



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.

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|-----------------------------|---|
| 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	Payment Type:	R*STARS # Check #	Payment Amount:	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>)	Both
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>Raj Jagwardhane</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



May 14, 2025

Sanjay Rai, PhD
Secretary
Maryland Higher Education Commission
217 E. Redwood Street, Suite 2100,
Baltimore, MD 21202

Dear Secretary Rai,

On behalf of Provost Jayawardhana, I write to request your review and endorsement of the enclosed proposal. The university proposes a new **Area of Concentration in Indigenous Health, within the Master of Public Health**.

The AOC will prepare scholars with the practical skills and theoretical foundations to address public health issues facing indigenous populations within the United States and globally. By providing courses created and taught by indigenous faculty and faculty with a commitment to the health of indigenous people, this AOC provides students with the tools needed to be leaders in addressing health challenges within indigenous communities. As the first MPH AoC in Indigenous Health in the world, the proposed concentration will establish a new pathway for rigorous training of the next generation of leaders in public health practice.

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

Should you have any questions or need further information, please contact Westley Forsythe at (410) 516-0188 or wforsythe@jhu.edu.

Thank you for your support of Johns Hopkins University.

Sincerely,

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

Janet Simon Schreck, PhD
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Ray Jayawardhana

Dr. Westley Forsythe

Enclosures

Office of the Provost
265 Garland Hall 3400 N. Charles Street Baltimore, MD 21218 410-516-8070
<http://provost.jhu.edu>

**The Johns Hopkins University
Bloomberg School of Public Health
Proposal for Substantial Modification to an Existing Program
New Area of Concentration in Indigenous Health within the existing Master of Public
Health Degree Program**

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 Johns Hopkins University Bloomberg School of Public Health (BSPH) proposes a new Area of Concentration in Indigenous Health in the existing and previously endorsed Master of Public Health. The new concentration is designed for students seeking training in Indigenous Health and addresses skills and knowledge needed to improve population health in the diverse Indigenous communities of the United States and across the world.

The mission of BSPH is the improvement of health through discovery, dissemination, and translation of knowledge and the education of a global community of research scientists and public health professionals. This new MPH concentration enhances this mission by connecting students directly with Indigenous experts within the field of public health, not only domestically, but world-wide.

Graduates of the program will be provided with broad exposure to Indigenous Health topics that can be applied to a variety of health careers such as health policy, infectious disease, environmental health, behavioral health, violence and injury prevention, food systems, and more. This will allow a diverse range of students to engage with this work and allow them the flexibility to adapt it to their chosen career path.

The program is designed for MPH students who wish to increase their understanding of public health issues related to Indigenous communities and utilize Indigenous-led frameworks in their current public health work.

The proposed concentration, to commence in Term 1 of academic year 2025-26, will require successful completion of a minimum of 18 didactic term credits (8 required plus at least 9 elective credits of coursework plus 1 seminar credit)

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

In spring 2022 the university launched its new strategic plan, 'ten for one'. Its objectives include 'develop[ing] new pathways to help us translate our cutting-edge research into meaningful policy ideas and become the preeminent source of academic expertise for evidence-based policymaking in service to the nation and the world.' This AoC in a world leading Master of Public Health axiomatically contributes to that goal.

By offering this concentration as a flexible opportunity for those already engaged in public health work, we are accessible to students across the nation. This allows students to remain in their own local communities, allowing them to deepen connections to partnerships that may be otherwise inaccessible for a fully in-person program. By bringing together a student population from across the country, we are allowing students to share their knowledge and experiences, both within our program and across BSPH. Through this, we will be able to contribute to BSPH's ongoing priority of "[rebuilding of the U.S. public health system through practice, research, and advocacy efforts](#)" by connecting students across the country not only to expert faculty in the field of Indigenous Health, but to other students engaged in public health work within a wide range of communities.

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

BSPH 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 enrollment in the courses in any program is used to cover the instructional costs of the program before any excess is used for other BSPH efforts. If a new program finds that its instructional costs are greater than the tuition revenue, funds are allocated from elsewhere in the overall BSPH budget to cover the startup program's shortfalls during the first five years. Additional information is provided in Appendix C.

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

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

BSPH'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. BSPH 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 BSPH's portfolio.

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

BSPH is committed to providing all enrolled students the opportunity to complete the Indigenous Health concentration in the MPH 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 allowing current students to complete 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.

According to a group of experts within the Association of American Indian Physicians (AAIP), there is a [critical shortage in the number of health professionals who are trained to serve American Indian and Alaska Native \(AIAN\) communities](#), resulting in major shortages among physicians and other healthcare services. However, evidence suggests that building community capacity to face these health disparities (for example, by educating individuals within and closely allied with these communities) leads to significantly increased positive health outcomes ([Chino & DeBruyn, 2006](#)). Increasing the opportunities for students to be trained specifically in public health for Indigenous populations will have major downstream benefits on the health of Indigenous peoples, including the 128,650 Native American people estimated to live in Maryland ([Maryland State Archives, 2024](#)). Additionally, training opportunities will bolster the workforce for the Indian Health Service (headquartered in Rockville, MD), and the National Congress of American Indians, Bureau of Indian Affairs, and National Council of Urban Indian Health (all headquartered in Washington, DC).

