

New Academic Program Workflow Form

General

Proposed Name: Global Health

Transaction Nbr: 00000000000150

Plan Type: Minor

Academic Career: Graduate

Degree Offered:

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Sprg 2023

Details

Department(s):

PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4201	College of Public Health	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: N Transfer: N Readmit: Y Graduate: Y

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.2210, International Public Health/International Health.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor, Global Health

Transcript: Y Minor, Global Health

Conditions for Admission/Declaration for this Major:

Enrollment in a PhD program at the University of Arizona

Requirements for Accreditation:

There are no additional requirements, other than the university requirement.

Program Comparisons

University Appropriateness

The proposed program supports the University of Arizona's ambitions for institutional excellence and distinctiveness. The expansion of a Global Health program which includes additional trainings to improve public health is aligned with the MEZCOPH mission in service learning and to the 2019 Council on Education for Public Health (CEPH) accreditation criteria associated with cultural contexts in which public health professionals work.

Students completing this minor will be equipped to address the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Global Health	PHD	12	Arizona State University	Y

Peer Comparison

Please see attached peer comparison chart.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00827682	Kristen Pogreba Brown	4204	Assoc. Prof	Doctor of Philosophy	5.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00909419	Mona Arora	4206	Assit. Prof	Doctor of Philosophy	5.00
02134265	Aminata Kilungo	4206	Assit. Prof. Pract.	Doctor of Philosophy	10.00
02914662	Priscilla Magrath	4205	Senior Lecturer	Doctor of Philosophy	5.00
11107785	Sydney Pettygrove	4204	Assoc. Prof	Doctor of Philosophy	5.00
16900187	Kacey Ernst	4204	Professor	Doctor of Philosophy	10.00
17705323	John Ehiri	4205	Professor	Doctor of Philosophy	10.00
22057991	Halimatou Alaofe	4205	Assoc. Prof	Doctor of Philosophy	10.00
22073285	Katherine Ellingson	4204	Assoc. Prof	Doctor of Philosophy	5.00
22090737	Yevheniia Varyvoda	4205	Instructor	Doctor of Philosophy	5.00
23627391	Naqibullah Safi	4205	Adj. Assoc. Prof	Doctor of Philosophy	5.00

Additional Faculty:

We do not anticipate the need for additional faculty to support this program.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
4201	660	359	74.00

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
4201	660	670	685	359	362	367	74.00	74.00	74.00

Library

Acquisitions Needed:

No additional library acquisitions needed.

Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

The MEZCOPH Office of Student Services and Alumni Affairs offers academic advising for all graduate degrees in our college. In addition, teaching assistants are assigned to courses with large enrollments.

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

11/21/2022 1:26 PM

ESANDMAR

Comments
Approved.



**NEW ACADEMIC PROGRAM- STANDALONE GRADUATE MINOR
ADDITIONAL INFORMATION FORM**

- I. **MINOR DESCRIPTION** -provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

The PhD Minor in Global Health in the Mel and Enid Zuckerman College of Public Health is designed for University of Arizona doctoral students who desire to obtain doctoral level training in global public health. This doctoral minor will provide participants with knowledge and skills necessary to engage effectively in global health policy and practice, whether at home in a diverse setting, or abroad where populations and communities are under-resourced, and where health systems are constrained. A total of 12 course units are required, in addition to successful completion of a written comprehensive exam that is individually tailored to the specific global health interests and career goals of each student.

NEED FOR THE MINOR/JUSTIFICATION-provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

Global health is defined as *an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide*. The Institute of Medicine (IOM) defines global health as *health problems, issues, and concerns that transcend national boundaries, and which may be influenced by circumstances or experiences in other countries and are best addressed by cooperative actions and solutions*. In the face of growing awareness of the need for shared solutions to current global health challenges, including but not limited to pandemics, emergencies, and climate change, opportunities in global health work are increasing, and more individuals are expressing interest in careers in this field. Individuals who desire to work in global health require skills to identify and delineate critical health and human development issues that confront populations in communities in which they work. They may be required to design and/or implement large- or small-scale interventions to prevent disease, protect, or promote population health. They may also be hired as consultants to provide technical assistance. The University of Arizona's doctoral minor in global health is designed to equip participants with the skills necessary to function effectively in global health practice. It covers several critical areas of global health, including but not limited to epidemiology and disease control, maternal and child health, health system management, evidence-based policy and practice, project design, monitoring and evaluation, climate change, and one health.

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) is dedicated to promoting health and wellness of individuals and communities in the southwest and globally with an emphasis on achieving health equity through excellence in research, teaching and service. MEZCOPH currently offers undergraduate and graduate programs in global health on main and online campuses.. The College also offers a Graduate Certificate and a Master of

Public Health (MPH) degree in global health. We propose a PhD Minor in Global Health as an extension of our mission of promoting health and social justice locally and globally. The proposed Minor in Global Health aligns with UArizona’s strategic Pillar #4 (Arizona Global) and is not duplicative of existing programs.

Rationale: Each year, several doctoral students in many doctoral programs across U Arizona approach the MEZCOPH, enquiring about the possibility of adding a minor in global health to their doctoral training. Results of our survey of current UArizona doctoral students (attached) strongly confirm the need for a PhD minor in global health. Participants in the survey provided valuable insights that have guided the preparation of this program proposal, including courses selected for the minor. Job prospects for those graduating with doctoral training in global health are very good. Expected career growth in international public health is 12.26% nationwide and 22.78% in Arizona, with starting salaries ranging from \$49,000 -\$94,000. According to recent Burning Glass market analysis, over 63,000 public health jobs were listed nationally between July 2021 and June 2022. The average salary in the nation for graduates of a global health doctoral program is \$95,000. Market data continues to show that careers in global health are expected to grow significantly in the next 10 years.

III. **MINOR REQUIREMENTS**— complete the table below to list the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading.

Minimum total units required	12
Total transfer units that may apply to minor	None
Pre-admissions expectations (i.e. academic training to be completed prior to admission)	Enrollment in a PhD program at the University of Arizona
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>(Required)</p> <ul style="list-style-type: none"> • HPS 533: Global Health (3 units) <p>Select 9 Units</p> <ul style="list-style-type: none"> • CPH 557: Global Maternal Health: Metrics, Cultural Perceptions & Policy Approaches • EPID 555: Introduction to Maternal and Child Health Epidemiology • HPS 560: International Nutrition (3 units) • CPH/GHI 537: Evidence-based Maternal and Child Health (3 units) • HPS 534: Infectious Diseases, Global Health and Development • EHS 589: Public Health Preparedness • HPS 529: Project Design and Implementation in Global Health • HPS 559: Management of Public Health Emergencies (3 units) • EHS/EPID 545: One Health Foundations (3 units)

	<ul style="list-style-type: none"> • CPH/GHI 532: Food in 2050 and beyond: Climate Change and Global Health • CPH/GHI 581: Food System Preparedness for the Global Emergency Risks • EHS 525: Global to Local: Environmental Change and Human Health • GHI 540: Comparative Health Analysis from a Global Perspective • EPID 606: Changing Health Policy: Cultural Understanding & Epi Analysis • EPID 679: One Health Applications and Practice (3) • HPS 635: Applied Field Methods in Global Health Nutrition (3 units) • EPID 660: Infectious Disease Epidemiology
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	No
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	None

IV. CURRENT COURSES—using the table below, list all existing courses included in the proposed minor. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed minor and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
HPS 533	3	Global Health	Examines major health problems of underdeveloped, developed, and emerging nations. Students conduct in-depth analyses of health problems among various populations in multicultural settings, both nationally and internationally.	None	Online, In-person	Sp	Yes

HPS 560	3	International Nutrition	Fundamentals of biochemistry, including proteins, enzymes, carbohydrates and lipids and their metabolic relationships.	None	In-person	Sp	Yes
EPID 555	3	Introduction to Maternal and Child Health Epidemiology	This course will introduce students to methodological issues in epidemiologic research on reproduction, childhood conditions, and women's health and cover information specific to conditions in each of these areas. The class will include classroom lectures, discussion, and student presentations.	EPID 573A, enrolled in the MPH, MS EPI or PhD EPI programs or consent of instructor	Online	Su	Yes
HPS 635	3	Applied Field Methods in Global Health Nutrition	This course examines principles and methods used in nutritional assessment in clinical, public health and research settings in low- and high-income countries. Dietary assessment, anthropometric, clinical and biochemical techniques will be primary components. Everything from brief nutritional screening techniques to rigorous, advanced techniques for collecting the best quality data will be covered. This course will give students the tools they need to plan clinical and research nutrition assessments and to interpret the scientific literature for incorporation into an evidence-based nutrition practice.	None	In-person	F	Yes
CPH/GHI 537	3	Evidence-based Methods in Maternal and Child Health	This course will equip participants with skills in how to identify and review programs, policies, and practices for evidence of effectiveness, and how to use evidence to advocate for programs and policies.	None	Online	Su	Yes
HPS 534	3	Infectious Diseases, Global	This course will analyze the etiology and distribution of major tropical infectious disease, and the	None	Online	Sp	Yes

		Health and Development	environmental, economic, and cultural factors that lead to their proliferation. Impact on development and global prevention initiatives will be appraised.				
EPID 679	3	One Health Applications and Practice	One Health focuses on the interconnectedness of health among human, animal and environmental systems. This course will explore current One Health applications and practice which are used by various disciplines. Students in this course will participate in a variety of in class and field experiences, as well as work individually and with multidisciplinary teams to address existing and emerging local and global public health challenges.	EHS/EPID 545	In-person	F	Yes
EHS 589	3	Public Health Preparedness	This course will provide the participants with a basic knowledge of public health preparedness and response using an all hazards approach: nuclear, biological, chemical, and natural disaster, and an opportunity to apply this content in a mock critical incident event.	None	Online, In-person	F	Yes
HPS 559	3	Management of Global Public Health Emergencies	Students will develop the knowledge and skills to work in national and international contexts by contributing to and managing global public health humanitarian crises and programs. Graduate students will have advanced level material and additional assignments as shown in the syllabus.	None	Online	F	Yes
EHS/EPID 545	3	One Health Foundations	This course introduces a transdisciplinary One Health framework which focuses on the interconnection between people,	EPID 573A - Introduction to Epidemiology recommended.	Online	F	Yes

			animals and the environment to examine health drivers and outcomes at local, regional, national, and global levels.				
HPS 529	3	Project Design and Implementation in Global Health	This course will equip students with skills in conceptualizing, developing, implementing, and evaluation small-scale projects in global health and development.	None	Online	F	Yes
CPH/GHI 532	3	Food in 2050 and beyond: Climate Change and Global Health	The grand societal challenges have put pressure on traditional food systems and enabled fascinating technology- and nature-based advances shaping the global food outlook. This course is aimed to envision the future of food in the context of climate change, global health, sustainable cities, food-water-energy nexus, and digitally transformed world. Students explore the vision of the future of food under sustainability, middle-of-the-road, and business-as-usual scenarios considering changes in diet, population, agricultural practices, and climate. This course will showcase novel solutions aimed to design the food system that can protect and improve public health, sustain environment, and be upgraded with equity at its core. As students gain insights into food trends, challenges, and emerging opportunities, they will develop leadership vision how to address health-conscious needs and demands for food self-sufficiency throughout the 21st century.	None	Online	F, Sp	Yes

