



ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences (School of Human Evolution and Social Change; School of Government, Politics and Global Studies)

Unit(s) within college/school responsible for program: School of Human Evolution and Social Change (SHESC)

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Arts in Global Health

Master's Degree Type: MA – Master of Arts

Proposed title of major: Global Health

Is a program fee required? Yes No

Requested effective term: Fall **and year:** 2010
(The first semester and year for which students may begin applying to the program.)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Alexandra Brewis Slade

Title: Prof & Assoc Dir

Phone: 480 727 9879

email: alex.brewis@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. *(Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)*

College Dean name: Linda Lederman
(see attached CLAS approval statement)

College Dean signature _____ **Date:** _____

College Dean name:
(if more than one college involved)

College Dean signature _____ **Date:** _____

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's: MA-Master of Arts

Proposed title of major: Global Health

1. PURPOSE AND NATURE OF PROGRAM

Brief program description (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The MA in Global Health is intended to provide those planning to enter health or related (environmental, social) fields with the interdisciplinary orientation, team-skills, and social and cultural acuity that the Pew Health Professional Consortium *inter alia* has identified as critical but lacking in current health workforce training. Like ASU's existing BA in Global Health, the proposed degree understands health as emerging in the contexts of ecology, politics, history, culture, and evolutionary biology. It is specifically focused on how to address the broader (structural, cultural) bases of ill-health in complicated, ever-changing health challenges in low-resource community settings and a globalizing world and combines both social and life science theory with on-the-ground training at specified field sites as part of transnational research teams. Students accepted into the program are tied to ongoing interdisciplinary global health projects that address complicated, multifaceted health challenges that defy easy fixes. Each identified health challenge is also tied to specific field-sites that are managed by ASU faculty and collaborating local community and agency partners. Currently these are: (a) re-emergent tuberculosis (Paraguay, Peru), (b) health impacts of climate change (Bolivia, Phoenix, Ecuador, Fiji), (c) obesity (Phoenix, Mexico), (d) maternal health (Guatemala, Bangladesh), (e) pandemic influenza (Mexico). Students then develop an applied project to contribute to the team goals.

A. Total credit hours required for the program: 30

B. Are any concentrations to be established under this degree program? Yes No

2. PROGRAM NEED. Explain why the university needs to offer this program (include data and discussion of the target audience and market).

A number of universities nationally (such as NYU, UCSF, and George Washington) are introducing new Masters degrees in the area of global public health. This is an area of rapidly growing student interest, employment, and funding opportunities, nationally and globally. Most of these new degrees are taught within a tradition disease-focused public health model, usually T within Schools of Medicine or Public Health. This proposed degree is different because it specifically focuses on skills sets for addressing global health challenges that are from *outside* of a traditional public health model (and thus often critical of it). Students graduating with the degree may go on to additional professional training in health fields, or work in federal, state, or global health institutions (such as local departments of health World Health Organization, Centers for Disease Control, or the Global Health Council). They can also advance to PhD-level training in social and life sciences. The program capitalizes on ASU's considerable and established strength in the social and life sciences, where there is a very wide range of faculty working on health-related issues, such as in anthropology, global studies, applied mathematics, political science, and human biology. The degree is fundamentally a globally engaged, transdisciplinary, socially-embedded, and use-inspired, meeting the design aspirations of the New American University. As an index of possible student demand, the BA in Global Health launched this last year has already had over 1800 students

complete the introductory course and has over 120 majors. The MA degree will be marketed to our own students in the BA program as well as nationally. We think completing this MA degree will be an attractive option for our own BA students.

3. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

The most likely impacted program is the new Master of Public Health (MPH) program also to be introduced in 2010. The WP Carey School of Business, in collaboration with the College of Nursing and Health Innovation, is launching a Master of Public Health in fall 2010. The two curricula have very little overlap, except that one of the core courses offered in this program as an option to fulfill one requirement (ASB 462 Medical Anthropology) also fulfills one requirement in the MPH degree program. This degree emphasizes theory and approaches from the life and social sciences in its core competencies (including evolutionary, institutional analysis, cultural, and mathematical ways to understand disease and health), rather than the more standard public health competencies that are central to the MPH curriculum. For example, the epidemiology offered through this program is focused on theoretical mathematical modeling not on standard statistical approaches; likewise the training in socio-cultural bases of health is theoretically different and critical of the standard public health focus on disease and behavioral intervention, and instead applies evolutionary, political economic and other theories that emphasize broad scale “upstream” processes that shape health. The coexistence of both programs should thus allow for additional electives to be offered to students in both but with little other overlap. Given the MA in Global Health provides a training that is in many ways counter to, and even critical of, the standard MPH (disease-centered) model of health, the degrees should attract quite different types of applicants. Plus, the degrees are offered on separate campuses (this one, Tempe; the MPH, downtown). Please see MPH program director Marjorie Baldwin’s support letter for further articulation of the differences between the two programs.

4. PROJECTED ENROLLMENT How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

The goal is to have 20-25 students graduate annually, based on a two-year completion estimate. Admissions will be matched to graduating student numbers, once the cap of 45 for the program is reached. The 45 cap is based on current faculty numbers given availability to supervising core faculty – more students could be accepted as suitable places in the existing project teams or new project teams are identified. It represents 10-15 students attached to any of the core projects at one time, which is probably around the maximum manageable at present as we have five core health problems for them to work on (resurgent TB, obesity, climate change-related disease, maternal health, pandemics).

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year (Yr 1 continuing + new entering)	3 rd Year (Yr 1 & 2 continuing + new entering)	4 th Year (Yrs 1, 2, 3 continuing + new entering)	5 th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	25	35	45	45

5. STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

A. List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

Students will:

1. Demonstrate competency in expressing and applying broad, comprehensive understanding of why health disparities exist and risk is distributed as it is, including but not limited to cultural, evolutionary, ecological, institutional, and political theories of health variation.

Assessment: Students will complete, with a grade of B- or better, and an overall average above 3.2 GPA, the required core classes.

Assessment: Students will develop and complete a culminating applied project that leverages approaches from the social and/or life sciences to address a major global health challenge.

Assessment: The student's faculty mentor will provide an annual report on the progress of the student including outcomes related to this goal.

2. Demonstrate advanced capacities to work as an effective member in a transnational or cross-cultural team.

Assessment: Students will complete nine (9) hours of a practicum/internship tied to an ongoing collaborative transdisciplinary research project, with a satisfactory evaluation by both their ASU mentor and their in-country/on-site collaborating supervisor. Evaluation will include a report of how the student worked as part of the overall team by the in-country supervisor, supplemented by the student's own report of what they learned as an on-campus mentor report at the end of the internship/practicum experience.

Assessment: Students will develop and complete a culminating applied project that addresses a health challenge and is developed and executed as part of a transnational team, and fits with the team's goals.

Assessment: The student's faculty mentor will provide an annual report on the progress of the student.

3. Work toward the solution of a basic global health problem.

Assessment: Students will develop and complete a culminating applied project that addresses one part of a substantive global health challenge and report their results to the relevant stakeholders in a useful format, and present their project report in the school's or college's Spring symposium. This is in addition to the internship/practicum reports.

Individual Student Assessment will be conducted by the executive committee annually, and will be based on grades for courses and electives, faculty mentor annual reports, internship/practica reports submitted each semester by the faculty mentor and in-country supervisor's giving feedback on student performance, plus progress through the program and individual quality of applied project and research work done by students to fulfill degree requirements. Students must complete the program in no more than 6 semesters (part time), although normally students are expected to complete in 4 semesters (full time) to be considered to be making adequate progress. It is desirable but not required that students show further professional competence in global health research and its application by:

- Pursuit of and receipt of external funding for their applied project.
- Professional publications, such as of pilot studies or reviews.
- Gaining awards and prizes.
- Gaining instructional experience through design and teaching of courses or as a teaching assistant.
- Learning new languages or expanding their language skills.
- Becoming involved (attending meetings, serving on national committees) in relevant professional organizations.
- Unit and ASU service, such as managing student groups or serving on committees as a student member.

- Any other apprenticeship-style training in the field or laboratory through collaboration in a range of academically-based global health research studies, such as in the capacity of a field assistant or research assistant, whether domestically and internationally, and collaborating in publication on those projects as suitable.