The aim of the MPH AOC in Indigenous Health is to provide foundational training to those who plan on working, or who currently work, with Indigenous populations. Through this AOC, we will prepare students with extensive training on a wide variety of topics, such as policy, data management, and research ethics. This will allow students to tackle the incredibly complex health challenges that face many Indigenous populations, both in the United States and across the globe. Coursework will introduce a cohort of students to Indigenous perspectives and allow them to take the next step in advancing their careers in Indigenous Public Health.

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

The 2022 [Maryland State Plan for Higher Education](#) articulates three goals for postsecondary education: 1.) Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents. 2.) Success: Promote and implement practices and policies that will ensure student success. 3.) Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. The proposed program addresses each 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 proposed program is intended to meet the growing need for skilled professionals trained in the integration of in vivo and in vitro tools in assessing the risk associated with environmental exposures in Baltimore, the State, across the country, and beyond. This is consistent with Goal 3 (Innovation) of the State Plan.

By allowing students to complete the program either full-time or part-time, access is provided to those who wish to enter this field as well as those currently working in it who wish additional training. The online format allows part-time students to pursue the degree even if their work schedules do not permit onsite class attendance. Additionally, students who move away from the Maryland region will still be able to complete the program, thus supporting the State Plan's innovation and completion goals (Goals 2 & 3).

Types of funding available for students include loans, scholarships, student employment, travel awards and grants. Successful individuals often utilize more than one of the sources identified and are watchful for additional opportunities. Funding is available for students at all levels of their academic pursuits (Goal 1).

The BSPH Student Affairs office is a resource to counsel prospective students on funding. In addition, the Financial Aid Office provides assistance with federal and private loans and federal work study (Goal 1).

BSPH offers an array of services for the continued success of the student learner. These services include career counseling, 1:1 (student:faculty) academic advising, disability services, mentored research and mentored practicums in the areas of public health (Goal 2).

Each MPH student receives a program plan of study and a guidebook for their program upon matriculation to the School. The MPH degree program has a program-specific orientation for incoming students, and faculty and staff meet with students throughout their program to insure continued progress towards their degree (Goal 2).

Typically, part-time students with full-time jobs who enroll in BSPH degree programs represent a broader range of diversity than students in full-time degree programs. In targeting these part-time students, this program addresses the Access goal (Goal 1) in the State Plan.

Similarly, the proposed program is consistent with Goal 3, innovation, which articulates Maryland's aspiration to be "a national leader in the implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes..."

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 professionals with knowledge of working with Indigenous populations and expertise in Indigenous-centered healthcare has been increasing. The Johns Hopkins Center for Indigenous Health recently launched a public interest form for those interested in pursuing a graduate degree focusing on Indigenous Health. Within the first month, 214 inquiries were received from professionals across the nation interested in seeking training in Indigenous Health. The proposed AOC in Indigenous Health provides MPH students with a pathway to career opportunities in a diverse range of fields, such as academia, policy work, research, governmental organizations, Tribal governments, and non-profits. These and similar employment opportunities are available nationwide. A recent search for employment on the job site [Indeed.com](https://www.indeed.com) revealed over 2,000 active job postings where experience working with Indigenous populations and a master's degree was included in preferred qualifications. These postings ranged from working with Tribal governments on policy to conducting research with Indigenous-led non-profits.

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

An MPH with a focus in Indigenous Health would enable a student to work in a variety of health-related fields including Healthcare Support (16,091 annual job openings in Maryland) and Healthcare Practitioners and Technical Occupations (11,400 annual job openings in Maryland). Both of these major occupational groups are projected to grow by 2032 ([Maryland Department of Labor Licensing and Regulation](#)).

Students who complete the proposed concentration in Indigenous Health would also be considered well-suited for work at the Indian Health Service, headquartered in Rockville, MD, which employs approximately 15,000 individuals ([IHS](#)).

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 Johns Hopkins Center for Indigenous Health receives on average 20 inquiries each month from professionals interested in seeking master's level training in Indigenous Health. Over 1,800 individuals have completed graduate-level Indigenous Health course work through our annual Winter and Summer Institute courses since 2001. Demand for flexible, Indigenous-led Graduate-level programs has continued to grow, and the MPH AOC in Indigenous Health will offer a practical source of training for Indigenous scholars and allies in the field of public health.

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

The proposed Indigenous Health AOC is designed for MPH students enrolled at BSPH. Individual courses are also open to students in other JHU divisions, including the Krieger School of Arts and Sciences and the Schools of Medicine and Nursing. It is estimated that five to 15 new MPH students will enroll in this concentration each year during the first five years that the new AOC is offered.

