



July 7, 2020

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Ellen MacKenzie and our Bloomberg School of Public Health, I write to request your review and endorsement of the enclosed proposal. The School of Public Health proposes a new **PBC in Gender and Health**.

The attached proposal has been drafted by Rosemary Morgan from the Department of International Health. The program is sponsored by three departments: The Departments of International Health, Population, Family and Reproductive Health, and Health, Behavior, and Society. The program has been reviewed and approved by the JHSPH Committee on Academic Standards and the School's Advisory Board is supportive of this new program.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Date Submitted:
Department Proposing Program				
Degree Level and Degree Type				
Title of Proposed Program				
Total Number of Credits				
Suggested Codes	HEGIS:		CIP:	
Program Modality	On-campus		Distance Education (<i>fully online</i>)	
Program Resources	Using Existing Resources		Requiring New Resources	
Projected Implementation Date	Fall	Spring	Summer	Year:
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature: <i>Sunil Kumar R</i>			Date:
Date of Approval/Endorsement by Governing Board:				

Revised 6/13/18

**The Johns Hopkins University
Bloomberg School of Public Health
Proposal for Gender and Health Certificate Program
Post-Baccalaureate Certificate Program in Gender and Health**

A. Centrality to Institutional Mission Statement and Planning Priorities

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Departments of International Health and Population, Family and Reproductive Health, and Health, Behavior, and Society of the Johns Hopkins University Bloomberg School of Public Health (JHSPH) proposes to offer a post-baccalaureate certificate program in Gender and Health. The certificate program is intended for current full-time and part-time masters and doctoral students at the JHSPH planning to work in the field of international health as gender specialists, and is also appropriate for public health professionals working, or planning to work, in gender and health who seek to develop their skills in this area. This certificate program must be completed onsite in Baltimore, Maryland.

The proposed certificate program will be offered in the Academic Year 2021-2022, and will require successful completion of a minimum of 18 credits. Students may complete the certificate program over a minimum of four 8-week terms (or 1 year) to a maximum of 3 years.

The mission of the Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of JHSPH is to improve health “through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals.” Social justice, health equity, and engaged citizenship is a core value of the School under its mission. The proposed Certificate Program in Gender and Health aligns with both of these missions, as discussed below, and will contribute directly to promoting social justice and health equity.

Gender has been receiving increasing attention in the field of public and global health, and for the first time, the global health community has a set of common goals, targets, and indicators that aim to address gender inequality. Not only is gender equality its own sustainable development goal (SDG) – Goal 5: achieve gender equality and empower all women and girls – but 14 out of the 17 other SDGs include related gender equality targets that focus on addressing the social, economic, cultural, and political conditions that reproduce inequality. The success of a number (if not all) of targets under Goal 3: ensure healthy lives and promote well-being for all at all ages, is dependent upon whether or not gender inequality is addressed. In order to address gender inequality, public health professionals need the knowledge and skills to be able to understand and analyze gender inequalities; the Certificate Program in Gender and Health will provide the necessary knowledge and skills.

Gender is defined broadly in that it relates to “the socially constructed roles, behaviours, activities, attributes and opportunities that any society considers appropriate for men and women, boys and girls” and people with non-binary identities¹. During the certificate program students will get exposed to the

¹ WHO. 2018. Gender and Health Fact Sheet. <http://www.who.int/news-room/fact-sheets/detail/ge>

effect of gender power relations on women's, men's, and people with other gender identities' health, including transgender and cisgender people. While gender is conceptualized as different from a person's biological sex, understanding the interface of gender and sex differences and similarities will be an important component of this certificate. This approach considers not only how gender affects the health of women and girls, but also men and people with other gender identities. In addition, it considers deconstructing and decolonizing gender away from the Western/colonial binary of men and women to be inclusive of the spectrum of genders that various cultures and traditions around the world recognize (two-spirit, hijra, kathoey, waria, etc.) as well as transgender and non-binary people as currently understood in Western societies.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Johns Hopkins University Strategic Goals

The proposed program advances the Johns Hopkins University's [*Ten by Twenty*](#) vision and related strategic goals by "Enhancing the impact of Johns Hopkins Medicine, the Bloomberg School of Public Health, and the School of Nursing as the world's pre-eminent academic health sciences enterprise by deepening collaboration among these entities and with disciplines in other parts of the university and across the globe," and "Enhancing and enriching our ties to Baltimore, the nation and the world, so that Johns Hopkins becomes the exemplar of a globally engaged, urban university." The Certificate Program in Gender and Health is a unique collaboration of faculty across the three JHU schools, and it builds on JHSPH's strength in gender and gender analysis. The school is comprised of world-renowned faculty in the field of gender and health and provides unmatched opportunities for advanced training that touches on local and global issues and prepares students to address public health and health equity problems through multidisciplinary approaches that apply the latest scientific knowledge.

Johns Hopkins Bloomberg School of Public Health Strategic Goals

The establishment of this certificate program will advance the JHSPH Power of Education goal "Educate leaders who can advance the public's health by furthering the excellence of our existing programs and extending our reach beyond the walls of our School" by providing students with the knowledge and tools to advance gender analysis and tackle gender inequalities through public health practice and discovery. The following objectives under this goal will be advanced by this certificate program:

- Evolve our research-focused education to better prepare our graduates for interdisciplinary, team-based scientific discovery and implementation.
- Enrich our practice-focused education by ensuring students have the knowledge and skills to work across sectors and tackle multifaceted global public health challenges.

3. Provide a narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

JHSPH sets aside a portion of its tuition revenue each year as part of its budgeting process to fund the development of new programs and new courses. In addition, the tuition revenue from enrollments in the courses in any program is used to cover the instructional costs of the program before any excess is used for other JHSPH efforts. If a new program finds that its instructional costs are greater than the tuition

revenue, funds are allocated from elsewhere in the overall JHSPH budget to cover the startup program's shortfalls during the first five years. Additional information is in Appendix C.