Program Assessment will be conducted each three years by the executive committee, managed by the Program Director. Program assessment will include (a) statistics on numbers of graduates, drop-out rates, and average time to completion of degree; (b) summaries of student evaluations in the core courses and requirements, (c) alumni placement and subsequent career outcomes and additional education; (d) the overall quality of applied projects presented by students in the annual symposium; (e) the summary of reports from in-country supervisors about the effectiveness and suitability of students activities while engaged in internships/practica; and (f) summaries of annual reports provided by faculty mentors. The graduate coordinator in SHESC will maintain an alumni database and annual request updates from all alumni as to their place and type of employment. Program success will ultimately be judged based on consistent student placement and subsequent career or educational trajectories in areas where they are contributing to the public good, especially global health. The SHESC study abroad and field programs assistant will collate reports related to student practica/internships (location, duration, mentor scores for student effectiveness, student post-experience statements on what they learned and how they benefitted, etc) and the committee will evaluate these in terms of local impact and benefit to local partners and student perceptions of their own learning through the experience.

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable).** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

7. FACULTY, STAFF AND RESOURCE REQUIREMENTS

A. Faculty

- i. **Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.

CORE INSTRUCTIONAL FACULTY (delivering core/required courses)

School of Human Evolution & Social Change

Alexandra Brewis Slade, Professor, PhD, medical anthropology, culture and obesity (50% instructional effort)

Ana Magdalena Hurtado, Professor, PhD, evolutionary anthropology, social justice (50%)

Gerardo Chowell-Puente, Asst Professor, PhD, mathematical epidemiology (50%)

Abigail York, Asst Professor, PhD, institutional analysis (50%)

Jonathon Maupin, Asst Professor, PhD, medical anthropology, health systems (50%)

Daniel Hrushcka, Asst Professor, PhD, medical anthropology, culture and health (50%)

Amber Wutich, Asst Professor, PhD, ecology, health and urban coping (25%)

Kim Hill, Professor, PhD, evolutionary cultural ecology (25%)

Marco Janssen, Asst Professor, PhD, systems modeling, complexity (10%)

Jose Lobo, Assoc Professor, PhD, applied statistics (10%)

School of Government, Politics, and Global Studies

Clark Miller, Assoc Professor, PhD, global governance, international organizations, international science and technology policy (25%)

Kenneth Abbott, Professor, PhD, international law, international institutions, global governance (25%)

Women and Gender Studies

Rose Weitz, Professor, PhD, women and health (15%)

A list of additional affiliate faculty is found in the Attachment A.

- ii. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty.

None needed. All required faculty to teach the required courses are available.

- iii. **Administration of the program.** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The program will, at least initially, be housed in the School of Human Evolution and Social Change (SHESC), which has the resources to support the development of the program, and currently also manages the BA in Global Health. The degree administration will mirror and match that of the proposed PhD in Global Health. The Global Health Faculty Executive Committee (below) will thus serve for both this MA and the PhD in Global Health.

(1) EXECUTIVE COMMITTEE. The executive committee for the degree will consist of the administering unit's (SHESC) graduate coordinator, the internship/practicum coordinator, two members at large from the graduate faculty voted for by the graduate faculty at-large, an appointed representative of any non-SHESC participating units, and the appointed director of the MA and the PhD program. The executive committee will be responsible for admission decisions, curricular development and oversight, conducting regular degree-wide assessments of the learning outcomes, coordinating instructional timetables, and decisions regarding academic exceptions (such as timeline track changes, student requests for approved equivalents for required courses or electives).

(2) MA PROGRAM DIRECTOR. Overall coordination across the concentrations and between the degree program and the graduate college etc will be managed on a day to day basis by an appointed program director, who will also direct the PhD in Global Health. The program director will be appointed by the administering unit's director, and is charged with chairing the executive committee, liaising across units as needed, and interfacing with the school's other graduate program and the graduate college. They will also represent the degree program within and outside ASU, coordinate marketing of the program in and outside of ASU, manage student visits and enquiries, coordinate any funding across the degree, approve and process degree paperwork, coordinate admissions numbers and progress for the degree as a whole in line with unit and ASU priorities and needs, oversee elections, seek out and coordinating student opportunities for research experience, training, and additional support, and chair the executive committee.