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 not currently any programs approved or endorsed by MHEC that carry a concentration in Indigenous Health. There are limited options for students to pursue an MPH with an AOC in Indigenous Health at US institutions (for example, [Northern Arizona University](#), [University of North Dakota](#), and [University of Hawai'i at Manoa](#)), and there are no such programs in Maryland or in the region. Indeed, there are no known similar programs in the eastern United States.

Similar to other MPH concentrations at BSPH, this concentration covers a wide range of public health focus areas (such as policy, environmental health, mental and behavioral health, data management, and more), however, other programs approach these topics in a traditional, Westernized method. The BSPH MPH with an AOC in Indigenous Health will prioritize viewing public health issues through Indigenous frameworks, expanding students' ability to engage with these topics in a decolonized way. By creating coursework that fulfills this methodology, students will be able to engage more competently not only with global Indigenous populations, but also other underrepresented populations impacted by the effects of settler colonialism. This focus on Indigenous Health will set this AOC apart from other existing AOCs within the MPH degree program at BSPH.

2. Provide justification for the proposed program.

The MPH AOC in Indigenous Health will provide concrete training in health policy, infectious disease, environmental health, behavioral health, violence and injury prevention, food systems, and more with particular focus on working closely with expert faculty in the field of Indigenous Health, participating in seminars, and attending journal clubs to learn about cutting-edge research in this field. Outside of the classroom, students will also be encouraged to attend cultural events, activities and lectures from Indigenous researchers throughout the year.

There is an urgent need for an AOC in Indigenous Health that is rigorous but does not require the time required to pursue a separate master's degree in this field. By incorporating this focused area of study into the MPH program, BSPH will better enable graduates to explore academic, Tribal or governmental positions, or to obtain promotions in positions already held. This program will allow students to integrate Indigenous knowledge into their current public health work and foster their passion for working for and with Indigenous communities.

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 experiences to the classroom.

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

. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

There are no known similar programs in any of the Historically Black Institutions in Maryland.

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. The AOC in Indigenous Health 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 represent various BSPH Departments, including International Health, Mental Health, Population, Family and Reproductive Health, and Health Policy and Management. The faculty within the Center for Indigenous Health (housed within the Department of International Health) have produced leading Indigenous health policy and global Indigenous leadership development research while generating scholarship and educating the next generation of leaders in their respective areas of expertise. 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:

The MPH concentration in Indigenous Health explores the skills and knowledge needed to improve population health in the diverse Indigenous communities of the United States and across the world.

- Students will gain understanding of how colonization affects Indigenous health (e.g., through learning about frameworks, historical perspectives), approaches of assessing the health of Indigenous populations around the globe, as well as strategies to address health issues (including health policy, ethics and leadership, and Indigenous research frameworks among others).

- This concentration will provide students with broad exposure to Indigenous Health topics that can be applied to a variety of health careers such as health policy, infectious disease, environmental health, behavioral health, violence and injury prevention, food systems, and more.
- Students within the Indigenous Health concentration will work closely with expert faculty in the field of Indigenous Health, participate in seminars, and attend journal clubs to learn about cutting-edge research in this field.
- Outside of the classroom, students will also be encouraged to attend cultural events, activities and lectures from Indigenous researchers throughout the year.

Student Learning Outcomes:

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

1. Characterize the role of colonization in Indigenous Health outcomes;
2. Identify strategies to implement essential public health services in Indigenous communities;
3. Identify strategies to evaluate evidence-based practices for their impact on Indigenous populations;
4. Define principles of health equity in relation to Indigenous populations;
5. Design a health promotion program that incorporates Indigenous values and knowledge.

3. Explain how the institution will:

a. Provide for assessment of student achievement of learning outcomes in the program

BSPH'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 term credits (8 required plus at least 9 elective credits of coursework plus 1 seminar credit).

Table 1: Curriculum Overview

Course Number	Course Title	Term Credits	Required or Elective	Course Modality (onsite or online)
224.641	Legal and Historical Basis for American Indian Healthcare Policy	2 Credits	Required	Onsite and online
224.640	Indigenous Evaluation Frameworks	2 Credits	Required	Onsite and online
224.642	Indigenous Leadership & Ethics	2 Credits	Required	Online
Students must select one or more of the following courses				
224.605	Indigenous Health	2 Credits	Required	Onsite and online
221.667	An Interdisciplinary Approach to Understanding the Health of Native Americans	3 Credits	Required	Online
In addition to the required courses listed above, students are expected to fulfil the remaining credits through elective courses provided below in order to complete a total of 18 credits				
180.606	Case Studies in Food Production and Public Health	4 Credits	Elective	Online
180.607	Climate Change and Public Health	3 Credits	Elective	Onsite and online
180.603	Research Methods in Health Security	3 Credits	Elective	Online
185.600	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities	3 Credits	Elective	Online
221.664	Prevention of Unintentional Injuries in American Indian Communities	2 Credits	Elective	Online
221.665	Early Childhood Intervention in Tribal Communities	2 Credits	Elective	Online

