

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

New Instructional Program
 Substantial Expansion/Major Modification
 Cooperative Degree Program

University of Maryland University College
Institution Submitting Proposal

Global Health Management
Title of Proposed Program

Post-Baccalaureate Certificate
Degree to be Awarded

Fall 2016
Projected Implementation Date

120200
Proposed HEGIS Code

51.0701
Proposed CIP Code

The Graduate School
Department in which program will be located

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Signature of President or Designee

12/18/15
Date

**University of Maryland University College
Post-Baccalaureate Certificate in Global Health Management**

University of Maryland University College (UMUC) proposes to create a new Post-Baccalaureate Certificate (P.B.C.) in Global Health Management. The new P.B.C. will require successful completion of twelve semester hours and be offered online. It will be offered in partnership with a proposed online P.B.C. in Global Health Systems and Services, being submitted separately by The Graduate School, University of Maryland Baltimore (UMB). Both certificates will share two common three-credit core courses. The courses required for the UMUC P.B.C. will be applicable toward the M.S. in Health Care Administration.

This new twelve-credit P.B.C. in Global Health Management will draw its student body primarily from practicing health care professionals and current UMUC and UMB students. By proposing it as a partnership with UMB, the certificate will take advantage of UMB's extensive graduate clinical, practice, and global expertise. UMUC brings to this joint partnership extensive online education experience and health management expertise, including both global and national management expertise. The proposed P.B.C. in Global Health Management offers students interested in global health management a chance to add to their domestic health management skills and it builds upon the health care administration degrees already offered by UMUC. UMUC health management degrees include a bachelors' degree in Health Services Management, a graduate area of concentration (A.O.C.) in Health Care Administration in the M.S. in Management program, an M.S. in Health Care Administration, and an M.S. in Health Informatics Administration.

UMUC and UMB have drafted a Memorandum of Understanding, attached, to articulate shared delivery of the first two courses, including hosting of courses, faculty, student enrollment in each program, and confidentiality of student information.

A MISSION

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2012)), the mission of UMUC is improving the lives of adult learners. UMUC will accomplish this by:

1. Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
2. Providing our students with affordable, open access to valued, quality higher education; and
3. Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to the adult student results in an emphasis on workforce relevant programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and graduate-

level teacher training in STEM areas. As part of its emphasis on workforce needs, UMUC offers non-credit professional development programs such as those in executive leadership and hosts professional conferences and meetings that support the economic and societal needs of the State.

This proposal aligns with UMUC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that aligns with the needs of students and the community. The program is consistent with UMUC's commitment to offering current and relevant credentials that prepare students for the workforce. Students are given time to practice skills as they progress through formative instruction. The program will support students' professional development with opportunities to learn from employers and peers. The program model offers flexibility and continuing education and social opportunities to adults interested in refreshing and reshaping their career opportunities.

Mission-Driven Rationale for the Program

In Fall 2013 and Spring 2014, UMB and UMUC piloted a joint, online, team-taught graduate course, *Global Challenges in Women's and Children's Health*. Both institutions were looking to take advantage of their core strengths (for UMB clinical and related health policy and practice; for UMUC health care management) at a minimal cost to each institution. Both institutions had faculty with global health experience and were interested in training a workforce skilled to meet what the Institute of Medicine describes as the "globalization of health and the interdependency of the health of peoples worldwide".¹ At UMUC, broadening health to a global perspective supported its mission of offering educational opportunities "in Maryland, the nation, and the world."

The shared course emphasized that "strong collaboration is found in a partnership between the healthcare industry and health care education and training programs"². It gave UMUC students access to the UMB faculty involved in clinical care and research within the health care industry. It gave UMB access to the management and online educational expertise of UMUC, allowing UMB to improve its approach to technology, distance, and online education as cited in the 2009 Maryland State Plan for Higher Education³

The online course was offered to graduate students from both institutions and team taught by clinical practice and management faculty from both institutions. Seventeen students completed the first pilot class and 34 students completed the second class. During the enrollment period, the second pilot class had a waiting list ranging from 5 to 10 students. All of the 25 students who responded to a course evaluation questionnaire gave positive evaluations, with students discussing how the course had broadened their health care expertise and exposed them to faculty with global experience (in addition to a course coordinator, each week highlighted a different industry expert lecturer). Twenty percent were interested in obtaining a certificate in global health in addition to the degree that they were obtaining so that they could work internationally. They liked the online structure and left the course

¹ Source: Informing the Future, Critical Issues in Health, Third Edition, p.41, <http://www.nap.edu/catalog/11469/informing-the-future-critical-issues-in-health-third-edition>).

² Source: 2013 – 2017 State Plan for Postsecondary Education, Maryland Ready, p. 53, <http://www.mhec.state.md.us/highered/2004plan/2004stateplan.asp>

³ Source: 2009 Maryland State Plan for Higher Education, p. 25, <http://www.mhec.state.md.us/highered/2004plan/2004stateplan.asp>.

with "a better understanding" of the differences among health care delivery systems across nations and related beliefs and behaviors.

About a quarter of the students commented on how the course also helped them work in inner city Baltimore and areas of Maryland that had culturally diverse immigrant communities. By treating "cultural diversity as a value-added resource" throughout the course and by employing lecturers experienced with and/or from different countries the course was able to advance students "cultural competence," emphasized in the 2009 Maryland Plan for Post-Secondary Education⁴.

Based on the pilot test, a partnership was developed to offer two certificates, one in Global Health Systems and Services from UMB and one in Global Health Management from UMUC. The schools will share the first two courses that provide the general skills needed to then specialize in one of the certificate areas. Later courses will be taken at the respective school. The proposed P.B.C. emphasizes a number of themes found in the *2013 – 2017 State Plan for Postsecondary Education, Maryland Ready*, including diversity, science and technology, and innovation. Education in the health professions is directly cited in this plan:

Some educational institutions are collaborating with industry to develop strategies that address changing workforce demographics, evolving workforce demands, and the skills gap through the implementation of stackable credentials (Fain, 2012). One example of strong collaboration is found in a partnership between the healthcare industry and healthcare education and training programs. An individual may enter the healthcare field at many levels, and at each level, there are well-defined next step pathways for progress. Most levels are identified through the attainment of industry-recognized credentials that are stackable, allowing students to earn credentials as they progress through educational and training programs for particular occupational fields (p.53)

This proposed UMUC P.B.C. in Global Health Management collaborates with a University that delivers health care and health care education and training (UMB) and is a stackable credential.

B

CHARACTERISTICS OF THE PROPOSED PROGRAM

Adequacy of Curriculum Design and Delivery Related to Learning Outcomes

Description of the Proposed Program

The Post-Baccalaureate Certificate in Global Health Management is expected to give health professionals the specialized skills they need to work in an expanding global health marketplace that encompasses many health industries including pharmaceuticals, primary health care and inpatient care, and consulting. The certificate is appropriate for individuals with an undergraduate degree in health care, current graduate students, and those with three to five years of health care, health services/administration, or closely related experience. The curriculum covers international health organizations, health systems and policies, especially in low- and middle-income countries, and management and financial skills. The goal of the program is to provide health care workers with the

⁴ Source: 2009 Maryland Plan for Post-Secondary Education' p.28, www.mhec.state.md.us/highered/2004plan/2004stateplan.asp

management skills to administer health care services in other countries or in international organizations, so that they can:

1. Formulate global health services policies.
2. Improve quality of care and service delivery within different national health systems.
3. Plan health programs within diverse cultures that may have differing ethical values.
4. Manage global health programs.