(3) SUPPORT STAFF. The director is assisted in managing the overall functions of the degree program by SHESC's existing Graduate coordinator and will work closely with SHESC's school-wide graduate director, and will handle the basics of admissions, student enquiries, and student tracking. The internship/practica will be managed by SHESC's existing study abroad and field program assistant, who will manage coordination of internships/practica, student advising relative to internships/practica, practical arrangements, and risk management.

- B . Resource requirements to launch and sustain the program.** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

No new resources are required. The degree will draw on the infrastructure and capitalize on the resources that have been developed around new degree programs already in place in SHESC, especially the BA in Global Health. There is a very large number of possible electives being taught already on the Tempe campus. The necessary staff support is already in place in SHESC and sufficient to the requirements of the degree (e.g., graduate coordination, managing the internship/practicum program).

8. CURRICULAR STRUCTURE OF THE PROPOSED PROGRAM

A. Admission Requirements

Students apply to the Graduate College for Admission

- i. **Degree.** Minimum of a bachelor's degree (*or equivalent*) or a graduate degree from a regionally accredited College or University of recognized standing in a related field such as

The minimum requirement is a bachelor's degree or equivalent from a regionally accredited institution in the social, life, or applied sciences (e.g., anthropology, global studies, global health, political science, women and gender studies, human biology, nutrition).

Admission is competitive and based on student academic excellence, additional relevant experience, plus fit to available faculty. Minimum GPA for consideration for admission would normally be 3.5 on a 4.0 scale for the last two years of study leading to the Bachelors degree. Admission decisions will be competitive, based on evidence of GRE scores, undergraduate and graduate cumulative GPA, letters of recommendations, prior relevant experience, and statement of purpose. A degree in the social or life sciences (e.g., Anthropology, Sociology, Gender Studies, Geography, Political Science), Public Health, or related fields (Nutrition, Human Biology) is generally expected for applicants. Value will be placed on prior social science and life science research, practical, cross-cultural/international experiences, and extant language skills. Given the interdisciplinary goals of the program, a diverse pool of students is desirable including in country of origin. Thus, prior training in any one particular social science or health field will not be considered a necessarily better preparation, and selection of applicants will also seek to maintain some diversity based on prior disciplinary training and experiences.

Admissions decisions will be made by the degree program's Executive Committee, managed by the MA/PhD Director. Applicants identify any specific faculty and program-related projects they wish to work on at the time of admission, submit an official ASU graduate application, official GRE scores and transcripts of all undergraduate and graduate coursework, a statement of purpose outlining career and educational goals, and three letters of academic recommendation. SHESC's Graduate Director will then approve those admission requests in their totality based on administrative factors such as students meeting minimum school requirements and then will send the recommendation decisions to the graduate college. .

- ii. **English Proficiency Requirement for International Applicants.** If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. (See Graduate College policy and procedures <http://graduate.asu.edu/admissions/international.html#proficiency>):

Because diversity of the student body, including international students, is of great benefit to the degree program, no additional English proficiency is expected.

- iii. **Required Admission Examinations.**
 GRE GMAT Millers Analogies None Required

- iv. **Application Review Terms.** Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

Fall Deadline (month/year): Jan/2010

Spring Deadline (month/year):

Summer Deadline (month/year):

- B. **Degree Requirements.** Below provide the curricular requirements for the proposed degree program.

- i. **Total credit hours (cr hrs) required for the degree program:** 30

- ii. **Core courses.** List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc). Omnibus number courses can not be used as core courses. Permanent numbers must be requested by submitting course proposal to ACRES for approval.

All students must take: SSH 502 Professional Seminar in Global Health (1) in their first and second semester (to a total of 2 credits).

Students must also select **three** of the following (9 credits): ASB 510/SSH 510 Health-Social and Biocultural Theories (3), ESS 513 Institutions (3), AML 610 Topics in Applied Mathematics for the Life & Social Sciences (3), ASB 500 Ethnographic Research Methods (3), ESS 514 Urban and Environmental Health (3), SSH/ ASM 514 Infectious Disease and Human Evolution (3), SSH 511 Ethics in Health Social

Science Research (3), ASB 503 Advanced Medical Anthropology (3), or POS/SGS 531 Global Health Governance (3). At least **one** of the three must be a methods course, as in AML 610 Topics in Applied Mathematics for the Life & Social Sciences (3), ESS 513 Institutions (3), or ASB 500 Ethnographic Research Methods (3).