221.666	Introduction to American Indian Health Research Ethics	2 Credits	Elective	Online
221.669	American Indian Health Policy	2 Credits	Elective	Online
221.670	Collecting, Analyzing, and Using Public Health Data in Native American Communities	3 Credits	Elective	Online
221.671	Introduction to Quantitative and Qualitative Research for American Indian Health	2 Credits	Elective	Online
221.672	Introduction to Data Management Using American Indian Health Data	2 Credits	Elective	Onsite and online
221.673	Mental Health in American Indian Communities	2 Credits	Elective	Online
340.667	Health Equity Research Methods to Address Social Determinants of Health	4 Credits	Elective	Online
340.683	Human Rights in Public Health Practice	2 Credits	Elective	Onsite
380.640	Children in Crisis: An Asset-Based Approach to Working with Vulnerable Youth	3 Credits	Elective	Onsite and online
380.725	The Social Context of Adolescent Health and Development	3 Credits	Elective	Onsite
380.742	Family-Health, Public Health, and Policy	3 Credits	Elective	Onsite
410.619	Social Justice: Policy, Practice, and Research	4 Credits	Elective	Onsite
410.864	Critical Issues in Health Disparities	1 Credit	Elective	Onsite
700.600	Basics of Bioethics	2 Credits	Elective	Onsite
700.603	Introduction to Ethical Theory	3 Credits	Elective	Onsite
700.630	Food Ethics	3 Credits	Elective	Onsite
700.644	Justice Theory and Health	3 Credits	Elective	Onsite
700.650	Race and Bioethics	3 Credits	Elective	Onsite

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.**

BSPH'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://publichealth.jhu.edu/>.

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 BSPH web site <https://publichealth.jhu.edu/> contains the same marketing, recruiting and admission materials that are used in print. 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 proposed program. All of the faculty are distinguished and experienced professionals and all have advanced degrees, many with multiple doctorates. Greater than 90% of the faculty are full-time. They have produced leading Indigenous Health research while continuing to generate path-breaking scholarship, educating the next generation of leaders within the fields of health policy, infectious disease, environmental health, behavioral health, violence and injury prevention, food systems, and more. 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 BSPH 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.

BSPH 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 BSPH's CoursePlus 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 University 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 Donald Warne and Faye McMillan 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 International Health department reviews student course evaluations and will reach out to program faculty if problems arise.

The program committee also reaches out to the students' capstone advisors for evaluations. Adjustments to the program will be made accordingly. Finally, post-degree professional and academic accomplishments of graduates will also be tracked.

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 MPH admissions requirements can apply to the AOC in Indigenous Health, 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.

BSPH has decades of experience administering successful online courses and programs. This program will be supported in the same way our other programs are supported. BSPH'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.

BSPH 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 BSPH, any new proposed academic program is subjected to a review by the 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 BSPH Advisory Council, comprised of the school leadership and Department Chairs, for review and approval. Once approved at the BSPH 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 BSPH 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 BSPH 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. Both full-time and part-time (online) students will be held to the same academic standards required to complete the program, including the capstone project. The program is composed of courses that are appropriately sequenced to ensure students have 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 BSPH website <https://publichealth.jhu.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 (Introduction to Online Learning) for new online students.

BSPH 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 BSPH 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 BSPH 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 BSPH 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.

BSPH 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, teachings 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 BSPH 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.

As referenced, all new BSPH 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

180.603 Research Methods in Health Security (3 credits)

Introduces students to quantitative and qualitative methodological approaches to health security-related research, beginning with foundational research components, moving on to qualitative and quantitative approaches, and ending with perspectives on translating research to policy and practice. Provides approximately 20-30 minute recorded lectures reviewing approaches to research led by faculty members from the Johns Hopkins Center for Health Security and others (students will read a published paper or report related to this research in preparation for each lecture).

Prerequisite: None

180.606 Case Studies in Food Production and Public Health (4 credits)

Focuses on food production practices in the United States and the associated public health risks and benefits; discussions on animal and crop agriculture and food processing encompass both historical practices and modern methods. Presents case studies which delve deeper into specific topics, including industrial food animal production and worker health, aquaculture, climate change, urban food systems and sustainable production methods. Challenges students to think critically about the impact of food production methods on ecosystem and human health and apply a "one-health" lens to analyze strategies to reduce public health risks from food production. Draws lectures from the literature, and from the firsthand experiences of lecturers in research translation and agricultural production.

Prerequisite: None

180.607 Climate Change and Public Health (3 credits)

Explores the science of how and why the climate is changing, as well as the likely and potential impacts of climate change on public health in developed and developing regions of the world. Discusses how rising sea levels; fossil fuels, worsening air quality; frequency and severity of weather-related disasters; and scarcity of food and drinking water are all influenced by the changing climate. Examines policy, behavior, mental health, social determinants of health, economics, sustainable strategies for mitigation and adaptation, and the role public health professionals can play in these decisions. Synthesizes concepts and knowledge from multiple disciplines through a hands-on, translational project.

