant (explorehealthcareers.org, www.ghalliance.org). Industries include government, non-profit, private sector, hospital/healthcare, and academia (globalhealth.duke.edu/education/careers) in agencies such as CDC, National Academies, Council on Foreign Relations, Partners in Health, Bill and Melinda Gates Foundation, and FHI360.

From 2019 to 2020, an overall growth of 13% in the field of Global Health was observed, and there is an estimated 15% projected change in employment for community health workers, compared to a 4% increase in other occupations (bls.gov). A search from the Global Health Council's Job Board (jobboard.globalhealth.org) and (devex.org) for entry level positions in global health revealed hundreds of positions, and a search on Indeed.com specifying "global health" resulted in 5,500 current, open positions. Recent open positions include Health Officers in Nigeria and Bangladesh, Environmental Health and Safety Consultants in Belgium, and Public Health Officers in Canada. Of the top 20 careers, global health training directly pertains to 11, as ranked using criteria including employment opportunity, work-life balance, job security, and earning potential (careerprofiles.info).

Given the increasing demand for trained global health professionals, the Global Health major will develop culturally competent, globally-minded graduates skilled to operate in the global arena.

The recent and interconnected health, social, and environmental crises highlight the need for trained professionals who can address problems in a global context. When discussing global health within a post-pandemic world, there are calls for more investments in preparedness, efforts to address structural and systemic inequities with the Sustainable Development Goals, enhance resilience in our health care delivery systems, and achieve greater accountability for actions (Reid, Abdool-Karim, & Goosby, 2021).

At steady state, the School of Public Health estimates that the Global Health major will enroll approximately 100 students per year within the first three years of the program. Following this time period and contingent upon student interest, the School of Public Health intends to grow the program, contributing to increased SPHL retention and graduation numbers.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

We are unaware of any Global Health degree programs at the undergraduate level in the state. While other globally oriented programs exist at some schools, they are primarily aligned with international affairs, policy, and business contexts and are not focused on global public health. We do not see any duplication of an existing program across the state.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

There are no Historically Black Institutions within the state of Maryland that offer a Global Health major and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness or identity of a Maryland HBI.

Supporting Documents

Attachments

GBHL Appendices - 5-12-2023.pdf
Revised GBHL sample plan 8-4-2023.pdf

Reviewer Comments

Michael Colson (mcolson) (Fri, 12 May 2023 15:20:27 GMT): Replaced GPHL course prefix with GBHL course prefix on 5/12/2023.

Key: 902

Global Health Four-Year Template – General Education

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of **two semesters** into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPHL100	3
	BSCI170/171 (NL)	4	ANTH310 (SP,UP)	3
	UNIV100	1	Elective/GenEd (MA)	3
	World Language (100-400)	3-6	World Language (100-400)	3-6
	GBHL210	1		
	Total	*15-18*	*Total*	*15-18*

Requirements	Year 2: Fall	Credit	Year 2: Spring	Credit
Benchmark 2 Requirements One World Language course must be completed by the end of **three semesters** into the major. **Benchmark 3 Requirements** Two World Language courses must be completed by the end of **four semesters** into the major.	Elective	3	Elective	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
	BSCI213 (IS)	3	GVPT200/282	3
	Humanities (HU)	3	HLTH230	3
	Total	*15*	*Total*	*15*

Requirements	Year 3: Fall	Credit	Year 3: Spring	Credit
Major Requirements *BSCI170/171 requires MATH120 placement.* **Prerequisite courses must be completed with a C- or higher:** *BSCI2__ requires completion of BSCI170/171.* *EPIB315 requires completion of EPIB301.*	MIEH321	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	Scholarship and Practice	3
	GBHL310	3	INST420	3
	GBHL Option (100-400)	3	GBHL Option (100-400)	3
	Humanities (HU/IS)	3	Elective	3
	Total	*15*	*Total*	*15*

Requirements	Year 4: Fall	Credit	Year 4: Spring	Credit
Major Requirements *ANTH310 requires completion of ANTH210.* *It is highly recommended that students complete two courses in the same language.* A grade of C- or higher must be earned in all major requirements.	Professional Writing (PW)	3	GBHL497 (SP)	3
	Elective	3	GBHL Option (300-400)	3
	GBHL489	3-6	GBHL Option (300-400)	3
	GBHL289_	3	Elective	3
	HLSA320	3	Elective	3
	Total	*15*	*Total*	*15*

TOTAL Credits = 120

Appendices

Appendix A Library Assessment

Appendix B Course Descriptions

Appendix C Learning Outcome Assessment Plan

Appendix D SPH Undergraduate Workforce Initiative

Appendix E: Supporting Correspondence for Required Courses

Appendix F: Additional Supporting Correspondence

Appendix G: Additional Education Abroad Experiences

Appendix H: Faculty List

Appendix I: World Language Minor Pathway

Appendix J: Job Description Proposal

Appendix K: Dual Degree (BS-MPH) Program Considerations

Appendix L: Memorandum of Agreement - Peace Corps Prep Program with UMD College Park

Appendix A: Library Assessment

UNIVERSITY
LIBRARIES

Daniel Mack
Associate Dean of Collections
University of Maryland Libraries
4119C McKeldin Library
7649 Library Lane, College Park, MD 20742-7011
301-405-9264 | dmack@umd.edu

DATE: April 14, 2023

TO: Dr. Nicole Cousin-Gossett
           Assistant Dean for Undergraduate Education, School of Public Health

CC: Daniel Mack, Associate Dean of Collections, UMD Libraries
           Margaret Saponaro, Director, Collection Development Strategies, UMD Libraries

FROM: Nedelina Tchangalova, Public Health Librarian, UMD Libraries

RE: Library Resources to Support New Undergraduate Program in Global Health

The University of Maryland (UMD) Libraries' mission is to "steward and provide access to diverse collections and preserve the knowledge and history of the university," as well as to "offer inclusive services and innovative technologies for learning, study, and collaboration." Currently, they support undergraduate and graduate students in a variety of face-to-face, online, and distance learning programs and faculty working collaboratively with internal and external partners. The UMD Libraries' collections will adequately support the instruction and research needs of the newly proposed undergraduate program in global health.

As a school with strong ties with other departments/schools on and off campus, the UMD School of Public Health is confident that library resources are readily available and accessible. Ease of access and flexible availability of library materials is paramount, and researchers and students expect this flexibility to be coupled with high academic quality and integrity. The current purchasing practices and available collections at the UMD Libraries will ensure that these two goals can be met, both now and for the life of the school.

In addition, UMD Libraries have developed partnerships and collaborations with state, regional, and national institutions and consortiums in order to enhance access to library collections and provide necessary materials for teaching and research. Membership in the Big Ten Academic Alliance (BTAA)[1] allows patrons to obtain print materials from other participating libraries through interlibrary loan services. For digital content, UMD Libraries offer access through its collaborations with BTAA, HathiTrust,[2] and the University System of Maryland and Affiliated Institutions (USMAI).[3] Thus, the broader medical and public health journals not held by UMD Libraries, are available through these memberships. Moreover, UMD Libraries' existing public health collections of monographs, journals, and databases will continue to support the research and teaching needs of the School of Public Health.

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[1] Big Ten Academic Alliance (BTAA) - https://www.btaa.org/library/libraries
[2] HathiTrust - http://www.hathitrust.org/
[3] University System of Maryland and Affiliated Institutions (USMAI) - http://usmai.umd.edu/

Public Health Science Library Collections

McKeldin Library supports the undergraduate and graduate students in SPH, housing the majority of the monographs and serials pertaining to public health in general, and to global health and economics 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 public health is sufficient to meet the needs of the school. 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 environmental health, epidemiology, environmental justice, global health, health policy, health care management, occupational health, as well as social, political, and ethical issues in public health. Current collection development practices in the Libraries already support these topics.

At this time, UMD Libraries have access to several multidisciplinary eBook collections related to human and environmental health, not only locally but globally as well including *Credo Reference, EBSCO eBook collection, Gale Virtual Reference Library, ProQuest eBook Central, Springer eBooks, World Scientific eBooks* and more. Due to the UMD Libraries' purchasing preference for electronic materials, 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 core and related journals supporting research and teaching in global health.

A search was performed in *Journal Citation Reports 2021* (JCR), a database that uses citation data to rank and to determine the impact factor of journals in an academic field. To support the existing courses, at the present time the Libraries provide access to nine of the top ten ranked journals from the JCR category of *Health Policy & Services,* seven of the top ten ranked journals from the JCR category of *Health Care Sciences & Services*, and all of the top-ranked journals from the JCR category of *Public, Environmental & Occupational Health*.

While other aspects of global health do not fall as neatly into a JCR-specified category, the UMD Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of *Agricultural Economics & Policy, Anthropology, Behavioral Sciences, Biology, Environmental Sciences, Family Studies, Food Science & Technology, Infectious Diseases, International Relations, Law, Linguistics, Management, Nutrition & Dietetics, Political Science,* as well as the majority of top ten ranked journals from all science and engineering disciplines.

Relevant top-ranked global health-related titles include:

- *Annual Review of Public Health*
- *Bulletin of the World Health Organization*
- *Environmental Health Perspectives*
- *Epidemiologic Reviews*
- *Epidemiology*
- *European Journal of Epidemiology*
- *Health Affairs*
- *International Journal of Epidemiology*
- *International Journal of Hygiene and Environmental Health*
- *Journal of Health Economics*
- *Lancet Global Health*
- *Morbidity and Mortality Weekly Report*
- *Value in Health*

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

- Academic Search Ultimate (EBSCO)
- Biological Science (ProQuest)
- Health Reference Policy Center (EBSCO)
- Public Health (ProQuest)
- PubMed
- ScienceDirect
- TOXLINE
- Web of Science

At this time, the UMD Libraries' purchasing preference is for electronic materials (i.e. those that can be accessed online), a trend that will serve to enhance the 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 UMD Libraries' purchasing and access priorities are in line with this goal.

Interlibrary Loan Services

Through the UMD Libraries' membership in the Big Ten Academic Alliance (BTAA), our faculty and students are able to take advantage of a number of new material access options. The Libraries' participation in the UBorrow[4] program allows rapid access to the collections of other Big Ten 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[5] 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.

An article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. If the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service (ILL). This service is free of charge.

Conclusions

At the present time, UMD Libraries' holdings are adequate to support the proposed new SPH Undergraduate Program in Global Health, 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 of Collections, UMD Libraries

Nedelina Tchangalova, 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
Daniel C. Mack

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[4] Uborrow service - http://www.btaa.org/library/reciprocal-borrowing/uborrow
[5] Interlibrary loan - https://www.lib.umd.edu/find/ill

Appendix B: Course Descriptions

Global Health Supporting Courses (14 credits)

NFSC100 Elements of Nutrition (3 credits) DSNS
Pre-req: *None*
Fundamentals of human nutrition. Nutrient requirements related to changing individual and family needs.

ARHU Language Courses (4-6 credits)
Pre-req: *Dependent on placement assessment or previous enrollment. See ARHU*
Students are required to take at least two language courses and encouraged to engage in a succession of courses in one (1) language.

GVPT200 International Political Relations (3 credits) DSHS, DVUP
Pre-req: *None*
A study of the major factors underlying international relations, the causes of conflict and cooperation among international actors, the role of international institutions, the interactions of domestic and foreign policies, and major issues in security, economy and the environment.
OR
GVPT282 Politics in the Developing World (3 credits) DSHS, DVUP
Pre-req: *None*
A study of the domestic governmental institutions; processes and problems such as conflict and economic development; and the socio-economic environments that are common to developing countries of Africa, the Middle East, Asia, and Latin America.

BSCI170/171 Principles of Molecular & Cellular Biology/Laboratory (4 credits) DSNL
Pre-req: *Math Eligibility of MATH120 or higher*
Basic principles of biology with special emphasis on cellular and molecular biology.
Basic laboratory principles of biology with special emphasis on cellular and molecular biology.