Total cr hrs for required core courses: 11

Course prefix & number	Course title	Credit hours	New course?
SSH 502	Professional Seminar in Global Health	2 (1 per semester for 2 semesters)	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
PLUS ANY THREE OF THE FOLLOWING (including one methods course*)			
ASB 510/ SSH 510	Health: Social and Biocultural Theories	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
AML 610	Topics in Applied Mathematics for the Life & Social Sciences	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
AML 601	Mathematical and Statistical Applications for Global Health*	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
ESS 513	Institutions*	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASM 591	ST: Infectious Disease and Human Evolution	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 500	ST: Ethnographic Research Methods*	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASM 546	Principles of Human Genetics	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ESS/SSH 514	Urban and Environmental Health	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB/SSH 503	Advanced Medical Anthropology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SSH 511	Ethics in Health Social Science Research	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
WST 710	Women and Health	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
SSH/ASB 400	Poverty, Social Justice, and Global Health	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
POS/SGS 531	Global Health Governance	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
ASB/SSH 462	Culture & Health: Medical Anthropology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

iii. Elective Courses

Total cr hrs for program electives: 3

Provide a sample list of elective courses (additional courses from above list can also be taken as electives):

Course prefix & number	Course title	Credit hours	New course?
ASM 560	Human Growth and Development: An Evolutionary Perspective	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 502	Health of Ethnic Minorities	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 494	ST: Race, Medicine, and the Body	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 501	Applied Medical Anthropology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASM 546	Principles of Human Genetics	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SOC 448	Epidemics and Society	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
SOC 519	Graduate Medical Sociology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
AML 612	Applied Mathematics for the Life and Social Sciences Modeling Seminar	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASM 611	Paleopathology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
AML 501	Probability and Statistics with Application to the Life and Social Sciences		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
SSH 513	Research Design and Proposal Writing in Health Social Science	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 422	US-Mexico Border Health	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
WST 440	Politics of Women's Health	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- iv. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.
 - 1. Are 400-level ASU courses allowed on student program of study for this degree? Yes No
 - 2. If yes, how many credit hours? 6
- v. **Additional Requirements (if applicable).** Provide a brief description of any additional requirements (e.g. internships, clinicals, field study, etc.)

Students must each complete a minimum of 10 hours of international research collaboration, internship, or practica, arranged through the school's global practicum program, which ties students to established faculty/ASU research initiatives and international collaborations through the core project teams discussed above. Local options are available for students who cannot travel.

Total cr hrs for other required courses: 10

List course info for any additional requirements (e.g. internships, clinicals, field study, etc.)

Students may do any combination of the following courses to meet the 10-hour requirement:

Course prefix & number	Course title	Credit hours	New course?	
SSH 512	Social Science Applications in Community Health	3-9	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
SSH 584	Internship: Global Health	1-12	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
SSH 580	Practicum: Global Health	1-12	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
SSH 583	Fieldwork: Global Health	1-12	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>
SSH 592	Research: Global Health	1-12	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- vi. **Total cr hrs required for research (if applicable):**
- vii. **Culminating experience** for the proposed program (please check all that apply and provide requested information):

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
Thesis (master's only)	<input type="checkbox"/>			
Applied Project (master's only)	<input checked="" type="checkbox"/>	An applied project that uses approaches or tools from the social and life sciences or allied fields to address a fundamental global health challenge. Normally projects would be developed as a contribution to ongoing international collaborations and projects and developed as a member of a larger team under faculty direction.	SSH 593	6
Capstone course (master's only)	<input type="checkbox"/>			
Dissertation (doctoral only)	<input type="checkbox"/>			

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- viii. **Master's program comprehensive exams, please check all that apply** (Please note: for doctoral programs, a written and an oral comprehensive exam are required.)
 - Written comprehensive exam required
 - Oral comprehensive exam required
 - No comprehensive exam required