4. Provide a description of the institution's commitment to:

a) Ongoing administrative, financial, and technical support of the proposed program.

JHSPH's ongoing administrative, financial, and technical support for this program is reflective of the 100 years this school has been supportive of public health programs that have educated many generations and individuals all over the world. JHSPH does a careful program viability study for new programs based on prospective student enrollment, in addition to addressing global health concerns. The proposed program would receive the same sort of administrative, financial, and technical support as the other academic programs in JHSPH's portfolio.

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

JHSPH is committed to providing all enrolled students the opportunity to complete the certificate program, including under circumstances of low demand. Programs are evaluated by the departments and determinations are made as to whether they should continue to admit students. If a program ceases to admit new students, the school remains committed to see the current student through their program of study.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general.

The skills attained from the certificate program are highly valued by US and non-US public health practitioners, and by governmental and non-governmental development organizations and international assistance agencies. These include the World Health Organization (WHO), UNICEF, the United States Agency for International Development (USAID) and other bilateral agencies, and large implementing non-governmental organizations (NGOs) such as Jhpiego, Save the Children, CARE, and Catholic Relief Services. The skills are also in demand worldwide by ministries and departments of health.

Gender as applied to public health is a burgeoning field and many NGOs have specific gender specialist positions. The World Health Organization has an entire unit devoted to gender, and many of the regional WHO departments are increasingly interested in and engaging in gender analysis. A certificate program in this field will offer students the skills and competencies in implementing gender analysis and will signal to potential employers that students have the skillset to work in this area.

A search online revealed only one certificate program in the US focused on gender and health (Gender, Sexualities and Health Certificate at Ohio University). The majority of certificate programs in this field focus on gender studies more broadly, including gender and sexuality or gender and women's health.

More recently, The GenderPro Capacity Building & Credentialing Program, hosted at the George Washington University in partnership with UNICEF, was developed. GenderPro aims to professionalize

the gender and development field and equip development and humanitarian professionals with the skills they need to meaningfully address gender in their work. Professionals may apply and be assessed for the credential without having completed the GenderPro Capacity Building program. This certificate program will help to build some of the necessary competencies to apply for the GenderPro credential by students who complete this certificate.

The state of Maryland does not have any accredited programs in gender and health. This proposed certificate program would be the first one specializing in gender and health in a global setting, filling an educational gap in graduate level public health schools in Maryland and in the country.

The proposed certificate program will prepare current and future health practitioners, researchers, policymakers, and scholars to take on gender specialist roles and to use gender analysis to inform funding, policy, and programmatic decisions and development of research questions.

Graduates of the Certificate Program in Gender and Health will be equipped to drive the responsible development of new knowledge and new ways of saving lives and improving health to further progress across core disciplines in science and technology, and public health and medicine in Maryland, and beyond.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The 2013–2017 Maryland State Plan for Postsecondary Education articulates six goals for postsecondary education: 1) quality and effectiveness; 2) access, affordability and completion; 3) diversity; 4) innovation; 5) economic growth and vitality; and 6) data use and distribution. The program addresses several of these goals.

The Bloomberg School of Public Health aims to prepare highly trained scientists and healthcare professionals to work in organizations where they can contribute to the public health needs of society. The program is intended to meet the growing need for skilled gender specialists in international health in the State, across the country, and around the globe. This is consistent with the Goal 1 (quality and effectiveness) of the State Plan.

Similarly, the proposed program is consistent with Goal 4 of the Maryland State Plan for Postsecondary Education, innovation, which articulates Maryland’s aspiration to be “a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes...”

Additionally, the program, through the preparation of highly qualified gender professionals, contributes to the economic growth and vitality goal (Goal 5) by providing life-long learning to scientists and healthcare professionals so they can maintain the skills they need to succeed in the workforce.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of

entry (ex: mid-level management) for graduates of the proposed program.

In recent years the demand for public health professions with knowledge and expertise in gender equality, health equity and social justice has been increasing. The gender and health certificate provides students with a pathway to career opportunities in government, non-profit, policy and research [e.g., academic, policy, research, clinical, government, non-profits, industry]. These and similar employment opportunities are available nationwide. A recent search for employment on the job site [Indeed.com](https://www.indeed.com) revealed 4450 active job postings when searching for gender equality, and 4,172 active job postings when searching for gender health social justice.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Maryland's Department of Labor's data on occupational projections 2016-2026 shows that a workforce with an education value of master's or doctoral degree will see an increase in jobs like counseling (9.2%), health care social work (9.5%), and health care practitioners and technical occupations (13.9%).

Demands for professionals with expertise in gender and gender analysis have been increasing. Many organizations, including UNICEF, WHO, UNDP, and GAVI have been advertising for consultants to conduct gender assessments of a project or context. In addition, we have seen an increase in gender advisor jobs from organizations such as the Bill and Melinda Gates Foundation and GAVI. Utilizing the job search engine provided by the United Nations <https://unjobs.org/search>, searching for "gender equity" results in 469 vacancies within the United Nations, and also in international organizations like Public Health Institute (PHI), Program for Appropriate Technology in Health (PATH), Urban Institute, etc. Searching for "gender advisor" results in 1028 vacancies in organizations like International Rescue Committee (IRC), Save the Children, Population Services International (PSI), World Bank, and more than fifteen other organizations with active job openings.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bloomberg School of Public Health receives a handful of inquiries each month from professionals interested in seeking master's level training in public health, with a specialization on gender and health.

Courses on gender and health are being sought more by our student body. These courses have been steadily increasing enrollments in the last five years. For example, in AY14-15, the course *380.663 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies* was first offered with 12 total students, the following year, there were 21, then 17, 31, and last year had 27 students enrolled. The course *380.720 Masculinity, Sexual Behavior and Health* had 13 students enrolled in AY14-15, then 15, cancelled in AY16-17, 15 again, and last year had 32 students enrolled.