BSCI213 Microbiology for Global Health (3 credits) DSNL, SCIS
Genetic principles underlying microbial abilities; microbial structure-function relationships; metabolism, physiology, and ecology of microorganisms; interactions between microorganisms (including pathogens) and their hosts. Special emphasis on global context and infectious disease transmission.
Pre-req: *BSCI170 and BSCI171*

Global Health Core Courses (39 credits)

SPHL100 Foundations of Public Health (3 credits)
Pre-req: *None*

An overview of the goals, functions, and methods of public health. After an introduction to the core concepts and tools used in public health research and practice, applications of these methodologies are considered in the context of current controversies/problems in public health. Students work together to develop strategies for prevention and control that take into consideration different points of view, outside research, and impacts on individuals and communities.

FMSC110 Families and Global Health (3 credits) DSHS, DVCC
Pre-req: *None*
Students will explore, define, and study global health, social determinants of health, health inequalities, gender inequality, family violence, and maternal and child health using a global perspective.

MIEH321 Environmental Determinants of Emerging Infectious Diseases (3 Credits)
Pre-req: *Completion or concurrent enrollment in SPHL100*
Examines the influences of environmental factors, economic development, migration, and land use changes on emergence and reemergence of infectious diseases. Explores how population growth, development, and climate change impact natural reservoirs of infectious diseases and how they are transmitted through human populations. Includes historical accounts, newly emerging and reemerging diseases.

GBHL285 Introduction to Global Health (3 credits) DVUP
Pre-req: *Minimum of C- in SPHL100*
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.

EPIB301 Epidemiology for Public Health Practice (3 credits)
Pre-req: *None*
An examination of the discipline of epidemiology and its application to public health issues and practices, covering current epidemiological concepts and methods.

EPIB315 Biostatistics for Public Health Practice (3 credits) FSAR
Pre-req: *C- in EPIB301; or completion of or current enrollment in HLTH200*
An examination of biostatistical concepts and procedures as they relate to contemporary issues in public health. Focus on applications, hands-on-experience, and interpretations of statistical findings in public health research.

ANTH210 Introduction to Medical Anthropology and Global Health (3 credits) DSHS, DVUP
Pre-req: *None*
An introduction to the central concepts in medical anthropology and the anthropology of global health. This course is a survey of anthropological notions of health, disease, and the body in

cross-cultural and global contexts, including classic and contemporary texts. It will provide an examination of systems of knowledge and practice with regard to illness, healing, and global health inequities.

ANTH310 Method & Theory in Medical Anthropology and Global Health (3 credits) DSSP, DVUP
Pre-req: *ANTH210*
Provides a critical perspective to global health that encompasses key political, economic, and cultural factors associated with the nature and magnitude of global health issues such as HIV/AIDS, tuberculosis and malaria, paying particular attention to how poverty and inequalities within and between societies has accelerated current global health challenges. Introduces students to how medical anthropologists have contributed to the debates surrounding the globalization of health.

GBHL210 Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors (1 credit)
Pre-req: *None*
This course is designed to provide students with the information, resources, and skills necessary to make informed career decisions within the field of Global Health throughout their lives.

GBHL310 Introduction to Global Health Literacy (3 credits)
The ability to access, understand, appraise, and use information is critical for the improved health and well being of populations around the world. The Horowitz Center for Health Literacy developed this course to address how population health is affected by politics, culture, geography, and/or social determinants of health.The course will focus on contemporary global health challenges including climate-related disasters and pandemic preparedness.Students will explore and gain skills related to health communication and education.
Pre-req: *Oral Communication*

HLSA320 Comparative Global Health Care Delivery Systems (3 credits)
This course addresses health care delivery systems with special emphasis upon relationships among the complex systems impacting human health. Students will engage in project-based learning about the impact of human service systems on a global scale exploring how corporations, multilateral aid, philanthropies, foundations, and private donors affect health and interventions.
Pre-req: *SPHL100*

HLTH230 Introduction to Health Behavior (3 credits)
Psychological, social psychological, and sociological approaches to the following health areas: development of health attitudes and behavior, patient-provider interaction and the organization of health care.
Prerequisite: Restricted to majors or non-majors with less than or equal to 45 credits.

INST420 Data Applications in Global Health (3 credits)
Pre-req: *EPIB315*
In this course, students will analyze and interpret real-world global health data. The course offers hands-on experiences reading datasets, statistical output, and journal articles. This course is for global health students who are already familiar with basic statistical concepts; we will take biostatistics to the next level, exploring reasoning behind use of certain tests and models.

<mark>**GBHL497 The Global Health Experience**</mark> (3 credits) DSSP
Pre-req: *None*
Integrating course and field experiences, the Capstone offers Global Health majors an authentic and innovative way to apply competencies and skills. Students will draw from their classroom experiences to design a Capstone project that aligns with their interests and long-term career goals. The Capstone course also connects the students' field-based internship or other applied experiences. Integrating international experiences will be encouraged when possible.

Global Health Experiential Learning (6 credits)

<mark>**GBHL289_ Global Classroom**</mark> (3 credits)
OIA describes Global Classrooms as an innovative way to gain international experience, virtually, from wherever students are. Forward-thinking students and faculty from UMD and international peer institutions gain real-world skills while collaborating on global challenges and designing contributive solutions for meaningful impact. GBHL289 will provide a mechanism for Global Classrooms to be developed within the GBHL major, or students may take other Signature Global Classroom courses to fulfill this requirement.

<mark>**GBHL389_Study Abroad Opportunity**</mark> (3 credits)
Students will choose from an approved list of Study Abroad courses.

Study Abroad opportunities for Global Health Majors are widely available, with over 240 education abroad courses that are applicable to this requirement. Opportunities will change over time but will continue to include UMD originated and external opportunities. A current list of relevant opportunities can be found [here](). Additionally, a UMD originated opportunity is showcased below.

Short Term, Faculty-Led Study Abroad Opportunity Courses:

>   **FMSC486 Law, Public Health, and the Cuban Family** (4 credits)
>   Summer Session Course. Our travel to Havana allows students a unique opportunity to travel to isolated Cuba and study the socialized systems that govern the Cuban family. Through personal engagement with Cuban leaders and professionals and locals, students will gain first-hand knowledge of the impact on Cuban families of socialized family law, and healthcare and the impacts of economic isolation during the US trade embargo and examine Cuba's promises

of equality on family systems. Students will participate in panel discussions and guest lectures with leading Cuban government officials and ministers, medical and legal professionals.   In our journey to Cuba students will learn valuable comparative and analytical skills as we immerse ourselves in many personal exchanges.

Please see Appendix G for International, Host-Institution Education Abroad Opportunities

<mark>GBHL489 Global Health Field Internship</mark> (3-6 credits)
This independent field-based experience will provide the opportunity for students to work with individual mentors in the area of applied global health, either in the United States or abroad. Students must identify a mentor prior to obtaining departmental permission.

Global Health Option Courses (12 credits)
(additional GBHL courses are envisioned as future options courses as well)

AASP200 African Civilization (3 credits) DSHU
Pre-req: *None*
A survey of African civilizations from 4500 B.C. to present. Analysis of traditional social systems. Discussion of the impact of European colonization on these civilizations. Analysis of the influence of traditional African social systems on modern African institutions as well as discussion of contemporary processes of Africanization. A survey of African civilizations from 4500 B.C. to present. Analysis of traditional social systems. Discussion of the impact of European colonization on these civilizations. Analysis of the influence of traditional African social systems on modern African institutions as well as discussion of contemporary processes of Africanization.

AGNR 301/ PLCY301 Sustainability (3 credits)
Pre-req: *None*
Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

ANTH265 Anthropology of Global Health (3 credits) DSHS, DVUP, SCIS
Pre-req: *None*
An overview of the growing field of global health including health care systems, medical practices, ideas about illness in cross-cultural contexts, issues of health development, global health inequity, and human rights issues. The course will focus on the history of global health, the critique of major international health agencies and their development paradigms, and the political economy of social inequalities and health.

ANTH472 Medical Anthropology (3 credits)
Pre-req: *ANTH360 or departmental permission*
An exploration of the cultural, social, economic and political dimensions of health, disease, and illness. These dimensions will be examined through both the health-seeker's and the care-provider's perspectives.

AREC210 What Happens as Your Food Goes From Farm to Table (3 credits) DSHS, SCIS
Pre-req: *None*
Food supply chains link farms, input providers, traders, food processors, and retailers. We assess how supply chains are organized, how they use technologies, and how they are adapting their organization and technologies to meet the challenges facing the food system and society. The challenges include: 1) Producing enough food to meet a growing global population, while reducing damages to air, water, and soil resources; (2) Meeting the health challenges posed by obesity and food insecurity, while also meeting consumer preferences for how food should be produced; and (3) Doing all this in the face of climate change.

AREC345 Global Poverty and Economic Development (3 credits) DSHS, DVUP
Pre-req: *None*
This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

AREC365 World Hunger, Population, and Food Supplies (3 credits) DVUP
Pre-req: *None*
An introduction to the problem of world hunger and possible solutions to it. World demand, supply, and distribution of food. Alternatives for leveling off world food demand, increasing the supply of food, and improving its distribution. Environmental limitations to increasing world food production.

COMM382 Essentials of Intercultural Communication (3 credits) DVCC
Pre-req: *None*
Introduction of major theories and concepts of intercultural communication; examination of processes that make up cultural differences; and use of intercultural communication competence skills.

ECON175 Inequality: Determinants and Policy Remedies (3 credits) DSHS, SCIS
Pre-req: *None*
History shows that the gap between the rich and the poor has varied over time within and between countries, most recently seeming to increase within many countries while somewhat decreasing between countries. This course challenges students to investigate why people make different amounts of money, why income inequality has changed dramatically in recent years, what public policy tools exist to counter inequality increases, and what different institutional arrangements different countries use to lower inequality. This course will introduce students to

theoretical tools used by economists to understand the sources of inequality and will also examine various empirical measures of inequality.

ECON200 Principles of Microeconomics (3 credits) DSHS
Pre-req: *MATH107 or MATH110; or must have math eligibility of MATH113 or higher.*
Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.

ECON201 Principles of Macroeconomics (3 credits) DSHS
Pre-req: *MATH107 or MATH110; or must have math eligibility of MATH113 or higher.*
An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.

ECON370 Global Economic Policies (3 credits)
Pre-req: *Minimum grade of C- in ECON200 and ECON201.*
Analysis of policy options and debates on fostering economic growth and development in a global economy where national boundaries are no longer relevant. Topics covered will include real loanable funds markets in both local and international contexts during normal conditions and during financial crises, the design of trade and industrial policies, and the role of the World Bank, IMF, WTO, and other international agencies as well as regional and bilateral trade agreements. Emerging economies will be emphasized.

EPIB330 Introduction to Infectious Disease Epidemiology (3 credits)
Pre-req: *EPIB301*
Introduces students to the study of infectious disease through the application of epidemiologic methods. Students will review how infectious diseases impact global health, and examine epidemiological concepts related to infectious disease. These concepts include infectious disease transmission, prevention and control; study design; and outbreak and epidemic investigations. Infectious disease topics of concern to public health professionals will be covered including the COVID-19 pandemic, sexually transmitted infections, foodborne infections, healthcare-acquired infections and neglected tropical diseases, and future trends in the field of infectious diseases.

FGSM350 Critical Regions and International Relations (3 credits)
Pre-req: *Must be in Global Fellows Program*
This course recognizes the importance of regional study within the field of international relations and is designed to examine key challenges. Media reporting on global events often concentrates on the policies and actions of individual countries while underplaying the regional context and the interactions of multiple countries or multilateral institutions. A central focus of this course will be the role of multilateral institutions in relation to critical regions. Thus, this course will look at the wide array of factors influencing global events and dynamics, and the

various tools available to foreign policy practitioners to address challenges in such critical regions as the Near East, Central Asia, and Europe.

FGSM360 U.S. Diplomacy and Public Policymaking (3 credits)
Pre-req: *Must be in Global Fellows Program*
This course will examine how U.S. national security and diplomacy policies and strategy are formulated and executed in a contemporary context. The course will look at the underlying ideological perspectives that tend to shape how U.S. decision makers view foreign policy challenges and opportunities. It will look at the range of tools available to national security practitioners as they work to protect and advance U.S. national interests. The course will also examine the domestic context and process through which decisions about specific foreign policy objectives are set and actions are implemented. Throughout the course, the emphasis will be on the practical understanding and appreciation of how U.S. diplomacy is formulated and pursued. Team-taught by a Foreign Service Officer and a U.S. intelligence officer, the course will seek to build practical skills of students for application in professional experiences in the international arena. Thus, the course will emphasize the development of professional writing, presentation, and policy analysis skills, including through an interagency simulation. The course will also feature guest lecturers from Washington's international policymaking, think tank, media, and NGO communities.