Course Requirements for the Program

The program will require 12 semester hours of course work, as shown in the table below. When enrolling, students would enroll as a UMUC student if they wanted a Post-baccalaureate Certificate in Global Health Management or as a UMB student if they chose the Post-baccalaureate Certificate in Global Health Systems and Services. The first two courses are shared by both schools. The last 6-credit course listed below will be offered at UMUC for Global Health Management students.

P.B.C. Requirements: 12 semester hours

GHM 610 Perspectives on Global Health (shared course with UMB)	3
GHM 620 National and International Approaches to Health Care Delivery (shared course with UMB)	3
GHM 630 Strategic Management of Global Health Services (UMUC Global Health Management students only)	6
Total	12

Student Learning Outcomes

The student who completes the Post-Baccalaureate Certificate will be able to:

- Navigate the different international health organizations and their roles in promulgating global health policies, procedures, and organizing health care services.
- Assess and design global health services within different national contexts.
- Implement and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.
- Work effectively within diverse cultural settings and across national and international political landscapes to maximize contributions to effective policy and enhanced care practice.
- Build interdisciplinary teams and communicate with clinical providers, administrators, and patients using appropriate cultural practices.
- Use a systems approach to health services management including strategic planning, budgeting, and resource allocation.

Technology Fluency

Technology fluency is a core learning area for UMUC students and is assessed at the institutional level as well as being incorporated into all academic programs. All courses in this program will be taught entirely online, so that all students will be required to use enhanced technology to complete assignments. Students will also use the online databases and the UMUC library's other extensive online holdings to

fulfill course requirements. The program will thus require students to acquire and maintain a high level of technological proficiency.

Adequacy of Provisions for Evaluation of Program

As discussed below under "Evaluation and Assessment," all UMUC programs are subject to comprehensive and multi-pronged evaluations. These include course and faculty assessment, program-specific student-level competency assessment, institution-wide student learning outcomes, and program outcomes among others. Evaluation and assessment for the program will take place in the required courses, including regular course evaluations, review of grade distributions, and faculty review of student performance on embedded course assessments. Additional review includes tracking of student completion rates.

Assessment is a dynamic and engaged process at UMUC; the university's Assessment Steering Committee provides coordination and advisement, and disseminates best practices throughout the institution. Faculty, administrators, and the Office of Institutional Research collaborate to implement assessment activities, review results and make appropriate resource, curriculum or other modifications accordingly.

Consistency with the State's Minority Student Achievement Goals

UMUC has seven core values that reflect the University's central beliefs and serve as core principles that guide all program development and availability. Diversity, the idea that each individual brings value to the University's efforts and results, is central to the University's core values. This core value is reflected in the University's ethnically and racially diverse student body and its proven record of providing higher education access to minority students.

- As of Fall 2014, 47% of all undergraduate students and 54% of all graduate students are minority students*.
- Additionally, UMUC enrolls more African American students (14,195) than any other institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 6,677 African American students.
- In Fiscal Year 2014, 41% of bachelor's degrees, 51% of master's degrees, and 37% of doctoral degrees were awarded to minority students*.
- Annually, UMUC awards more degrees to African American students than any other Maryland institution, including the four Maryland HBIs in Maryland.

**Minority students* is defined here as Blacks/African Americans, Latinos/Hispanics, Asians, Pacific Islanders, and Native Americans, plus those of two or more races.

Consistency with the Maryland State Plan for Post-Secondary Education

The Certificate is designed to meet present and future needs of the state by continuing to expand and enhance UMUC's offerings in STEM disciplines, a prominent goal for public institutions included in the *State Plan*. This program supports major goals in the *State Plan* in a number of specific and concrete ways:

- The program serves Goals 1 and 2 (Quality and Effectiveness and Access, Affordability and Completion) in the *State Plan* in that it is designed to support UMUC's overall mission to set a global standard for excellence and to be respected as a leader for affordable and accessible adult

education programs. In addition, UMUC administers its programs to meet the goals of the Effectiveness and Efficiency Initiative of the University System of Maryland Board of Regents, by employing data-driven decision making that ensures that academic programs offer high quality education at an affordable cost to broaden access.

- The program supports Goal 3 (Diversity) in the *State Plan* by offering access to education to diverse populations of students. As shown in Table 1 below, in 2013-2014, the M.S. in Management with an A.O.C. in Health Care Administration and the M.S. in Health Care Administration awarded to African-American students a combined total of 44% of their master's degrees, compared to 19% for Maryland institutions as a whole. UMUC awarded 6% of combined Health Care Administration graduate degrees to Hispanic students in 2013-2014, compared to 4% for Maryland institutions as a whole. UMUC is committed to maintaining its position in serving the educational needs of minority students.

% of Master's Degrees Awarded	Maryland Institutions in Total	UMUC, All Programs	UMUC, Current M.S. and A.O.C. in Health Care Administration
Black/African American Students	19%	37%	44%
Hispanic/Latino Students	4%	6%	6%

- The certificate serves Goal 4 (Innovation) in the *State Plan*, as it is based on principles of competency- and performance-based learning that are on the forefront of developments in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines. The approach is learner-focused and assessment (measuring what the student has learned) is embedded in every step of the learning process to assist students in building real-world job-relevant competencies in real-time. The certificate will employ authentic assessments that are relevant to tasks that graduates will actually perform on the job; such learning demonstrations will serve as both the means of instruction and assessment of learning in the program. Enhanced learning resources and multiple means for supporting students as they progress through their learning experiences are being developed toward the goal of improving retention and student success. The methodology and the on-demand nature of the support are innovative in the field of higher education and online learning.
- The certificate serves Goal 5 (Economic Growth and Vitality) in the *State Plan*, in that it is designed to better align the competencies and skills of graduates to the needs of industry and employers. In developing the certificate, program administrators met with employers and other experts to determine the competencies and skills desired in the workplace. This work resulted in a specific set of competencies for the certificate program upon which learning outcomes and learning

⁵ Sources: 2014 MHEC Data Book, www.mhec.state.md.us/publications/research/AnnualPublications/2014DataBookL.pdf; UMUC FY 2014 Fact Book, www.umuc.edu/visitors/about/ipra/upload/umuc-fact-book-fy-2014.pdf; UMUC Office of Institutional Research Academic Program Database.

demonstrations (authentic assessments) were developed. Students will be evaluated based on their mastery of learning demonstrations.

- The certificate serves Goal 6 (Data Use and Distribution) in the *State Plan*. The program is built using competency-based learning methodology that places more emphasis on the monitoring of student and certificate progress across skills. Student performance will be monitored via well-vetted competency rubrics capable of reporting on areas of excellence and needs for improvement. Aggregated data can be used to inform short and long term improvement plans for students, the program and policies. Robust data systems will offer insights that may assist in identifying populations that need additional support and in closing achievement gaps for underrepresented populations.

D Market Demand and Need

National Need

The US plays a leadership role in training and supporting a global health workforce. The Washington DC/Baltimore corridor is the center for agencies and organizations involved in Global Health, as it is home to the largest concentration of different global health related institutions and funding sources in the world. These include:

- bi-lateral and multi-lateral government supported agencies,
- philanthropic foundations and organizations,
- offices of pharmaceutical and other companies,
- legislative bodies formulating health services priorities,
- policy and research think tanks, and
- a significant number of NGOs and consulting firms working in collaboration with funders and with national governments.

These companies work throughout the world to strengthen health care systems and their own delivery of health services. Some of the best known of these organizations include Family Health International (FHI), Population Services International (PSI), and John Snow International. Non-profit associations such as Catholic Relief Services (CRS), Save the Children, and World Learning, as well as health care organizations such as The University of Maryland School of Medicine and Johns Hopkins University work globally.