Employment opportunities have increased in the last few years. According to Devex.com (a media platform and provider for recruiting and global development services), as of February 2020, there

were over 1,400 jobs related to gender posted on their site in the last four months². Of these, more than half were mid- or senior-level jobs that required graduate degrees, and about 300 jobs were in the field of global health, humanitarian aid, and social and economic development.

4. Provide data showing the current and projected supply of prospective graduates.

The average full time degree student who begins coursework for the certificate program in fall 2020 can complete the certificate program, concurrent with their courses for their degree program, twelve months later. In the Academic Year 2019-20, a total of 18 graduate students and postdocs have been working in gender-related projects with faculty in the certificate program committee (see section M.1. of this document). There has been an inquiry increase from prospective students wanting to engage in gender-related research, coursework, and post-graduate employment. The school estimates 5-10 master’s students will complete their certificate each year. These students will come from different departments such as Population, Family, and Reproductive Health, Health, Behavior and Society, and International Health, which focus on different aspects of gender-related research.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

In Maryland, there are 3 similar programs approved or endorsed by MHEC with the same CIP code of 51.2299 Public Health, Other. (Table A). A search online revealed only one certificate program in the US focused on gender and health (Gender, Sexualities and Health Certificate at Ohio University). The majority of certificate programmes in this field focus on gender studies more broadly, including gender and sexuality or gender and women’s health. There are no gender and health certificate programs in Maryland.

Table A – List of Certificate with 51.2299 CIP with number of completions in the last 5 years

University	Degree Type	Name of Degree	2015	2016	2017	2018	2019
Johns Hopkins University	Post Baccalaureate Certificate	Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Public Health	N/A	N/A	N/A	N/A	4
Johns Hopkins University	Post Baccalaureate Certificate	Public Health Advocacy	N/A	N/A	N/A	1	9
Johns Hopkins University	Post Baccalaureate Certificate	Injury and Violence Prevention	5	2	6	5	4

There are no certificate programs in Maryland that specifically focus on gender and health. Overall, we see little duplication of the purpose of this proposed certificate and any other program offered in the state of Maryland. As we have shown, while there are other programs/certificates in International

² <https://www.devex.com/news/which-globaldev-employers-are-hiring-gender-experts-96449>

Health, the certificate program proposed here is focused on gender and health and related skills and methods for research and programs in international health. The Certificate Program in Gender and Health differs from related certificate programs within JHSPH, such as the Health Disparities and Health Inequality certificate and Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Public Health certificate program in that it exclusively focuses on gender as a form of inequality and power relation and introduces students to key issues and methods related to gender and gender analysis within health.

2. Provide justification for the proposed program.

The Certificate Program in Gender and Health will provide concrete training in gender and health with particular focus on gender theories, gender analysis, gender-based violence research methods, gender and sexuality, gender and women's health, gender and men's health, and intersectionality.

The target audience is current and future global public health professionals who recognize that the implementation of equitable global health programs requires consideration of gender and gender analysis in order for such programs to achieve an impact on health outcomes and equity. The skills attained by this certificate will allow students to better understand social contexts related to gender roles and power, properly plan and implement gender programming, and analysis within research and interventions. The certificate program will serve students in public health graduate programs who are looking to build on their general training in public health and research and design methodology. The certificate program can strengthen students' qualifications for obtaining gender specialist positions in government, non-profits, and academia.

The program will be grounded in real-world challenges and informed by leading edge scholarship, with a diverse faculty of the leading experts in the field and a student body bringing lived international experiences to the classroom. The curriculum and competencies were developed through consultation with gender and health experts at Johns Hopkins Bloomberg School of Public Health within the departments of International Health; Population, Family and Reproductive Health, and Health, Behavior and Society; as well as the School of Medicine.

E. Relevance to High Demand Programs at Historically Black Institutions (HBIs)

By definition, an appropriate student for the Certificate Program in Gender and Health would apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions, as there are no known programs of this type in any of the Historically Black Institutions in Maryland. Morgan State University has a Women's and Gender Studies Program whose goal is to "teach students to think critically about how cultures construct and police gender and sexuality, and to recognize the consequences - both empowering and restrictive - of gender roles in our own urban environment and in communities around the world," however the program focuses on gender more broadly and does not include a specific focus on health. The proposed Certificate Program in Gender and Health would not conflict/compete with any existing programs at HBIs, and in fact, it offers graduates of the Morgan State University program in Women's and Gender Studies or of other undergraduate programs, a post-baccalaureate program where they could deepen their understanding of gender and health.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBI'S.**

There is no comparable degree program offered at any Historically Black Institutions in Maryland. We believe the Program would not impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

- 1. Describe how the proposed program was established and describe the faculty who will oversee the program.**

The faculty are primarily members of the Departments of International Health, Population, Family and Reproductive Health, Epidemiology, and Health Behavior and Society. The faculty have produced leading gender research while generating scholarship and educating the next generation of leaders in gender and health. See Appendix B for a list of faculty associated with this program.

- 2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth and (modality) of the program.**

Educational Objectives:

- Explain the role of gender in relation to the health of women and men, girls and boys, and non-binary communities.
- Identify methods and tools for conducting a gender analysis and incorporating a gender lens into public health research and interventions.

Student Learning Outcomes:

Upon completion of the program, students will be able to:

1. Explain the role of gender in shaping health inequities and recognize how gender health inequities affect health research and interventions.
2. Apply gender analysis and gender concepts to leading related health topics related to women's, men's and people with other gender identities' health, including sexual/reproductive health and gender-based violence.
3. Incorporate gender analysis into health research and interventions.

