

## New Academic Program Workflow Form

### General

**Proposed Name: Global Health**

Transaction Nbr: 000000000000083

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

### Details

Department(s):

#### PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4201	College of Public Health	Y

Campus(es):

#### GLBD

LOCATION	DESCRIPTION
ONLN	UA Online

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

#### ONLN

LOCATION	DESCRIPTION
ONLN	Online

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

**Plan admission types:**

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

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:**

At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.

**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 Minor	BS	129	Arizona State University	Y

### Peer Comparison

See attached comparison chart

## Faculty & Resources

### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00909419	Mona Arora	4206	Instructor	Master Public Health	5.00
02134265	Aminata Kilungo	4205	Assit. Prof. Pract.	Doctor of Philosophy	5.00
02914662	Priscilla Magrath	4205	Lecturer	Doctor of Philosophy	10.00
07107582	Douglas Taren	4205	Professor	Doctor of Philosophy	5.00
08605812	Kelly Reynolds	4206	Professor	Doctor of Philosophy	5.00
22052139	Heidi Brown	4204	Assoc. Prof	Doctor of Philosophy	5.00
22056977	Yann Klimentidis	4204	Assoc. Prof	Doctor of Philosophy	5.00
22064894	Karen Tiggs	4212	Adj. Lect.	Master Public Health	5.00
23627391	Naqibullah Safi	4205	Adj. Lect.	Doctor of Philosophy	5.00

Additional Faculty:

We expect to add .10 Faculty FTE over the next 3 years. Details in budget.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
4201	798	0	61.00

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	803	818	831	0	0	0	61.00	62.00	62.00

### 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 undergraduate 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**

1/20/2021 9:01 AM

JEHIRI

Comments
Approved.

1/23/2021 5:51 PM

YISSELS

Comments
Approved.



**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE 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 Mel and Enid Zuckerman College of Public Health 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. We currently offer an emphasis area in global health for our undergraduate public health students on main campus and online. We also offer a Master of Public Health (MPH) degree in global Health. *We propose a Minor in Global Health* as an extension of our mission of promoting health and social justice locally and globally. A minor in global health is also in line with UArizona’s strategic Pillar #4 (Arizona Global). Global health is an area for study, research, and practice that places priority on improving health and achieving health equity for all people worldwide. It is defined in the Institute of Medicine’s Report, “America’s Vital Interest in 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. These definitions reflect a closely linked world, where the globalization of commerce, communications, and travel bring an immediacy that magnifies our opportunities and our problems. For human health, connectedness of knowledge and technology can obviously support surveillance, treatment, and prevention. However, rapid movement of people – some of whom are ill with an infectious disease, movement of food that can be contaminated, water and air that can be polluted, toxic substances and even terrorism across national borders, bring increased health risks. Many individuals have a passion to address these global challenges, and a sense of urgency to promote social justice. To train the global health workforce to meet the demand, there has been rapid acceleration in the creation of global health programs, and a doubling of undergraduate and graduate enrollments in the programs in US universities.

- II. 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.

Given the increased awareness of the need for shared solutions to shared problems of humanity as we have recently seen in the case of the COVID-19 pandemic, opportunities in global health work abound, and more individuals are expressing interest in careers in global health. Individuals who desire to work in this field require foundational knowledge and skills to identify and delineate critical health and human development issues. Careers in global health present the opportunity to work with people from different backgrounds and to help those in need around the world. Global health professionals may work with national leaders to shape health systems in low- and middle-income countries. Others may collaborate with government agencies and non-governmental organizations, or relief agencies to address social determinants of health and promote population health. According to the latest Burning Glass Report, over 61,000 jobs public health jobs were listed nationally between November and December 2020. The average salary in the nation for graduates of your program is \$60,935, which is above the average living wage of \$31,450 for your region. Market data continues to show that careers in global health are expected to grow significantly in the next 10 years (see attachment).

A minor in global health will be very attractive to students from across UArizona campus, UArizona online, and UArizona Global Campus Direct. Given the online nature of the minor, students from across the UA and other universities in the US and overseas will be able to take the minor and will be able to transfer credits from the minor to their programs. We also expect that some students who successfully complete the minor would consider undertaking our Bachelors, Masters, and a planned doctoral program. To further increase enrollment, we will actively market the course to external constituents who plan to do global health work in low- and middle-income countries, including faith-based organizations, foundations, industry, government agencies, and non-governmental organizations working in the US and overseas.