International organizations such as these hire staff to address global health workforce shortages. A recent Deloitte report states that, "Workforce shortages are a major contributor to health care access problems around the world"⁶. The World Health Organization (WHO) estimates that today there is a shortage of 7.2 million workers and that this shortage will grow to 12.9 million workers by 2035⁷. This health workforce shortage is expected to increase as global health spending increases by an annual average of 5.3% through 2017⁸. In 2015 the US government will invest approximately \$9 billion dollars in

⁶ Source: Deloitte, 2014 Global Health Care Outlook, <https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/dttl-lshc-2014-global-health-care-sector-report.pdf>

⁷ Source: A Universal Truth: No Health without a Workforce, <http://www.who.int/workforcealliance/knowledge/resources/hrhreport2013/en/>

⁸ Source: World Healthcare Outlook, Economist Intelligence Unit, August 14, 2013

global health projects⁹. In addition private health companies, ranging from pharmaceutical and medical supply companies to large hospital systems and non-governmental foundations, have increased their global health investments. To realize these investments, a health workforce is needed that is familiar with global health, can respond to emergency health crises abroad, and who can support the development of other nations' health workforces.

There is no specific CIP or SOC title for Global Health Managers. But the World Health Organization (WHO) and other international reports specifically cite the need for clinical practitioners who possess global health management skills. WHO states that the health clinical workforce must be sensitive to the management issues of country cultures, health regulations, and health delivery structures¹⁰. A 2013 international report reinforces the WHO management findings, stating: "Key to global health care is organization, financing, and management of health service systems. Global health experts help developing countries to establish an effective and efficient health care system and infrastructure"¹¹. Global Health training and education are essential for managerial and health services practice positions in the developing world.

Need in Maryland

An online certificate in global health management is relevant for the Maryland workforce, especially as the state becomes more ethnically, linguistically, and culturally diverse. In 2010 in Maryland, almost 804,000 (13.9 percent of its population) foreign-born individuals lived in the state¹². In 2006, 21% of health care practitioners were foreign-born¹³

Table 2 below shows the employment outlook in Maryland for graduates of programs in fields aligned with the proposed program. The projected demand shown in Table 2 is drawn from the Maryland Department of Labor, Licensing, and Regulations (DLLR) employment projections for 2012-2020 and is based on the crosswalk of the Global Health P.B.C.'s proposed CIP code (51.0701 Health/Health Care Administration/Management) and closely related CIP codes along with the Bureau of Labor Statistics' Standard Occupational Codes (SOC). The definition of "total openings" as provided by DLLR is "... the estimate of the number of jobs that will arise from the need to replace workers who will die, retire, or permanently leave the occupation for other reasons over the projection period."¹⁴

The data show the potential for 3,683 new and additional positions in occupations for which the proposed program will prepare its graduates.

⁹ Source: Journal of the American Medical Association. 2014;311(16):1601. doi:10.1001/jama.2014.3890 - <http://jama.jamanetwork.com/article.aspx?articleid=1861809>

¹⁰ Source: A Universal Truth: No Health without a Workforce, 2014 - <http://www.who.int/workforcealliance/knowledge/resources/hrhreport2013/en>

¹¹ Source: UNA, Global Health Careers - www.unanyc.org/events/2014/20140514_careers_health.html

¹² Source: The Impact of Immigrants in Maryland, Commission to Study the Impact of Immigrants in Maryland February 8, 2012 - http://www.inforum.umd.edu/mdimmigration/content/md_immigration_commission_finalreport.pdf.

¹³ Source: The Integration of Immigrants in Maryland's Growing Economy, Randy Capps, Karina Fortuny, The Urban Institute, March 2008, http://www.urban.org/UploadedPDF/411624_immigrants_in_MD.pdf#page=2

¹⁴ Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/iandoproj/aboutnum2.shtml

SOC Code	Occupational Title	Base Number of Positions			Replacement Openings	Total Openings
		2012	2022	10-Yr Change		
11-9111	Medical and Health Services Managers	10,691	11,778	1,087	2,596	3,683
Total Openings		10,691	11,778	1,087	2,596	3,683

Student Audience and Potential Careers

The P.B.C. in Global Health Management, either as a standalone certificate or as a stackable credential, will enable students and other health workers to contribute to global health services, either through short-term projects or through longer-term employment.

Enrollment for the proposed UMUC certificate and its partner UMB certificate will come from four sources, some of which overlap:

- Current students interested in working globally. In a recent UMB student survey 50% of the respondents were interested in some type of international experience (International Experiences and Expectations of UMB Students, 2014);
- Immigrants working in health care who are interested in furthering their global health skills;
- Staff working for companies with a global health presence; and
- Clinicians and health administrators interested in increasing their knowledge and skills in the global arena.

To enroll for this Post-Baccalaureate Certificate individuals must (1) have a Bachelor's Degree or Master's Degree in a health discipline or (2) three to five years experience in health care, health services/administration, or a closely related area and a Bachelor's Degree, or (3) be a current UMUC or UMB graduate student.

Graduates with post-baccalaureate certificates in global health may volunteer for global assignments through their current health workplace or go to work for:

- Consulting firms
- Disaster relief organizations
- Immigrant/refugee health organizations
- Research and academic institutions
- US health care systems working internationally
- International agencies
- Other non-governmental agencies (NGOs)
- Pharmaceutical firms
- Multi-lateral agencies (such as WHO)
- Governmental agencies (USAID, in-country ministry of health, etc.)

¹⁵ Source: Maryland Department of Labor, Licensing, and Regulations, www.dllr.state.md.us/lmi/jandoproj/occupationalprojectionsgroups.xls

Given increasing investments in global health, demand for trained staff is expected to remain high. The proposed Post-Baccalaureate Certificate in Global Health Management will build upon participants' domestic health skills and provide courses in the different health managerial skills and national health delivery systems needed to manage within the global arena.

Enrollment Projections

The following UMUC enrollment projections are based upon expected completion of the program in one year, given that most students are expected to be part-time.

	Year One	Year Two	Year Three	Year Four	Year Five
Projected Enrollment	15	18	20	23	25

It is anticipated that approximately 25 certificates will be awarded each year after the program is established and reaches steady state.

E

Reasonableness of Program Duplication

A review of the MHEC inventory shows that there are three post-baccalaureate certificates addressing global health areas offered by Maryland schools. None target global health management, which is the focus of UMUC's proposed P.B.C. Most focus on public health or specific areas of global health practice such as tobacco control and nutrition.

- **Johns Hopkins University** offers a post baccalaureate certificate in Global Health and a Global Tobacco Control Certificate in the Bloomberg School of Public Health. The focus of the Global Health 18-credit certificate is on population health, behavioral health and disease control, rather than on the delivery or management of health services. It is offered through online and face-to-face classes. The focus of the Global Tobacco Control Certificate is on one specific area of Global Health: tobacco control.
- **The University of Maryland College Park (UMD)** offers an onsite, 12-credit Global Health Certificate through their School of Public Health. Its focus is on population and behavioral health, including epidemiology and health promotion and the courses do not include global health management or delivering health treatment or care services. It is not a completely online program. Talks were held this summer with Dr. Jane Clark, the Dean of the School of Public Health at UMD and her staff. In an August 20 email, Dr. Clark writes,

"After numerous discussions involving both our faculty and administrators, we have determined that UMD SPH will not join you at this time in your joint certificate plans. The entire university, and thus the SPH, is currently engaged in revisiting, re-visioning, and revising our strategic plans. This process, combined with changes in SPH leadership and a growing contingent of global public health faculty interested and engaged across the SPH, have ultimately compelled us to take a step back and postpone any new or collaborative initiatives such as your proposal until we can clearly map our longer-term direction and goals in the framework of our new strategic plan."