- 3. Explain how the institution will:**

- a) Provide for assessment of student achievement of learning outcomes in the program**

JHSPH's Center for Teaching and Learning has a staff of Instructional Designers that assist faculty in the design and delivery of their courses. These Instructional Designers assist the faculty in preparing learning assessments (projects, papers, exams) that are linked to the program and course learning

outcomes. These assessments are graded by the instructors and the students' grades reflect their knowledge of the matter.

b) Document student achievement of learning outcomes in the program

Grades are kept in a gradebook in the school's CoursePlus system and grade distributions are shared with the department chairs and the Committee on Academic Standards (CAS). If learning outcomes are not met in a given year, the program is expected to address these issues for the next offering.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

A full course listing, with course titles, credits and descriptions, is provided in Appendix A.

Program Requirements

Students will be required to successfully complete a minimum of 18 didactic credits.

Table 1: Curriculum Overview

Course Number	Course Title	Credits	Online Term	Onsite Term
550.860	Academic & Research Ethics	0 credits	1,2,3,4	
221.701.01	Applications to Gender Analysis Within Health Research and Interventions	2 credits		2
380.663.01	Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies	3 credits		3
380.720.01	Masculinity, Sexual Behavior & Health: Adolescence & Beyond	3 credits		2
380.666.01	Women's Health	3 credits		3
OR				
380.668.01	International Perspectives On Women, Gender, and Health	4 credits		4
340.629.01	The Epidemiology of LGBTQ Health	3 credits		2
OR				
410.683.60	Global Perspectives On LGBT Health	3 credits		3
		11-12		

Elective Courses

Students should complete a minimum of 18 certificate credits by completing 2-3 elective courses

Course Number	Course Title	Credits	Online Term	Onsite Term
380.663.01	Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies	3 credits		3
380.666.01	Women's Health (can only count once)	3 credits		3
380.668.01	International Perspectives On Women, Gender, and Health (can only count once)	3 credits		4
340.629.0	The Epidemiology of LGBTQ Health (can only count once)	3 credits		2
410.683.60	Global Perspectives On LGBT Health (can only count once)	3 credits		3
410.681.01	Gay, Bisexual and Other Men Who Have Sex With Men (MSM) and HIV: Theoretical Perspectives On the U.S. Epidemic	3 credits		3
380.768.81	Selected Topics in Women's Health and Women's Health Policy	4 credits	1	
380.665.01	Family Planning Policies and Programs	4 credits		3
380.760.01	Clinical Aspects of Reproductive Health	3 credits		3
380.628.01	Public Health Perspectives On Abortion	3 credits		4
306.660.01	Legal and Public Health Issues in the Regulation of Intimacy	3 credits		4
340.698.01	Methods for Assessing Power, Privilege, and Public Health in the United States	4 credits		4 (offered every other year)
221.627.01	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	4 credits		2
380.604.01 380.604.81	Life Course Perspectives On Health	4 credits	2	1

5. Discuss how general education requirements will be met, if applicable.

Not applicable

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide 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 cost and payment policies.

JHSPH's CoursePlus system <https://courseplus.jhu.edu/core/index.cfm/go/home/> contains all the course offerings including a course description, requirements, nature of faculty/student interaction, assumptions about technology competence and skills, and technical equipment requirements. These details are listed on the syllabus for a course. All program related information (degree requirements, learning management systems, academic support, financial aid, records, and policies) can be found on the School's web site <https://www.jhsph.edu/> and in the Academic Prospectus https://www.jhsph.edu/admissions/how-to-apply/prospectus-request/pdf/2019-2020_prospectus.pdf

9. Provide assurance and any appropriate evidence of advertising, recruiting and admissions materials will clearly and accurately represent the proposed program and the services available.

The JHSPH web site <https://www.jhsph.edu/> contains the same marketing, recruiting and admission materials that are used in print. The Academic Prospectus https://www.jhsph.edu/admissions/how-to-apply/prospectus-request/pdf/2019-2020_prospectus.pdf is also available in interactive PDF form. We are transparent with students on requirements, services and policy at time of admission through the life cycle of a student to alum.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13b.02.03.11)

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appropriate type, terminal degree title and field, academic title/rank, status, (fulltime, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

See Appendix B for a representative list of faculty who will teach in the Certificate Program in Gender and Health. Each faculty are distinguished and experienced professionals and all have advanced degrees. Almost all the faculty who teach courses in this program are full time faculty, with several who

are tenured. They have produced leading research in gender and health while continuing to generate path-breaking scholarship, educating the next generation of leaders in women's health, health systems, men's health, and LGBTQ health. The majority of the faculty have research programs funded by international and nongovernment agencies as well as the U.S. government. Together, hundreds of manuscripts have been published in peer reviewed journals by the faculty who are teaching in our program. Program faculty have also served on committees that are responsible for funding, regulation, and education. Overall, many are considered to be the leading experts in their field of study.

2. Demonstrate how the institution will provide ongoing pedagogy training for the faculty in evidenced-based best practices, including training in a. Pedagogy that meets the needs of students, b. the learning management system and c. Evidenced-based best practices for distance education, if distance education is offered:

The School's Center for Teaching and Learning (CTL) supports faculty in the design, development and delivery of courses and supports the teaching experience. CTL offers workshops and 1:1 faculty consultations on topics such as course consultations, Faculty and TA development and using CoursePlus. Such workshop topics include: using Case Studies and Case Examples, Getting the Most Out of Your Live Talk, Using the Course Management System to Its Fullest Potential in the Education Process and Authentic Assessment.

CTL has a staff of Instructional Designers that are assigned to faculty developing or teaching a course. Instructors receive direct support and guidance from the instructional designer and the multimedia staff, which may take the form of course design, course production support, and audio and video recording support. CTL supports faculty in the refinement of the course by updating content and the quality of the students' educational experience.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

The book collections at the Johns Hopkins University number almost two and one-half million volumes, selected to support the studies of all departments and divisions of the University. The William H. Welch Medical Library collects current scholarly information, primarily electronic, which supports the research, clinical, administrative, and educational needs of its clients. The collection covers health, the practice of medicine and related biomedical and allied health care disciplines, public health and related disciplines, nursing, research literature, methodological literature, reviews or state-of-the-art reports, and in-depth, authoritative analyses of areas influencing biomedicine and health care. The library's emphasis is on providing materials at point of need. As a result, the collection includes more than 7,200 electronic journals, more than 400 databases, and more than 13,000 e-books. The library has staff members assigned to each department to aid in research and best practices for library services.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a

supportive statement by the President for adequate equipment and facilities to meet the program's needs.