Prerequisite: None

185.600 One Health Tools to Promote and Evaluate Healthy and Sustainable Communities (3 credits)

Teaches and applies tools and principles of One Health, which is the interface of human health, animal health and environmental health, to promote and evaluate healthy and sustainable communities. Covers methods central to the conduct of One Health research or programs, which includes study design, stakeholder participation, community engagement and program evaluation, and will cover topics of high relevance to One Health in a way that uses systems approaches and synthesis to join perspectives from the multiple disciplines. Includes drivers—such as the food system and antimicrobial resistance—that can contribute to or detract from the

health and sustainability of communities. Presents methods in the context of applications such as policy, regulation, and economics and will connect One Health techniques for knowledge integration and other approaches to the design of healthy communities.

Prerequisite: 340.601 Principles of Epidemiology or 340.751 Epidemiologic methods I or 340.721 Epidemiologic inference in public health or equivalent course in epidemiology

224.605 Indigenous Health (2 credits)

Examines Indigenous health through a public health lens. Critically evaluates the historical, social, cultural, and political determinants of Indigenous health utilizing various Indigenous theoretical frameworks. Provide students with an understanding of Indigenous research methodologies and prevention/interventions programs employed to promote and strengthen the overall health status of Indigenous populations globally.

Prerequisite: None

221.664 Prevention of Unintentional Injuries in American Indian Communities (2 credits)

Introduces the basic skills and knowledge required to address the injury burden in the Native American community. Provides students with opportunities to practice these skills through application sessions, based upon the nine Core Competencies for Injury and Violence Prevention. Prepares students to enter a network of injury prevention colleagues with a specific interest in the prevention of injuries in the Native American community.

Prerequisite: None

221.665 Early Childhood Intervention in Tribal Communities (2 credits)

Examines a constellation of economic, social, historical and cultural challenges to American Indian families that potentially compromise optimal early child development. Reviews opportunities for tribal grantees to assess needs and develop early childhood intervention strategies funded through the Affordable Health Care Act. Explores methods and theoretical approaches to early childhood development and intervention research in tribal contexts. Considers optimal systems of early childhood care in low resource settings. Examines unique aspects of tribal research and culture, emphasizing the importance of community-based and community-engaged approaches.

Prerequisite: None

221.666 Introduction to American Indian Health Research Ethics (2 credits)

Introduces students to the ethics of human subject research specific to working with American Indian communities. Also introduces ethical theory and principles, followed by a brief history of research ethics in Indian Country. Topics covered in lectures and moderated discussions include the importance of health research in Indian Country, informed consent for research participation, role and function of institutional and ethic review.

Prerequisite: None

221.667 An Interdisciplinary Approach to Understanding the Health of Native Americans (3 credits)

Explains different aspects of Indigenous health by exploring health and illness perceptions of Native American communities, and considers approaches that are grounded in Traditional and Contemporary Indigenous Knowledge and supported by Western Research Methodology.

Analyzes key health issues from the perspective of Native communities, and through the lens of various public health disciplines such as epidemiology, mental health, environmental health, policy, and sociology. Emphasizes serving Indigenous populations and empowering community-driven, culturally sensitive public health interventions.

Prerequisite: None

221.669 American Indian Health Policy (2 credits)

Examines the historical, social, political, legal and economic factors and values that have influenced the development and implementation of health policy pertaining to American Indian and Alaska Natives. Focuses on the four substantive areas that form the analytic basis for many of the issues in health policy and management: economics and financing; need and demand; politics/ethics/law; and quality/effectiveness. Discusses the unique relationship between the U.S. federal government and American Indian tribes. Addresses key policy and advocacy issues impacting Tribal communities.

Prerequisite: None

221.670 Collecting, Analyzing, and Using Public Health Data in Native American Communities (3 credits)

Introduces Native American (NA) tribal health leaders, health professionals, health paraprofessionals and others interested in public health to the basic concepts of epidemiology and biostatistics. Designed for those who may not have previous formal training in epidemiology or biostatistics, but may be working to address tribal priorities for health care, or working/interested in clinical research or public health within tribal communities. Prepares students for the core epidemiology and biostatistics courses offered by the School of Public Health. Teaches participants how to collect, analyze and use community data to address public health problems. Participants are asked to work on datasets from tribal communities to apply the principles taught during the course. Individuals do not have to be Native American or work with NA communities to participate in the course since the concepts can be translated to many public health settings.

Prerequisite: None

221.671 Introduction to Quantitative and Qualitative Research for American Indian Health (2 credits)

Acquaints students with Indigenous research concepts and issues and prepares them for the core research methods courses offered by BSPH. Provides a basic overview of Indigenous research, community-based participatory research (CBPR), and quantitative and qualitative research methodologies and their application to research in Native communities. Examines practical issues in study design, conduct and analysis. Applies these methodologies in designing research studies to address health concerns in Native communities. Draws examples and assignments from indigenous community settings.