- **The University of Maryland, Baltimore School of Nursing** offers an onsite, face-to-face 12 credit global health certificate targeted to nurses and other UMB students interested in the practice of global health. This certificate is offered by the School of Nursing. Based on conversations with the School of Nursing we have learned that they have decided to keep their focus on teaching nurses in a face-to-face environment.

Relevance to Historically Black Institutions (HBIs)

A search of the MHEC inventory shows that there are no post-baccalaureate certificates or Master's Degrees in global health offered by Maryland's Historically Black Institutions.

Program Delivery and Principles of Good Practice

The proposed program will be offered fully online. UMUC's approach to online learning is to provide a highly interactive environment that supports the development of competencies in written and oral communication, critical thinking, quantitative reasoning, leadership and discipline knowledge – the five graduate learning areas identified as institutional-level learning outcomes by the university's *Institutional Plan for the Assessment of Student Learning Outcomes* (<http://www.umuc.edu/outcomes/upload/ipra-student-learning-outcomes.pdf>).

Curriculum and Instruction

UMUC is committed to providing the best online teaching and learning possible and to excellence in all of its programs. There is no difference in coherence, cohesiveness, or academic rigor between programs offered in traditional instructional formats and those offered from a distance. Each program is designed to result in learning outcomes appropriate to the rigor and breadth of the program and all programs assess student achievement of defined learning outcomes through regular and formal assessment planning. Online and onsite courses and programs are fully aligned and integrated, designed around the same learning outcomes and principles, overseen and taught by the same faculty, held to the same standards, and assessed in the same way.

All of UMUC's online courses have been designed by faculty members in appropriate disciplines in collaboration with instructional designers and other experts in the field. Course learning outcomes and course descriptions are the same for every section of the course. The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

Role and Mission

All programs at UMUC are designed to be consistent with the mission of the institution. Each program has a mission and program outcomes aligned to the university mission as described in the catalog.

All existing UMUC programs are subject to periodic program reviews, including the review of the appropriateness of the technology being used to meet a program's objectives. The schedule and results of periodic program reviews are reported to the University System of Maryland (USM).

Faculty Support

All UMUC faculty are trained to teach online, including training in the use of the learning management system as well as in the pedagogy of distance education. Additionally, faculty have the opportunity for additional trainings throughout the course of their employment with UMUC. All faculty have 24/7 access to support services for both on-site and on-line courses, including the learning management system.

As part of their formal training, new graduate faculty become familiar with the expectations that The Graduate School has set for them as well as their students. Program Chairs, the administrators responsible for managing the faculty and all aspects of an academic program, reinforce these expectations in their regular reviews of and communications with their faculty. A formal document specifying the teaching expectation of The Graduate School can be found online and is available to all faculty, students, and interested parties at

<https://www.umuc.edu/faculty/facsupport/facultyexams/upload/the-graduate-school-faculty-expectations.pdf>.

Additional support is provided through workshops offered by the University's Faculty Development unit, as well as online coaching and mentoring programs for faculty

(<http://www.umuc.edu/faculty/facsupport/>). UMUC's learning management system provides appropriate real-time and asynchronous interaction between faculty and students in online classes, as well as access to course materials and a wide array of online library resources. All online classes have conferences in which students interact with faculty and with each other.

Learning Resources

UMUC's library provides comprehensive resources and services to support student learning. These resources and services are detailed below under "Adequacy of Library Resources."

Students and Student Services

UMUC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. Students have access to the complete range of student services available at UMUC in support of their distance education activities. All students are provided with the academic support they need to be successful in the online environment.

All advertising, recruiting, and admissions materials are the same for all students, and accurately represent programs and services available. Full information is available at <http://www.UMUC.edu>.

Commitment to Support

In accordance with UMUC policies, the teaching effectiveness of all faculty is evaluated on an ongoing basis. Further, faculty research, publications and other forms of scholarship, as well as administrative, professional and service activities and contributions commensurate with the program, school and institution missions are considered as part of faculty promotion.

Inherent in pursuit of the institutional mission and reflected in institutional business practices, UMUC is committed to investing the requisite resources to delivering high-quality academic programs that are directly career-relevant, and supporting the needs of students, employers and other stakeholders to continually review and refine those programs to facilitate student degree completion and career-readiness.

Evaluation and Assessment

Students have the opportunity to evaluate courses and faculty through a standard evaluation process. In addition, faculty are evaluated by their supervisors on a pre-determined schedule using a standard evaluation instrument employing direct observation.

Formal evaluation of student learning occurs within courses and programs via annual review of student performance in authentic learning demonstrations. Learning goals and competencies are aligned to learning demonstrations that comprise the curriculum. Annually, student performance across learning demonstrations is evaluated to determine where improvements may be required. Changes are made to curriculum and/or student support models. The process supports a continuous cycle of improvement.

Additional evaluation includes tracking of student retention, grade distributions and cost-effectiveness. Regular academic program reviews consider all factors related to academic quality, curriculum currency and relevance, student support and adequacy of facilities.

RESOURCES AND FINANCES

Adequacy of Faculty Resources

UMUC has a substantial roster of faculty with expertise in areas related to project management and global health. A master's degree is the minimum requirement to teach, but many faculty members hold terminal degrees. Teaching effectiveness is monitored by class observation and student course evaluations. UMUC is actively recruiting faculty to expand offerings in areas related to the certificate.

The following is a partial list of faculty with their terminal degree title, academic title/rank, and status, and the courses they will teach.

UMUC Faculty	Academic Rank	Course	International Experience
Katherine Marconi, PhD, MS	Professor	GHM 610, 620	Director of Strategic Information for The US President's Emergency Plan for AIDS Relief (PEPFAR), targeting 36 countries. She has worked on international health population surveys and evaluating global health programs.
Benjamin Brown, PhD	Adjunct Professor	GHM 620	20 years experience in the US Public Health Service working with underserved populations.
Monica Sava, PhD	Professor	GHM	Managed international health clinical

		630	trials, taught M.B.A. strategy classes.
Christian Wallis, PhD	Adjunct Assistant Professor	GHM 630	Serves in the United States Navy including leading a team of 120 officers, enlisted, and civilians in providing medical and dental care; worked in TRICARE in Europe and Sembach in Germany.
Robert Jerome, PhD	Professor	GHM 630	Teaches international trade and other international management subjects at the Graduate School. He received a Fulbright grant to work with the Open University of Indonesia (2012), and has also lectured in Argentina, Brazil, Canada, France, Germany, India, and Mexico.

I Adequacy of Library Resources

No new library resources are needed to serve the proposed program. The UMUC Library provides access to a vast array of library resources and services to UMUC students, faculty, and staff worldwide to meet their academic needs and include a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMUC Library relies on technology as its primary mechanism to provide online access to resources and services to UMUC's widely dispersed, nontraditional student population.

The curated collection of online academic research databases available to UMUC faculty and students provides access to hundreds of thousands of full text articles as well as reports, statistics, case studies, book chapters and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty in providing links to Library materials directly in online classes.

The UMUC Library also offers other resources and services. UMUC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMUC Library offers document delivery services to all UMUC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMUC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMUC's global population.

The UMUC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its *Ask a Librarian* service at <https://www.umuc.edu/library/libask/index.cfm>, which includes 24/7 chat and e-mail. A guide to locating scholarly articles and using UMUC's library databases is available at <http://www.umuc.edu/library/libhow/articles.cfm>. The UMUC Library *OneSearch* tool allows users to

simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMUC Library subscribes, either directly or as additional resources (<http://www.umuc.edu/library/index.cfm>).