FGSM370 Science Diplomacy: Foreign Policy and Science, Technology, and Innovation (3 credits)
Pre-req: *Must be in Global Fellows Program*
This course will explore the science and technology/foreign policy nexus with specific sectoral assessments to include energy and climate change, public health, space and innovation, and economic development. Our world is increasingly defined by scientific advancements and technological innovation. Solutions to today's global challenges — in economic growth/poverty reduction, climate change, food security, and health — will rely on developments in science and technology. Science is now a global endeavor. Developing countries are investing heavily in their science and technology infrastructure. The United States and many other countries view S&T as the means to achieve economic goals and to ensure the well-being of their populations. The pursuit of knowledge and technology development relies on national level efforts and also extends beyond national jurisdictions. As a result, the linkages between foreign policy and S&T have never been stronger. Science Diplomacy integrates the foreign policy and scientific and technological communities. The U.S. integrates scientific and technological knowledge into our diplomacy to help ensure that our policies are technically sound, programmatically viable, and politically feasible. Students, through expert speakers, presentations, readings, and negotiation exercises, will explore the critical roles scientific knowledge and technological innovation play in the formation and implementation of foreign policy issues.

FGSM380 Responses to Global Challenges: A Practitioner's Perspective (3 credits)
Pre-req: *Must be in Global Fellows Program*
This course will examine global issues and responses primarily from the perspective of the practitioner, as a means of providing students with practical insight into the challenges and

crises that exist worldwide. The focus will be on a range of social, humanitarian, and human rights issues set in different global contexts. Class topics may include humanitarian assistance and international humanitarian law, refugees and vulnerable populations, human rights, global health, environmental and human security policy, the role of Congress and the Executive branch, U.S. and U.N. relations, and good governance initiatives. The class will utilize public institution publications and government documents, as well as academic literature, in the readings. Practitioners with experience in the field will share their knowledge and expertise with students and participate in class discussions. Class attendance and active participation is crucial to the course. The guest speakers, representing different organizations, will provide students with a better understanding of the range of possible responses to global challenges. This seminar will also focus on the practical knowledge needed for careers in the international arena.

FGSM390 Water Security and Global Health Challenges (3 credtis)
Pre-req: *Must be in Global Fellows Program*
This course will examine water challenges and health threats, the major actors as well as mechanisms and initiatives involved in responding, and the factors that governments need to consider as they develop global water and health strategies. Water scarcity, poor water quality and inadequate sanitation negatively impact food security, health, and livelihood for families across the world. Water and sanitation related diseases remain among the major causes of death in children under five. The inter-connectedness between water and health, energy, food security, ecosystems, and climate change makes water a key foundation for achieving country-level sustainable development goals.

FMSC280 Global Child and Family Health: Getting There Via E-Communications (3 credits)
DSHS, SCIS
Pre-req: *None*
Students will learn about global maternal, child and family health issues and how these issues may affect their lives. Interdisciplinary teams of students will collaborate to develop programs aimed at improving global family health through the use of information and communications technologies.

FMSC310 Maternal, Child, and Family Health (3 credits)
Pre-req: *None*
Overview of the major issues in Maternal, Child, and Family Health in the U.S. and the world. The course will cover the social, political, environmental, and economic factors that shape the health of women, children, and families throughout the life course. It will employ the core disciplines of public health -- 1) epidemiology/biostatistics, 2) environmental health, 3) health policy and administration, and 4) social and behavioral health -- to examine these factors. The course introduces specific issues and interventions and places these issues and interventions within their broad socio-historical context.

FMSC330 Family Health: Health Happens in Families (3 credits)
Pre-req: *None*

The objective of this gateway course is to help you understand and apply basic theories and empirical data on family health. The course is designed to provide you with skills to think critically about theories including: Life Course Theory, the Bio-Ecological and Social-Ecological Models, and Systems Theory. We will ask questions about the distinct qualities and intersections of contexts and characteristics that impact the functioning of families. We will apply theory and research to topical issues in family health that are impacted by social structures such as conflict, crisis, migration, incarceration and inequalities.

FMSC383 Health and Human Services Delivery and Evaluation (3 credits)
Pre-req: *FMSC330*
Processes of service delivery with special emphasis upon relationships among managers, service providers and clients. The impact of human service systems on families.

GEOG140 Natural Disasters: Earthquakes, Floods and Fires (3 credits) DSNS, SCIS
Pre-req: *None*
Catastrophic Environmental Events (CCE) that are becoming more common in this time of global environmental change and it is essential that today's students be equipped with the knowledge and skills to be leaders as we, as a society, understand the upheaval that these CCEs are causing. Students will examine how CEEs shape human society and ecosystem from the interdisciplinary perspective afforded by the field of Geography. Students will use the latest geographic science concepts and techniques in exploring these events. Using satellite imagery they will gain a multi-scale perspective of the ecological and societal aspects of the events.

GEOL120 Environmental Geology (3 credits) DSNS
Pre-req: *None*
A review of geologic factors underlying many environmental problems and the interactions between population and physical environment: geologic hazards, land-use planning, conservation, mineral resources, waste disposal, land reclamation, and the geologic aspects of health and disease. The course is aimed at lower division students in education and liberal arts, and should be useful to any student concerned with geologic perspectives of environmental problems.

GBHL388_ Research Internship in Global Health (1-6 credits)
Pre-req: *None*

GVPT200 International Political Relations (3 credits) DSHS, DVUP
Pre-req: *None*
A study of the major factors underlying international relations, the causes of conflict and cooperation among international actors, the role of international institutions, the interactions of domestic and foreign policies, and major issues in security, economy and the environment. *This course only counts as an option if GVPT282 is taken as a Supporting Course.*

GVPT282 Politics in the Developing World (3 credits) DSHS, DVUP
Pre-req: *None*

A study of the domestic governmental institutions; processes and problems such as conflict and economic development; and the socio-economic environments that are common to developing countries of Africa, the Middle East, Asia, and Latin America. *This course only counts as an option if GVPT200 is taken as a Supporting Course.*

HLSA484 Redesigning Health Care: Developing a Clinic to Meet Community Needs (3 credits)
Pre-req: *60 credits*
Provides an opportunity for students to learn a key entrepreneurial skill, Design Thinking, while helping to build, reshape, redesign and transform delivery of health care in the Mona Center, a new community center and clinic in Prince George's County. This new, modern vision for a health and wellness clinic embraces student involvement in designing, planning and contributing to innovative programs, solutions, and processes to improve the clinic's ability to meet community and patient needs by addressing the social determinants of health as well as traditional clinical health status. Students in the class will develop empathy for patients, providers and other stakeholders, define problems, select a specific problem for intervention, understand problems based on stakeholder input, ideate, reframe and suggest options to solve or address the problem, prototype solutions, test ideas, and make recommendations to inform implementation and ongoing measurement and monitoring of impact.

HLTH234 Global Health Messages: Understanding Exposure and Impact (3 credits) DSHS, DVCC, SCIS
Pre-req: *None*
Using a global perspective, this course teaches students to be critical consumers of current and historical health communication interventions. It also provides students with the skills to develop media interventions that target specific and general populations. Students will discover the array of diverse media messages that influence the health and well-being of individuals and communities.

HLTH264 Tweets and Likes: Digital Health and Social Media (3 credits) DSHS, SCIS
Pre-req: *None*
Examines the current and potential use of digital health and social media to influence public health. Provides an overview of knowledge, skills and terminology necessary to optimize the effectiveness of these technologies to contribute to the enhancement of individual and community health.

HLTH434 Introduction to Public Health Informatics (3 credits)
Pre-req: *Minimum of 60 credits*
Provides an overview of the field of public health informatics and the influence of technology on the public's health and well-being. Emphasizes the application of various technologies and computer/internet applications to support public health research and practice, including strategies to address new and emerging threats.

HLTH460 Multicultural Population Health (3 credits)
Pre-req: *HLTH140, HLTH230, or HLTH366; or departmental permission*

Health concerns of U.S. ethnic minority groups and factors placing them at elevated risk for disease and injury. Health education concepts and strategies to reduce disparities between their health status and the health status of the general population.

HLTH490 Professional Preparation in Community Health (3 credits)
Pre-req: BSCI 170/171; BSCI 213; SPHL 100; GBHL 285; EPIB 301 & 315; ANTH 210 & 310; HLTH 230
The development of skills necessary for joining the public health work force post-graduation, as well as assistance in obtaining an appropriate internship that will serve as a final semester, capstone experience. Students will be exposed to various relevant professional experiences, and will be afforded the opportunity to strengthen their own individual skills by selecting from a menu of skills-based learning modules that best suit their perceived needs.

KNES260 Science of Physical Activity and Cardiovascular Health (3 credits) DSNS
Pre-req: *None*
Course details (1) the public health importance of and the processes underlying cardiovascular disease, (2) the risk factors for cardiovascular disease and the methods whereby they were identified, and (3) the principles of the scientific evidence supporting the use of physical activity to prevent cardiovascular disease.

NFSC220 Diet: Is it a Cause or a Solution (3 credits) DSSP, SCIS
Pre-req: *None*
If diet is a very straightforward topic; then why and how does this simple matter result in complicated health problems? Diet can provide a simple solution to numerous health issues. So, why do many people fail to follow this seemingly simple solution and still suffer from obesity and other diet-related diseases? Diet is a topic that most people know but few people understand. In addition, diet has become one of the most important lenses for looking at a variety of social, economic, and cultural issues. Since the concept of diet is continuum and has multifaceted aspects, we need to understand it in broad and multidisciplinary perspectives including social, cultural and economic aspects.

NFSC230 Global Nutrition Sensitive Food Systems (3 credits)
Pre-Req: *Recommended* NFSC100 and NFSC112
This course will seek to build on the momentum created by these and similar conversations and initiatives to prepare students and participants to develop global solutions fit for local contexts that bridge the gap between agricultural development and its largely unfulfilled health and nutritional benefits. Our focus will be on Ghana, Africa. The course will be taught online by the faculty from the University of Maryland and Kwame Nkrumah University of Science and Technology (KNUST), Kumasi Ghana.

NFSC425 International Nutrition (3 credits)

Nutritional status of world population; consequences of malnutrition on health and mental development; and local, national, and international programs for nutritional improvement.

Prerequisite: Must have completed one course in basic nutrition.

NFSC430 Food Microbiology (3 credits)
Pre-Req: BSCI223; or permission of instructor
A study of microorganisms of major importance to the food industry with emphasis on food-borne outbreaks, public health significance, bioprocessing of foods, disease control, and the microbial spoilage of foods.

NFSC470 Community Nutrition (3 credits) DSSP, DVCC
Pre-Req: NFSC315
Perspectives underlying the practice of nutrition services in community settings. Assessment of needs, program planning and evaluation. Programs and strategies to meet nutrition needs outside the acute care setting, such as nutrition education and food assistance. National nutrition policy and federal initiatives in nutrition will be examined. Students will be required to travel to local community nutrition sites during the semester.

NFSC498K Gut Microbiota Health and Metabolic Disease (3 credits)
Pre-req: *None*
Analysis of topics related to gut microbiota health, diet and nutrition. An introduction to the gut microbiota and its acquisition; How the microbiome is studied; Techniques for analyzing microbiome data; Gut microbiome changes in obesity and associated comorbidities: liver disease, insulin resistance and diabetes; Links between the microbiota, intestinal immune system and adipose tissue immune system; Effects of diet on the gut microbiota; Potential of the gut microbiome in treating obesity and related diseases.

PHSC401 History of Public Health (3 credits)
Pre-req: *Minimum of 45 credits*
Emphasis is on the history of public health in the Western world from antiquity to the present. Also examines the influence of public health developments as they relate to the Western world as well as throughout diverse cultures and societies across the globe. Analysis focuses on the interaction among Western and non-Western cultures with respect to health issues, including science, policies, prevention and treatment.