			The course readings consider food from multiple perspectives: health, environmental, economic, social, and cultural, providing a holistic view of the modern food systems pathways.				
CPH/GHI 581	3	Food System Preparedness for the Global Emergency Risks	At the aggregate level, climate variability, rising number of active violent conflicts, infectious diseases, human environmental damage have shaped the vulnerability of food systems and nutrition determinants of health. The aim of the course is to provide an overview of the ways food systems have been impacted by the global risks and introduce strategies that individuals and communities can utilize to enhance the ability to prepare for, recover from, and adapt to unexpected challenges. The course is designed to be practical, relevant, stimulating, and equipped with a range of preparedness-specific solutions drawn from real-world examples. The course expands students' experiential learning through examining the strengths and limitations of responses to address food systems' emergency needs and defend vulnerable communities.	None	In-person	F, Sp	Yes
EHS 525	3	Global to Local: Environmental Change & Human Health	How does a changing environment affect human health? What is the public health role in mitigating and addressing these implications? Students in this course will directly interact with these questions and explore the fundamentals of global environmental change with a focus on climate change. Students will develop	None	In-person	Sp	Yes

			a better understanding of the direct and indirect pathways through which climate and the environment influence human health; the mechanisms and strategies employed to manage and address these impacts; and the challenges and opportunities facing public health researchers and practitioners alike.				
GHI 540	3	Comparative Health Analysis from a Global Perspective	This course will take a comparative perspective to analyze and evaluate diverse healthcare systems. Students will compare and contrast challenges and characteristics across global settings and their impact in delivery of healthcare including public health interventions. The course will also analyze factors that influence the development and design of healthcare systems such as economic, social, political, and ethical environments. Characteristics of specific populations will be discussed in relation to their access to healthcare. U.S. healthcare system will be analyzed from a comparative perspective.	None	Online	F	Yes
EPID 606	3	Changing Health Policy: Cultural Understanding & Epi Analysis	Students will develop the skills to work in another culture by discovering how culture influences health, finding existing data, analyzing and interpreting it in appropriate cultural contexts to form policy.	Completion of EPID 573A, HPS 577, PHPM 574, and BIOS 576A.	In-person	Sp	Yes
EPID 660	3	Infectious Disease Epidemiology	Introduction to epidemiologic methods used in infectious disease investigations. An emphasis will be placed on understanding the relationships between the host, the	EPID 573A; prerequisite, or concurrent registration, EPID 573B,	In-person	Sp	Yes

			parasite and the environment as they relate disease causation.	BIOS/EPID 576A.			
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V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e. CHEM 6**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status *	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
PhD Minor in Global Health will use existing MEZCOPH courses										

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any: N/A

N/A

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact the [Office of Curricular Affairs](#) you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	Url
John Ehiri, PhD	Instructor: HPS 533 & CPH/GHI 537	https://publichealth.arizona.edu/directory/john-ehiri
Priscilla Magrath, PhD	Instructor: CPH/GHI 557	https://publichealth.arizona.edu/directory/priscilla-magrath
Halima Alaofe, PhD	Instructor: HPS 560 & HPS 635	https://publichealth.arizona.edu/directory/halimatou-alaof
Aminata Kilungo, PhD	Instructor: HPS 534 & EHS 589	https://www.publichealth.arizona.edu/directory/aminata-kilungo
Naqibullah Safi, MD	Instructor: HPS 559	https://www.publichealth.arizona.edu/directory/naqibullah-safi
Sydney Pettygrove, PhD	EPID: 555	https://publichealth.arizona.edu/directory/sydney-pettygrove
Kacey Ernst, PhD	Instructor: EPID/HPS 606	https://www.publichealth.arizona.edu/directory/kacey-ernst
Katherine (Kate) Ellingson, PhD	Instructor: EPID 545	https://www.publichealth.arizona.edu/directory/katherine-ellingson
Kristen Pogreba-Brown, PhD, MPH	Instructor: EPID 679	https://www.publichealth.arizona.edu/directory/kristen-pogreba-brown
Yevheniia Varyvoda, PhD	Instructor: CPH/GHI 532 & CPH/GHI 581	https://publichealth.arizona.edu/directory/yevheniia-varyvoda
Mona Arora, MSPH, PhD	Instructor: EHS 525	https://www.publichealth.arizona.edu/directory/mona-arora

VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix A for sample Curriculum Map generated using Taskstream).

Curriculum Map:

Learning Outcomes						
Analyze the complex social, economic, medical, political, and environmental factors that influence population health in low- and middle-incomes countries/resource limited settings.	Appraise the global nature of health threats and challenges posed by climate and environmental change.	Describe the etiology and distribution of major tropical infectious disease, and the environmental, economic, and cultural factors that lead to their proliferation.	Analyze the strengths and weaknesses of interventions that address major global health issues for women and children.	Apply principles and methods for nutritional assessment in clinical, public health and research settings in low- and high - income countries.	Develop health policies and advocacy strategies to improve the health of populations in low- and middle-incomes countries/resource limited settings	
Courses and Learning Activities						
HPS 533; HPS/EPID 606	I/A			P/A		P/A
HPS 533, EPID 679, EHS 589 EHS 525, CPH/GHI 581 EHS/EPID 545 EPID 679, EPID 650, EPID 660	I	I/A	I/A	A	I	
HPS 533 HPS 560 HPS 635	I/A			I/A	P/A	P/A
CPH/GHI 537 CPH 557 HPS 559 HPS 529	I/A	I				P/A
HPS 534	I	I	P/A		P/A	P/A

LEGEND: I = Introduced; A = Assessed; P = Practiced

Curriculum Map:

VIII. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
<u>Outcome 1:</u> Analyze the complex social, economic, medical, political, and environmental factors that influence population health in low- and middle-incomes countries/resource limited settings.	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam
<u>Outcome 2:</u> Appraise the global nature of health threats and challenges posed by climate and environmental change.	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam
<u>Outcome 3:</u> Describe the etiology and distribution of major tropical infectious disease, and the environmental, economic, and cultural factors that lead to their proliferation.	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam

<u>Outcome 4:</u> Analyze the strengths and weaknesses of interventions that address major global health issues for women and children.	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam *Job placement statistics
<u>Outcome 5:</u> Apply principles and methods for nutritional assessment in clinical, public health and research settings in low- and high -income countries.	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam
<u>Outcome 6:</u> Develop health policies and advocacy strategies to improve the health of populations in low- and middle-incomes countries/resource limited settings	Course-embedded continuous assessments and doctoral comprehensive exam	Assessment measures may include the following as appropriate for each specific course: *Graded discussion board assignments *D2L Drop-box assignments *Job placement statistics	*Weekly *Mid-term *End of semester *PhD comprehensive exam

IX. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	3	5	7	9	11

Data/evidence used to determine projected enrollment numbers:

Of the 170 current UArizona PhD students who participated in the needs assessment survey for this program (attached), 27% (45 students) said they would “consider doing a PhD minor in Global Health if it was available to them right now.” Based on this evidence, we propose a modest estimate of 3

students enrolled in the first year. It is possible that more students will enroll, given the mostly online nature of the program and the growing interest in global health. Making this minor available to students who desire the training, while requiring no additional courses or faculty fte is strategic, efficient, and student-centred.

- X. ANTICIPATED MINORS AWARDED-** complete the table below, beginning with the first year in which the minor will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

PROJECTED MINORS AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Minors	3	5	7	9	11

Data/evidence used to determine number of anticipated minors awarded annually:

Graduation rates are based on an estimated 100% retention rate, given the nature of the program as a minor in PhD degrees. Students who reach this milestone in their doctoral program are usually more than likely to complete their degree.

- XI. PROGRAM DEVELOPMENT TIMELINE-** describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

Information about the PhD minor in global health will be made available to UArizona doctoral students through several UArizona faculty who have joint appointments with MEZCOPH, through Arizona Health Science (AHS,) and through MEZCOPH weekly and monthly Newsletters.

- XII. DIVERSITY AND INCLUSION:** Describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

Program information will be widely shared with doctoral students across the University of Arizona campus. Enrollment in the minor is likely to reflect the University of Arizona’s student body diversity. To promote retention, each doctoral student taking the minor will be assigned a minor advisor/mentor, and will be encouraged to attend academic, social, and career events of the college in general, and the Global Health Institute in particular.



Global Health PhD Minor Student Survey

June 2022

University of Arizona Health Sciences Global and Online is advancing the University of Arizona Health Sciences' offerings into the global and online domains and bringing the world closer together by defining the future of health care education, research and practice through the expansion of academic programs, clinical expertise, and research in innovative and dynamic ways. Health Sciences Global and Online supports Health Sciences' five colleges as they create and expand their global and online academic offerings to meet the needs of the next generation of health care professionals—at home and abroad.

OVERVIEW

This report summarizes student opinions and key takeaways from the Global Health PhD Minor Student Survey conducted in collaboration with the University of Arizona Graduate College. The survey was sent to UArizona PhD students actively enrolled as of the Spring 2022 semester (N=1,084). Eligible students included those enrolled in PhD programs identified as having alignment to healthcare and global health¹.

Students were asked via email to answer questions about a proposed PhD minor in Global Health from the Mel and Enid Zuckerman College of Public Health, including the relevance of formal education in global health, their interest in the PhD minor, and their perspectives on important aspects of these programs, including course topics.

A total of 170 students participated in the survey, for a 16% response rate. The margin of error for the survey is 7% based on a 95% confidence level. Survey findings can be used to garner support for and develop a valuable program and positive student experiences in the future PhD minor in Global Health.

PHD MINOR SUPPORT, INTEREST AND INSIGHTS

A strong majority (92%) of students surveyed agree that global health is a critical area of study for future researchers and other professionals. 57% of students who have not yet declared a PhD minor expressed some level of interest (indicating "Very Interested" or "Somewhat Interested" when asked to rate their potential interest) in a PhD minor in Global Health. Of students who have already declared a PhD minor,

¹ Academic Program is equal to Animal Comparative Biomed Sci, Biosystems Analytics & Tech, Biosystems Engineering, Environmental Science, Microbiology, Nutritional Sciences, Plant Pathology Plant Science, Soil, Water & Environ Sci, Biomedical Engineering, Clinical Translational Sci, Immunobiology, Medical Pharmacology, Molecular Medicine, Nursing Biostatistics, Environmental Health Sciences, Epidemiology, Hlth Bhvr, Hlth Promotion, Public Health, Audiology, Ecology & Evolutionary Biology, Molecular & Cellular Biology, Psychology Speech, Language & Hearing Sci, Cancer Biology, Entomology & Insect Science, Genetics, Neuroscience, Physiological Sciences, Pharmaceutical Sciences, Pharmacology & Toxicology; Academic Level - Beginning of Term is equal to Doctoral.

59% expressed that they would have had some level of interest (indicating “Very Interested” or “Somewhat Interested” when asked to rate their potential interest) in a PhD minor in Global Health, had it been available at the time they were deciding on a minor.

