

Project Name:	Educational Initiative in Global Public Health
MIU Round:	Round 2
Sponsor(s):	College of Agricultural & Life Sciences, Center for Global Health
Coordinator(s):	Sherry Tanumihardjo, Lori DePrete Brown, John Ferrick, Robin Mittenthal
Partner(s):	College of Letters and Science, Nelson Institute, School of Medicine and Public Health, School of Nursing, School of Pharmacy, School of Veterinary Medicine, Social Work, College of Engineering, School of Education, Division of International Studies
Report Date:	Year 1, July 2011

Project Specific Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Establish an interdisciplinary working group on global public health education. • Develop a global public health curriculum through identification of already existing courses, development of new courses when necessary, and increased coordination among teaching faculty. • Establish an undergraduate Certificate in Global Health.
Project Impact Data Source(s)	Center for Global Health Staff.
Baseline Measure(s)	NA. This program did not exist prior to MIU funding.

General MIU Goals and Measures (applicable to project)	
A Increased access in bottleneck areas	The intense interest on the part of students in the Certificate in Global Health coupled with the fact that at least one of the core courses must be taken before the certificate can be declared puts enrollment pressure on the certificate courses. If demand for the certificate is higher than expected, it may be possible that some students could want to declare the certificate but cannot due to lack of space in the prerequisite core course. To monitor potential problems in this area, the certificate courses will use the ISIS waitlist functionality.
C Increased capacity for high-impact practices	The field courses that are part of the certificate requirements involve students working in small groups with a faculty member on a research or field project. These are also taught as service learning courses, requiring reflection on and integration of material learned in courses with the field experience. The possibility of incorporating one or more of the core certificate courses into a First Year Interest Group (FIG) is being discussed.

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D	Increased student learning and teaching excellence	Courses and course activities are designed to explicitly tie the concepts to global public health and to topics in other courses. Activities conducted in class help student see the linkages between topics and their relationship to global public health.
E	More tenured, tenure-track faculty teaching undergraduate courses	All of the core certificate courses are taught by tenured or tenure-track faculty. Many faculty, particularly those from the public health field, are engaging with undergraduate students for the first time.
F	Decreased achievement gaps	Because the core courses are brand new, it is not known whether achievement gaps exist. More generally, core courses were designed to meet the needs of a diverse range of student issues.

Progress Reports

Year 1

- Created the Global Health Working Group and advisory board.
 - Planned and implemented a global health curriculum. Three new foundational/"core" courses were created and offered in Spring 2011 for a total enrollment of 229 students.
 - Received formal approval for the Certificate in Global Public Health (approved at the May 2011 meeting of the University Academic Planning Council). Students will be able to declare the certificate in Fall 2011.
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