PHSC402 Emergency Preparedness (3 credits)
Pre-req:
Intensive introduction to public health emergency preparedness. Course will provide students with an overview of the role of public health in planning, prevention, preparedness, response, and recovery from disasters, both manmade and natural.

PHSC410 Public Health Program Planning and Evaluation (3 credits)
Pre-req: *None*

Students will become familiar with the dynamics of public health program planning, and the basic process of identifying unmet needs. They will be able to identify different types of program evaluation, including needs assessment, formative research, process evaluation, impact assessment, and cost analysis.

PHSC412 Food, Policy and Public Health (3 credits)
Pre-req: *C- in HLSA300*
Broad overview of the impact of food and food policy on public health. Course covers topics such as access to food, food systems, influence of food policies on the individual, the cost of food, influences on food selection, food safety risks and responses, nutrition-related health challenges, and a comparison of US food/nutrition issues with those of other nations.

PHSC415 Essentials of Public Health Biology: The Cell, The Individual, and Disease (3 credits)
Pre-req: *C- in BSCI202*
Presents the basic scientific and biomedical concepts of modern public health problems and explores in depth mechanisms and models of the major categories of disease. The biologic principles presented are foundations to public health disease prevention, control, or management programs.

PHSC426 Climate Change and Health (3 credits)
Pre-req: *C- in MIEH300*
Climate changes pose significant risks to population health by affecting air quality, the availability of safe drinking water, infectious disease transmission, food security, and access to housing, land, and livelihoods. Students examine the relationship between climate change and human health, focusing on how climate change vulnerability varies between populations by geographic, demographic, and socioeconomic characteristics.

PHSC430 Special Topics in Public Health; Public Health in the City: Global and Domestic Perspectives on the Urban Environment (3 credits) DSHS, DVUP, SCIS
Pre-req: *C- in BSCI202 and MIEH300*
Exposure to issues related to city habitation and the health of the public, including how the urban environment impacts the lives and health of city dwellers, including discussion of the social determinants of health. Students are encouraged to think about urban health and policy, and to question the current state of urban public health. Issues of race, class, and equality will be discussed throughout the course as they relate to each of these topics.

PLCY213 Foundations of Nonprofit Leadership and Social Innovation (3 credits)
Pre-req: *None*
Through discussions of contemporary trends, challenges and issues, this course provides an introduction to the nonprofit and NGO sectors, social innovation, and the leadership and management skills required to achieve social impact. The course will explore the history, theories, and roles of philanthropy, the nonprofit sector, and social innovation in societies and cultures. Students will be able to demonstrate an understanding of the process and principles of

social entrepreneurship and social innovation. Additionally, the course will introduce students to topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, project management, and overall strategies for achieving social impact. The course will include mini hands-on learning experiences that allow them to apply key learning outcomes.

PLSC125 Feeding Ten Billion by 2050: Food Security and Crop Production (3 credits)
DSNS, SCIS
Pre-req: *None*
An introduction to the global food system and its agricultural, biophysical, and socioeconomic domains. The problems and potentials for increasing world food supply based on current agronomic knowledge. Emphasis on international aspects of food   crop production as its interrelationships with people and the environment in the developing world.

PLSC303 Global Food Systems (3 credits) DSNS
Pre-req: *BSCI170 and BSCI171*
An introduction to the global food system and its agricultural, biophysical, and socioeconomic domains. The problems and potentials for increasing world food supply based on current agronomic knowledge. Emphasis on international aspects of food crop production as its interrelationships with people and the environment in the developing world.

SPHL260 Public Health Beyond Borders (3 Credits)
The skills learned in this course are intended to engage students in critical thinking prior to a study abroad, global health project, or other international service experience in such a way that adds depth for the student and minimizes unintended negative consequences for local communities. The course is designed in three parts to prepare students to think critically about reciprocity in international service projects and develop scholarship in practice. Community members are viewed as partners, educators, and trusted advisors. Furthermore, since global health projects begin long before the plane lands, money is exchanged, and the first of many plastic bottles of water is purchased, the course begins with broad definitions of key concepts to heighten awareness of unintended consequences of well-meaning volunteers, then leads students through reflection and writing to apply these concepts and provides opportunity to integrate key concepts into plans for projects that serve global communities with cultural competence. Students will explore the needs of global communities, design interventions, and reflect on the potential outcomes in improving health in the communities served, while also focusing on their own subjective experience.
Pre-req: *None*

USLT320 Afro-Latinx Diasporas (3 credits)
Pre-req: *None*
Examines the history of the African diaspora and the Afro-Latinx populations in the United States. Explores transnational migrations, comparative slave systems, labor, community formation, gender, sexuality, popular culture, and the changing meanings of blackness and latinidad.

Appendix C: Learning Outcome Assessment Plan

The Learning Outcome Assessment Plan connects learning outcomes to the courses required in the Global Health major.

Required Courses

Learning Outcomes (black X indicates emphasis) (red X indicates major emphasis)	Supporting Cour (AGNR, ARHU, BSOS, CMNS, EDUC, INST)	SPHL100 Foundations of Public Health	FMSC110 Families and Global Health	MIEH321 Environmental Determinants of Emerging Infectious Diseases	GPHL285 Introduction to Global Health	EPIB301 Epidemiology for Public Health Practice	EPIB315 Biostatistics for Public Health Practice	ANTH210 Introduction to Medical Anthropology and Global Health	ANTH310 Method & Theory in Medical Anthropology and Global Health	HLSA320 Comparative Global Health Care Delivery Systems	HLTH230 Introduction to Health Behavior	GPHL210 Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors	GPHL310 Introduction to Global Health Literacy	INST420 Data Applications in Global Health	GPHL497 The Global Health Experience	GPHL289 Global Classroom	GPHL369 Study Abroad	GPHL489 Global Health Field Internship
Knowledge Base																		
Global Health Strategies	x	X	x	X	X	X	x	X	x					X	x	x	X	X
Scientific Bases	x			x	X	X									X			
Proficiency in Second Language		X											X					
Big Data Applications						X	X							x				
Social and Cultural Complexities	x	X	x	X	X			X	x	X		X			X			
Relationship Building	x		x					X	x			X						
Critical Thinking Skills																		
Understand Globalization	x		X	X	X	x		x	x	X				X	X	X	X	X
Application of Multidisciplinary Perspective		X	X	X	X	X		X	x	X				X	x	X	X	X
Utilization of Collaborative Approaches	x	X	X	X	X			X	x	X	X		X	X	x	X	X	X
Impacts of Racism																		
Analyze impacts of racism in global health	x	X	X		X			X	X				X					
Develop strategies to combat racism		X	X		X				X	X	X	X	X					
Reflection of anti-racism	x	X	x	X	X	X		X	X		X		X		X			
Professional Communication Skills																		
Demonstration of Verbal and Written Skills	x	X	X		X			X	X		X		X		x			
Proficiency in Multi-media	x							X	X			X	X		x			
Basic Research Skills																		
Critically Evaluate Current Theories	x		X	X	x			X	x						X			
Literature Application	X		X	X				X	x						X			
Statistical Application						X	x							x				
Approach Implementation	X		X	X				X	x	X					x			
World View																		
Reflection	X		X					X	x						x	X	X	x
Career Pathways																		
Network Understanding		x							x	x		X						
Roles and Opportunities												x	x					
Career Development												x						

Global Health Learning Outcomes:

1. Understand the concepts, theoretical frameworks, and analytical methodologies underlying successful and sustainable global health strategies.

2. Understand the scientific bases for infectious disease.

3. Demonstrate beginning and/or intermediate ability in a second language.

4. Demonstrate competence in the development, recognition, and utilization of big data within global health applications.

5. Understand the social and cultural complexities inherent in global collaborations.

6. Demonstrate the ability to establish respectful, trusting relationships with people, communities, and institutions around the globe.

7. Understand globalization and its social and political foundations, with particular emphasis on effects on health and healthcare among populations in distinct locations.

8. Apply a multidisciplinary perspective to the appreciation, understanding, assessment, intervention, and sustainability of strategies designed to effectively address global health issues.

9. Utilize ethical, structurally competent, collaborative approaches to understanding, researching and contributing to community-supported interventions relevant to global health challenges.

10. Critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.

11. Develop macro and micro strategies to combat racism and proactively promote health equity.

12. Reflect upon what it means to be anti-racist.

13. Demonstrate clear, incisive, verbal and written communication skills within the context of specific cultures, languages, and sociopolitical systems.

14. Demonstrate proficiency in a variety of electronic and digital media.

15. Recognize and critically evaluate current theories and practices within the discipline of global health.

16. Utilize peer-reviewed literature and apply it to research as well as to formulating effective program planning and evaluation strategies.

17. Apply introductory statistical methodology and big data approaches to solve global health problems.

18. Create and implement successful, novel approaches to global health issues based upon critical evaluations of historical underpinnings and previous challenges.

19. Reflect upon and integrate required academic experiential learning into a deeper understanding of professional and personal responsibility.

20. Understand the interconnected network and the major initiatives and priorities of global health organizations at the local, national and world levels.

21. Recognize the various roles, responsibilities, and opportunities available throughout the public, private, and nonprofit sectors.

22. Implement a strategy to enhance long-term career development.

Improving the Public Health of Maryland through a Diverse Public Health Workforce

OVERVIEW

In the recently concluded Middle States accreditation visit, one of the key recommendations for the campus focused upon eliminating the retention and graduation gap for under-represented minorities (URM). The undergraduate population (~2500 students) within the School of Public Health is fully 55% minority, significantly exceeding the campus mean, and is home to the B.S. degrees of Community Health, Family Science, Kinesiology (the university's fourth largest major) and Public Health Science (the tenth largest major and a STEM program). Additionally, many of these same students are first generation and have experienced powerful socioeconomic factors adversely influencing retention, graduation and time to degree.

In alignment with the recent Middle States recommendation, the School of Public Health assumes a leadership role in the university's land grant mission. Since its inception ten years ago, the central mission of SPH is to "promote and protect the health and well-being of the diverse communities throughout Maryland through interdisciplinary education, research and service."
The SPH is uniquely positioned to simultaneously achieve two goals: 1) help the campus eliminate the gap for URM and 2) meaningfully contribute to a diverse workforce designed to improve the health of diverse communities within the state of Maryland.

The present proposal addresses the Provost's call for initiatives that specifically focus upon critical needs to support high enrollment majors. It outlines a series of low-cost, innovative and intertwined initiatives that will serve the breadth of the student body, with particular emphasis on and benefits for URM students. The university's 2010 Task Force on Retention and Graduation, together with more recent, corroborating research, has strongly suggested that co-curricular activities within the academic discipline, increased quantity and quality of faculty and peer mentoring, and early exposure to application of theoretical concepts through professional alumni connections are all key components in academic success. The programs outlined below will build off this existing literature base.

ACTION PLAN

The action plan consists of three parts, to include 1) a collaborative, SPH-specific program involving the campus Teaching and Learning Transformation Center (TLTC) and the recently developed Academic Peer Mentoring Program (AMP), 2) direct engagement of local alumni with students, and 3) increased programmatic infrastructure targeted toward all students but especially the academically at-risk and URM populations.

1. Academic Peer Mentoring Program

Undergraduate teaching assistant (UTA) and mentoring programs are phenomenal in their ability to engage a breadth of students. Not only are the strongest students provided unique challenges

and leadership opportunities in the form of UTA positions, but the inclusion of UTAs in courses also provides additional learning and engagement opportunities both for students characterized by "middling" cumulative GPAs (a substantial and frequently forgotten cohort) as well as for the struggling, at-risk students. The SPH leadership team (specifically, the Assistant Dean for Undergraduate Affairs and the Associate Dean for Academic Affairs), together with the TLTC, will lend administrative and content support to our request for an additional professional career services person and one additional professional advisor who will jointly be responsible for program implementation, assessment and sustainability.

Initial discussions between the TLTC AMP Director and the Assistant/Associate SPH Deans have already occurred. Additionally, SPH has asked TLTC to be a partner in this specific endeavor and they have responded favorably.

Expected Impact: By focusing heavily on URM students both in the selection of UTAs and their engagement in large courses, we anticipate a narrowing of the retention/graduation gap for these students.