Prerequisite: None

221.672 Introduction to Data Management Using American Indian Health Data (2 credits)

Introduces Native American tribal health leaders, health professionals, health paraprofessionals, and others interested in Native American health concerns to the basic concepts of data management. Prepares students for the core courses on data management methods offered by

BSPH. Introduces students to basic principles and methods of data management using examples pertinent to American Indian health.

Prerequisite: None

221.673 Mental Health in American Indian Communities (2 credits)

Focuses on 1) the history of mental health service delivery 2) current status of mental health problems, and 3) strategies for treatment and prevention interventions in American Indian (AI) communities. Examines differences between western and traditional AI approaches to mental health. Highlights public health concepts for the development and/or replication of successful treatment and prevention interventions. Explores ideas for long-term promotion of community mental wellness among reservation communities. Includes lectures from a variety of mental health experts with direct experience in Indian communities from a wide variety of disciplines and cultural orientations. Uses lectures, followed by class discussions, to explore potential cultural, tribal-specific, regional, or universal approaches to address specific mental health disparities, mental health care delivery, and more general prevention.

Prerequisite: None

224.640 Indigenous Evaluation Frameworks

Focuses primarily on Indigenous public health evaluation principles utilizing the American Indian Higher Education Consortium's Indigenous Evaluation Framework. The Indigenous Evaluation Framework utilizes both qualitative and quantitative methods, measuring experiences over time, and looks at what Indigenous communities have done and are doing from multiple perspectives including individual and communal experiences. The Indigenous evaluation process will be guided by key principles in the framework.

Prerequisite: None

224.641 Legal and Historical Basis for American Indian Health Policy

Provides a detailed overview of the unique policy issues that form the legal basis for provision of public health and healthcare services to American Indians and Alaska Natives (AI/ AN). In this course we explore the legal and historical basis for the provision of health services by examining laws, policies, and rights that impact AI/AN healthcare and develop policy solutions to improve outcomes.

Prerequisite: None

224.642 Indigenous Leadership & Ethics

Introduces students to the principles of public health leadership and the historic and evolving concepts regarding the relationships among diversity, culture, and leadership through an Indigenous lens. Numerous case examples and “Restorying Indigenous Leadership” will be explored.

Prerequisites: None

340.667 Health Equity Research Methods to Address Social Determinants of Health (4 credits)

Introduces innovative methods, practical tools, and skills required to conduct evidence-based research that addresses the social determinants of health disparities. Draws on theoretical frameworks on fundamental values and principles, including social justice, human rights, the value of diverse ideas and stakeholder perspectives, inclusiveness, trustworthiness, behavioral and implementation science, and community-based participatory design. Uses lectures, panel discussions, and case-based examples to provide opportunities in obtaining feedback on ideas from experienced investigators.

Prerequisite: None

340.683 Health Equity Research Methods to Address Social Determinants of Health (2 credits)

Presents human rights as both a tool and an analytical framework for public health practice. Considers how concepts and values from human rights can enhance the work of public health professionals in a variety of realms. This includes the development of policy in public health, the design and implementation of programs, and identification of human rights obstacles to achieving public health goals and potential responses. Examines the relationship between traditional bioethics and human rights approaches to ethical questions and will conclude with discussions and controversies about the roles of public health professionals in advocacy.

Prerequisite: Assumes some familiarity with basic concepts in human rights and the right to health, but begins with a review of human rights concepts.

380.640 Children in Crisis: An Asset-Based Approach to Working with Vulnerable Youth (3 credits)

Uses experienced practitioners, community leaders, and community members to expose students to a wide range of domestic youth health, welfare issues and interventions through an asset lens. Uses an asset-based approach to highlight domestic youth challenges (e.g., disconnection, homelessness, LGBTQ status and justice involvement) and aims to expose students to thoughts, voices, and perspectives from a variety of different backgrounds. Features ample discussion, expert lecturers, youth voices, and an examination of existing programs in and out of Baltimore City.

Prerequisite: None

380.725 The Social Context of Adolescent Health and Development (3 credits)

Recognizes the social ecological model, social determinants of health tenants and the life course perspective as tools to understanding adolescent health. Explores the influences of contexts, such as neighborhoods, education and families, on adolescent health and well-being. Examines empirical work to consider the role of context in prevention and interventions aimed at adolescents.

Prerequisite: None

380.742 Family-Health, Public Health and Policy (3 credits)

Conceptualizes and defines family. Establishes foundational knowledge regarding the health of families. Reviews demographic trends and patterns in family health across diverse groups. Critiques theories and measurement of family health. Examines the health of families across a variety of key issues and specialized topics (e.g., fertility, mental health, caregiving). Investigates evidence-based policies and interventions that support the health of families. Facilitates students'

critical analysis of a family health issue of their choosing and associated programmatic and policy approaches.

Prerequisite: None

410.619 Social Justice: Policy, Practice, and Research (4 credits)

Introduces students to social justice frameworks and operational definitions to apply to research, policy, and practice. Challenges students to address societal and structural forms of oppression across systems in efforts to center cultural values and practices when implementing public health policies or programs.