25% of interested students identified as being an “International Student.”



I think a Global Health minor could be a useful complement to multiple areas of study.

- Speech, Language and Hearing Science Doctoral Student

28% of respondents (45 students) said they would consider doing a PhD minor in Global Health if it were available to them right now.

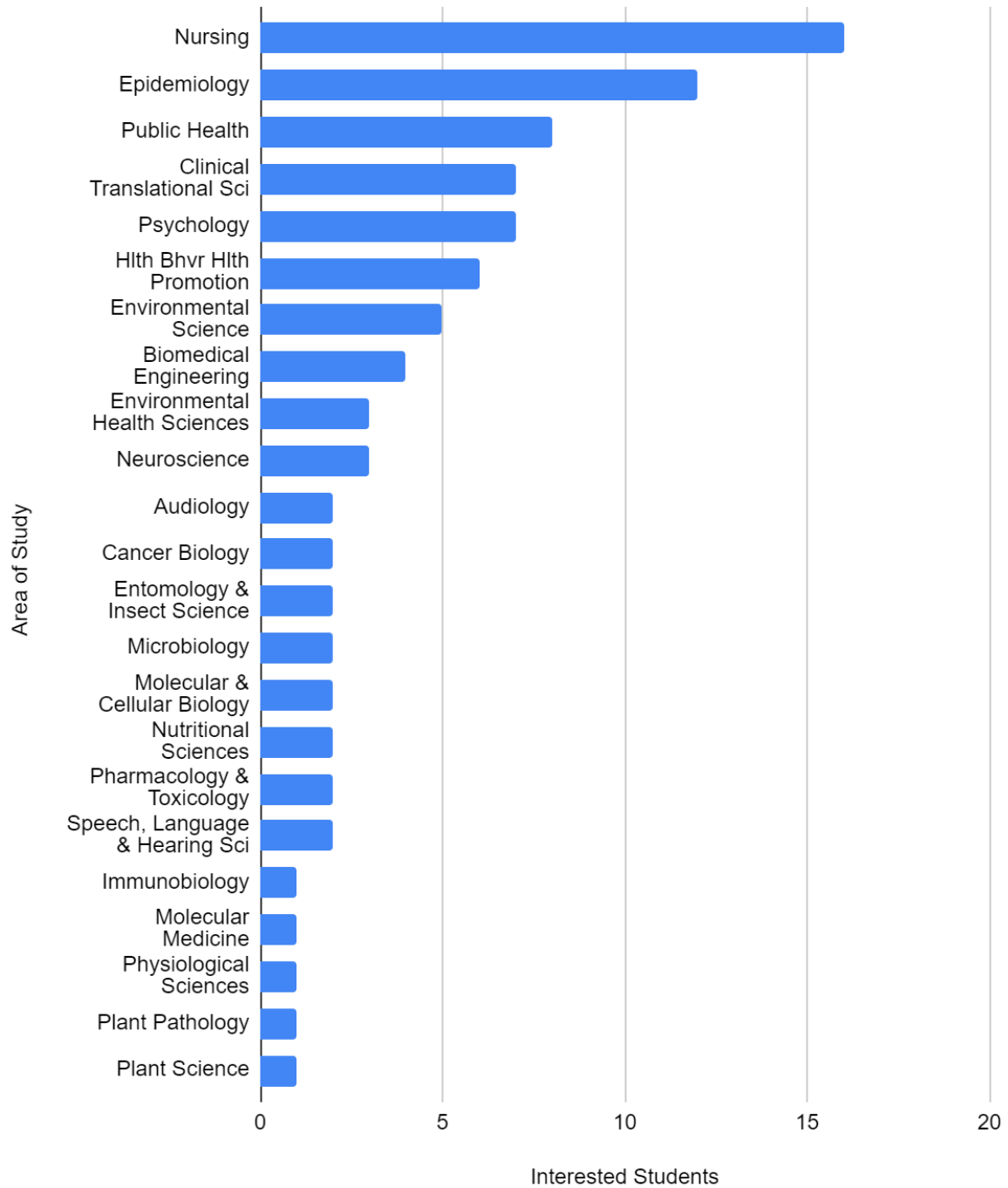


I think this could be a really great minor. As an MD-PhD student I would have been heavily interested in this.

- MD/Cancer Biology Doctoral Student

Interest by Primary Area of Study

Respondents from the doctoral nursing program indicated they are “Very Interested” or “Somewhat Interested” more often than any other area of study, making up 17% of the total interested population, followed by Epidemiology (13%), Public Health (9%), Clinical Translational Science (8%), Psychology (8%) and Health Behavior Health Promotion (7%).



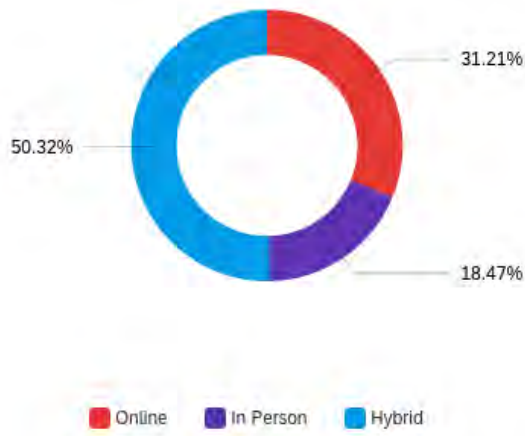
Coursework

Students rate a list of provided courses according to their perceived level of importance for a PhD minor in Global Health. The following courses, ranked in order, were most often rated as being “Very Important.”

1. Infectious Disease Epidemiology
2. Management of Public Health Emergencies
3. Global Maternal Health: Metrics, Cultural Perceptions and Policy Approaches
4. Food in 2050 and beyond: Climate Change and Global Health
5. Maternal & Child Health Epidemiology
6. Public Health Preparedness

Course Modality

The majority of respondents indicate a preference for hybrid coursework (a combination of in person and online) for a PhD minor.



Flexibility and online options are key to having health professionals advance in PhD programs.

- Nursing Doctoral Student

SUMMARY

There is strong support for the Mel and Enid Zuckerman College of Public Health's development of a PhD minor in Global Health. Survey results suggest that there is demand for a minor in this area, and that there are existing students interested in pursuing this minor once it becomes available.

College of Public Health and College of Nursing students are the most likely to pursue a PhD minor in Global Health, though there is interest from across the University of Arizona.

In order to best align with student expectations and perceptions around important content, a PhD minor in Global Health should include coursework in 1) Infectious Disease Epidemiology, 2) Management of Public Health Emergencies, and 3) Global Maternal Health: Metrics, Cultural Perceptions and Policy Approaches.

A PhD minor will appeal to the most students if coursework is at least partially online.

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
Selected Programs	International Public Health/International Health (51.2210)
Career Outcomes mapped to Selected Programs of Study	Healthcare Administrator, Medical Director, Policy Analyst, Social Science Researcher, Health Educator / Coach, Social / Human Service Assistant

HOW MANY JOBS ARE THERE FOR GRADUATES OF THIS PROGRAM?

For your project criteria, there were **63,205** job postings in the last 12 months.

Compared to:

- 50,546,122 total job postings in your selected location
- 1,830,376 total job postings requesting a Doctoral degree in your selected location

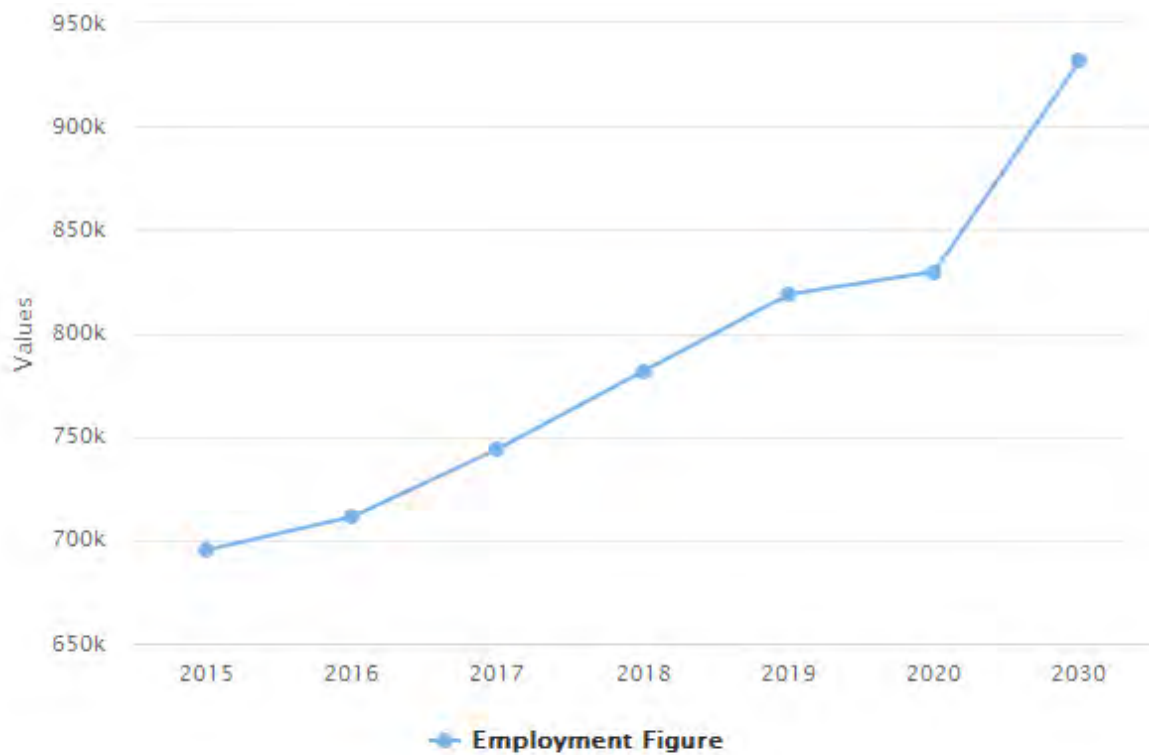
The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	12.26 %	7.70 %	Average