2. Direct Engagement of Local Alumni

Multiple studies have indicated that most students, particularly URM and/or first generation students, perform better when the relationship between academic theory and application to the professional field is made clear. This is especially true for those students who may not be eligible for post-baccalaureate study yet often thrive in a career emphasizing translation of academic concepts into improving peoples' lives. This component of the proposal overlays on the UTA program and directly addresses the need for increased alumni engagement within and external to the classroom. Further, the base of potential internships, a key factor in securing post-baccalaureate recommendations and employment, will be considerably expanded, affording students unique opportunities to interact with successful mentors. Under a similar administrative structure as the UTA program, the additional career and advisor professionals will work with the deans to establish a vastly expanded base of engaged, professional alumni who will work with our UTAs and expand the alumni presence in our classrooms and co-curricular activities thus impacting all students.

Expected Impact: Diversifying the workforce in Maryland communities to improve the public health of citizens is a core mission of the School of Public Health. By overlaying the UTA program with a targeted effort to forge productive alumni relationships and direct engagement in multiple initiatives, students will gain a unique perspective into the connection between academic coursework and real-world careers, leading to a positive impact in retention/graduation for all students, in particular URM students.

3. Targeted Programmatic Infrastructure

The SPH exemplifies a diverse student population characterized by a high percent of minority and first generation students as well as a marginalized, often financially struggling, community college base. Because none of the majors within SPH are Limited Enrollment Programs (LEPs), most students enter SPH within the second or even third year. It is critical that we immediately address their academic and career needs. Evidence suggests that programmatic initiatives are most effective when targeted toward specific groups. Therefore, the final responsibility of these proposed career and advisor professionals will be to develop outcome-oriented, SPH-specific programming focused upon academic success and meaningful relationships which further

connect students to their colleagues, faculty, mentors and staff. Additional emphasis will be placed upon the achievement of mathematical and writing competencies. Pilot programs will be developed based upon the current literature, with significant input from the academic departments, existing university support services, and the current SPH career and advising structures. Examples include: UNIV100-like 1 cr. courses for juniors and seniors targeted at career placement and professional development; specialized workshops for targeted students around academic and career skills; math and writing workshops for targeted underperforming students; and integration of academic-related workshops and tutor access with large courses.

Expected Impact: It is becoming increasingly recognized that many minority, first generation and community college transfers enter the University of Maryland never having experienced a family member or friend who is familiar with the historical cultures inherent in higher education, much less successful strategies to negotiate a complex institution. The development of small, pilot programs directed at specific populations will enhance the knowledge and skills upon which retention and graduation of underrepresented students depend.

SUMMARY & OUTCOMES

This proposal aims to directly address the Middle States recommendation for the campus to eliminate the retention and graduation gap for under-represented minority students. Specifically, this proposal requests permanent funding for one additional career professional and one additional advisor. Together, and with considerable support from the SPH departments and administration as well as the Teaching and Learning Transformation Center, the SPH will enact three initiatives designed to increase support for all students, particularly URMs. These three initiatives are inter-connected and include a large-scale implementation of UTAs for high enrollment classes, a plan to increase productive alumni engagement within and outside of the classroom, and the targeted programming necessary to support diverse populations in attaining their aspirations and dreams.

The SPH's current graduation rate for our most recent cohorts of junior transfer students after 4 years
(i.e., 6 yr graduation rate) is 88% across all races, while the rates for Black/African American and Hispanic students are 3-8 percentage points lower, similar to university-wide statistics. Our 5-yr goal is to reduce this gap from 8 to 4 percentage points for Black/African American students and from 3 to 0 percentage points for Hispanic students, while increasing the overall graduation rate for transfers to at least 90%.

BUDGET
$200,000 of permanent budget funds are requested for two FTE, as outlined above. SPH will match with two Step II or III GA positions to provide support for the UTA program and other initiatives.

Appendix E: Supporting Correspondence for Required Courses (DRAFTS)

AGNR/NFSC:

UNIVERSITY OF MARYLAND

Stephen M. Roth <sroth1@umd.edu>

Re: NFSC and GH major

1 message

Cheng-I Wei <wei@umd.edu>   Mon, Apr 17, 2023 at 10:47 AM
To: "Stephen M. Roth" <sroth1@umd.edu>, Cheng-I Wei <wei@umd.edu>
Cc: Joseph <jsull@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>, Sara Kao <sarakao@umd.edu>, Tiffany Moore <tmoore12@umd.edu>, Tiffany Jones <tiffanyj@umd.edu>

Dear Stephen,

Congratulations on your success in establishing the new interdisciplinary Global Health major. We are happy that the NFSC100 is listed as a required course in the proposed curriculum, Your offering of financial resources for TA appointment for this class is adequate and appreciated. Thanks for giving us the opportunity to contribute to the success of this new major.

Cheng-i Wei

Dr. Cheng-i Wei
Interim Department Chair of Nutrition and Food Science
College of Agriculture and Natural Resources
Skinner Building Suite 0112
University of Maryland,
College Park, MD 20742
wei@umd.edu
Office: 301-405-4521 or 301-405-0773
Fax: 301-314-3313

On Mon, Apr 17, 2023 at 9:58AM Stephen M. Roth <sroth1@umd.edu> wrote:
> Hi Cheng-I,
> We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.
>
> NFSC100 is a required course in the proposed curriculum, so additional seats will be needed. To support this requirement, we will provide resources to NFSC to support the additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.
>
> Our anticipated budget for NFSC is as follows, anticipating a ramp up of enrollments after launch:
> FY24 (program development): $0
> FY25 (program launch, Fall 24 or Spring 25): $56K (1 TA equivalent)
> FY26 and beyond: $112K (2 TA equivalent)
>
> We appreciate your close involvement in this exciting major!
> Best,
> Steve
>
> _____
>
> Stephen M. Roth, Ph.D. *(he/him)*
> Professor & Associate Dean for Academic & Faculty Affairs
> Director, Public Health Science Program
> School of Public Health
> University of Maryland
> College Park, MD 20742
> 301-405-2504; fax 301-405-8397
>
> *I sometimes send messages outside of typical business hours. Please do not feel obligated to respond outside of your working hours.*

UNIVERSITY OF
MARYLAND   Stephen M. Roth <sroth1@umd.edu>

Re: ARHU and GH major

1 message

Lindsay A. Yotsukura <ly@umd.edu>   Tue, Apr 18, 2023 at 2:15 PM
To: Ralph Bauer <bauerr@umd.edu>
Cc: "Stephen M. Roth" <sroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>, "Audran M. Downing"
<audran@umd.edu>, Mary Ellen Scullen <mscullen@umd.edu>

Dear Steve,

I echo Ralph's congratulations and am so pleased to see this is moving forward!

Best,

Lindsay

Lindsay Amthor Yotsukura, Ph.D.
Associate Director for Academic Affairs,
School of Languages, Literatures, and Cultures
Associate Professor of Japanese
1105B Jiménez Hall
University of Maryland
College Park, MD 20742
Email: ly AT umd.edu
Telephone: (301) 405-8902
https://sllc.umd.edu/directory/lindsay-yotsukura
https://sllc.umd.edu/japanese

On Tue, Apr 18, 2023 at 2:02 PM Ralph Bauer <bauerr@umd.edu> wrote:
Dear Steve,

Congrats on the approval of your new program. That's great news. I copy Lindsay and Mel Scullen (the new director of
SLLC) and attach our original agreement for her reference.

Best wishes,
Ralph

On 4/17/2023 9:58 AM, Stephen M. Roth wrote:

Hi Ralph,
We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which
will involve six colleges and the Office of International Affairs.

As you know, a language requirement is a core element of the proposed curriculum and the School of
Languages, Literatures, and Cultures would be a central element. To support the student language
requirements, we will provide resources to SLLC to support the testing and additional seats necessary to
support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in
student enrollments, we are prepared to reevaluate this number as needed and certainly within three
years of the launch of the program.

Our anticipated budget for SLLC is as follows, anticipating a ramp up of enrollments after launch:
FY24 (program development): $0
FY25 (program launch, Fall 24 or Spring 25): $10K
FY26 and beyond: $25K

We appreciate your close involvement in this exciting major!
Best,

Steve

Stephen M. Roth, Ph.D. *(he/him)*
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
School of Public Health
University of Maryland
College Park, MD 20742
301-405-2504; fax 301-405-8397

I sometimes send messages outside of typical business hours. Please do not feel obligated to respond outside of your working hours.

--
Ralph Bauer
(Pronouns: he/him/his)
Professor of English and Comparative Literature
Associate Dean for Academic Affairs, College of Arts and Humanities
President, Society of Early Americanists (2021-23)
1102 Francis Scott Key Hall
University of Maryland
College Park, MD 20742-7311
Phone: 301 405 5646
E-Mail: bauerr@umd.edu
https://english.umd.edu/directory/ralph-bauer

BSOS:

UNIVERSITY OF
MARYLAND

Re: BSOS and GH major
1 message

Katherine Ford Russell <krussell@umd.edu>   Mon, Apr 24, 2023 at 4:08 PM
To: "Stephen M. Roth" <sroth1@umd.edu>

Hi Stephen,
Everybody is excited! We are full steam ahead!
Many thanks,
Katherine

Katherine F. Russell, PhD
Associate Dean for Undergraduate Education
College of Behavioral and Social Sciences
University of Maryland
301-405-1692, krussell@umd.edu

On Mon, Apr 24, 2023 at 2:52 PM Stephen M. Roth <sroth1@umd.edu> wrote:
Hi Katherine,
I know you were going to confirm with your department chairs that the plan below was good. I want to include confirmations in the PCC that will go in later this week. Are we good to move forward?
Thank you,
Steve

On Mon, Apr 17, 2023 at 9:58 AM Stephen M. Roth <sroth1@umd.edu> wrote:
Hi Katherine,
We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

BSOS will support multiple required courses in the proposed curriculum, so additional seats will be needed (ANTH210, ANTH310, and GVPT200 or GVPT282). To support this requirement, we will provide resources to BSOS to support the course instruction and additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for BSOS is as follows, anticipating a ramp up of enrollments after launch:
FY24 (program development): $0K
FY25 (program launch, Fall 24 or Spring 25): $222K (1 PTK line and 2 TA equivalent)
FY26 and beyond: $278K (1 PTK line and 3 TA equivalent)

We appreciate your close involvement in this exciting major!
Best,
Steve

Stephen M. Roth, Ph.D. *(he/him)*
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
School of Public Health
University of Maryland
College Park, MD 20742
301-405-2504; fax 301-405-8397

CMNS:

CMNS support for full implementation of the global public health major
1 message

Robert L. Infantino <rinfanti@umd.edu>   Mon, May 1, 2023 at 10:52 AM
To: "Stephen M. Roth" <sroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>
Cc: "Kevin S. McIver" <kmciver@umd.edu>, Dave Straney <straney@umd.edu>, Reid Compton <compton@umd.edu>

Dear Steve and Nicole,

We are pleased to hear that the Global Public Health major has successfully developed a plan to move forward to full implementation.   The College of CMNS is very supportive of the implementation of the major, which we think will be popular and will better serve a student niche that is different than the existing Public Health Science major.

As we discussed when we were planning the curriculum several years ago, we will develop a new course for the GPH majors - BSCI213 - Microbiology in Health and Disease.   This non-lab course will focus specifically on the learning objectives suitable for the global health audience.   The new major will also placed increased demand on BSCI170, the course prerequisite.   As a result, as a part of your budget we have requested a new lecturer - who will develop and teach a section of 213 each semester, as well as a section of BSCI170 each semester.   We also have requested two GTA lines - one to support BSCI171 and one to supper BSCI213.

We look forward to working together to implement this new major in the coming years.

Bob

--

Robert L. Infantino, Ph.D.
He/him/his
Associate Dean
College of Computer, Mathematical, and Natural Sciences
3400 A.V. Williams Building **(*note new address*)**
University of Maryland College Park, MD 20742-5511
Phone: (301) 405-4906 FAX: (301) 314-9949
email: rinfanti@umd.edu
http://biology.umd.edu/robert-infantino.html
Connect with UMD Science: Web | Twitter | LinkedIn | Instagram | Facebook

INST

Re: INST and GH major

1 message

Katherine Izsak <kworboys@umd.edu>   Mon, Apr 24, 2023 at 3:52 PM
To: "Stephen M. Roth" <sroth1@umd.edu>
Cc: Nicole Marie Cousin-Gossett <cgossett@umd.edu>

This is outstanding, we are definitely in!