III. **MINOR REQUIREMENTS**– complete the table below by listing 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.).

<b>Minimum total units required</b>	18
<b>Minimum upper-division units required</b>	18
<b>Total transfer units that may apply to minor</b>	0
<b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>	At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.
<b>Minor requirements. List all required 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.</b>	<p><b>Core requirements (15 units)</b></p> <ul style="list-style-type: none"> <li>• <b>(NEW) HPS 3xx:</b> Introduction to Program Evaluation in Global Health (3) under development</li> <li>• <b>HPS 433:</b> Global Health</li> <li>• <b>HPS 409:</b> Global Water, Sanitation and Hygiene (WaSH) (3)</li> <li>• <b>HPS 495:</b> Management of Global Public Health Emergencies (3) (developed and taught in fall 2020 as special topic)</li> <li>• <b>HPS 417:</b> Health Systems in Global Health</li> </ul> <p><b>Electives (3 units)</b></p> <ul style="list-style-type: none"> <li>• EPID 309: Introduction to Epidemiology</li> <li>• EPID 411: Health and Disease Across Time and the World (3)</li> <li>• HPS 493C: Global Experience in Public Health (1-3)</li> <li>• EHS 425: Public Health Lens to Climate Change (3)</li> <li>• EHS 420: Environmentally Acquired Illnesses (3)</li> <li>• HPS 400-801 (Study Abroad section): Contemporary Community Health Problems (3)</li> <li>• PHPM 415: Strategic Planning (3)</li> <li>• HPS 404: Fundamentals of Evaluation (3)</li> <li>• HPS 416: The World’s Food and Health (3)</li> </ul>

<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>	None
<b>Additional requirements (provide description)</b>	None
<b>Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.</b>	Students may apply 6 units towards Bachelor of Science with a public health major.



**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 433	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	F, Sp	Yes
HPS 409	3	Global Water, Sanitation and Hygiene (WaSH)	The course is designed to provide the students an understanding of Global Water, Sanitation and Hygiene (WaSH). The course will examine the historic background, health impact and global burden of diseases related to WaSH. In addition, the course will examine the impact of WaSH and gender, and look at WaSH technologies and programming, current status and challenges in achieving WaSH for all.	None	Online, in-person	Sp	Yes
HPS 459	3	Management of Global Public Health Emergencies (3)	Students will develop the knowledge and skills to work in national and international contexts by contributing	None	Online, icourse	F & Sp	YES

			to and managing global public health humanitarian crises and programs.				
HPS 417		Health Systems in Global Health	This course explores the role of health systems in achieving global health goals. Case studies will be used to examine how health systems are designed to achieve the following goals: (i) universal access to health care; (ii) provision of care that is responsive to citizen's preferences and rights; (iii) protection of patients from harmful medical practices; and (iv) protection of citizens from disease outbreaks.	None	In-person, online		YES
EPID 309		Introduction to epidemiology	This course introduces students to basic principles and methods used in epidemiology. The course includes basic research designs, estimating outcome measures, and establishing cause and effect and effectiveness of interventions to prevent and cure disease.	None	In-person, online		YES
HPS 493C (cross-listed with BIOS, EPID, EHS, PHP, PHPM 493C)	1-3	Global Experience in Public Health	This course provides a family or community focused public health experience in an international or under-served location working with a local governmental or non-governmental agency to improve the health and well-being of a vulnerable population. The course emphasizes an in-depth, field-based experience.	None	In-person, online	F, Sp, Su	Yes
HPS 400	3	Contemporary Community Health Problems	Analysis of the concepts of community health services, human ecology, and conservation of human resources, with emphasis on modern miasmas such as air, water, and noise pollution; the impact of social	None	In-person	F	Yes

			problems on community health, alcohol and drug abuse.				
EHS 425	3	A Public Health Lens to Climate Change	How does a changing environment affect human health? What is the public health role in mitigating and addressing these implications? Why is a public health lens both relevant and necessary? Students in this course will directly interact with these questions and explore the fundamentals of global environmental change with a focus on climate change. Course topics include climate change, impacts on human health, policy development, adaptation and mitigation, health equity, and climate action co-benefits.	None	Online	F, Sp	Yes
EHS 420	3	Environmentally Acquired Illnesses	Illnesses related to environmental exposures are on the rise but frequently misdiagnosed due to a lack of understanding of the complexities of multiple hazard exposures and variable health outcomes. This course provides an overview of common and emerging Environmentally Acquired Illnesses (EAIs) and explores the multitude of hazards, conditions, and predisposing factors related to human disease. Students will learn how to identify gaps in the current model of patient evaluation and treatment. In addition, they will critique current research design and gain hands on experience in developing a systems approach to understanding, evaluating, and communicating the impact and control of EAIs relative to human health.	None	Online	Sp	Yes