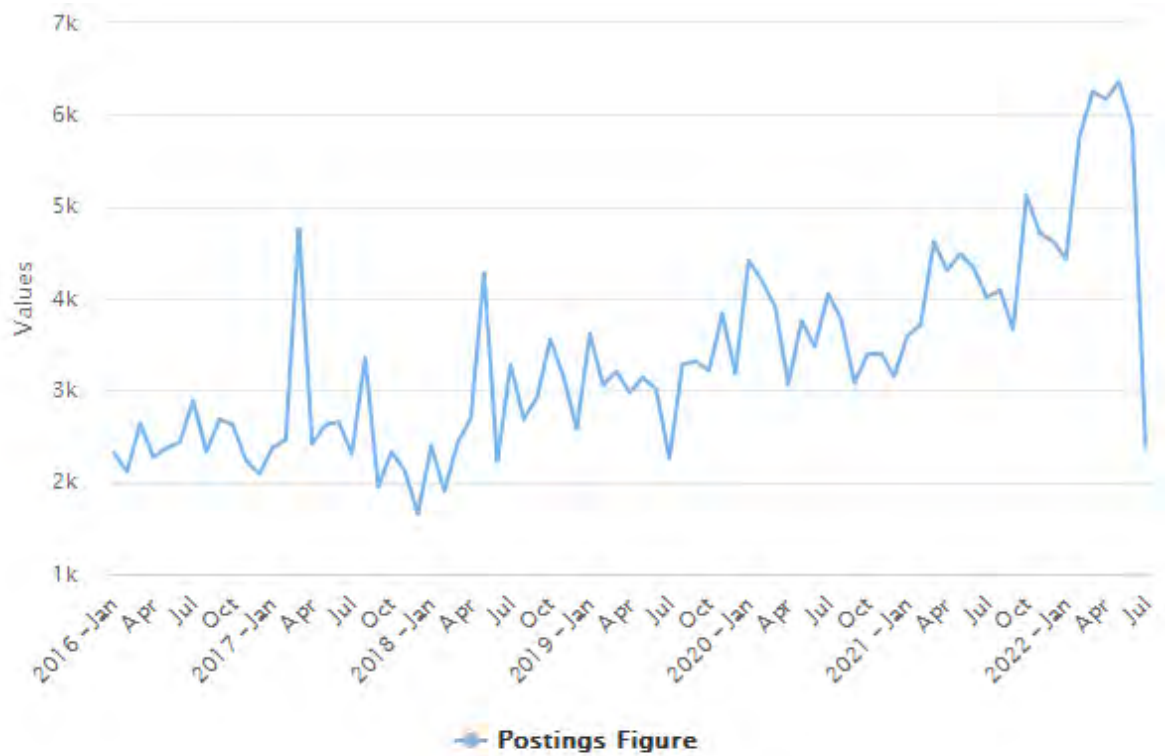
HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	695,310	711,306	744,138	781,613	818,776	829,702	931,406



Employment data between years 2020 and 2030 are projected figures.

POSTINGS TRENDS



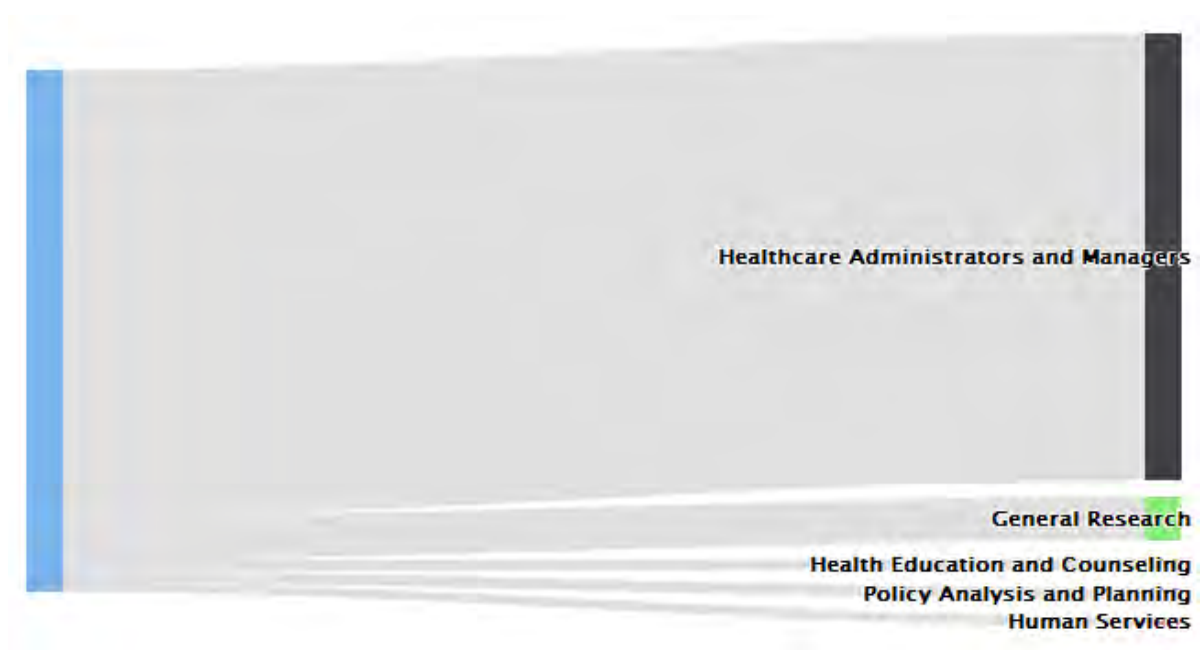
DETAILS BY OCCUPATION

Occupation Group	Postings	LQ	Employment (2020)	Employment Growth (2019 - 2020)	Projected Employment Growth (2020-2030)
Healthcare Administrators and Managers	54,098	NA	322,672	4.90%	16.90%
General Research	5,250	NA	56,464	0.00%	2.50%
Health Education and Counseling	1,367	NA	44,636	1.10%	6.97%
Policy Analysis and Planning	1,358	NA	6,010	0.00%	5.56%
Human Services	1,132	NA	399,920	-1.10%	10.58%

HOW VERSATILE IS THIS DEGREE FOR MY GRADUATES?

Graduates of this program usually transition into any of the 5 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Healthcare Administrators and Managers	54,098	85.59%
General Research	5,250	8.31%
Health Education and Counseling	1,367	2.16%
Policy Analysis and Planning	1,358	2.15%
Human Services	1,132	1.79%



WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **the nation** for graduates of your program is **\$95K**

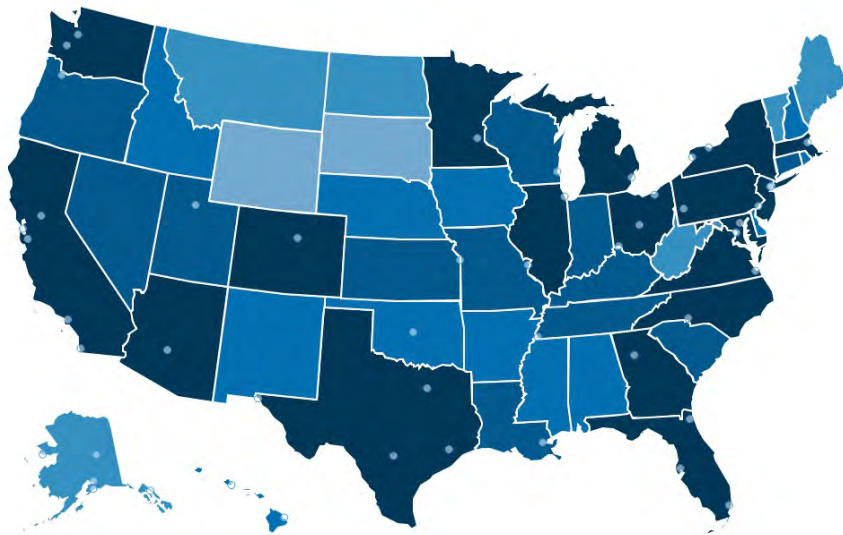
This average salary is **Above** the average living wage for your region of **\$34K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 Years	3-5 Years	6+ Years
Health Education and Counseling	\$64K	\$63K	\$74K
Human Services	\$49K	\$51K	\$55K
Policy Analysis and Planning	\$60K	\$65K	\$79K
General Research	\$69K	\$70K	\$77K
Healthcare Administrators and Managers	\$88K	\$122K	\$97K

WHERE IS DEMAND FOR MY PROGRAM?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	11,109
Texas	3,916
Massachusetts	3,272
New York	3,240
Florida	3,201
Illinois	2,157
Pennsylvania	2,071
New Jersey	1,809
North Carolina	1,736
Washington	1,710

VALIDATE: COMPETITIVE LANDSCAPE

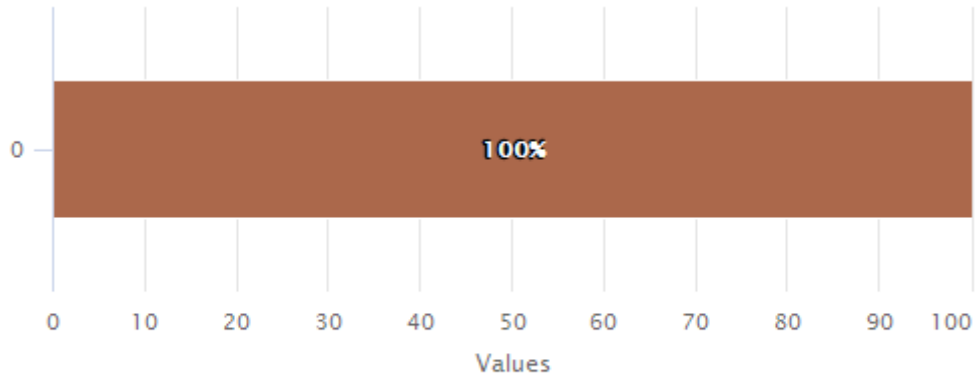
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
Selected Programs	International Public Health/International Health (51.2210)
Career Outcomes mapped to Selected Programs of Study	Healthcare Administrator, Medical Director, Policy Analyst, Social Science Researcher, Health Educator / Coach, Social / Human Service Assistant

OVERVIEW

	#	% Change (2016-2020)
Degrees Conferred	18	-5%
Number of Institutions	8	33%
Average Conferrals by Institution	2	-33.33%
Median Conferrals by Institution	1	-50.00%

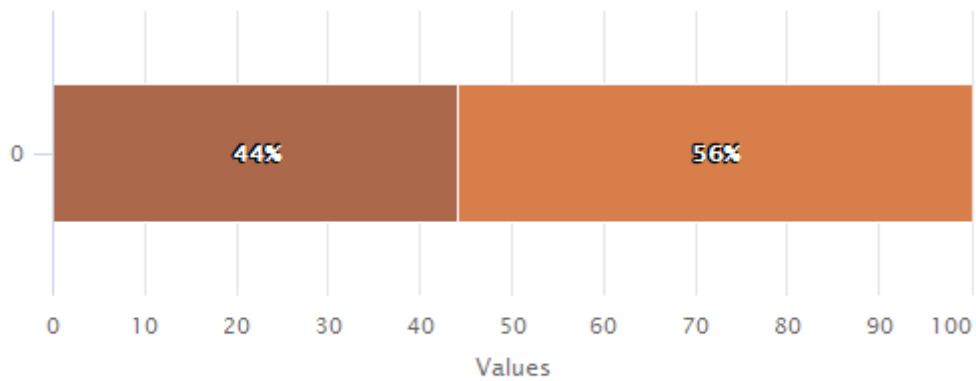
MARKET SHARE BY PROGRAM



● **International Public Health/International Health**

Program	Conferrals (2020)	Market Share (%)
International Public Health/International Health	18	100.00%

MARKET SHARE BY INSTITUTION TYPE



● **Private** ● **Public**

Institution Type	Conferrals (2020)	Market Share (%)
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Private	8	44.44%
Public	10	55.56%