In addition, UMUC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMUC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway. A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's Web site at <http://www.umuc.edu/library/libresources/subjects.cfm> provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

5 Adequacies of Facilities, Infrastructure and Equipment

Existing resources related to facilities, infrastructure and equipment are adequate to meet the program needs.

12 Adequacy of Financial Resources

No new general funds will be required for implementation of the proposed P.B.C. Some course development expenditures will be necessary in year one and a modest infusion of funds will be reallocated from UMUC's internal resources in year one. As shown in the following tables, the program is expected to be self-supporting by year two.

Resources and Expenditures

RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$7,500	0	0	0	0
2. Tuition/Fee Revenue	\$124,920	\$149,904	\$166,560	\$191,544	\$208,200
a. # Students	15	18	20	23	25
b. Credit Hour Rate	\$694	\$694	\$694	\$694	\$694
c. Credit Hours per student per year	12	12	12	12	12
d. Total Tuition Revenue (a x b x c)	\$124,920	\$149,904	\$166,560	\$191,544	\$208,200
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$132,420	\$149,904	\$166,560	\$191,544	\$208,200

EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	\$7,626	\$15,252	\$22,878	\$22,878	\$22,878
a. Total sections taught	1	2	3	3	3
b. Total Salary (Adjunct faculty salary at average of \$7626 per 6-credit course)	\$7,626	\$15,252	\$22,878	\$22,878	\$22,878
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
2. Total Administrative Staff Expenses (b + c below)	\$25,300	\$25,300	\$25,300	\$25,300	\$25,300
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
c. Total Benefits (26.5%)	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300
3. Total Support Staff Expenses (b + c below)	\$12,650	\$12,650	\$12,650	\$12,650	\$12,650
a. # FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
c. Total Benefits (26.5%)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Course development, marketing, overhead)	0	0	0	0	0
TOTAL (Add 1 - 7)	\$45,576	\$53,202	\$60,828	\$60,828	\$60,828

Appendix A
Course Descriptions**Course Descriptions*****Required Courses***

Common first two course descriptions:

GHM 610 Perspectives on Global Health (3 credits- taken by both UMB and UMUC students). The course provides an overview to the field of global health. Students analyze and respond to major global health challenges and international policies. They analyze national and trans-national health trends including major communicable and non-communicable disease burdens. Students assess World Health Organization (WHO) and other international health interventions that address the determinants of health and disease and current and emerging global health priorities, such as disaster relief and infectious diseases. They apply key legal issues, ethics, and models of reform to global health programming. Student skills are developed in analysis, leadership, teamwork and communication in a global context.

GHM 620 National and International Approaches to Health Care Delivery (3 credits-taken by UMB and UMUC students). This course applies the concepts, theories, and principles of the field of global health presented in the first course to the practical challenges facing global health professionals. Each student selects a specific global health priority for a given national or geographically defined population to examine over the duration of the course. Students then apply needs assessment methodologies, including epidemiological methods, mapping local, national, and global policy processes, identifying strategies for building infrastructure and workforce capacity, analyzing financial opportunities and limitations, and assessing the impact of macro changes in the global economy, political environment, and human rights and legal systems. Each student will complete a final project that will summarize their findings regarding the scope, options, outcomes, and a recommended action plan for improving the health status of the population group of interest.

UMUC Course description:

GHM 630 Strategic Management of Global Health Services (6 credits – taken by UMUC Global Health Management students only). Students will build their strategic management skills for growing and operating health organizations and health systems in low and middle resourced countries. Students will build strategies for organizing global health prevention, treatment, care and capacity building initiatives. They will apply strategic management skills to creating global health missions and goals, core functions and organizational structures, clinical and administrative workforces, budgets and financing, and communication messages.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF MARYLAND BALTIMORE
AND
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**

This Memorandum of Understanding (MOU) is made on _____ by and between the University of Maryland Baltimore Graduate School (UMB), an academic unit of the University of Maryland Baltimore, 620 West Lexington Street, Suite 400 Baltimore, MD 21201 and The Graduate School, an academic unit of the University of Maryland University College (UMUC), 3501 University Blvd. East, Adelphi, MD 20783. Both schools are constituent institutions of the University System of Maryland, an agency of the State of Maryland, and are accredited by the Middle States Commission on Higher Education.

RECITALS

UMB and UMUC propose to create a partnership to coordinate the offering of two distinct global health post-baccalaureate certificates (PBCs), which will share common core courses. UMB proposes to create a PBC in Global Health Systems and Services (CGHS). UMUC proposes to create a PBC in Global Health Management (CGHM). All individuals interested in the CGHS will apply for admission through UMB and be enrolled as UMB students. All individuals interested in Global Health Management will apply for admission through UMUC and be enrolled as UMUC students.

The certificates in Global Health Systems and Services and Global Health Management each will require successful completion of twelve credit hours to be completed online. The first six credits of both Certificates will be completed through two three-credit common core courses ("Core Courses"), which will be offered as joint UMB and UMUC courses, team taught by faculty members from UMB and UMUC. The two common Core Courses will be required of all students enrolled in either the CGHS at UMB or the CGHM at UMUC.

After completion of the common Core Courses, CGHS students will complete the remaining six credits of the CGHS program through UMB. CGHM students will complete the remaining six credits of the CGHM program through UMUC. Appendix A of this MOU depicts the relationship between the two certificates and Appendix B (the Course Identifier) describes the courses.

Through this partnership, the proposed certificates combine UMB's extensive graduate clinical practice and global expertise with UMUC's extensive online education and global health management expertise, offering students unique, dual focus credentials that center on both global health practice and global health management.

Therefore, UMB and UMUC agree to the following:

I. Roles and Responsibilities:

A. UMB and UMUC will:

1. Work together to develop the online Certificates in Global Health Systems and Services and Global Health Management.
2. Together design the two common Core Courses including course descriptions, course objectives/outcomes, assessments, lectures, and syllabi.
3. Assign one or more faculty members from each institution to team teach each of the two common Core Courses. For the common Core Courses, grading will be done jointly by the faculty team. Grades will then be recorded in the student information system by the student's institution of enrollment.
4. Identify faculty members from their respective institution to teach the non-Core CGHS and CGHM course offerings.
5. Ensure that students will follow the enrollment and academic policies respective to their institution of enrollment.
6. Mutually agree to an enrollment process for the two Core Courses and cooperate in ensuring smooth implementation of the enrollment process.
7. Evaluate the effectiveness of each certificate and collaborate on updates and changes as necessary and required.
8. Make all eligible students aware of the two certificates. The Certificates in Global Health Systems and Services and Global Health Management will be listed in both school catalogues. Each party shall indicate that the two common Core Courses are offered as joint courses with students from both institutions.

B. UMB will:

1. Enroll UMB and UMUC students who qualify for the twelve credit CGHS program in accordance to UMB's enrollment and registration processes.
2. Roster Certificate in Global Health Management students in the two common Core Courses upon receipt of Global Health Management student registration information from UMUC.
3. Offer the two common Core Courses using UMB's Learning Management System (LMS), currently the Blackboard Platform ("Blackboard LMS"). Non-Core CGHS course(s) will also use the Blackboard LMS.
4. For the non-Core CGHS course(s) taught by UMB faculty through UMB's LMS, be responsible for planning, teaching, reviewing, and grading students' work and assigning final course grades; and addressing CGHS student grading concerns and any student grievances within the classroom using UMB procedures.
5. Be responsible for the administrative needs of CGHS students in accordance with UMB policies and procedures; ensuring that all CGHS course offerings, including the common Core Courses, are available in the UMB student registration system; ensuring that all CGHS course offerings, including the common Core Courses, appear correctly on student transcripts and student

- records; and ensuring payment of tuition at the applicable UMB per-credit tuition rate.
6. Provide Blackboard LMS technical assistance, when needed, for all assigned faculty and enrolled students in the non-Core CGHS course(s) and common Core Courses.
 7. Market the CGHS program and provide outreach to qualified individuals with a goal of recruiting at least fifteen (15) students the first year.
 8. Identify qualified UMB faculty to co-design and team teach the two common Core Courses with UMUC faculty, and to design and teach non-Core CGHS course(s). UMB faculty remain UMB employees.