PHPM 415	3	Strategic Planning	This course provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments.	None	In-person, Online	F	Yes
HPS 404	3	Fundamentals of Evaluation	The course provides students interested in pursuing an undergraduate public health degree with the fundamentals of planning and evaluation. Course covers overview of the field of evaluation, the integrated theory of evaluation and the logic modeling.	None	Online	Sp	Yes
EPID 411	3	Health and Disease Across Time and the World	This is a course that introduces students to human variation and corresponding global trends in disease prevalence, and how these trends may be driven by evolutionary, historical, genetic, cultural, and environmental factors. Topics include human evolutions; current and past disease prevalence; geographical distribution of disease; demographic and epidemiological transitions; origins of health disparities; genetics and epigenetics.	A previous course in the biological sciences is highly recommended.	In-person	Sp	Yes
HPS 416	3	The World's Food and Health	The high-level course entails synthesizing peer-reviewed nutritional epidemiological papers by country with lectures on cultural aspects of food preparation and diet. Students will analyze how culture focused on food preparation and diet are associated with health and disease based on regional cuisines from various countries. Students will	None	In-person	F	Yes

			study the history and the development of diets around the world; analyze diets and how they relate to variations in disease prevalence; analyze the relationship between geography and foods available to a community; and evaluate how culture and food preparation interact to effect the health of societies and determine how to leverage geography, culture and diet to improve the nutritional status of communities.				
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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 4\*\*). 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		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
HPS 3XX	3	Introduction to Project Evaluation in Global Health	This course is designed to introduce students to the rationale and methods for evaluation of public health projects. Participants will gain skills in how to define project objectives that are specific, measurable, attainable, realistic and time framed (SMART). They will gain skills in	NONE	Online, in person, icourse	D	Fall 2021	F, Sp	YES	YES

			how to select appropriate project evaluation indicators. They will be introduced to the basics of project logic model development.							
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\*In development (D); submitted for approval (S); approved (A)

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

**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](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
John Ehiri	Minor program development. Teach HPS 3xx, Introduction to Project Evaluation in Global Health	UA Vitae Link: <a href="https://profiles.arizona.edu/person/jehiri">https://profiles.arizona.edu/person/jehiri</a>
Priscilla Magrath	Teach HPS 433/ HPS 417	UA Vitae Link: <a href="https://profiles.arizona.edu/person/pmagrath">https://profiles.arizona.edu/person/pmagrath</a>
Aminata Kilungo	Teach HPS 409	CV Link: <a href="https://publichealth.arizona.edu/directory/aminata-kilungo">https://publichealth.arizona.edu/directory/aminata-kilungo</a>
Naqib Safi	Teach HPS 459: Management of Global Public Health Emergencies	CV Attached

**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: Courses and Learning Outcomes**

<i>Learning Outcome</i>					
<b>Course and Learning Activities</b>	Outcome 1: Critically examine public health solutions to global health issue	Outcome 2: Demonstrate conceptual and practical skills to implement a WaSH program to improve health	Outcome 3: Develop an emergency response plan, based on analysis and interpretation of available data and comprehensive situation analysis	Outcome 4: analyze health systems using a range of different models	Outcome 5: Develop evaluation plan for global health project
HPS 3xx: Introduction to Project Evaluation in Global Health (3) (Fall) under development	I/A	I	I	I	P/A
HPS 433: Global Health	I/A	I	I	I	I
HPS 409: Global Water, Sanitation and Hygiene (WaSH) (3)		P/A			

HPS 459: Management of Global Public Health Emergencies (3) (developed and taught in fall 2020 as special topic			P/A		
<b>HPS 417:</b> Health Systems in Global Health	I	I	I	P/A	I
<b>LEGEND:</b> I = Introduced P = Practiced A = Assessed I/P = Introduced/Practiced P/A = Practiced/Assessed					