JHSPH has 26,567 square feet of classroom and student study space. Each classroom has a computer and LCD projector. The School has robust student support services, including a fully staffed information technology team and over 1000 computers located in computer labs and throughout main buildings for student use. The central computing resource for the School, the Office of Information Technology (IT), provides students with reliable computing infrastructure, location, and device independence, and critical software tools. Additionally, an enterprise service desk offers support for faculty, staff, and students. Assistance is provided over various channels, including phone, desktop, and FIPS 140-2 compliant remote-control support. Customer satisfaction is monitored and benchmarked against other higher educational institutions and industries. For this program, no additional facilities, infrastructures or laboratory or computer resources will be required.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to: a) an institutional electronic mailing system, and b) a learning management system that provides the necessary technological support for distance education.

- a) All JHU students receive an Office 365 account including email capabilities (built on Outlook Live), as well as 25GB of online storage, and collaboration, blogging, photo-sharing, event-planning, instant messaging, and other tools. The email account is accessible from a variety of browsers on both the PC and Mac, including full support for Internet Explorer, Firefox, and Safari.
- b) Courses can be taken through JHSPH's CourePlus course management system. These technologies are supported by the Center for Teaching and Learning (CTL) and the university's IT infrastructure and provide password-protected online course sites and community management systems that enable ongoing collaborative exchange and provide convenient channels for synchronous and asynchronous learning. Johns Hopkins is also outfitted with suitable technical and professional staff and a help desk to provide technical assistance to the students taking online courses. All of the student services such as application processes, course registration, bookstore, ID service, and advising are currently provided online as well.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

See Appendix C for detailed financial information.

M. Adequacy of Provisions for Evaluation of program (as Outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

As part of the program design and approval process, student learning outcomes and assessments have been aligned with the academic goals of the School and approved by the School's Committee on Academic Standards. Student course evaluations, conducted at the end of each term, provide feedback about both courses and faculty. The evaluations include questions addressing the course overall, the instructor and the assessments of learning.

The program committee consisting of Rosemary Morgan, Michelle Decker, Lori Heise, Arik Marcel, S.Wilson Beckham, and Michelle Kaufman, will meet annually to assess course evaluations and other feedback provided by students, faculty and other stakeholders in the program. Program level evaluation activities will include an annual assessment of program inputs, processes and outputs to generate a report on program applicants and admitted students, course enrollment, faculty participation, pedagogical innovations and program accomplishments/recognition.

Evaluation of student learning and achievement will focus on the early identification of students' goals/objectives and individualized learning outcomes; students' acquisition of knowledge and skills and the degree to which the program is fostering students' achievement of the degree competencies. The Educational Program Committee in the department reviews student course evaluations and will reach out to program faculty when problems arise.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness

The procedures that will be used to evaluate these matters are noted in section M.1. The department Chair, working closely with administrative staff and the Associate Dean for Education, will routinely evaluate performance and initiate corrective action plans, if necessary.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

Any student meeting the admissions requirements can apply to the program, which will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

JHSPH has decades of experience administering successful online courses and programs. This program will be supported in the same way our other programs are supported. JHSPH's Center for Teaching and Learning (CTL) has the instructional knowledge and staff to support our faculty and successful student learning.

2. Provide assurance and any appropriate evidence that the institution complies with C-RAC guidelines, particularly as it relates to the proposed program:

a) Online learning is appropriate to the institution's mission and purposes:

Refer to Section A.1 in the main body of the proposal.

- b) The institution's plans for developing, sustaining, and if appropriate, expanding online offerings are integrated into its regular planning and evaluation processes.

JHSPH has a commitment to online teaching as demonstrated by the resources of its Center for Teaching and Learning, which provides course development, instructional, and technical support to new and current faculty.

- c) Online learning is incorporated into the institution's systems of governance and academic oversight.

At JHSPH, any new proposed academic program is subjected to a review by the School's Committee on Academic Standards, a faculty body with representation from all departments and school-wide programs. If approved by the Committee, the proposal is then forwarded to the School's Advisory Council, comprised of the School's leadership and Department Chairs, for review and approval. Once approved at the School level, new programs must be approved by Johns Hopkins University, which reviews new online program proposals using the same systems of governance and academic oversight as for new on-site programs. Before being shared with the deans of all JHU academic divisions, all proposals must first undergo a review by internal academic bodies, including discussions of fit with the School's mission, program viability, program rigor, instructor quality, and redundancy with existing programs. Once a program is launched, its courses will enter the course evaluation system. Students in all JHSPH courses complete a course evaluation. These evaluations ask students to reflect on the course structure, the course content, and the instructor's performance. Summary reports are reviewed by the faculty member, the program chair, and the JHSPH administration to determine whether changes are necessary.

- d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

The courses for this program may be taken in traditional format or online, if offered. Both full-time and part-time students will be held to same academic standards required to complete the program. The program is composed of courses that are appropriately sequenced to ensure students have the adequate background for courses that are required later in the program.

All online courses adhere to CTL's course development process with support from experienced instructional designers. Online coursework follows well-established curriculum development standards, tailoring delivery methods, content, and assessments to learning objectives. The electronic portfolio will be used to assess students' achievement of program competencies.

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

As part of the online course design process, course assessments are required to be aligned with stated courses learning objectives. The proposed program will incorporate authentic assessments that demonstrate students' application of learned skills. Program faculty have experience with developing individual and collaborative assessments for measuring the acquisition of relevant knowledge and skills through online learning.

- f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively

supported.