TOP INSTITUTIONS

Institution	School Type	Market Share (2020)	Market Share Change	Conferrals (2020)	Conferrals Change (2016-2020)
Harvard University	Private	33.33%	7.01%	6	20.00%
University of Massachusetts-Boston	Public	27.78%	27.78%	5	100.00%
University of Washington-Seattle Campus	Public	22.22%	16.96%	4	300.00%
George Washington University	Private	5.56%	-10.23%	1	-66.67%
University of California-San Francisco	Public	5.56%	5.56%	1	100.00%
Georgetown University	Private	5.56%	-4.97%	1	-50.00%
Emory University	Private	0.00%	0.00%	0	0.00%
Loma Linda University	Private	0.00%	0.00%		

University of California-San Diego	Public	0.00%	-42.11%	0	-100.00%
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TOP PROGRAMS

Program	Market Share (2020)	Market Share Change	Conferrals (2020)	Conferrals Change (2016-2020)
International Public Health/International Health	100.00%	0.00%	18	-5.26%

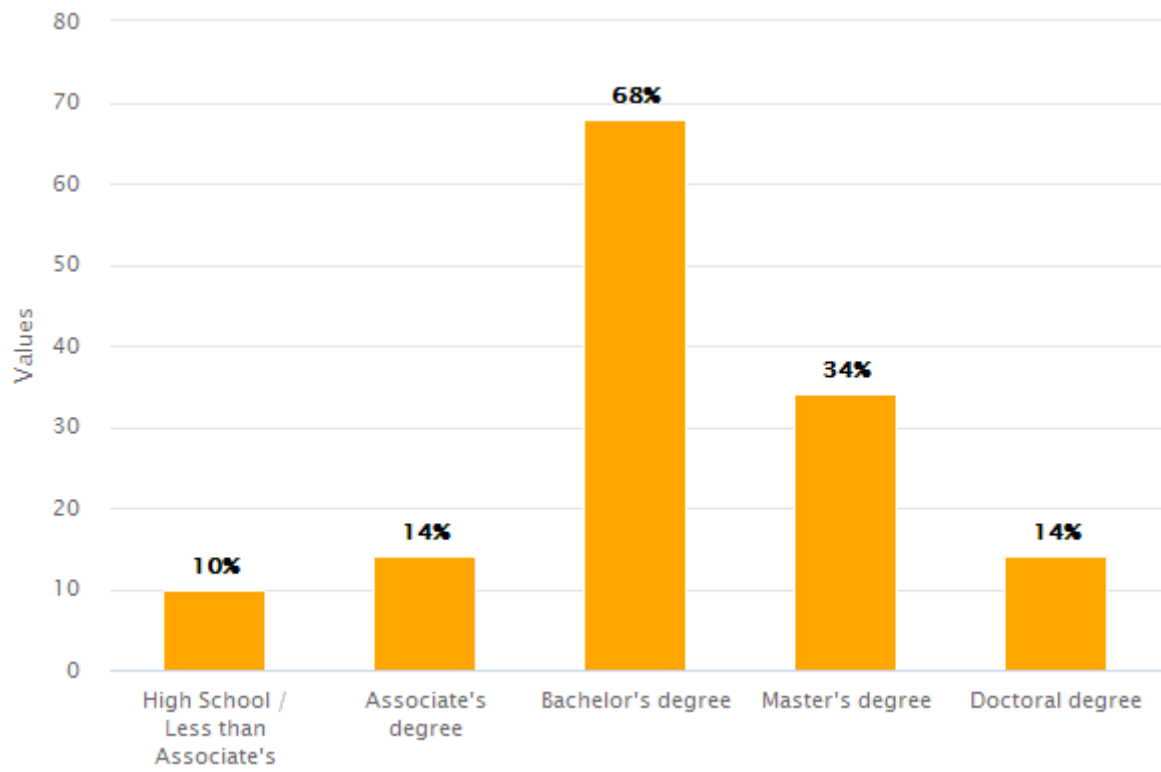
Note: Competitive Landscape reports are based on IPEDS data, which are reported in the CIP 2010 taxonomy. As a result, new programs in CIP 2020 will not have completion data until the release of 2020 data in Fall, 2021.

VALIDATE: MARKET ALIGNMENT

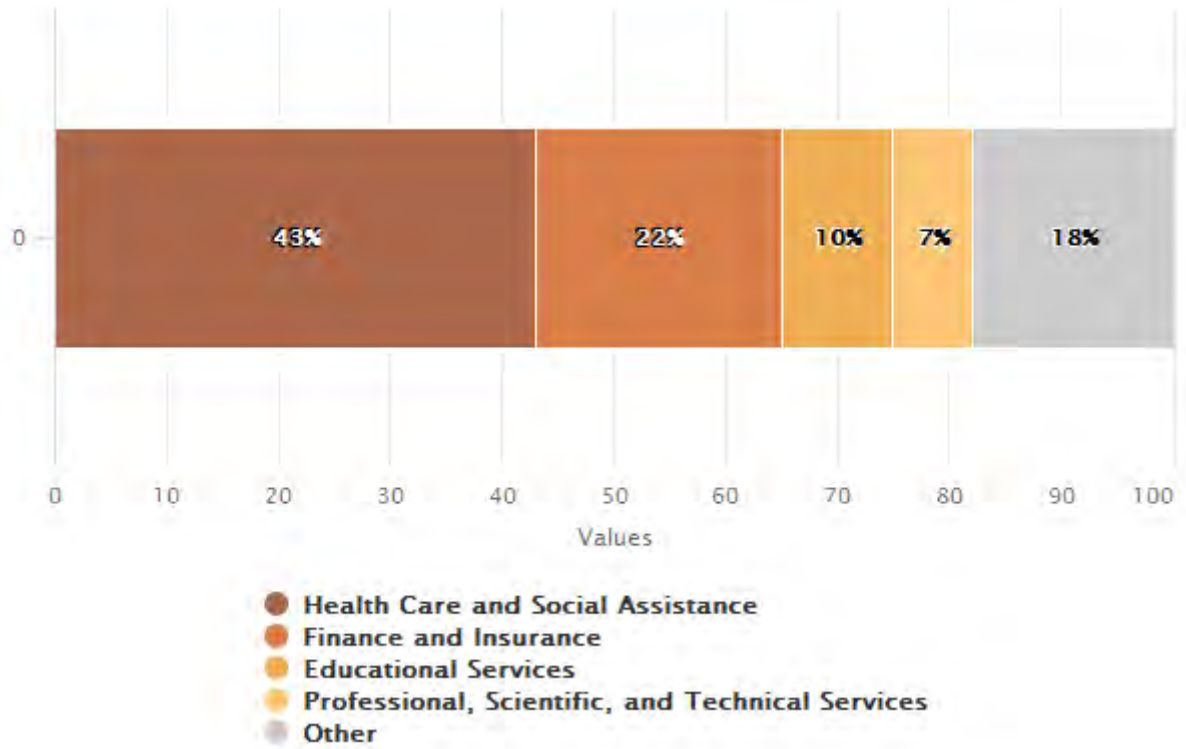
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
Selected Programs	International Public Health/International Health (51.2210)
Career Outcomes mapped to Selected Programs of Study	Healthcare Administrator, Medical Director, Policy Analyst, Social Science Researcher, Health Educator / Coach, Social / Human Service Assistant

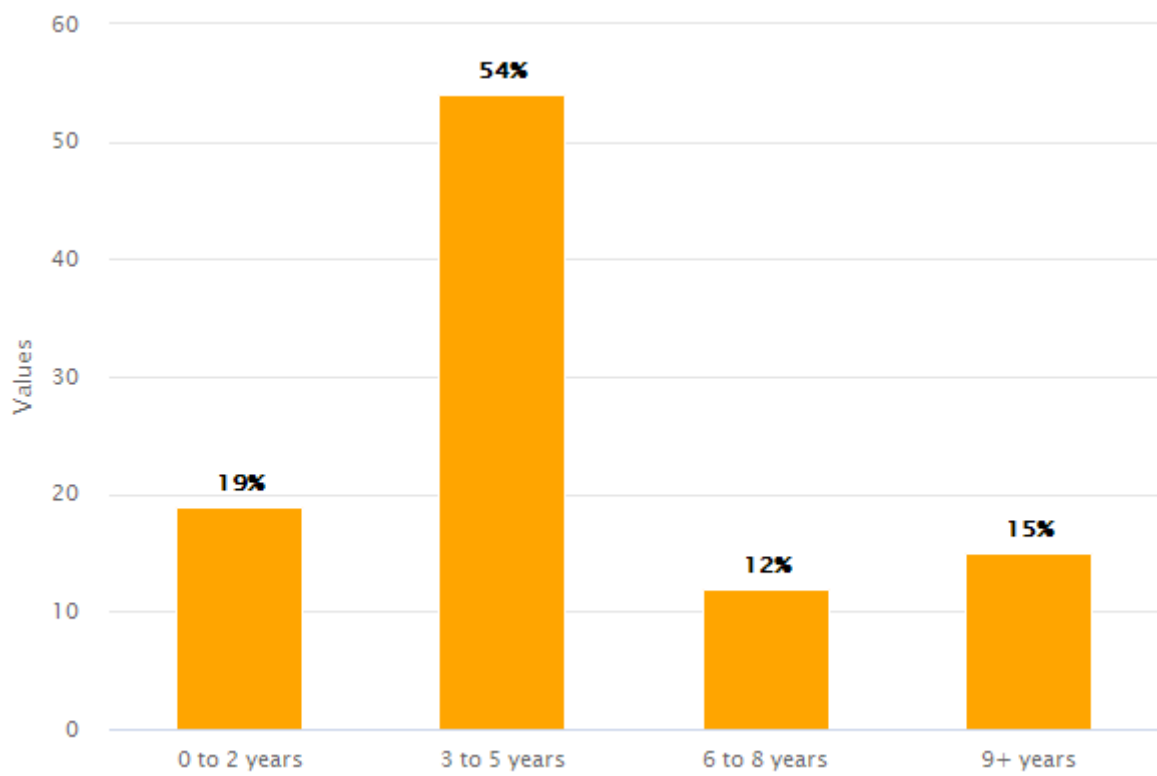
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Medical Director	1,779	4.11%
Clinical Director	587	1.36%
Associate Medical Director	435	1.00%
Clinical Supervisor	339	0.78%
Medical Director - Remote	338	0.78%
Research Scientist	338	0.78%
Associate Medical Director - Pm&R	298	0.69%
Physician Clinic Medical Director	294	0.68%
Associate Medical Director - Aim	219	0.51%
Chief Medical Officer	206	0.48%
Ux Research Associate	202	0.47%
Director, Global Medical Affairs Strategy - Women's Health	195	0.45%
Associate Director, Regulatory Medical Writing	193	0.45%
Director Medical Affairs, Dry Eye Therapeutic Area	183	0.42%

Clinic Manager - Physical Therapist	180	0.42%
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TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Anthem Blue Cross	5,027	11.61%
Humana	1,340	3.09%
UnitedHealth Group	884	2.04%
Department of Veterans Affairs	763	1.76%
Pearson	689	1.59%
Centene Corporation	494	1.14%
Concentra	469	1.08%
Laboratory Corporation of America	465	1.07%
Discovery Behavioral Health	414	0.96%
Organon	410	0.95%
Hospital Corporation of America	391	0.90%
Pfizer	389	0.90%
Us Veterans Health Administration	285	0.66%
Facebook	265	0.61%
Athletico	257	0.59%

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
Selected Programs	International Public Health/International Health (51.2210)
Career Outcomes mapped to Selected Programs of Study	Healthcare Administrator, Medical Director, Policy Analyst, Social Science Researcher, Health Educator / Coach, Social / Human Service Assistant

HOW MANY JOBS ARE THERE FOR GRADUATES OF THIS PROGRAM?