**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.

<b>Learning Outcomes</b>	<b>Sources(s) of Evidence</b>	<b>Assessment Measures</b>	<b>Data Collection Points</b>
<i>Outcome 1:</i> Critically examine public health solutions to global health issue	<ul style="list-style-type: none"> <li>Course-embedded assessments.</li> </ul> Student course survey Student course survey	Quizzes, group poster and peer review, three professional learning logs, weekly discussion board postings	Weekly continuous assessments, mid-term project, end of course project and presentation.
<i>Outcome 2:</i> Demonstrate conceptual and practical skills to implement a WaSH program to improve health	<ul style="list-style-type: none"> <li>Course-embedded assessments.</li> <li>Student course survey</li> </ul>	Weekly discussion board assignments, three quizzes, one writing assignment on WaSH and Gender, final Project on how to	Weekly continuous assessments, three mid-term quizzes, and one writing assignment, final group project and final individual written exam



		developing a WaSH program for a school or community, final exam,	
<i>Outcome 3: Develop an emergency response plan, based on analysis and interpretation of available data and comprehensive situation analysis</i>	<ul style="list-style-type: none"> <li>• Course-embedded assessments.</li> <li>• Student course survey</li> </ul>	Continuous assessment involving writing assignments: on description of a public health emergency situation, situation analysis, response plan, response strategies, communication and advocacy strategy plan - culminating in a final emergency response plan	Continuous weekly writing assessment assignments and end of course final emergency response plan
<i>Outcome 4: Analyze health systems using a range of different models</i>	<ul style="list-style-type: none"> <li>• Course-embedded assessments.</li> <li>• Student course survey</li> </ul>	Weekly discussion assignments, quizzes, group project and presentation on country health system analysis, global health policy brief.	Weekly discussion assignments, min-term group project and presentation, and end of course policy brief
<i>Outcome 5: Develop evaluation plan for global health project</i>	<ul style="list-style-type: none"> <li>• Course-embedded assessments.</li> <li>• Student course survey</li> </ul>	Continuous assessment involving writing assignments: on the meaning and importance of project evaluation, how to define project objectives and measurement indicators, how to develop a project logic model, - culminating in a final project evaluation plan	Weekly continuous writing assignments, and end of course project evaluation plan (including the project and logical model)

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

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	5	20	33	40	45

Data/evidence used to determine projected enrollment numbers:

The College of Public Health has an established minor in Public Health with over 200 students. The anticipated student enrollment for the first year is 10 students. However, it is possible that we will have more students given the online nature of the program, the paucity of, and the growing interest in, Global Health programs.

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

<b>PROJECTED MINORS AWARDED ANNUALLY</b>					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Minors	4	18	30	36	41

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

Graduation rates are based on an estimated 90% retention.

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

We have budgeted for the marketing and student recruitment efforts for the Global Health minor program to begin Spring 2021-Summer 2021. As part of these efforts, we will utilize a multi-pronged approach, which will include working with the University of Arizona Mel and Enid Zuckerman College of Public Health's director for Distance Education, the College Online Undergraduate coordinator, UArizona Online, alumni, and Public Health student ambassadors, to recruit potential students. Recruitment strategies will also deploy social media campaigns, presentations and information sessions to high school students as well as in freshman classes throughout campus.

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

As part of the marketing and recruitment process, we will target a diverse body of students and working professionals – locally, regionally, nationally and globally. MEZCOPH has a diverse body of faculty who will contribute to courses offered in the minor. The minor in Global Health will be taught by existing faculty.