C. UMUC will:

1. Admit and enroll qualified individuals for the twelve-credit Certificate in Global Health Management program in accordance with UMUC's enrollment and registration processes.
2. At a mutually agreed upon time before the start of the semester, send UMB a list of Certificate in Global Health Management students who have officially registered for the two common Core Courses so those students can be rostered into the UMB LMS.
3. Offer the remaining six-credit non-Core Certificate in Global Health Management course using UMUC's Learning Management System. Certificate in Global Health Management course will be created and formatted according to UMUC's standards for standard course format.
4. In the two common Core Courses, be responsible for addressing the academic needs of the Certificate in Global Health Management students, in accordance with existing UMUC academic policies and procedures.
5. In the non-Core Certificate in Global Health Management course taught by UMUC faculty through UMUC's LMS, be responsible for planning for, teaching, reviewing and grading students' work and assigning final course grades; addressing Certificate in Global Health Management student grading concerns, any student grievances within the classroom using UMUC procedures, and all other responsibilities normally assigned to UMUC faculty and employees.
6. Be responsible for the administrative needs of Certificate in Global Health Management students in accordance with UMUC policies and procedures: ensuring that all Certificate in Global Health Management course offerings, including the common Core Courses, are available in the UMUC student registration system; ensuring that Certificate in Global Health Management course offerings, including the common Core Courses, will appear correctly on student transcripts and in student records; and ensuring payment of tuition at the applicable UMUC per-credit tuition rate.
7. Ensure all UMUC faculty adhere to the expectations outlined in UMUC's Graduate School Faculty Expectations document (<http://www.umuc.edu/faculty/facsupport/facultyexams/>).
8. Market the Certificate in Global Health Management program and provide outreach to students with a goal of recruiting at least fifteen (15) students the first year.
9. Provide LMS technical assistance and tutorial, when needed, for all Certificate in Global Health Management assigned faculty and enrolled students in the non-Core CGHM course(s).
10. Identify qualified UMUC faculty to co-design and team teach the two Core Courses with UMB faculty, and to design and teach non-Core Certificate in Global Health Management course(s).

UMUC faculty remain UMUC employees.

II. Course Delivery

A. Faculty

1. UMB and UMUC shall identify UMB and UMUC faculty members who shall team teach the two common Core Courses. UMB will further identify UMB Faculty Member(s) who will teach non-Core CGHS course(s). UMUC will further identify UMUC Faculty Member(s) who will teach non-Core Certificate in Global Health Management course(s).
2. The parties acknowledge that the UMB Faculty Member(s) and the UMUC Faculty Member(s) are each subject to the rules, regulations, policies, practices applicable to his/her home institution in connection with the offering of that institution.
3. The Course Identifiers shall set out the agreement of the parties regarding teaching assistants for each course offering.

B. Students

1. The parties agree that each semester's enrollment for each of the two common Core Courses shall not exceed thirty (30) students, in the aggregate (Class Limit). The parties can agree to increase or decrease the Class Limit. The minimum class size is 12.
2. For each common Core Course, half of the Class Limit initially shall be reserved for UMB Students and the other half of the Class Limit initially shall be reserved for UMUC Students.
3. UMB with UMUC's agreement may cancel the offering of a Core Course, if by two weeks prior to each semester start date in which a Core Course is offered, the enrollment for either party's offering is fewer than 6.
4. Current UMUC students interested in the CGHS must enroll in the certificate through UMB. Current UMB students interested in the Certificate in Global Health Management must enroll through UMUC. Accordingly, students enrolled in the CGHS shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices and regulations (pertinent to students) of UMB. Students enrolled in the Certificate in Global Health Management shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices and regulations (pertinent to students) of UMUC. The Core Course syllabi shall reflect the assignments common to students at both institutions and link to or otherwise refer to the policies and procedures of the institution in which the student is enrolled.
5. The parties agree that as between them any intellectual property produced in or for the courses by the UMUC students and/or the UMB students shall be governed in accordance with UMB and UMUC respective institutional policies. The two common core course syllabi shall reflect the assignments common to students at both institutions and link to or otherwise refer to the policies and procedures of the institution in which the student is enrolled. However, the parties acknowledge that they may have policies, rules, practices and regulations that are pertinent to

guests and other third-parties which may affect a student. In the event of a conflict, the policies of the student's Home Institution shall prevail.

7. The parties agree that all of the participation and work produced by a student shall be and shall be deemed to be participation and work produced only for the academic offering in which he/she is enrolled.
8. UMUC students who need UMB's LMS technical support for work done in the common Core Courses may use UMB's technical support services. All other services including library services are to be provided by each student's institution of enrollment.

C. Confidentiality of Student Information

1. The parties acknowledge that for the purposes of offering the two common Core Courses, they and their respective employees may have access to academic records of or information about each other's students which may be protected by FERPA and other relevant privacy law.
2. UMB shall use UMUC Student information academic records only for the purposes of teaching the two common Core Courses. UMUC shall use UMB student and academic records only for the purposes of teaching the two common Core Courses.
3. The parties agree that neither shall disclose information about the students of the other institution except with the consent of the other and in accordance with FERPA and applicable law.
4. Both parties hereby designate any and all information and records pertaining to their students respectively to be confidential and proprietary information.
5. The terms and conditions of this Section II.C. shall survive the expiration or termination of the Term or of this MOU, consistent with the terms and requirements of relevant regulations.
6. All students shall be required to waive confidentiality and privacy rights to the extent required for the efficient offering of the CGHS and CGHM courses as contemplated in this MOU.
7. Both parties agree to provide information in Catalogs and promotional materials about the nature of the common Core Courses and the partnership: the two common Core Courses are being offered jointly by UMUC and UMB as a part of a collaborative partnership; (ii) student information may be shared between UMUC and UMB for purposes of the joint course offering and; (iii) UMUC and UMB shall treat all student information in accordance with their own policies as it relates to privacy and confidentiality.

III. Hosting of the Courses

A. UMB

1. The two common Core Courses and the non-Core CGHS course(s) will be hosted and housed on UMB's Blackboard LMS.
2. The two common Core Courses and the non-Core CGHS course(s) may be modified from time to time in UMB's general course of business, in accordance with the terms and conditions set forth in this MOU.

3. UMB shall provide access to the UMB LMS to all CGHS students and CGHM students enrolled in the common Core Courses, Core Course faculty, and to other employees of UMB or UMUC as necessary for the efficient offering of the common Core Courses
4. UMB reserves the right to deny, restrict or terminate UMB LMS access to any person having access as contemplated in this Section whose acts or omissions reasonably may be viewed as disruptive to the online classroom, disruptive of the operation of the UMB LMS or other UMB systems or in violation of law or of the terms and conditions of this MOU. In the event that disruptive behavior as described above involves UMUC faculty and/or students, the right to deny, restrict or terminate UMB LMS access shall be done in prior consultation with UMUC.
5. The hosting of the two common Core Courses on UMB's LMS and access to the two common Core Courses in accordance with this MOU shall be without cost to UMUC or its Certificate in Global Health Management students, outside of any tuition payments UMUC students make to UMUC as their institution of enrollment.