Thanks so much,
Kate

Please note: Due to a chronic health condition, I am not able to accept drop-in visitors to my office at this time. You may book an appointment with me through Google Calendar.
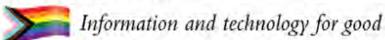
Katherine Worboys Izsak, Ph.D. (she, her, hers)
Associate Dean for Academic Affairs | Emergency Preparedness Officer | College of Information Studies (iSchool)
Affiliated Faculty Member | Department of Anthropology
University of Maryland | College Park, MD | kworboys@umd.edu | 301-405-1246

COLLEGE OF INFORMATION STUDIES

Information and technology for good

On Mon, Apr 24, 2023 at 2:59 PM Stephen M. Roth <sroth1@umd.edu> wrote:
Hi Katherine,
We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

INST will support a new required course in the proposed curriculum, so additional support will be needed (INST420, Data Applications in Global Health). To support this requirement, we will provide resources to INST to support the course preparation and additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for INST is as follows, anticipating a ramp up of enrollments after launch:
FY24 (program development): $10K (course development)
FY25 (program launch, Fall 24 or Spring 25): $111K (1/2 PTK line and 1 TA equivalent)
FY26 and beyond: $167K (1/2 PTK line and 2 TA equivalent)

We appreciate your close involvement in this exciting major!
Steve

Stephen M. Roth, Ph.D. *(he/him)*
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
School of Public Health

Appendix F: Additional Supporting Correspondence

Office of International Affairs

From: Ross Lewin, AVP International Affairs
To: Boris Luschniak, Dean of the School of Public Health;
Stephen Roth, Associate Dean of the School of Public Health

Re: Support for the Global Health Major

April 21, 2023

Dear Boris and Stephen,

I am very excited about your Global Health major, and I really appreciate that you brought the Office of International Affairs (OIA) into the conversation right from the beginning. For me, this major is at the right time and the right place. It will meet both student demand and the needs of our society, and it perfectly aligns with our University's strategic commitments, values and aspirations. I hope your proposal comes to fruition, and know that OIA will assist you in any way we can to develop global health learning experiences for your students.

You know better than I that infectious diseases know no borders, and the health consequences of war and natural disasters almost inevitably cross national lines. Your innovative global health curriculum acknowledges these facts in its vision and in its details. One of the things that I am particularly impressed by is that your major requires an experiential component, whether that is through study abroad, a global classroom, an internship, or even projects right in the classroom itself. This project-based component will provide your students with an opportunity to not only learn about global health but to practice it. As we all know, this generation of students is an activist one that does not just want to observe the world but to actually improve it.

The Global Health major will also help OIA realize its ambitious goal of Global-Learning-for-All around grand challenges and Diversity, Equity, and Inclusion. I have been so pleased that the School of Public Health (SPH) joined four other academic units to our Teaching and Learning Grant funded project to advance our distinctive global learning for all plan. I am particularly thrilled to see that your SPH designed and integrated two project-based global learning modules into two different courses. With this new major, the School of Public Health is well on the path to graduate every student with deep knowledge about global injustice related to public health, a greater sense of empathy towards those afflicted by this injustice, and greater experience in helping remedy the global health disparities around the world.

Your global health major will serve as a role model of global learning that other units can emulate, especially since your proposed curriculum exactly reflects *Fearlessly Forward* and distinguishes global learning from our peer institutions here and around the world. Again, my staff is eager and ready to help you make this global health major get off the ground, help grow it, and help sustain it by working with you to develop innovative and impactful project-based global learning experiences for your students, whether those experiences are here or in a different country.

Best of luck to you.

Sincerely,

Ross Lewin, PhD
Associate Vice President for International Affairs

Global Fellows

Support note for new Global Health major

1 message

Joan B. Burton <jburton1@umd.edu>   Thu, Apr 20, 2023 at 12:19 PM
To: "Stephen M. Roth" <sroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>

Dear Steve and Nicole,

Thank you for sharing (early on) your exciting and compelling proposal for a new Global Health major! I am extremely pleased that you are now moving forward with the formal proposal. The degree is ground-breaking. It provides a model of the thoughtful, innovative, multidisciplinary collaborations needed to solve the major challenges ahead, both within educational institutions and out in the world. I wish to confirm that we are happy and honored for the following Global Fellows academic seminars to be included in the Global Health Option Courses (FGSM350, FGSM360, FGSM370, FGSM380, and FGSM390). It will be a privilege to work with SPH and other partners to empower Global Health majors to achieve their aspirations to have a positive impact in the world. We are excited too about finding ways for further collaborations.

Respectfully yours,
Joan

****

Joan Burton, Ph.D.
Director, Federal and Global Fellows Programs
Director, Individual Studies Program
2407 Marie Mount Hall
University of Maryland, College Park
Phone: 391-314-1920
Email: jburton1@umd.edu
www.ivsp.umd.edu
www.federalfellows.umd.edu
www.globalfellowsdc.umd.edu
www.marylandfellows.umd.edu

Appendix G: Additional Education Abroad Experiences

Additional Education Abroad Experiences can be found here, especially targeted for School of Public Health students.

Appendix H: Faculty List

GBHL Core Courses

Name	Courses	Appointment	Degree	Status	Related Expertise
Sylvette La Touche-Howard	*SPHL100: Introduction to Public Health*	Associate Clinical Professor in the School of Public Health	PhD	FT	Public health and community engagement
Elisabeth Fost Maring	*FMSC110: Families and Global Health*	Associate Clinical Professor in Family Science	PhD	FT	Director of the UMD Scholars Living and Learning Program in Global Public Health; Assistant Director of the SPH Global Health Initiative; Instructor for Study Abroad and Global Classroom courses; Faculty Advisor for Public Health Without Borders
Amir Sapkota	*GBHL285: Introduction to Global Health*	Full Professor in the Maryland Institute for Applied Environmental Health	PhD	FT	Intersection of climate change and human health with an emphasis on cardiopulmonary, renal and diarrheal diseases in Maryland and the Asian-Pacific region
Michael Bazaco	*MIEH321: Environmental Determinants of Emerging Infectious Diseases*	Adjunct II Instructor	PhD	PT	Researcher at the Food and Drug Administration specializing in epidemiology and infectious disease
Typhanye Dyer	*EPIB301: Epidemiology for Public Health Practice*	Associate Professor in Epidemiology and Biostatistics	PhD	FT	Health disparities, especially the Influence of social, psychological and behavioral factors on STI and HIV risk in Black populations
Jamie Trevitt	*EPIB315: Biostatistics for Public Health Practice*	Assistant Clinical Professor in Epidemiology and	PhD	FT	Social epidemiology and demography

		Biostatistics			
Andrea Lopez	*ANTH210: Introduction to Medical Anthropology*	Assistant Professor in Anthropology	PhD	FT	Medical anthropology, urban anthropology
Matthew Thomann	*ANTH310: Method and Theory in Medical Anthropology and Global Health*	Assistant Professor in the Department of Anthropology	PhD	FT	Medical anthropology, queer anthropology and global health, particularly in Sub-Saharan cultures
Negin Fouladi	*HLSA320: Comparative Global Health Care Delivery Systems*	Associate Clinical Professor	PhD	FT	Global health and health policy
Dina Borzekowski	*GBHL420: Reading Data: Applied Biostatistics in Global Health* *GBHL497: The Global Health Experience (Capstone Course)*	Research Professor, Department of Behavioral and Community Health	PhD	FT	Director of the SPH Global Health Initiative; health communication, extensive funded global health research in 32 countries
Zahra Saboori	*HLTH230: Introduction to Health Behavior*	Lecturer, Department of Behavioral and Community Health	PhD	FT	Social and behavioral scholar
Kristen Stoebenau	*Student mentoring and research opportunities*	Assistant Research Professor, Department of Behavioral and Community Health	PhD	FT	Has taught Honors courses, I-Series courses, and is a social and behavioral scientist with expertise in social determinants of health. Extensive experience in global health funded projects, especially with African women
Babak Fotouhi	*INST420:*	Assistant	PhD	FT	Historical evolution of

	Data Applications in Global Health	Professor, iSchool			culture and meanings; relations between social networks and behavior
Cynthia Baur	*GBHL310: Introduction to Global Health Literacy*	Endowed Chair and Director of the Horowitz Center for Health Literacy in the School of Public Health	PhD	FT	Health literacy and health communication expert focused on improving health literacy at the individual, family, community, and organizational levels.
M. Haider	*Research and career mentorship*	Clinical Professor, SPH	PhD	0.7 FTE	Extensive expertise and experience in global health with major projects in several countries around the globe.
Amy Sapkota	*Research and career mentorship*	Professor, SPH; Director, Maryland Institute for Applied Environmental Health	PhD	FT	Global water reuse in agriculture settings; climate change
Rianna Murray	*Research and career mentorship*	Assistant Research Professor, SPH	PhD	FT	Global water reuse in agriculture settings; climate change
Rachel Goldstein	*Research and career mentorship*	Assistant Professor, SPH	PhD	FT	Global water reuse in agriculture settings; climate change
Mona Mittal	*Research and career mentorship*	Associate Professor, SPH	PhD	FT	Mental health and traumatic stress; sexual and reproductive health outcomes
Mitch Mokhtari	*Research and career mentorship*	Professor, SPH	PhD	FT	International development, tax administration and tax policy
Mariana Falconier	*Research and career mentorship*	Associate Professor, SPH	PhD	FT	Economic stress and immigration stress in Latinx couples

Marie Thoma	*Research and career mentorship*	Associate Professor, SPH	PhD	FT	Maternal and infant health, birth spacing, and infertility
Steve Ault	*Research and career mentorship*	Adjunct Instructor, SPH	MPH	PT	Former Pan-American Health Organization director and expert in environmental health and infectious disease

GBHL Supporting Courses

Name	Courses	Appointment	Degree	Status	Related Expertise
Hee-Jung Song	*NFSC100*	Associate Professor, NFSC	PhD	FT	Behavioral-based community nutrition assessments and interventions
Ken Leonard	*Research and career mentorship*	Professor, AGNR	PhD	FT	Human capital services in the rural economies of developing countries
Todd Allee	*GVPT200*	Associate Professor, GVPT	PhD	FT	International trade and investment
Jennifer Wallace	*GVPT282*	Senior Lecturer, GVPT	PhD	FT	International relations and world politics
Reid Compton	*BSCI170/171*	Principal Lecturer and Associate Chair, Biological Sciences	PhD	FT	Former longtime Director of Scholars Living and Learning Program; foundations of biology
Nicholas Fletcher		Lecturer, Department of Biology	PhD	FT	
John Buchner	*BSCI2__*	Lecturer, Biological Sciences	PhD	FT	Elevate Fellows; foundations of biology and microbiology
Peter Glanville	*ARHU Languages, Literature, and Cultures*	Associate Professor, ARHU	PhD	FT	Arabic language
Nahal Akbari-Saneh	*ARHU Languages, Literature, and Cultures*	Clinical Assistant Professor, ARHU	PhD	FT	Persian language
Multiple	*ARHU Languages, Literature, and Cultures*				Multiple languages are offered in the ARHU School of Languages, Literature, and Cultures

Appendix I: Language Minor Considerations

Total Credits: 120
Major (including UNIV100): 86
General Education: 18
(AW, OC, PW, HU, HU, IS)
Elective: 16

Ex: Total Credits for Span Lang Minor: 120
Major (including UNIV100): 86
General Education: 12 (AW, OC, PW, IS)
Language Minor: 18 (21 with Pre not in major)
Elective: up to 4

General education could be less than 18 credits due option course selections that fulfill GE requirements