Online programs are supported by CTL, which offers a number of opportunities and resources for faculty instructors and teaching assistants to become more familiar with online teaching and best pedagogical practices. In addition to maintaining an extensive catalog of resources on teaching and learning via an online Teaching Toolkit, CTL regularly offers events, workshops, and one-on-one office hours to introduce and provide updates on the latest advances in teaching technology and pedagogy. Prior to teaching their first courses, all new online instructors are required to participate in training that conveys, among other things, principles of best practices for online education.

The Bloomberg School, through CTL, maintains an innovative course management system and provides faculty support and training for online education through a staff of more than 30 individuals who specialize in instructional design, audio production, technical writing, web development, production management and quality control.

- g) The institution provides effective student and academic services to support students enrolled in online learning offerings.

The Bloomberg School maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the JHSPH website www.jhsph.edu and the [Course Catalog](#). These resources offer detailed programmatic information, academic support services, financial aid, costs, policies, etc. and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on technical requirements, available academic support services, and a required orientation course (IOL) for new online students.

JHSPH online students have access to the following academic support services:

Academic advising. Students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor regularly contacts the students to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements.

Library services. Students have online access to the William H. Welch Medical Library and the Milton S. Eisenhower Library on the Homewood campus. The interlibrary loan department allows students access to resources at any other university in the nation. The University's library system provides easy access to a wide selection of electronic information resources, including an online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

Disability Support Services. The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the JHSPH Disability Services' Senior Director.

Career Services. The Career Services Office at the Bloomberg School helps students, alumni, faculty, staff, and employers navigate the world of public health jobs.

Johns Hopkins Student Assistance Program. The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students contact the service by phone for consultation and are directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and federal confidentiality legislation and is HIPAA compliant.

Transcript Access. Students may view and print unofficial transcripts at any time. Official transcripts will be mailed upon request of the student at minimal charge.

Student Login IDs. The University issues each student a Johns Hopkins Enterprise ID (JHED ID) and the School issues a JHSPH ID. The JHED ID grants students a JHU email address and secure access to many online services including course registration, bill payment, official grades, library services, and the online learning platform CoursePlus. Students are also issued a JHSPH ID that provides access to the School's intranet (My JHSPH) where students can locate additional resources including research and administrative tools as well as the School's policy and procedures manual.

- h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

JHSPH has a commitment to online teaching as demonstrated by the resources of its Center for Teaching and Learning, which provides course development, instructional, and technical support to new and current faculty. See Appendix C for detailed financial information regarding the proposed program. If additional sections of a course are needed to support the program, the department will offer an additional section.

Each year during the budget development period, additional resources such as faculty, staffing, teaching assistants and other instructional needs are taken into consideration with program growth. In turn, the CTL will devise budgets to increase personnel for the following fiscal year if needed to support the online course growth.

- i) The institution assures the integrity of its online offerings.

The Higher Education Opportunity Act (HEOA) enacted in 2008 requires that an academic institution that offers distance education opportunities to students 1) has a process established to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it, 2) has a process established to verify that student privacy rights are protected, and 3) has a process established that notifies the student about any additional costs or charges that are associated with verification of student identity. In JHSPH programs, the following actions have been taken to satisfy these requirements: 1) students may only enter the academic website for the online courses they take by providing the unique student ID and password assigned after admission, 2) all FERPA privacy rights are preserved by limiting access very specifically in the University student information system to only those permitted by law to have access to restricted student information, and 3) there are no additional costs assessed to the student for the measures we use to verify student identity.

All new JHSPH students are enrolled in a mandatory Academic Ethics and Research course -- a zero-credit, zero-tuition course that is geared towards helping students avoid behaviors linked to plagiarism, cheating and other violations of academic integrity.

Appendix A

Course List and Descriptions

550.860 Academic & Research Ethics (0 credits)

Examines academic and research ethics at JHSPH in a series of online interactive modules. Focuses on information about the academic ethics code and responsible conduct of research at the School. Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting. Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

Prerequisite: None

221.701.01 Introduction to Gender Analysis Within Health Research and Interventions (2 credits)

Introduces gender analysis as an integral part of health research and interventions. Focuses on teaching students on how to incorporate gender analysis into health research and interventions. Explores: (1) theoretical approaches to gender and health, including intersectionality, masculinities, and non-binary approaches; (2) how gender and gender relations affects health needs, risks, experiences, and outcomes; and (3) ways in which gender analysis can be incorporated into health research and interventions, including the use of gender frameworks and questions, gender assessments, and transformative approaches. Examples will cover a range of international settings, with a focus on low-and-middle income country settings.

Prerequisite: None

380.663.01 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies (3 credits)

Explores gender-based violence (GBV), including intimate partner violence, sexual violence, and sex trafficking. Topics include the following as they relate to GBV: epidemiology, theoretical frameworks, structural risks and gender equity, policy, prevention and intervention, perpetrators, populations with unique needs, and health consequences spanning sexual and reproductive health, STI, and HIV. Prepares students to undertake meaningful scholarly, community-based, programmatic or policy work in the field. Emphasizes active learning and facilitates application of knowledge and skills gained to real world issues.

Prerequisite: None

380.720.01 Masculinity, Sexual Behavior & Health: Adolescence & Beyond (3 credits)

Focuses on male health with particular attention to sexual and reproductive health and healthcare use among adolescents, extending throughout the lifespan. Assesses the principal health concerns for sexual and reproductive health, the associated population-based risk factors, and the relative impact of each risk factor. Students critically examine the meaning of masculinity and the impact of masculinity beliefs on males' health and healthcare use. Students also evaluate strategies to promote population health including the policies and programs or health care delivery that address health concerns and behavior for male sexual and reproductive health.

Prerequisite: None

380.666.01 Women's Health (3 credits)

Presents an overview of the health status of women, and preventive strategies to improve their health, primarily in developed countries. Topics include physical and mental health problems, health behavior, and where appropriate, gender differences in health problems and health behavior. Discusses risk factors for each, as well as effective preventive interventions for women. Views health issues from biological, social, and life course perspectives.