Prerequisite: None

410.864 Critical Issues in Health Disparities (1 credit)

Addresses how and why health and healthcare disparities exist, as well as solutions for health and healthcare disparities. Provides an opportunity for students, postdoctoral trainees, and faculty to present scientific papers from the current and/or classic health disparities literature.

Emphasizes presentation skills and the ability to critically evaluate scientific papers. Requires participants to read and discuss the assigned material.

Prerequisite: None

700.600 Basics of Bioethics (2 credits)

Offers an introduction to fundamental issues and approaches in bioethics, provides an overview of the history of the field, and highlights the events that led to the birth and growth of bioethics. Introduces theoretical approaches to bioethics, public health policy, research ethics, ethics of genetics and science, and clinical ethics. Provides students with opportunities to gain from the experience of some of the most respected scholars in the field of bioethics.

Prerequisite: None

700.603 Introduction to Ethical Theory (3 credits)

Explores the relationship between philosophical ethical theory and the practical world of bioethics. Examines the classical accounts of moral obligation and virtue in the context of a variety of contemporary bioethical problems. Presents the distinction between individual bioethics and collective bioethics, with the goal of determining how the theoretical grounding for these fields differ. Answers both methodological and substantive motivating questions: First, how does theory contribute to bioethical investigations? Second, does reflection on ethical theory tell us what to do concerning particular, bioethical problems?

Prerequisite: None

700.630 Food Ethics (3 credits)

Introduces students to the primary ethical challenges in the global food system and explores ethical issues in the United States food system. Provides students with the opportunity to think critically about a variety of conflicting views about the ethics of animal agriculture, healthy eating efforts and decision-making about food. Uses theories and tools from practical ethics, political philosophy, and theories of justice to shed light on these issues.

Prerequisite: None

700.644 Justice Theory and Health (3 credits)

Explores how to make the world a better and more just place from the standpoint of human rights and justice theory. Includes topics such as the distinctive role of justice and structural justice in moral thought, theoretical foundations for human rights, the relationship between human rights and justice, and the related concepts of fairness, power and disadvantage.

Prerequisite: None

700.650 Race and Bioethics (3 credits)

Focuses on the moral and ethical dimensions of health and medicine, but because many bioethical debates revolve around what it means to be human, understanding race is relevant to bioethics. Examines the varied meanings and uses of race, as well as how bioethics has and has not engaged with these meanings and uses. Explores how contemporary bioethics can engage with bioethics more substantively with race and its implications, specifically racism and health inequities.

Prerequisite: Introduction to Ethical Theory

Appendix B

Faculty Lead(s)	Rank	Discipline	Status	Course/number	Degree
Joshuaa Allison-Burbank	Assistant Scientist	International Health	Full-time	Introduction to American Indian Health Research Ethics: 221.666	PhD
Allison Barlow	Research Professor	International Health	Full-time	Early Childhood Intervention in Tribal Communities: 221.665	PhD
Anne Barnhill	Associate	Bioethics	Part-time	Food Ethics: 700.630	PhD
Shyam S. Biswal	Professor	Environmental Health and Engineering	Full-time	Climate Change and Public Health: 180.607	PhD
Mary Cwik	Senior Scientist	International Health	Full-time	Mental Health in American Indian Communities: 221.673	PhD
Meghan Davis	Associate Professor	Environmental Health and Engineering	Full-time	One Health Tools to Promote and Evaluate Healthy and Sustainable Communities:	PhD
Ruth Faden	Professor	Health Policy and Management, Bioethics	Full-time	Justice Theory and Health: 700.644	PhD

Faculty Lead(s)	Rank	Discipline	Status	Course/number	Degree
Kadija Ferryman	Assistant Professor	Health Policy and Management	Full-time	Race and Bioethics: 700.650	PhD
Darrell Gaskin	Professor	Health Policy and Management	Full-time	Fundamental Tools for Promoting Health Equity: 410.605	PhD
Dane Hautala	Assistant Scientist	International Health	Full-time	Collecting, Analyzing and Using Public Health Data in Native American	PhD
Dylan Jackson	Associate Professor	Population, Family and Reproductive Health	Full-time	Family- Health, Public Health and Policy: 380.742	PhD
Christopher Kemp	Assistant Scientist	International Health	Full-time	Collecting, Analyzing and Using Public Health Data in Native American	PhD
Brent Kim	Assistant Scientist	Environmental Health and Engineering	Full-time	Research Methods in Health Security: 180.603	MHS
Maria Knoll	Research Professor	International Health	Full-time	Introduction to Data Management Using American Indian Health	PhD
Francene Larzelere	Assistant Scientist	International Health	Full-time	Mental Health in American Indian Communities: 221.673	PhD