For your project criteria, there were **1,462** job postings in the last 12 months.

Compared to:

- 1,422,124 total job postings in your selected location
- 50,338 total job postings requesting a Doctoral degree in your selected location

The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	22.78 %	16.80 %	High

Nationwide

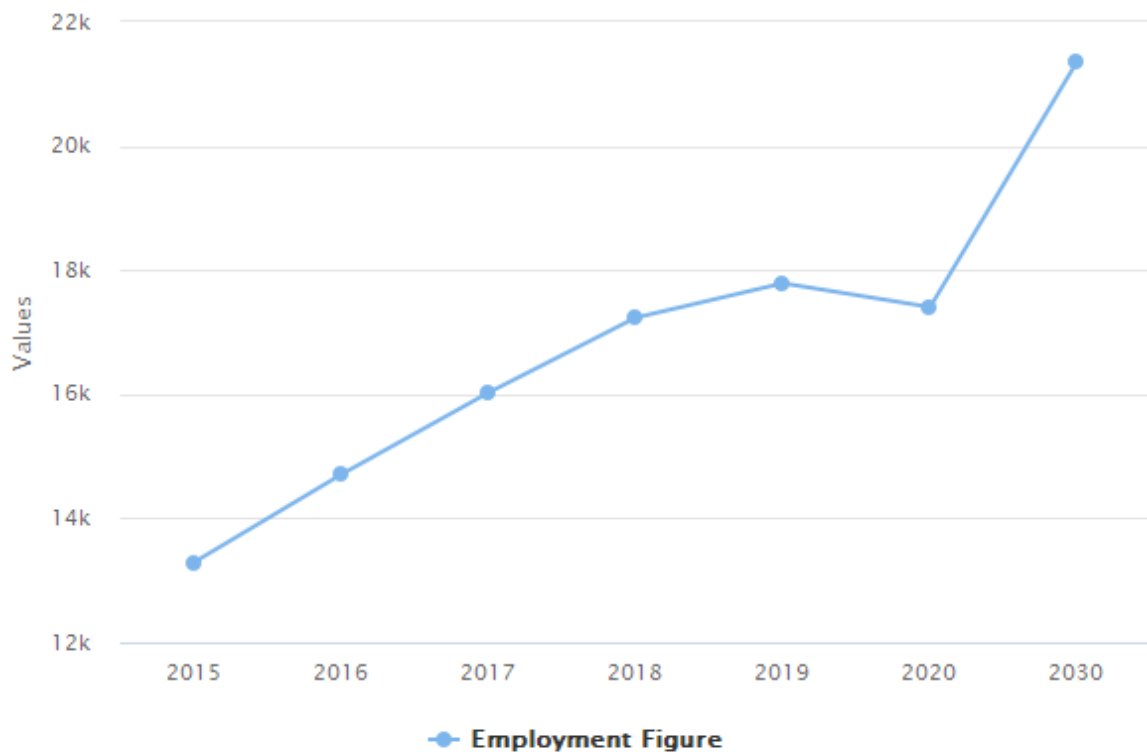
12.26 %

7.70 %

Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2015	2016	2017	2018	2019	2020	2030
Employment (BLS)	13,287	14,703	16,022	17,232	17,787	17,404	21,369



Employment data between years 2020 and 2030 are projected figures.

POSTINGS TRENDS



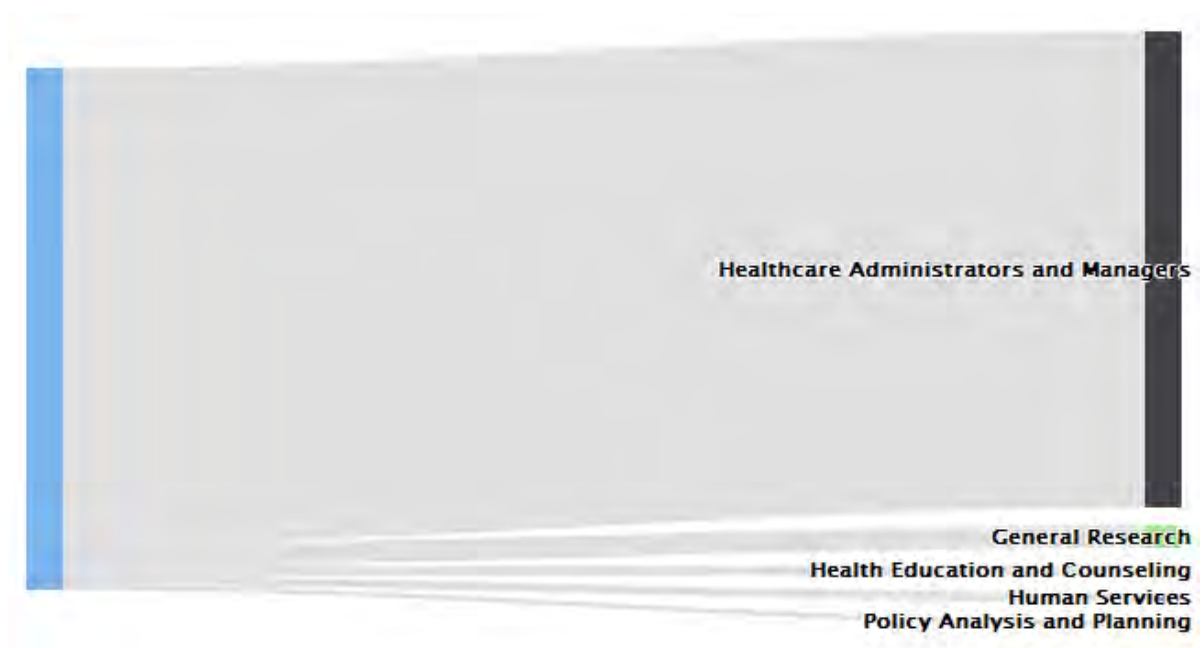
DETAILS BY OCCUPATION

Occupation Group	Postings	LQ	Employment (2020)	Employment Growth (2019 - 2020)	Projected Employment Growth (2020-2030)
Healthcare Administrators and Managers	1,335	0.90	6,656	4.50%	22.49%
General Research	62	0.40	1,897	-0.10%	17.40%
Health Education and Counseling	27	0.70	1,301	1.00%	19.75%
Human Services	24	0.80	7,490	-8.70%	24.85%
Policy Analysis and Planning	14	0.40	60	100.00%	33.33%

HOW VERSATILE IS THIS DEGREE FOR MY GRADUATES?

Graduates of this program usually transition into any of the 5 different occupation groups:

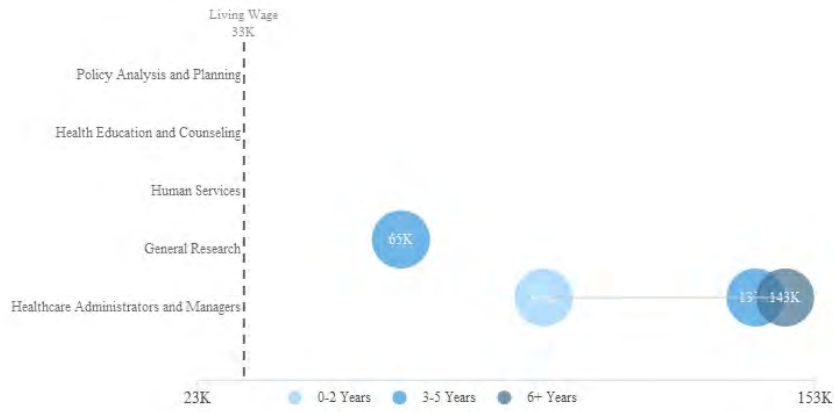
Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Healthcare Administrators and Managers	1,335	91.31%
General Research	62	4.24%
Health Education and Counseling	27	1.85%
Human Services	24	1.64%
Policy Analysis and Planning	14	0.96%



WHAT SALARY WILL MY GRADUATES FIND UPON GRADUATION?

The median salary in **Arizona** for graduates of your program is **\$109K**

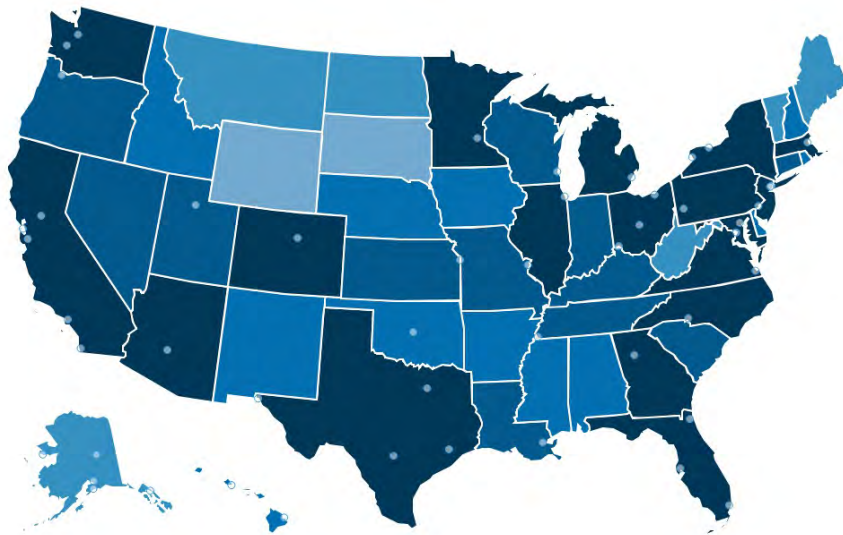
This average salary is **Above** the average living wage for Arizona of **\$33K**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 Years	3-5 Years	6+ Years
Policy Analysis and Planning	NA	NA	NA
Health Education and Counseling	NA	NA	NA
Human Services	NA	NA	NA
General Research	NA	\$65K	NA
Healthcare Administrators and Managers	\$94K	\$137K	\$143K

WHERE IS DEMAND FOR MY PROGRAM?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	11,109
Texas	3,916
Massachusetts	3,272
New York	3,240
Florida	3,201
Illinois	2,157
Pennsylvania	2,071
New Jersey	1,809
North Carolina	1,736
Washington	1,710

VALIDATE: COMPETITIVE LANDSCAPE

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
Selected Programs	International Public Health/International Health (51.2210)
Career Outcomes mapped to Selected Programs of Study	Healthcare Administrator, Medical Director, Policy Analyst, Social Science Researcher, Health Educator / Coach, Social / Human Service Assistant

OVERVIEW

	#	% Change (2016-2020)
Number of Institutions	0	0%
Average Conferrals by Institution	0	0.00%
Median Conferrals by Institution	0	0.00%