**Undergraduate 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: Global Health Minor, UCLA	Peer 2: Global Health Minor, University of Washington, Seattle
Current# of enrolled students		225	91
Minor program description	<p>The Mel and Enid Zuckerman College of Public Health 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. We currently offer an emphasis area in global health for our undergraduate public health students on main campus and online. We also offer a Master of Public Health (MPH) degree in global Health. We propose a Minor in Global Health as an extension of our mission of promoting health and social justice locally and globally. A minor in global health is also in line with UArizona’s strategic Pillar #4 (Arizona Global). Global health is an area for study, research, and practice that places priority on improving health and achieving health equity for all people worldwide. It is defined in the Institute of Medicine’s Report, “America’s Vital Interest in Global Health” as health problems, issues, and concerns that transcend national boundaries, and which</p>	<p>From: <a href="https://www.international.ucla.edu/ghm/program">https://www.international.ucla.edu/ghm/program</a></p> <p>The minor in Global Health allows students to develop an interdisciplinary understanding of health issues in a global context. Through a broad inventory of courses, the minor in Global Health provides a solid foundation in, and familiarity with, social determinants of health, epidemiology, environmental health, nutrition, data collection, and evaluation methods.</p> <p>Students undertaking the Global Health Minor explore the institutional, economic, logistic, legal, social and artistic challenges facing global health solutions, investigate the health implications of globalization, as well as address issues of social justice and development, which are crucial to understanding the determinants of health issues around the world.</p>	<p>From: <a href="https://globalhealth.washington.edu/education-training/undergraduate">https://globalhealth.washington.edu/education-training/undergraduate</a></p> <p>The Global Health Minor provides students with a transdisciplinary introduction to the key concepts, debates, challenges, and opportunities in the field of global health. We provide a broad-based curriculum, an intellectually engaged support staff, and an ongoing commitment to identifying great classes, lectures, and opportunities for all students, whatever their major field of study. Students participating in the minor will be able to understand and discuss the determinants of global health and global responses to health problems, including health systems. By becoming knowledgeable in these core areas, students will also be able to engage actively in efforts to improve health as global citizens.</p>

	<p>may be influenced by circumstances or experiences in other countries and are best addressed by cooperative actions and solutions. These definitions reflect a closely linked world, where the globalization of commerce, communications, and travel bring an immediacy that magnifies our opportunities and our problems. For human health, connectedness of knowledge and technology can obviously support surveillance, treatment, and prevention. However, rapid movement of people – some of whom are ill with an infectious disease, movement of food that can be contaminated, water and air that can be polluted, toxic substances and even terrorism across national borders, bring increased health risks. Many individuals have a passion to address these global challenges, and a sense of urgency to promote social justice. To train the global health workforce to meet the demand, there has been rapid acceleration in the creation of global health programs, and a doubling of undergraduate and graduate enrollments in the programs in US universities.</p>		
<b>Target careers</b>	<ul style="list-style-type: none"> <li>-Healthcare Administrator</li> <li>- Community Health Worker</li> <li>- Health Educator</li> <li>- Human Services Manager</li> <li>- Dietitian, Nutritionist</li> </ul>	<ul style="list-style-type: none"> <li>-Healthcare Administrator</li> <li>- Community Health Worker</li> <li>- Health Educator</li> <li>- Human Services Manager</li> <li>- Dietitian, Nutritionist</li> </ul>	<ul style="list-style-type: none"> <li>-Healthcare Administrator</li> <li>- Community Health Worker</li> <li>- Health Educator</li> <li>- Human Services Manager</li> <li>- Dietitian, Nutritionist</li> </ul>
<b>Minimum total units required</b>	18 (semester system)	20 (quarter system)	30 (quarter system)
<b>Minimum upper-division units required</b>	18	20	15
<b>Total transfer units that may apply to minor</b>	0	N/A	15