Prerequisite: None

380.668.01 International Perspectives On Women, Gender, and Health (3 credits)

Examines the ways by which the study of gender informs the study of health in the developing world with a focus on women's health issues. Explores the ways in which gender and sex help us to understand women's health and explain societal patterns of health, disease and well-being. Topics include both reproductive and nonreproductive health issues including mental health and physical health.

Prerequisite: None

340.629.01 The Epidemiology of LGBTQ Health (3 credits)

Introduces constructs of sexual orientation and gender identity in the context of public health. Explores historical, epidemiological, and social perspectives related to the physical and mental health of lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals and communities. Orients students to current and historic epidemiological and contextual issues that shape what is known about LGBTQ health, presents an overview of LGBTQ health disparities and interventions, and develops a foundation for critical thinking about LGBTQ health research and intervention potential.

Prerequisite: [340.601](#) (Principles of Epidemiology) or [340.751](#) (Epidemiologic Methods 1), or permission from the instructors

410.683.60 Global Perspectives On LGBT Health (3 credits)

Utilizes the socio-ecological framework to deconstruct social contexts and political power systems that contribute to LGBTQ health disparities across the globe. Assists in developing an appreciation for various forms of sexual and gender identities, including how cultural and religious traditions shape such identities in various regions and countries. Encourages students to recognize systemic factors that influence psychological and social development related to gender and sexuality. Introduces unique dynamics surrounding sexual orientation in family, immigration, and international human rights law.

Prerequisite: None

410.681.01 Gay, Bisexual and Other Men Who Have Sex With Men (MSM) and HIV: Theoretical Perspectives On the U.S. Epidemic (3 credits)

The HIV epidemic among MSM in the US remains a significant threat to public health, is characterized by significant racial health disparities, and includes a rich subject matter for students interested in social determinants in health, health disparities, social behavioral science and social epidemiology.

Introduces students to key epidemiological, conceptual and historical constructs critical to understanding and responding to the HIV epidemic among gay, bisexual and other MSM in the United States. Explores the role of social and ecological factors and theoretical constructs (e.g., race and ethnicity, intersectionality and minority stress, gender and masculinity, policy and structural changes, and other social determinants) on individual and population-level experience of the HIV epidemic. Provides an in-depth understanding of the challenges to prevention and care in these constituencies through lectures, readings, small group work, and a panel discussion with community stakeholders. Provides students

with an ability to develop new lines of theory, research and practice to more effectively apply a socio-ecologic framework to the HIV epidemic and better respond to HIV as a public health issue.

Prerequisite: 410.600.01 Fundamentals of Health, Behavior and Society

380.665.01 Family Planning Policies and Programs (4 credits)

Introduces issues and programmatic strategies related to the development, organization, and management of family planning programs, especially those in developing countries. Topics include social, economic, health, and human rights rationale for family planning; identifying and measuring populations in need of family planning services; social, cultural, political, and ethical barriers; contraceptive methods and their programmatic requirements; strategic alternatives, including integrated and vertical programs and public and private sector services; information, education, and communication strategies; management information systems; and the use of computer models for program design.

Prerequisite: None

380.768.81 Selected Topics in Women's Health and Women's Health Policy (4 credits)

Discusses major health concerns among women within a life course framework that integrates biological determinants of health and the social, cultural and economic contexts of women's lives. Focuses on developed countries though issues in developing countries are introduced. Examines a spectrum of current health and policy concerns, and may include family planning, preventive services for women, chronic disease, migration, gender-based violence, mental health and disability. Also includes historical perspectives and a gender justice framework for viewing health policies.

Prerequisite: [Introduction to Online Learning](#) is required prior to participating in any of the School's Internet-based courses.

380.667.01 Women's Health Policy (3 credits)

Provides an overview of selected, timely policy issues related to women's health in both developed and developing countries. Covers the history of selected policy concerns, frameworks for viewing these concerns, and specific policies related to women's health issues such as family planning, gender-based violence, welfare reform, employment and workplace conditions, and disabilities. Topics may change yearly depending on the primacy of the topic or issue.

Prerequisite: None

380.760.01 Clinical Aspects of Reproductive Health (3 credits)

Provides a comprehensive presentation of several clinical disease processes affecting women's reproductive health. Topics include contraception, cervical cancer screening, STI, menopause and incontinence. Uses traditional lecture materials, selected readings, and in-class discussion. Focuses not only on the clinical aspect of the disease, but the health policy implications on women's health.

Prerequisite: None

380.628.01 Public Health Perspectives On Abortion (3 credits)

Safe abortion and postabortion care are key components of comprehensive reproductive health services. However, these services are contested and restricted in many countries. Students interested in learning how access to abortion services, or lack thereof, impacts women's health should take this course.

Provide students with an overview of abortion practice in the United States and worldwide from a public health perspective. Lectures and readings enable students to critically evaluate current research, public health practice, and policy related to abortion, and to speak knowledgeably and accurately on these issues.

Prerequisite: None

306.660.01 Legal and Public Health Issues in the Regulation of Intimacy (3 credits)

Examines the ways in which the state regulates intimate and private relations and the justifications for such regulation. Particularly focuses on the attention paid to the public health and morality justifications offered by the state for the enactment and enforcement of privacy laws. Topics include: when state regulation of intimate decisions, actions and relationships is justified; the regulation of consensual sexual activity; the regulation of contraception and abortion; the regulation of same-sex sexual activity; and the regulation of same-sex marriage.

Prerequisite: None

340.698.01 Methods for Assessing Power, Privilege, and Public Health in the United States

Illness and health do not happen in a vacuum, nor are they distributed randomly throughout society – they are structured by power and privilege. What are the strengths and limitations of the methods used to study these forces and their impacts on health? How do these structures influence our interpretation of data and how does this translate to the real world? This service-learning course allows you to reflect on your own privilege as a scientist as you integrate social epidemiology concepts with quantitative epidemiological skills and apply them to a data-driven health project. A community-based organization (CBO) will use your final product to guide their activities.