MARKET SHARE BY PROGRAM

Program	Conferrals (2020)	Market Share (%)
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No data is currently available

MARKET SHARE BY INSTITUTION TYPE

Institution Type	Conferrals (2020)	Market Share (%)
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No data is currently available

TOP INSTITUTIONS

Institution	School Type	Market Share (2020)	Market Share Change	Conferrals (2020)	Conferrals Change (2016-2020)
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No data is currently available

TOP PROGRAMS

Program	Market Share (2020)	Market Share Change	Conferrals (2020)	Conferrals Change (2016-2020)
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No data is currently available

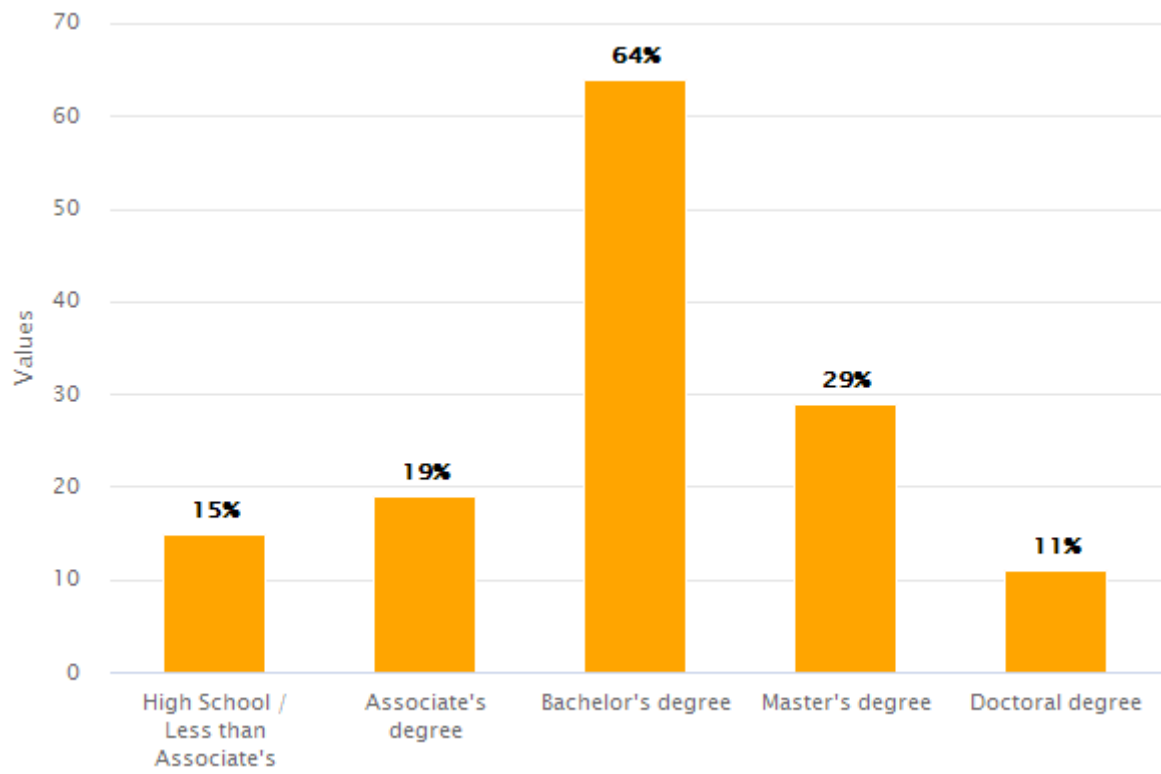
Note: Competitive Landscape reports are based on IPEDS data, which are reported in the CIP 2010 taxonomy. As a result, new programs in CIP 2020 will not have completion data until the release of 2020 data in Fall, 2021.

VALIDATE: MARKET ALIGNMENT

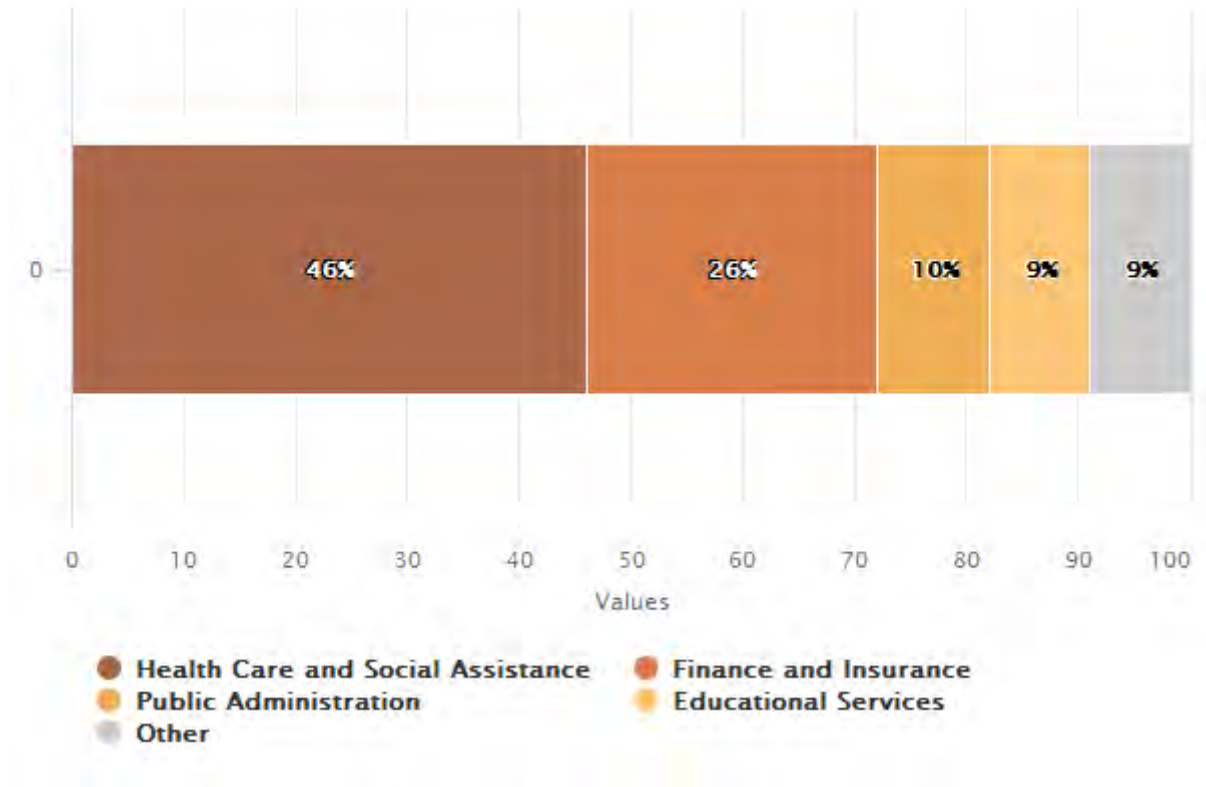
PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Doctoral degree
Time Period	7/1/2021 - 6/30/2022
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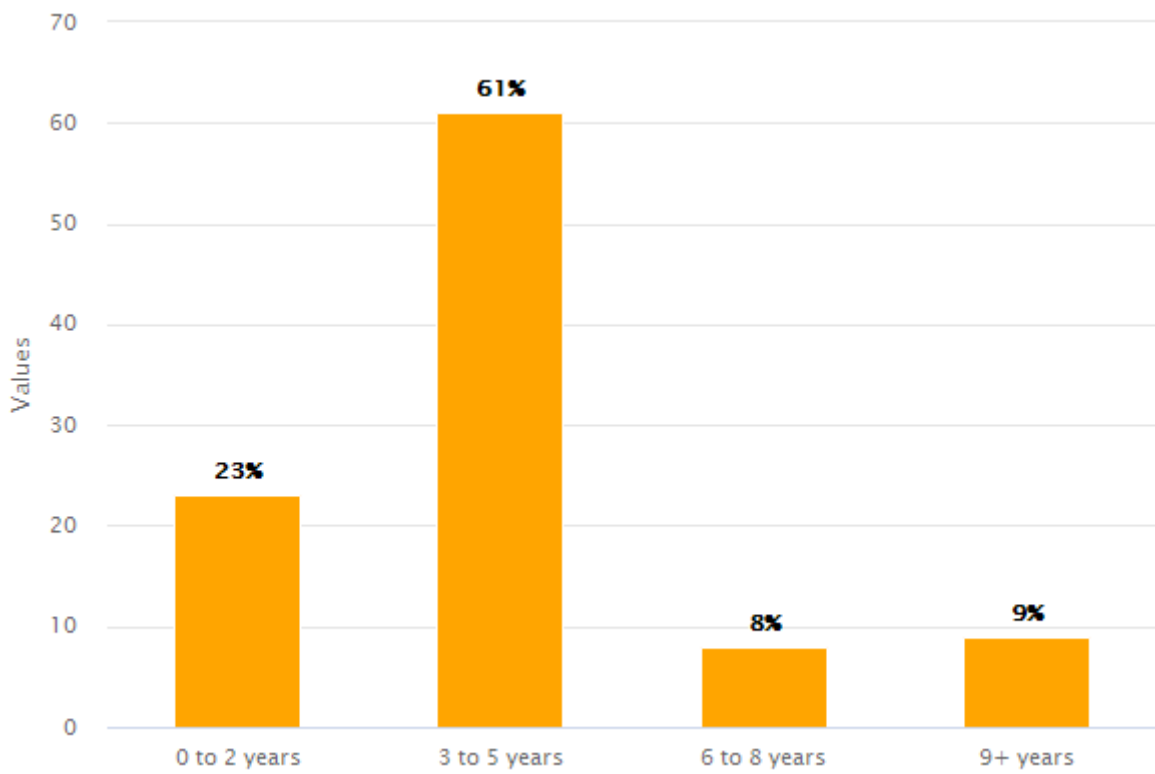
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Medical Director	47	4.91%
Clinical Director	16	1.67%
Clinic Manager	15	1.57%
Physician Clinic Medical Director	13	1.36%
Clinic Manager - Physical Therapist	12	1.25%
Inpatient Care Management Medical Director - Telecommute - Licensure	11	1.15%
Chief Medical Officer	8	0.84%
Clinical Services Director	7	0.73%
Director Of Health Systems Strategy - Cornerstone Health Solutions	7	0.73%
Inpatient Care Management Medical Director - - Telecommute	7	0.73%
Medical Director - Remote	7	0.73%
Medical Director - Telecommute	7	0.73%
Research Scientist	7	0.73%

Appeals And Grievances Medical Director - Virtual	6	0.63%
Associate Medical Director	6	0.63%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
UnitedHealth Group	88	9.20%
Anthem Blue Cross	83	8.67%
Humana	36	3.76%
University of Arizona	30	3.13%
Indian Health Service	27	2.82%
Banner Health System	24	2.51%
Department of Veterans Affairs	22	2.30%
Dignity Health	19	1.99%
Athletico	17	1.78%
Northern Arizona University	17	1.78%
Pearson	17	1.78%
Concentra	16	1.67%
Bureau of Prisons	15	1.57%
Oak Street Health	14	1.46%
Arizona State University	12	1.25%