Faculty Lead(s)	Rank	Discipline	Status	Course/number	Degree
Faye McMillan	Assistant Teaching Professor	International Health	Full-time	Mental Health in American Indian Communities 221.673, An Interdisciplinary	DHS
Maria Merritt	Professor	Bioethics, International Health	Full-time	Introduction to American Indian Health Research Ethics: 221.666	PhD
Keeve E. Nachman	Professor	Environmental Health and Engineering	Full-time	Research Methods in Health Security: 180.603	PhD
Victoria O'Keefe	Associate Professor	International Health	Full-time	Indigenous Health: 224.605	PhD
Lauren Parker	Associate Scientist	Health, Behavior and Society	Full-time	Social Justice: Policy, Practice, and Research: 410.619	PhD
Terrinieka Powell	Associate Professor	Population, Family and Reproductive Health	Full-time	Children in Crisis: An Asset-Based Approach to Working With Vulnerable Youth:	PhD
Tanjala Purnell	Associate Professor	Epidemiology	Full-time	Health Equity Research Methods to Address Social Determinants of	PhD
Alan Regenberg	Director of Outreach & Support	Bioethics	Full-time	Basics of Bioethics: 700.600	MBE

Faculty Lead(s)	Rank	Discipline	Status	Course/number	Degree
Travis Rieder	Associate	Health Policy and Management	Part-time	Introduction to Ethical Theory: 700.603	PhD
Jennifer Richards	Assistant Professor	International Health	Full-time	Introduction to Quantitative and Qualitative Research for American Indian	PhD
Leonard Rubenstein	Distinguished Professor of the Practice	Epidemiology	Full-time	Human Rights in Public Health Practice: 340.683	JD
Tara Kirk Sell	Associate Professor	Environmental Health and Engineering	Full-Time	Research Methods in Health Security: 180.603	PhD
Wendy Shields	Senior Scientist	Health Policy and Management	Full-time	Prevention of Unintentional Injuries in American Indian Communities:	PhD
Heather Tanana	Associate	Law, International Health	Part-time	American Indian Health Policy: 221.669	JD
Roland Thorpe	Professor	Health, Behavior and Society	Full-time	Effective Risk Communication: 410.684	PhD

Faculty Lead(s)	Rank	Discipline	Status	Course/number	Degree
Donald Warne	Professor	International Health	Full Time	Indigenous Leadership & Ethics: 224.642, Indigenous Evaluation Frameworks: 224.640, Legal and	MD

Proposal to Substantially Modify BSPH MPH Program to Add an AOC in Indigenous Health Appendix C

The total tuition revenue for the concentration. Tuition income is the only source of revenue. Based on average of four MPH FT students and nine MPH PT students a year. The FT tuition rate is an annual rate for the FT MPH program and subject to 3% tuition rate increase each year. The PT MPH students are averaging six credits a year. Tuition rate is presented per credit and subject to 3% increase each year.

TABLE 1: RESOURCES					
Fill in items highlighted in blue only					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ²	399,052	411,742	423,354	436,056	449,132
a. Annual Full-time Revenue of New Students					
Number of Full-time Students	4	4	4	4	4
Annual Tuition Rate	\$84,913	\$87,640	\$90,084	\$92,787	\$95,570
Subtotal Tuition	\$339,652	\$350,560	\$360,336	\$371,148	\$382,280
Annual Fees					
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Full-time Revenue of New Students	\$339,652	\$350,560	\$360,336	\$371,148	\$382,280
b. Annual Part-time Revenue					
Number of Part-Time Students	9	9	9	9	9
Credit Hour Tuition Rate	\$1,100	\$1,133	\$1,167	\$1,202	\$1,238
Annual Fees Per Credit Hour	\$0	\$0	\$0	\$0	\$0
Annual Credit Hours Per Student	6	6	6	6	6
Subtotal Tuition	\$59,400	\$61,182	\$63,018	\$64,908	\$66,852
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Part Time Revenue	\$59,400	\$61,182	\$63,018	\$64,908	\$66,852
3. Grants, Contracts & Other Source	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$399,052	\$411,742	\$423,354	\$436,056	\$449,132

Faculty instruction equivalent to 1 FTE. Salary increase of 3% each year. Fringe Benefit rate based on 38%. Two Admin staff support (concentration director and recruiter/adviser) efforts equal to 1.5 FTE towards supporting concentration. Salary increase of 3% each year. Fringe Benefit rate is based on 38%. Support staff effort is 50% and subject to 3% salary increase each year. Fringe Benefit rate is based on 38%.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$212,800	\$219,184	\$225,760	\$232,532	\$239,508
(b + c below)					
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	160,000	164,800	169,744	174,836	180,081
c. Total Benefits	52,800	54,384	56,016	57,696	59,427
2. Total Administrative Staff Expenses	138,000	142,140	146,404	150,797	155,320
(b + c below)					
a. #FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	100,000	103,000	106,090	109,273	112,551
c. Total Benefits	38,000	39,140	40,314	41,524	42,769
3. Total Support Staff Expenses	41,400	42,642	43,921	45,239	46,596
(b + c below)					
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	30,000	30,900	31,827	32,782	33,765
c. Total Benefits	11,400	11,742	12,094	12,457	12,831
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 (1-7)	\$392,200	\$403,966	\$416,085	\$428,568	\$441,424