Discusses emergent health issues and how the choice of measures for power, privilege, and inequality influence results in epidemiological research. Challenges you to reflect on how your own positions of privilege influence your interpretation of data and your public health practice. Provides an opportunity to apply epidemiology research skills to develop and execute a data-driven project on a real-world health problem that can will be presented and used by a community partner.

Prerequisite: [340.601](#) (Principles of Epidemiology) or [340.721](#) (Epidemiologic Inference in Public Health I) or [340.751](#) (Epidemiologic Methods 1) or equivalent Epidemiology course, [140.621](#) (Statistical Methods in Public Health I) or equivalent Biostatistics course, 1 course in social epidemiology such as [340.666](#) (Foundations of Social Epidemiology) and basic knowledge of a programming language (e.g., Stata, SPSS, SAS, R)

Appendix B

Faculty Lead(s)*	Rank	Discipline	Status	Course/number	Degree
Rosemary Morgan*	Assistant Scientist	International Health (primary) School of Nursing (joint)	Full-Time	221.701.01 Applications to Gender Analysis Within Health Research and Interventions	PHD
Michele Decker*	Associate Professor	Population, Family and Reproductive Health (primary) School of Nursing (joint)	Full-Time	380.663.01 Gender-Based Violence Research, Practice and Policy: Issues and Current Controversies 380.666.01 Women's Health	ScD
Lori Heise	Professor	Population, Family and Reproductive Health (primary) School of Nursing (joint)	Full-Time	380.668.01 International Perspectives On Women, Gender, and Health	PhD
Arik V. Marcell	Associate Professor	School of Medicine (Primary) Population, Family and Reproductive Health (Joint)	Full-Time	380.720.01 Masculinity, Sexual Behavior & Health: Adolescence & Beyond	MD
S. Wilson Beckham*	Assistant Scientist	Health, Behavior and Society (Primary) International Health (Joint)	Full-Time	340.629.01 The Epidemiology of LGBTQ Health 410.683.60 Global Perspectives On LGBT Health	PHD
Jennifer Glick*	Assistant Scientist	Health, Behavior and Society	Full-Time	410.683.60 Global Perspectives On LGBT Health	PHD
Michelle R. Kaufman	Assistant Professor	Health, Behavior and Society	Full-Time		PHD

Duryle Brooks	Research Associate	Health Behavior and Society	Full-Time	410.681.01 Gay, Bisexual and Other Men Who Have Sex With Men (MSM) and HIV: Theoretical Perspectives On the U.S. Epidemic	PHD
Scott R. Radloff	Senior Scientist	Population, Family and Reproductive Health	Full-Time	380.665.01 Family Planning Policies and Programs	PHD
Erin Pearson	Associate	Population, Family and Reproductive Health	Part-Time	380.768.81 Selected Topics in Women's Health and Women's Health Policy	
Charvonne N. Holliday	Assistant Professor	Population, Family and Reproductive Health	Full-Time	380.667.01 Women's Health Policy	PHD
Anne E. Burke	Associate Professor	School of Medicine (Primary) Population, Family and Reproductive Health (Joint)	Full-Time	380.760.01 Clinical Aspects of Reproductive Health	MD
Department Faculty		Population, Family and Reproductive Health		380.628.01 Public Health Perspectives On Abortion	
Joanne Rosen	Senior Lecturer	Health Policy and Management (primary) Population, Family and Reproductive Health (joint)	Full-Time	306.660.01 Legal and Public Health Issues in the Regulation of Intimacy	JD
Lorraine T. Dean	Assistant Professor	Epidemiology (Primary) Health Policy and Management (Joint) School of Medicine (Joint)	Full-Time	340.698.01 Methods for Assessing Power, Privilege, and Public Health in the United States	ScD

Andreea Creanga	Associate Professor	International Health (Primary) Population, Family and Reproductive Health (joint)	Full-Time	Issues in the Reduction of Maternal and Neonatal Mortality in Low Income Countries	PHD
Mary Hughes	Associate Scientist	Population, Family and Reproductive Health	Full-Time	Life Course Perspectives On Health	PHD

APPENDIX D

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$184,950	\$190,500	\$196,200	\$202,050	\$208,050
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	15	15	15	15	15
e. Credit Hour Rate	\$1233	\$1270	\$1308	\$1347	\$1387
f. Annual Credit Hour Rate	10	10	10	10	10
g. Total P/T Revenue (d x e x f)	\$184,950	\$190,500	\$196,200	\$202,050	\$208,050
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$184,950	\$190,500	\$196,200	\$202,050	\$208,050

2. Resources are based on part time tuition revenues. On average, we expect 15 students to matriculate into the program. The cost of the per credit tuition cost subject to a 3% increase each year. Tuition will be the only resource to support the revenue to this program.

APPENDIX D

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$138,020	\$142,161	\$146,426	\$150,818	\$155,343
a. # FTE	1	1	1	1	1
b. Total Salary	\$103,000	\$106,090	\$109,273	\$112,551	\$115,928
c. Total Benefits	\$35,020	\$36,071	\$37,153	\$38,267	\$39,415
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	\$20,703	\$21,324	\$21,963	\$22,623	\$23,302
a. # FTE	.3	.3	.3	.3	.3
b. Total Salary	\$15,450	\$15,914	\$16,391	\$16,883	\$17,390
c. Total Benefits	\$5,253	\$5,410	\$5,572	\$5,740	\$5,912
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	0	0	0	0	0
TOTAL (Add 1 – 7)	\$158,723	\$163,485	\$168,389	\$173,441	\$178,645

1. Full-time faculty salaries prorated to be equivalent to one FTE with a 3% increase in salary each year. Fringe benefit is 34% for all five years.
2. Support Staff effort at 30% in coordinating the program with a 3% increase in salary each year. Fringe benefit is 34% for all five years.