Graduate Minor Peer Comparison Chart- select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for minor programs within the discipline. The comparison programs are not required to have the same minor name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Minor name, institution	Proposed UA Program:	Peer 1: Graduate Interdisciplinary Specialization in Global Health at Ohio State University	Peer 2: Graduate Minor in Global Health at Drexel University
Current# of enrolled students		50	
Minor program description	The PhD Minor in Global Health in the Mel and Enid Zuckerman College of Public Health is designed for University of Arizona doctoral students who desire to obtain doctoral level training in global public health. This doctoral minor will provide participants with knowledge and skills necessary to engage effectively in global health policy and practice, whether at home in a diverse setting, or abroad where populations and communities are under-resourced, and where health systems are constrained. A total of 12 course units are required, in addition to successful completion of a written comprehensive exam that is individually tailored to the specific	<p>From: https://globalhealth.osu.edu/specialization-global-health</p> <p>The Graduate Interdisciplinary Specialization in Global Health (GISGH) is a university-wide program that offers current Ohio State graduate and professional students advanced educational opportunities in the field of global health. The goal of the GISGH is to help prepare graduates to be active participants in the advancement of global health through academic enrichment, service-learning and research pertaining to issues of global health.</p> <p>The specialization's core course focuses on the basic components of population health, while the electives allow students to pursue topics across the other health sciences colleges for an interdisciplinary experience.</p>	<p>From: https://catalog.drexel.edu/graduate/schoolofpublichealth/globalhealthgminor/index.html? gl=1*1jybg3q* ga*MTA2 NzMyNTk4OS4xNjYwMDY5Mjcy* ga_6 KJ1PNLE19*MTY2MDA2OTI3MS4xLjAu MTY2MDA2OTI3MS42MA..</p> <p>The graduate minor in Global Health is intended for graduate students who are interested in gaining knowledge and skills in global health. Students are required to take one foundational course and three elective courses. Through the structured curriculum, students will gain global health competencies.</p>

	global health interests and career goals of each student.	Students are exposed to a broad range of topics and must successfully complete a minimum of 10 semester hours of course work, nine of which must be completed outside of the student's home program in at least four courses and from two or more colleges, for the specialization to be noted on their transcript.	
Minimum total units required	12	At least four courses and 10 credit hours	12
Pre-admission expectations (i.e. academic training to be completed prior to admission)	Enrollment in a PhD program at the University of Arizona	Students must be enrolled in a graduate or professional program at Ohio State	All matriculated graduate students in quarter programs, except for students pursuing the MS in Global Health and MPH in Global Health, are eligible to enroll. Students must receive approval from their home program and the Dornisfe School of Public Health and complete the minor form with all signatures.
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework	<p>(Required)</p> <ul style="list-style-type: none"> HPS 533: Global Health (3 units) <p><u>Select 9 Units</u></p> <ul style="list-style-type: none"> CPH 557: Global Maternal Health: Metrics, Cultural Perceptions & Policy Approaches (3 units) EPID 555: Introduction to Maternal and Child Health Epidemiology (3 units) 	<p>Required Core Course: PUBHLTH 6000 Introduction to Global Health (2)</p> <p>Choose 8 units, at least three classes from:</p> <ul style="list-style-type: none"> AGRCOMM 5150 Communication Strategies for Change and Development (3) ANTHROP 5601 The Anthropology of Sex, Drugs, and HIV/AIDS (3) ANTHROP 5602 Medical Anthropology: Women's Health in Global Perspective (3) 	<p>Required Course: EOH 560 Overview of Issues in Global Health (3)</p> <p>Choose 9 units from:</p> <ul style="list-style-type: none"> CHP 518 Global Issues in Maternal and Child Health (3) CHP 660 Global Health Ethics (3) CHP 661 Monitoring and Evaluation in Global Health Programs and Advocacy (3)

<p>(New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<ul style="list-style-type: none"> • HPS 560: International Nutrition (3 units) • CPH/GHI 537: Evidence-based Maternal and Child Health (3 units) • HPS 534: Infectious Diseases, Global Health and Development (3 units) • EHS 589: Public Health Preparedness (3 units) • HPS 529: Project Design and Implementation in Global Health (3 units) • HPS 559: Management of Public Health Emergencies (3 units) • EHS/EPID 545: One Health Foundations (3 units) • CPH/GHI 532: Food in 2050 and beyond: Climate Change and Global Health (3 units) • CPH/GHI 581: Food System Preparedness for the Global Emergency Risks (3 units) • EHS 525: Global to Local: Environmental Change and Human Health (3 units) • GHI 540: Comparative Health Analysis from a Global Perspective (3 units) • EPID 606: Changing Health Policy: Cultural 	<ul style="list-style-type: none"> • ANTHROP 5700 Anthropology, Public Health, and Human Rights (3) • ANTHROP 5701 Health and Healing in Latin America and the Caribbean (3) • ANTHROP 5702 Anthropology in/of the Clinic (3) • ANTHROP 7002 Anthropology of Health (3) • GEOG 5802 Globalization and Environment (3) • HIST 4705 Chronic: Illness, Injury, and Disability in Modern History (3) • HTHRHSC 6295 Global Health and Disability Seminar (2) • HN 7804 Advanced Community and International Nutrition (3) • INTSTDS 4532 Food Security and Globalization (3) • INTSTDS 4535 International Economic Development (3) • INTSTDS 5616 Challenges to Childhood: An International Perspective (3) • INTSTDS 5640 Globalization and Latin America: Multi-Disciplinary Approaches (3) • INTSTDS 5801 Children and War (3) • MEDCOLL 6100 Global Healthcare Innovation (1) • MEDCOLL 6200 Global Health Literacy Practice, Policy and Research (3) 	<ul style="list-style-type: none"> • CHP 681 Research with Rare, Stigmatized and Hidden Populations (3) • CHP 682 LGBT Health Disparities (3) • CHP 683: Intersectional Perspectives (3) • CHP 692 Migration and Health (3) • EOH 646 Environmental Health in Vulnerable Populations (3) • EPH 648 Public Health and Disaster Preparedness (3) • EOH 657 Public Health Impacts of Global Climate Change (3) • HMP 603 Health Systems Policy Analysis (3)
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	<p>Understanding & Epi Analysis (4 units)</p> <ul style="list-style-type: none"> • EPID 679: One Health Applications and Practice (3 units) • HPS 635: Applied Field Methods in Global Health Nutrition (3 units) • EPID 660: Infectious Disease Epidemiology (3 units) 	<ul style="list-style-type: none"> • MEDCOLL 6300 Primary Care Delivery Across the Globe (3) • NURSING 5430 Interdisciplinary Healthcare in the Global Community (2) • PHR 5410 Vaccine Hesitancy: Towards Effective Communication (3) • PHR 5550 Topics in International Pharmacy (2) • PHR 6550 Pharmacy Students East Meets West (1) • PUBHEHS 5345 Modeling Transmission and Control of Infectious Diseases in Humans and Animals (formerly PUBHEPI 5420) (3) • PUBHEHS 6320 Global Health and Environmental Microbiology (3) • PUBHEHS 6325 Climate Change and Human Health (3) • PUBHEHS 6390 (formerly 7390) Major Human Diseases in Global Public Health (3) • PUBHEPI 5412 Infectious Diseases in the Developing World (3) • PUBHEPI 6410 Principles of Epidemiology (3) • PUBHEPI 6436 Infectious Disease Epidemiology (3) • PUBHLTH 6000 Introduction to Global Health (2) • PUBHLTH 7000 Public Health in Developing Countries (3) 	
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		<ul style="list-style-type: none"> • SOC 5450 Sociology of Global Health and Illness (3) • VETPREV 7721 Epidemiology of Zoonotic Diseases (3) • VETPREV 7721 Epidemiology of Zoonotic Diseases (3) • VETPREV 7723 Biosecurity, Emergency Response & Outbreak Investigation (2) • VETPREV 7724 Environmental Health at the Human-Animal Interface (1) • VETPREV 7730 Emerging Zoonotic Diseases in a Global Context (2) • VETPREV 7760 Opportunities in Global Veterinary Medicine and Public Health (1) • VETPREV 8830 Modeling Transmission Processes and Control of Infectious Diseases in Humans and Animals (3) • VISSCI 5500 Global Issues in Eye Care (1) <p>Discipline-specific courses: Students in a College listed below must take an additional course, which will not count toward the required 10-hours but is a college-specific requirement.</p> <p>College of Public Health</p> <ul style="list-style-type: none"> • Public Health 7000 - Public Health in Developing Countries (3) 	
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		College of Nursing <ul style="list-style-type: none"> Nursing 5430 - Interdisciplinary Healthcare in the Global Community (2) 	
Research methods, data analysis, and methodology requirements. (Yes/No. If yes, provide description)	No	No	No
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No	<p>Students from the Colleges of Medicine, Nursing, Public Health, Veterinary Medicine, and School of Health and Rehabilitation Sciences (SHRS) must complete a global health field experience.</p> <p>School of Health and Rehabilitation Sciences</p> <p>SHRS requires that all students have an international practicum experience. All students can take HRS 7289 to fulfill this requirement. Doctorate in Physical Therapy (DPT) students have the option of taking HRS 7700S instead.</p> <p>Neither of these courses counts toward the 10-credit minimum of the Graduate Interdisciplinary Specialization in Global Health</p>	No

		<ul style="list-style-type: none"> • HRS 7289 Clinical Practicum in Global Health • HRS 7700S Service Learning in Global Health (Merida, Yucatan, Mexico; DPT students only) <p>1 credit hour may count toward the 10-credit minimum</p> <ul style="list-style-type: none"> • Doctorate in Occupational Therapy (DOT) students may take: OCCTHER 6510 Service Learning in Occupational Therapy; AU, SP 1-credit • DPT students may take: PHYSTHER 8065 Service Learning in Physical Therapy; AU, SP 1 credit <p>College of Medicine MED COLL 8664 Global Health Elective</p> <p>College of Public Health PUBHLTH 6189.02</p> <p>College of Nursing Nursing 5798 Practicum in Global Health</p> <p>College of Veterinary Medicine Vet Med Field Experience</p>	
Additional requirements	No additional requirements	No additional requirements	No additional requirements

(provide description)			
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*Note: comparison of additional relevant programs may be requested.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: MEZCOPH Graduate Minor in Global Health - 12 units

Budget Contact Person: John Ehiri, PhD	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	3	5	7
Net increase in college SCH Grad	36	60	84
Number of enrollments being charged a Program Fee	3	5	7
New Sponsored Activity (MTDC)			
Number of Faculty FTE			0.1
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue			
Grad AIB Revenue	14,400	24,000	33,600
Program Fee Revenue (net of revenue sharing)	1,800	3,000	4,200
F and A AIB Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 16,200	\$ 27,000	\$ 37,800
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 16,200	\$ 27,000	\$ 37,800
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	-	-	13,000
Other Personnel			
Employee Related Expense	-	-	4,147
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ 17,147
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ 17,147
Net Projected Fiscal Effect	\$ 16,200	\$ 27,000	\$ 20,653