<p><b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b></p>	<p>At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.</p>	<p>To be admitted to the Global Health minor, students must be in good academic standing (minimum 2.00 GPA overall) and have completed all preparation courses for the minor with a minimum GPA of 2.00 in these courses.</p>	<p>Students wishing to declare the Global Health Minor must have:  a) completed 45 credits, and  b) declared a major.</p>
<p><b>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.</b></p>	<p><b>Core requirements (15 units)</b>  (NEW) HPS 3xx: Introduction to Program Evaluation in Global Health (3)  HPS 433: Global Health (3)  HPS 409: Global Water, Sanitation and Hygiene (WaSH) (3)  HPS 459: Management of Global Public Health Emergencies (3)  HPS 417: Health Systems in Global Health (3)</p> <p><b>Electives (3 units)</b>  EPID 309: Introduction to Epidemiology (3)  EPID 411: Health and Disease Across Time and the World (3)  HPS 493C: Global Experience in Public Health (1-3)  EHS 425: Public Health Lens to Climate Change (3)  EHS 420: Environmentally Acquired Illnesses (3)  HPS 400-801 (Study Abroad section): Contemporary Community Health Problems (3)  PHPM 415: Strategic Planning (3)  HPS 404: Fundamentals of Evaluation (3)  HPS 416: The World's Food and Health (3)</p>	<p><b>Core Course (1 course)</b> Global Health 100: Global Health and Development (4)</p> <p><b>Electives (4 courses)</b>  Four courses selected from the following theme areas, with a maximum of two courses from any single theme:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Biological Sciences</li> <li>• Community Health</li> <li>• Environmental Health</li> <li>• Genetics</li> <li>• Globalization &amp; Development</li> <li>• Health Humanities &amp; Communication</li> <li>• Policy</li> <li>• Society &amp; Cultural Health</li> <li>• Statistics &amp; Modeling</li> </ul>	<p><b>Required Courses (11 credits)</b></p> <p><b>Introductory Course (5 credits)</b>  G H 101 Introduction to Global Health: Disparities, Determinants, Policies &amp; Outcomes (5)</p> <p><b>Biologic Principles in Global Health (3 credits, choose one):</b>  G H 210 Confronting Global Diseases: Introductory Biologic Principles and Context (3)  G H 410 Advanced Biologic Principles of Global Diseases (3)</p> <p><b>Perspectives in Global Health Series (3 credits, must take all three; nonsequential):</b>  G H 201 Multidisciplinary Perspectives in Global Health (1)  G H 401 Core Topics in Global Health (1)  G H 402 Contemporary Issues in Global Health (1)</p> <p><b>Elective Areas (19 credits)</b>  Must take one class in each Elective Area.</p> <ul style="list-style-type: none"> <li>• The Environment &amp; Global Health</li> <li>• Comparative Health Systems &amp; Approaches to Health</li> <li>• Sociocultural Ecology of Health</li> <li>• Regional &amp; Area Studies</li> </ul>
<p><b>Internship, practicum, applied course requirements (Yes/No). If</b></p>	<p>No</p>	<p>No</p>	<p>No</p>

<b>yes, provide description.</b>			
<b>Additional requirements (provide description)</b>	None	None	Minimum of 2.0 in every course applied towards the minor

\*Note: comparison of additional relevant programs may be requested.



**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit: Undergraduate Minor in Global Health (Main Campus) offered by the Department of Health Promotion Sciences**

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
Budget Contact Person: John Ehiri, PhD			
<b>METRICS</b>			
Net increase in annual college enrollment UG	5	20	33
Net increase in college SCH UG	45	180	297
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		0.05	0.10
<b>FUNDING SOURCES</b>			
<b><u>Continuing Sources</u></b>			
UG RCM Revenue (net of cost allocation)	6,750	27,000	44,550
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	\$ 6,750	\$ 27,000	\$ 44,550
<b><u>One-time Sources</u></b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL SOURCES</b>	\$ 6,750	\$ 27,000	\$ 44,550
<b>EXPENDITURE ITEMS</b>			
<b><u>Continuing Expenditures</u></b>			
Faculty	-	5,500	11,000
Other Personnel			
Employee Related Expense	-	1,705	3,410
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	\$ -	\$ 7,205	\$ 14,410
<b><u>One-time Expenditures</u></b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ 7,205	\$ 14,410
<b>Net Projected Fiscal Effect</b>	\$ 6,750	\$ 19,795	\$ 30,140





**BUDGET PROJECTION FORM**

**Name of Proposed Program or Unit: Undergraduate Minor in Global Health (Online Campus) offered by the Department of Health Promotion Sciences**

	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
Budget Contact Person: John Ehiri, PhD			
<b>METRICS</b>			
Net increase in annual college enrollment UG	5	20	33
Net increase in college SCH UG	45	180	297
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		0.05	0.10
<b>FUNDING SOURCES</b>			
<b><u>Continuing Sources</u></b>			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	16,200	64,800	106,920
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	\$ 16,200	\$ 64,800	\$ 106,920
<b><u>One-time Sources</u></b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL SOURCES</b>	\$ 16,200	\$ 64,800	\$ 106,920
<b>EXPENDITURE ITEMS</b>			
<b><u>Continuing Expenditures</u></b>			
Faculty	-	5,500	11,000
Other Personnel			
Employee Related Expense	-	1,705	3,410
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	\$ -	\$ 7,205	\$ 14,410
<b><u>One-time Expenditures</u></b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ 7,205	\$ 14,410
<b>Net Projected Fiscal Effect</b>	\$ 16,200	\$ 57,595	\$ 92,510