B. UMUC

1. The Certificate in Global Health Management non-Core course(s) will be hosted and housed on the UMUC's LMS.
2. The Certificate in Global Health Management non-Core course(s) may be modified from time to time in UMUC's general course of business in accordance with the terms and conditions set forth in this MOU.
3. UMUC shall provide access to the UMUC LMS to all Certificate in Global Health Management students.
4. UMUC reserves the right to deny, restrict or terminate UMUC's LMS access to any person having access as contemplated in this Section whose acts or omissions reasonably may be viewed as disruptive to the online classroom, disruptive of the operation of the UMUC LMS or other UMUC systems or in violation of law or of the terms and conditions of this MOU.

C. UMB/UMUC

1. UMUC acknowledges that it shall have no right, title or interest in UMB's LMS or the right to use it except as explicitly provided in this MOU.
2. UMB acknowledges that it shall have no right, title or interest in UMUC's LMS or the right to use it except as explicitly provided in this MOU.

IV. Course Identifiers and Course Materials

- A. It is understood that the term "Common Core Courses" and "Courses" as used in this MOU denote specific course offerings and the course materials and conceptual framework required for completion of the Certificates in Global Health Systems and Services and Global Health Management programs. Appendix B ("Course Identifier") identifies such "Core Courses" and

- additional non-Core courses for both certificates. By mutual agreement and through a written amendment of the "Course Identifier," the parties may add or change the common Core Courses or other non-Core courses offered as a part of the Certificates.
- B. Course Materials may have been and may be in the future developed jointly by UMB and UMUC ("Joint Materials"). As between UMUC and UMB, Joint Materials are jointly owned by them. During the Term, each party shall have the right only to use the Joint Materials for the purpose of teaching the CGHS or CGHM programs, as the case may be and subject to the terms and conditions of this MOU. After the expiration or termination of this MOU, each party shall have the right to use the Joint Materials for academic purposes only without the consent of the other.
 - C. Prior to and after the Effective Date, certain of the Course Materials may have been and may be in the future developed individually by faculty participating in the CGHS and CGHM programs. Copyright and ownership of individually created and developed courses shall be owned by the creator of that Course Material. Permission to use individually created Course Material will require the prior written consent of the creator of that Course Material. The licenses granted above for Joint Materials shall pertain to each Course offering for which there is a "Course Identifier" as required in this MOU.
 - D. Both parties agree that the names and logos of UMB and UMUC are their respective trademarks, and as such they may not be used by the other for any purpose not specifically permitted under this MOU without the prior written permission of the owner. Both institutions shall assign reciprocal rights to their logos and names for the purpose of marketing the certificates as permitted in Section IV.C. above.
 - E. If either party desires i) to use the Joint Materials after the expiration or termination of this MOU for commercial purposes, or; ii) to have the Joint Materials used by a person or entity other than UMB or UMUC, or; iii) to modify the content of the Joint Materials, then that party may not use or permit the use of the materials or the names and logos of the other without prior written authorized consent in each instance.
 - F. The parties agree that any use of the "Joint Materials" must give credit to both parties as owners of the rights described above.
 - G. Notwithstanding the foregoing provisions, Course Materials developed either by UMUC or UMB separately after the Commencement Date shall be UMUC Materials or UMB Materials, as the case may be. If the other party can demonstrate that it has collaborated in the development of the identified Course Materials then the Course Materials in question shall be Joint Materials.
 - H. Each party shall obtain the permissions from their respective employees to include among the Course Materials any materials to which their employees may have any title, rights or interest.
 - I. Should such materials be the subject of a third party license, the parties may attempt to negotiate with the third party for access.
 - J. Both parties agree that except for what is established in this MOU, neither grants to the other any license or right to "Intellectual Property" protected by laws concerning this matter without the written consent of the other party. For purposes of this MOU, the term "Intellectual Property" includes all the registered trade names used in the United States, in Canada, or, in other countries by the parties, as well as all rights on industrial inventions (patented or not), designs, models of utility, confidential information, commercial names, commercial warnings,

reserves of rights, names of dominion, as well as all types of statutory or other rights on works and creations protected by rights of creator and other forms of recognized industrial or intellectual property. Except as required by law or permitted in this MOU, each party is obligated not to use, modify, reveal to third parties, grant or in any manner dispose of any development that results from the Intellectual Property of the other party.

V. The Term

A. The term of this MOU (the "Term") shall commence on _____, 2015 (the "Effective Date") and shall extend for a period of three years terminating on _____ unless extended in accordance with the provisions of this MOU. By mutual written consent the MOU may be extended automatically for consecutive one year periods, provided neither party notifies the other in writing to the contrary. The notice contemplated above must be given at least 90 days prior to the expiration date then in effect.

B. Either party may terminate the MOU for any reason by giving at least 90 days prior written notice which shall be directed to the attention of Erin Golembewski, Ph.D., Associate Dean, Graduate School (egole001@umaryland.edu) or designee for UMB and to the attention of Anna Seferian, PhD, Vice Dean, UMUC Graduate School (anna.seferian@umuc.edu) or designee for UMUC, provided, however the effective date of termination shall be at the end of a fiscal year. To the extent possible, termination of this MOU shall not affect the ability of students to complete the certificate program in which they are currently enrolled.

VI. General Terms and Conditions

- A. Any and all licenses and rights to use granted or contemplated in this MOU are non-transferable, non-exclusive, limited to the Term of this MOU and shall only be for the use described in this MOU.
- B. Except as provided in this MOU, each party shall bear its own expenses in connection with this MOU.
- C. Nothing in this MOU is intended, nor shall it be deemed, to constitute a partnership, joint venture or agency between the parties.
- D. Nothing in this MOU is intended, nor shall it be deemed, to create rights or benefits in or to any person or entity other than the parties. Nothing in this MOU is intended, nor shall it be deemed, to create a contract between UMB or UMUC and any one or more Students.
- E. Neither party shall have the right to assign or subcontract this MOU or its interest therein or its rights or obligations thereunder.
- F. Except as provided in this MOU, use of a party's name or marks shall be only with the prior consent of that party.
- G. The captions and headings of this MOU are included solely for convenience and do not control the meaning or interpretation of the substance of this MOU. With respect to matters set forth in

this MOU, this MOU integrates the complete MOU and understanding of the parties and supersedes all prior or contemporaneous MOUs and understandings.

- H. If a court of competent jurisdiction determines that any portion of this MOU is void or invalid or incompatible with any applicable law, then that portion only shall be omitted from this MOU without affecting the force, effect or validity of the remainder of this MOU.
- I. The parties agree that this MOU shall be construed, governed and enforced in accordance with the laws of the State of Maryland excluding its conflict or choice of law rules. Jurisdiction for enforcing this MOU shall be only in the courts of the State of Maryland