Languages with minors:
- Arabic (21 credit)
  - (12) Prerequisites: ARAB104, ARAB105
  - (21) Language Acquisition Courses: ARAB204, ARAB205, ARAB304, ARAB305
- Chinese (15 credit) or Chinese Studies (15 credit)
  - (12) Language Acquisition Courses: 200 level or above
  - (3) Linguistics Course: Chinese Linguistics Course
- French Studies (21 credit)
  - (8) Prerequisites: FREN103, FREN203
  - (12) Grammar and Composition Courses: FREN204, FREN250, FREN301, FREN387
  - (9) Additional Courses: May choose two 300 level and one 400 level courses
- Hebrew (28 credit)
  - (12) Prerequisites: HEBR106, HEBR107, HEBR206
  - (16) Required: HEBR207, HEBR249, HEBR313, HEBR314, and one additional upper level course
- German Language, Literature, and Culture (15 credit)
  - (8) Prerequisites: GERM103, GERM203
  - (15) Language Acquisition and Culture Courses: 3 of 5 must be on the upper division level; one literature, one language, and one culture
- Italian Language and Culture (18 credit)
  - (8) Prerequisites: ITAL103, ITAL203
  - (18) Language Acquisition Courses: ITAL204, ITAL207, ITAL211, ITAL301, ITAL311, one additional 300 or 400 level
- Japanese (15 credit)
  - (18) Prerequisites: JAPN101, JAPN102, JAPN201
  - (15) Minor Requirements: Language Acquisition (6), Linguistics (3), Literature/Cultural Studies (3), Additional JAPN course
- Korean Studies (15 credit)
  - (6) Prerequisites: KORA101, KORA102
  - (6) Language Acquisition Courses: example is KORA201, KORA202
  - (9) Korea Related Studies: at least one must have broad East Asian content
- Persian Studies (15 credit)
  - (14) Prerequisites: PERS101, PERS102, PERS201, PERS211
  - (9) credits/courses taught in Persian, at the upper level
  - (6) credits/courses from PERS courses taught in English
- Portuguese Language, Literatures, and Cultures
- Russian Studies (15 credit)
  - (6) credits/courses taught in Russian
  - (9) credits/courses must be at upper level
- Spanish Language and Cultures; Spanish Language, Business, and Cultures (18 credit)
  - (11) Prerequisites: SPAN103, SPAN203, SPAN204
  - 3 tracks – Literature, Linguistics, and Culture; Language, Culture, and Professional Contexts; Heritage Language and Latino/a Culture

	Global Health Four-Year Template – Sample Spanish Minor			
Requirements	**Year 1: Fall**	**Credit**	**Year 1: Spring**	**Credit**
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of **two semesters** into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPAN203	4
	BSCI170/171 (NL)	4	ANTH310 (SP, UP)	3
	UNIV100	1	Elective/GenEd	3
	SPAN103	4	SPHL100	3
	GBHL210	1		
	Total	16	Total	16
Benchmark 2 Requirements One World Language course must be completed by the end of t**hree semesters** into the major. **Benchmark 3 Requirements** Two World Language courses must be completed by the end of **four semesters** into the major.	**Year 2: Fall**	**Credit**	**Year 2: Spring**	**Credit**
	SPAN204	3	SPAN207 (HU)	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
	BSCI213 (IS)	3	HLTH230	3
	I-Series	3	GVPT200/282	3
	Total	15	Total	15
Major Requirements BSCI170/171 requires MATH120 placement. **Prerequisite courses must be completed with a C- or higher:** BSCI213 requires completion of BSCI 170/171. EPIB315 requires completion of EPIB301.	**Year 3: Fall**	**Credit**	**Year 3: Spring**	**Credit**
	SPAN301	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	INST420	3
	MIEH321	3	GBHL Option (100-400)	3
	GBHL310	3	SPAN303 (HU)	3
	GBHL Option (100-400)	3	GBHLOption (300-400)	3
	Total	15	Total	15
Major Requirements ANTH310 requires completion of ANTH210. *It is highly recommended that students complete two courses in the same language.* A grade of C- or higher must be earned in all major requirements.	**Year 4: Fall**	**Credit**	**Year 4: Spring**	**Credit**
	Professional Writing (PW)	3	GBHL497 (SP)	3
	SPAN311	3	GBHL Option (300-400)	3
	GBHL489	3-6	SPAN4XX	3
	GBHL289_	3	SPAN33_	3
	HLSA320	3		
	Total	15	Total	12
TOTAL Credits = 120				

Appendix K: Job Description Proposal

HR Title: Coordinator

Functional Title: Coordinator for Global Public Health Programs

Category: C2

Office: SPHL with a dedicated office TBD

Campus/College Information:

Founded in 1856, University of Maryland, College Park is the state's flagship institution. Our 1,250-acre College Park campus is just minutes away from Washington, D.C., and the nexus of the nation's legislative, executive, and judicial centers of power. This unique proximity to business and technology leaders, federal departments and agencies, and a myriad of research entities, embassies, think tanks, cultural centers, and non-profit organizations is simply unparalleled. Synergistic opportunities for our faculty and students abound and are virtually limitless in the nation's capital and surrounding areas. The University is committed to attracting and retaining outstanding and diverse faculty and staff that will enhance our stature of preeminence in our three missions of teaching, scholarship, and full engagement in our community, the state of Maryland, and in the world.

The School of Public Health and the Office of International Affairs seek to develop in students the ability to lead with a global vision in the area of global public health, and develop global public health leaders through the following initiatives:

1. Major: Global Health
2. Minors: There are no plans for a minor in Global Health Semester long international exchanges
3. Newly created Public Health study centers abroad
4. Short-term sponsored study abroad programs
5. Global classroom programs and connections
6. Public Health Without Borders
7. Global Internships and Research Opportunities
8. Alternative Spring Break Programs

Position Summary:
The Coordinator for Global Public Health is responsible for the following core responsibilities:

1. International Education advising for Global Public Health students students
2. Curriculum integration and international education course mapping
3. Program Administrative for signature global public health programs and exchanges

International Education Advising & Global Program Support
The coordinator plays a critical role in advising and supporting students in integrating international experiences into their global public health curriculum. With over 300 global public health majors the program coordinator plays a key role in expanding international educational experiences for students, increasing outreach efforts, and managing a portfolio of diverse programs.

The coordinator is responsible for leading curriculum integration and curricular mapping efforts to ensure all global public health majors have clearly articulated international experiences as part of their academic plans.   The coordinator ensures key courses are evaluated by Public Health faculty and develops/manages programs for each major ensuring there is no additional time added for degree completion. The coordinator pays particular attention to building inclusive programs that are accessible to all students in the major.

The coordinator plays a key role in supporting and advising visiting public health exchange students from application through the end of their experience to ensure their success. This includes assisting with cultural adjustments and transition to UMD, facilitating course permissions for visiting students, and supporting their academic and cultural development needs.

Commitment to Partnerships
A commitment to partnerships is key to the success in this position. The coordinator approaches their work in a collaborative fashion and understands how to develop mutually beneficial partnerships across campus and abroad. This includes closely collaborating with UMDs central International Affairs and Education Abroad offices, Public Health academic departments, student services units, and key strategic international exchange partners. Education Abroad, which provides partial funding for this position, is deeply committed to the success of this role. The coordinator should ensure a closely coordinated and collaborative relationship with our central Education Abroad colleagues.

The position reports to the Director of Global Public Health and a dotted line to the central Education Abroad office.

Minimum Qualifications:
- Bachelor's degree; Masters Degree preferred
- Two years of post bachelor's work experience, including experience working with students in a university setting
- Experience studying, living and/or working abroad or significant experience in a cross-cultural environment;

KNOWLEDGE, SKILLS & ABILITIES:

- A deep commitment to diversity and inclusion and being student-centered in your advising approach
- Excellent communication, interpersonal and organizational skills
- Ability to think creatively in solving problems and using a solution-oriented approach
- Ability to utilize technology to support advising, recruitment and program management; and
- Demonstrated ability to work independently and as part of a dynamic team

Preferences:
- Master's degree in student affairs, higher education, international education, counseling, or a related field;
- One or more years working in a study abroad or advising office;

- Familiarity with best practices to recruit and support underrepresented students in study abroad;
- Knowledge of a world language

Additional Certifications:
Occasional international travel is required with this position so the candidate must hold, or be able to obtain, a valid passport.

Supervision Received:
The position reports to and is supervised by the Director of the Global Health program. The position works closely with the Director of Education Abroad and/or their designee.

Physical Demands:
Work is performed in an office environment and requires the ability to operate standard office equipment physically on the University of Maryland campus. Must gather and transport small parcels, packages and other items, traverse short distances to deliver and pick up materials.

Candidate must also be capable of traveling internationally in economy class.

Essential Duties

Advising & Program Administration for International Education Programs: 50%

- **Outgoing Study Abroad Advising and Support: 50%**
  - Serve as the primary international education advisor for students in the Global Public Health Program interested in global experiences including study abroad, research and interning abroad and/or virtual international educational experiences such as global classrooms.
  - Work with students to select programs which are a good curricular fit to maintain degree progress
  - Support and advise students through the application and selection process for all global public health programs
  - Review applications and make admissions decisions for study abroad programs sponsored by the School of Public Health
  - Provide advising to Public Health students on issues related to visas, billing, housing, and insurance needs
  - Support pre-departure preparations for Global Public Health programs
  - Provide management/administrative support for exchange programs, including applications, nominations, course registration, program logistics, etc.
  - Respond to inquiries from students, parents and other involved parties to answer questions about studying abroad for majors
  - Evaluate study abroad transcripts for Global Public Health students and submit them to the Transfer Credit Services unit in the Registrar for posting on student records
  - Promote scholarship opportunities to prospective study abroad students and administer Public Health scholarship funds
  - Provide Education Abroad with updates and information for online and print study abroad program brochures and cost of attendance information
- **Incoming Exchange Student Support: 10%**

- ○ In cooperation with the Education Abroad Exchange program manager, provide advising for incoming exchange students from the point of nomination to program completion
- ○ In cooperation with the Education Abroad program manager, review and evaluate incoming exchange applications for acceptability and program fit
- ○ Support the development and implementation of a one-day comprehensive and robust orientation for incoming exchange students in conjunction with the general exchange orientation program
- ○ Act as a resource and mentor for incoming exchange students as they navigate their experiences at UMD
- ○ Support outreach activities and the promotion of the School of Public Health to partner institutions and their students
- **Curricular Integration/International Education Course Mapping 20%**
  - ○ Liaise with key partners in the academic departments to ensure course placements for incoming students
  - ○ Liaise with academic departments, Education Abroad and the Registrar in the evaluation and posting of international transfer credit to student records
  - ○ Develop advising resources tailored for academic advisors to help them promote study abroad opportunities to advisees
  - ○ Assist with maintaining engineering records in the International Course Database, submitting courses for reevaluation as needed, and ensuring the accuracy of course records
- **General International Education Programming and Support: 20%**
  - ○ Communicate with departmental advisors and undergraduate directors on major requirements and other relevant information that may impact students' ability to study abroad and ensure this information is well documented
  - ○ Promote international opportunities to current and prospective students through study abroad fairs, pre-departure orientations, major-specific information sessions, re-entry activities, public presentations, classroom visits, and other on-campus informational/recruitment events
  - ○ Implement a targeted outreach strategy tailored to specific student populations
  - ○ Present to faculty and staff within the School to educate colleagues on international educational opportunities available to students
  - ○ Develop and implement outreach strategies to promote study abroad to underrepresented students
  - ○ Develop relationships with key constituencies and key stakeholders; such as:
    - **OIA and Education Abroad Staff** – to closely coordinate global classrooms, education abroad efforts, participate in OIA/ EA staff meetings, trainings, and to share feedback and information that could inform a college embedded advising model to be used more widely across campus
    - **Academic Advisors** – to foster greater cooperation in the promotion of international education and support for graduation clearances
    - **Outreach -** develop outreach to target underrepresented groups in engineering and study abroad
    - **Transfer Credit Services** – to develop procedures which facilitate the timeliness and accuracy of posting of student records
    - **Career Services-** to foster internship opportunities for students

- **National Scholarships Office**
- Others as required

Appendix K: BS-MPH Dual Degree Program Plan

All current SPH BS degree programs (HLTH, FMSC, KNES, PHSC) are able to move into any MPH concentration as part of our accelerated BS-MPH program (**PCC Approval: 18045**). GBHL BS students will be able to move into the program using the same application and process. All degree programs are allowed to include the same 12 credits of MPH coursework as part of their undergraduate degree requirements, mostly taken from elective credits (SPHL601, 602, 603, 610, 611).