UNIVERSITY OF MARYLAND, BALTIMORE

UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE

BY: _____

BY: _____

DATE: _____

DATE: _____

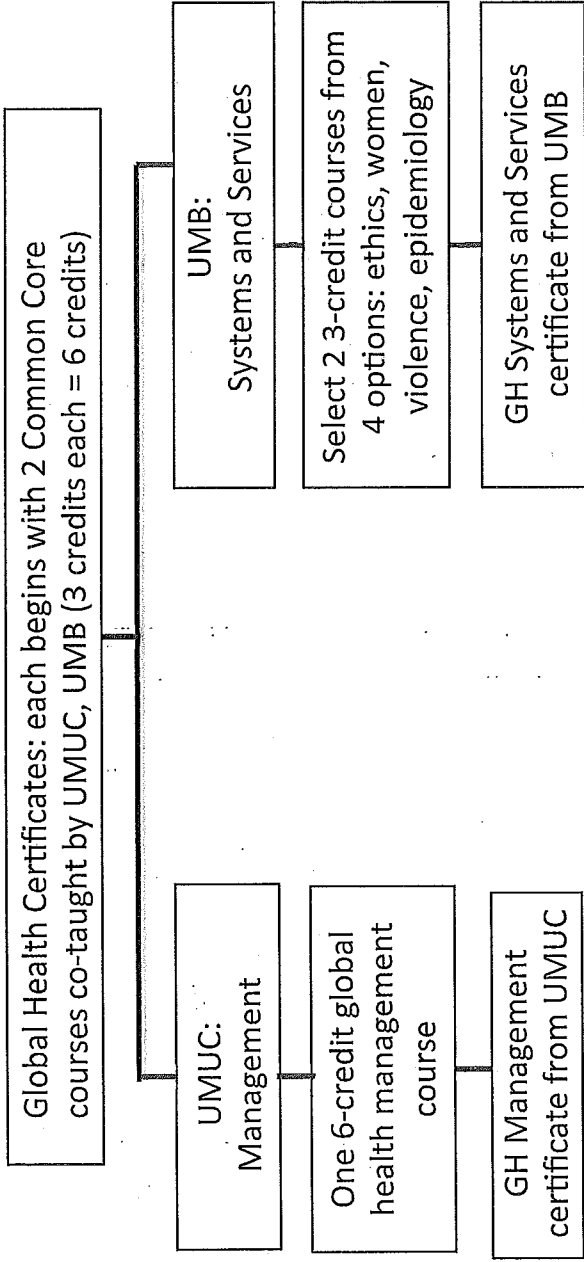
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Appendix A: Two University Post-Baccalaureate Certificate Programs in Global Health offered by UMUC (Management) and UMB (Systems and Services)



Principles

- Students select one of two programs and register through that university's campus (UMUC or UMB).
- Once selected, students do not change programs.
- No money exchanges between campuses. Individual student tuition stays with hosting campus.
- Primarily on-line certificate. Student audience is practicing health professionals.
- Program is interprofessional: two core courses include students from the two campus programs and each of the programs enrolls students from any practicing health discipline.
- Faculty representing different health disciplines and campuses team teach as appropriate. Faculty are paid by their respective campus.
- The campuses jointly recruit certificate students and jointly publicize each campus' certificate.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF MARYLAND BALTIMORE
AND
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**

Appendix B – Course Identifier

Common Core Courses – Jointly Taught by UMB and UMUC

Course Title	Description
<p>Perspectives in Global Health (3 credits – UMB/UMUC Team Taught)</p>	<p>The course provides an overview to the field of global health. It introduces students to major global health challenges, programs, the determinants of health and disease, current and emerging global health priorities, policies, evidence-based interventions, disaster relief, key legal issues, ethics, and models of reform. In addition, particular attention is given to building key student competencies in analyzing national and trans-national public health trends including major communicable and non-communicable disease burdens, key organizations supporting public health, and professional opportunities in global health. Student skills are developed in analysis, leadership, teamwork and communication in a global context.</p>
<p>National and International Approaches to Health Care Delivery (3 credits - UMB/UMUC Team taught)</p>	<p>This course applies the concepts, theories, and principles of the field of global health presented in the first course to the practical challenges facing global health professionals. Each student will select a specific global health priority for a given national or geo-politically defined population to examine over the duration of the course. The student’s selected case will then be their primary focus for applying needs assessment methodologies, including epidemiological methods, mapping local, national, and global policy processes, identifying strategies for building infrastructure and workforce capacity, analyzing financial opportunities and limitations, and assessing the impact of macro changes in the global economy, political environment, and human rights and legal systems. Comparisons across different student cases will be emphasized throughout the course. Each student will complete a final summary project report that will summarize their findings regarding the scope, options, outcomes, and a recommended action plan for improving the health status of the population group they have studied.</p>

Global Health Systems and Services – students select two UMB three-credit courses from the following four course options

Course Title	Description
<p>Critical Issues in Global Women’s and Children’s Health (3 credits)</p> <p>Jody Olsen, PhD, MSW</p>	<p>A comprehensive examination of the complex issues facing women and children’s health globally. Emphasis is on a comprehensive and multi-disciplinary perspective based on World Health Organization’s (WHO) 2007 Framework For Action structure for strengthening health systems, the United Nation’s (UN) Millennium Development Goals (MDGs), and the Universal Declaration of Human Rights (UDHR). This survey course addresses biological and medical issues, reproductive health, violence against women and children and its impact on health, infectious and chronic disease, and the environmental and social relationships to health issues. Analysis covers current national, regional, and global trends, program and policy responses to these trends, and prospects for the future.</p>
<p>Health Implications of Mass Violence and Disaster (3 credits)</p> <p>Jodi Frey PhD, LCSW-C and individual faculty lectures</p>	<p>This course increases students’ knowledge of how to apply different theories and intervention strategies to the health assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to human-made and natural disaster will be discussed, ranging from acute to chronic, complex and long-term health and trauma reactions. The class will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural, and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events.</p>
<p>Global Health Law and Ethics (3 credits)</p> <p>Virginia Rowthorn, JD, LLM and individual faculty lectures drawn from UMB schools and</p>	<p>This course will be divided into two parts. The first part will consider the legal frameworks and global governance systems that have a regulatory and normative role in global health, with an emphasis on human rights tools and the World Health Organization. The course will also consider the strengths and limitations of international law as a tool for improving the health of the world’s population. The second part of the course will examine the ethical framework for global health practice from two perspectives: ethical practice during short-term training experiences and ethical research involving human subjects that is conducted in international settings. The ability to recognize</p>

<p>departments.</p>	<p>and navigate complicated ethical issues is critical for avoiding harm to communities as well as facilitating a long-term, productive collaboration in global health. With regard to human subjects research, the course will cover the bioethical framework undergirding human research regulations, applicable law and regulations, and cover specific issues such as institutional review boards (IRBs), informed consent; and duties owed to research participants, communities, and countries before, during and after research is conducted.</p>
<p>Infectious Disease Epidemiology: A Global Perspective (3 credits)</p> <p>Samer El-Kamary, MBChB, MS, MPH</p>	<p>This is a three-credit course taught through lectures, discussions of case examples, and assigned readings during 15 three-hour sessions. Following an introduction to basic principles of infectious disease epidemiology, the topics will be covered according to mechanisms of transmission: contact air-, vehicle- and vector- borne. There will be sessions on outbreak investigations, nosocomial infections, hospital infection control and preventive vaccines. The students will prepare a presentation and a paper report on an infectious disease of their choosing, answer questions about an unknown infectious disease outbreak, and take a short multiple-choice exam. The students are encouraged to attend other conferences and seminars with infectious disease epidemiology topics during the semester.</p>

Global Health Management – students take one UMUC six-credit course

<p>Strategic Management of Global Health Services (6 credits)</p> <p>Monica Sava Bruenn, PhD</p> <p>Robert Jerome, PhD</p>	<p>This course strengthens strategic management skills for growing and operating health organizations and health systems in low and middle resourced countries. The course covers alternative strategies for creating and updating global health policy, prevention, treatment, care and capacity building. Specific skills addressed include defining within global health contexts organizational missions and goals, assessing community needs, clinical and administrative workforces, budgets, and financing, and communications. Case studies from a variety of global health organizations ranging from trans-national for profit and NGOs to in country community-based groups are presented.</p>
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