The sample plan (next page) outlines a typical plan for a GBHL student to enter the BS-MPH as a Junior and complete the 12 graduate credits in place of elective credits. Compared to the basic plan, the student would take Professional Writing a semester earlier, moving 6 elective credits to the fall of their Senior year. This would allow 12 credits of electives in the Senior year, which would be replaced by the SPHL MPH courses.

If the student chooses not to enter the MPH program, the graduate credits will count toward the BS degree and there is no penalty to the student. Because of variation in the foreign language requirement for the program, some BS-MPH students may complete up to 123 credits in the GBHL program, but will nonetheless complete the MPH program earlier and with lower cost compared to the transition path.

The overview of the linkage of the BS to the MPH is shown here:

Accelerated BS to MPH general program plan

	A	B	C	D	E	F	G	H	I
1	BS + MPH/MHA General Curriculum	Completed during B.S. Senior Yr	Completed during B.S. Senior Yr.	Summer after graduation	MPH Semester 1 (Fall – first)	MPH Semester 2 (Spring)	Summer	MPH Semester 3 (Fall – 2nd)	MPH Semester 4 (Spring)
2	MPH/MHA Core Courses	SPHL601; 1 cr Foundations in Public Health**	SPHL 610, 5 credit **		SPHL620, 2 credit leadership course				
3		SPHL 602, 4 credit , + SPHL603, 1 credit **	SPHL611, 1 credit Public Health Ethics**						
4	Concentration Courses				3 credit	3 credit			
5					3 credit	3 credit			
6					3 credit	3 credit			
7	Electives			3 credit elective		3 credit elective			
8	Applied Practice Experience						4 credits – *778 Internship		
9	Integrative Learning Experience							3 credit capstone *786	
10	Credits:	6	6	3	11	12	4	3	
11		**Count toward B.S. degree requirements.					Total MPH Credits:	45 credits	

Global Health Four-Year Template – General Education - BS-MPH Program

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of **two semesters** into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPHL100	3
	BSCI170/171 (NL)	4	ANTH310 (SP,UP)	3
	UNIV100	1	Elective/GenEd	3
	World Language (100-400)	4-6	World Language (100-400)	4-6
	GBHL210	1		
	Total	16-18	Total	16-18

Requirements	Year 2: Fall	Credit	Year 2: Spring	Credit
Benchmark 2 Requirements One World Language course must be completed by the end of **three semesters** into the major.	Elective	3	Elective	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
Benchmark 3 Requirements Two World Language courses must be completed by the end of **four semesters** into the major.	BSCI213 (IS)	3	GVPT200/282	3
	Humanities (HU)	3	HLTH230	3
	Total	15	Total	15

Requirements	Year 3: Fall	Credit	Year 3: Spring	Credit
Major Requirements *BSCI170/171 requires MATH120 placement.*	MIEH321	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	I-Series	3
Prerequisite courses must be completed with a C- or higher: *BSCI213 requires completion of BSCI170/171.*	GBHL310	3	INST420	3
	GBHL Option (100-400)	3	GBHL Option (100-400)	3
	Humanities (HU)	3	Professional Writing (PW)	3
EPIB315 requires completion of EPIB301.	Total	15	Total	15

Requirements	Year 4: Fall	Credit	Year 4: Spring	Credit
Major Requirements *ANTH310 requires completion of ANTH210.*	**SPHL601**	**1**	GBHL497 (SP)	3
	SPHL602	**4**	GBHL Option (300-400)	3
It is highly recommended that students complete two courses in the same language.	**SPHL603**	**1**	GBHL Option (300-400)	3
	GBHL289_	3	**SPHL610**	**5**
	HLSA320	3	**SPHL611**	**1**
A grade of C- or higher must be earned in all major requirements.	GBHL489	3-6		
	Total	15	Total	15

TOTAL Credits = 120-123

Appendix L: Peace Corps Prep Program and University of Maryland College Park

MEMORANDUM OF AGREEMENT
REGARDING
THE PEACE CORPS PREP PROGRAM
WITH
UNIVERSITY OF MARYLAND, COLLEGE PARK

This Memorandum of Agreement (this "MOA") sets forth the understanding of the Peace Corps, an independent agency of the federal government, and the University of Maryland, College Park (the "Institution"), for the establishment of a Peace Corps Prep Program (the "Program"). The Program will serve to advance the goals of the Peace Corps: to help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans. The Program will also advance the goals of the Institution: to provide an opportunity for students to combine academic course work with practical field experience and to enhance ongoing international activities at the University. The Program will contribute to more effective Volunteer service; improved benefits for host countries; and to the long-term professional and career development of participants.

I. THE PROGRAM

A. ESTABLISHMENT

The Program is intended to be a component of an undergraduate curriculum, consisting of experiential-based community service and selected courses, that will help prepare students for volunteer service in international development, potentially with the Peace Corps.

B. PARTICIPANTS

To be eligible for the Program, students must be in good academic standing at the time of application. If selected for participation, they must maintain such standing throughout their enrollment in the Institution. Students wishing to participate in the Program will submit their applications in accordance with the Institution's requirements. The Institution will encourage students who decide to apply to the Peace Corps to do so in a timely manner. The Institution will encourage a diverse pool of students to apply. The parties intend to follow their respective non-discrimination policies. 2

C. CURRICULUM

Core student competencies and requirements for the Program are attached as Appendix A. The Institution reserves the right to modify course offerings, experiences, and trainings from time to time as it deems necessary to maintain a competitive and current program of study, so long as these modifications align with the guidance in Appendix A. The Institution agrees to notify the Peace Corps of substantive changes in programming or academic requirements at least three (3) months prior to the beginning of the academic year when such changes would be implemented.

II. IMPLEMENTING PROVISIONS

A. THE INSTITUTION'S UNDERSTANDINGS

In order for the Institution to undertake and implement such a program, using the name "Peace Corps Prep," the Institution intends:
1. To facilitate the process through which students build core competencies identified by the Peace Corps in Appendix A.

2. To designate an Institution Coordinator within an office or department of the Institution to coordinate with the Peace Corps in the implementation of the Program.

3. To develop and implement an appropriate programmatic design and suite of student materials for the Program, in consultation with the Peace Corps.

4. To submit to the Peace Corps, for its review and approval, brochures, web pages, press, and other materials provided to students and the public describing the Program, prior to public distribution.

5. To publicize the Program to students, the community, and the general public.

6. To recruit, screen, and select candidates to the Program.

7. To verify whether participants have satisfied the requirements listed in Appendix A and to notify the Peace Corps of those participants that it determines have fulfilled those requirements.

8. To establish and maintain a Program web page that provides information about the Program and includes a direct link to the Peace Corps' web site. The Institution Coordinator will conduct a semi-annual review of the Institution's Program web page to ensure that Program information is accurate and current, and inform the Peace Corps of any substantive changes.

9. To provide the Peace Corps with an annual report on the program.

10. To comply with all applicable laws and the institution's policies and procedures with respect to the institution's activities under this MOA.

3

B. THE PEACE CORPS' UNDERSTANDINGS

The Peace Corps intends:

1. To designate a liaison officer at Peace Corps to coordinate with the Institution in implementing the Program.

2. To list the Institution on the Peace Corps' Peace Corps Prep webpage and provide a direct link to the Program's webpage.

3. To issue certificates for all participants that the Institution determines have completed the Program successfully and transmit the certificates to the University for distribution.

C. MUTUAL UNDERSTANDINGS

1. The Peace Corps reserves and retains the right to establish the terms and conditions of Peace Corps Volunteer service consistent with its rules, regulations, policies, and practices under the Peace Corps Act and related authorities.

2. The Institution shall have sole responsibility for determining whether an applicant meets its requirements for admission to the school and whether a participant has completed the requirements for a degree.

3. There is no guarantee that a student participating in the Program will be accepted by the Peace Corps as a Volunteer. The Peace Corps retains the right to determine, at any time, if a participant is not qualified for Peace Corps service, notwithstanding such participant's acceptance into the Program, and to separate any Trainee or terminate the service of any Volunteer, in accordance with its rules, regulations, policies, and practices under the Peace Corps Act and related authorities.

4. The Peace Corps is not responsible for the tuition, living expenses, or related expenses of participants while they are enrolled in their Institution.

III. GENERAL PROVISIONS
A. EFFECTIVE DATE; TERM
This MOA is effective for five (5) years (the "Term") upon the signature of the parties. Upon expiration of the Term, the parties may extend this MOA for an additional five (5) year terms by mutual written agreement of the parties.
B. AVAILABILITY OF FUNDS
The obligations of the parties under this MOA are subject to the availability of funds. 4

C. OBJECTIVES AND EVALUATION
Not later than sixty (60) calendar days after the effective date of this MOA, the parties intend to identify specific objectives for the Program, including but not limited to academic objectives. On a yearly basis as determined by Peace Corps under the term of this MOA, the parties intend to jointly or independently, as they may jointly determine, complete a report(s) identifying program strengths and weaknesses, the extent to which previously established goals for the program were achieved during the previous year, and setting forth recommendations, if any, for changes in the Program.
D. TERMINATION
Either party may terminate this MOA for any reason at any time by providing ninety (90) days' written notice to the other party. Should this MOA be terminated, the current participants will be allowed to continue with their degree programs, subject to the terms and conditions of the Institution's academic program and requirements.
E. LIABILITIES AND LOSSES

The Peace Corps assumes no liability or responsibility for accidents, bodily injury, illness, breach of contract, or other damages or loss, resulting solely from acts or omissions of the Institution undertaken under this MOA, whether with respect to persons or property of the Institution or third parties.

The Institution assumes no liability or responsibility to claims arising out of accidents, bodily injury, illness, breach of contract, or any other damages or loss, resulting solely from any acts or omissions of the Peace Corps undertaken under this MOA, whether with respect to persons or property of the Peace Corps or third parties.

F. OTHER PROVISIONS

Each party to this MOA is a separate and independent organization. As such, each organization retains its own identity in fulfilling its obligations hereunder and each organization is responsible for establishing its own policies and financing its own activities. This MOA does not create any employment, partnership, agency, joint venture, or other similar legal relationship between the Peace Corps and the Institution, and neither the Peace Corps nor the Institution has the authority to bind or act on behalf of the other. Unless otherwise indicated in writing, nothing in this MOA constitutes authority for, involvement in, or approval of, any fundraising activities for the Program engaged in by the Institution.

Under the Peace Corps Act, 22 U.S.C. § 2501, et seq., the Peace Corps' name and logo are reserved exclusively to describe programs established 5

pursuant to that Act. The use of the official seal, emblem, or name of the Peace Corps by the Institution shall be allowed only with the prior written permission of the Peace Corps, pursuant to collaborative efforts specified herein.

From time to time, either party, its employees, or others associated with it may wish to express their respective views or take their own initiatives regarding the Program. Should the party or such individuals do so, third parties will be clearly advised that such views or initiatives are completely independent of, and not on behalf of, the other party or otherwise in the other party's name.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement as of the date and year set forth below:

For THE PEACE CORPS: For UNIVERSITY OF MARYLAND, COLLEGE PARK

Carol Spahn Darryll J. Pines

Acting Director President

Date_____Date_____

June 14, 2021 6

Appendix A – Core Peace Corps Prep Program Requirements
1. Training and experience in a specific work sector

Students must take at least three courses that build their capacity to work in one of the following sectors. Additionally, they should accumulate a minimum of 50 hours of volunteer or work experience in that same sector, preferably in a teaching or outreach capacity.

Education

Health

Environment

Agriculture

Youth in Development

Community Economic Development

2. Foreign language skills

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region.

Latin America: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.

West Africa: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.

Everywhere else: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

3. Intercultural competence

Students must deepen their intercultural competence through a mix of three self-reflective courses focused on diversity and inclusion or the study of marginalized groups.

Prolonged intercultural experiences—such as studying/volunteering abroad, supporting new Americans/immigrants in the community, or teaching in diverse schools—may partially fulfill this requirement.

4. Professional and leadership development

Students must hone their professional skills through at least three activities:
1. Have their resume critiqued by someone in Career Services
2. Attend a workshop or class on interview skills
3. Develop at least one significant leadership experience