- ix. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 1 for an applied project.
- x. **Foreign Language Exam.**
Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required:
- xi. **Course Prefix(es)** Provide the following information for the proposed graduate program.
a. Will a new course prefix(es) be required for this degree program?
Yes No
b. If yes, complete the [Academic Tables Update Notice - Course Prefixes Form](#) for each new prefix and submit to Nancy Kiernan <nkiernan@asu.edu> in the Office of the Executive Vice President and Provost of the University.
- xii. **New Courses Required for Proposed Degree Program.** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

SSH 502. Professional Seminar in Global Health (1-12)

This seminar identifies the major challenges to global health and initiatives in the social and life sciences, and relevant professional skills development for a global health workforce, such as working collaboratively, networking, and publication.

AML 601. Mathematical and Statistical Applications for Global Health (3)

Presents and applies modeling and statistical concepts for the epidemiological analysis of infectious diseases in the developed and developing world.

POS 531/SGS 531 Global Health Governance (3)

Examines governance of global health issues, exploring the history, organization and strategies of leading global health institutions and considering possible reforms.

WST 710 Women and Health (3)

Interdisciplinary research seminar on social and cultural issues in women's health and health care.

ATTACHMENT A
Additional Graduate Faculty List for the MA in Global Health

School of Human Evolution and Social Change

Gary Schwartz, PhD, evolution of human growth and development
Rachel Scott, PhD, bioarcheology
Jane Buikstra, PhD, bioarcheology

WP Carey School of Business

Megan Jehn, PhD, epidemiology

ASU West

Mary Burleson, PhD, biosocial psychology, psychophysiology of emotion and stress

Department of History

Rachel Fuchs, PhD, women's reproductive health and government policy
Monica Green, PhD, history of medicine, women's healthcare

School of Sustainability

Christopher Boone, PhD, built environment, spatial analysis, and health geography
Rimjhim Aggarwal, PhD, economics of global health, poverty and health

Department of Nutrition

Donna Winham, PhD, global nutrition

Transborder Chicana/o and Latina/o Studies

María Hilda García Pérez, PhD, social epidemiology
Seline Szkupinski-Quiroga, PhD, culture and health

Religious Studies

Tod Swanson, PhD, indigenous healing and religion

Women and Gender Studies

Yasmina Katsulis, PhD, medical anthropology, gender and sexuality

School of Social and Family Dynamics

Steven Haas, PhD, demography, population health, medical sociology.

School of Life Sciences

Ananias Escalante. Molecular Epidemiology, School of Life Sciences

Sandra Day O'Connor School of Law

David Gartner, Asst Professor, PhD, international law, HIV/AIDS policy, ethics and health
James Hodge, Professor, PhD, public health law, ethics, human rights and health

ATTACHMENT B
Letters of Support

College of Liberal Arts and Sciences

Master of Arts in Global Health

From: Linda Lederman [mailto:Linda.Lederman@asu.edu]
Sent: Wednesday, September 23, 2009 3:06 PM
To: curriculumplanning@asu.edu
Cc: Janice Clark; Jenny Smith
Subject: FW: MA and Minor in Global Health

this has my approval. thank you. Linda Lederman

Linda Costigan Lederman, Ph.D.

From: Jenny Smith
Sent: Wednesday, September 23, 2009 2:31 PM
To: Linda Lederman
Cc: Alexandra Brewis Slade; Janice Clark; Filiz Ozel; Denise Campbell
Subject: MA and Minor in Global Health

Linda,

The attached curricular proposals were approved by the CLAS Curriculum Committee and Senate. Would you please forward them with your endorsement to curriculumplanning@asu.edu?

Thank you,
Jenny

JENNY SMITH
Executive Assistant
College of Liberal Arts and Sciences
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605
480.965.6506 | Fax: 480.965.2110 | e-mail: jenny.smith@asu.edu

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

August 7, 2009


Alexandra Brewis Slade, PhD
Professor of Medical Anthropology
Associate Director, School of Human Evolution
and Social Change
Arizona State University
P.O. Box 872402
Tempe, AZ 85287-2402

Dear Ms. Slade:

As dean of the Sandra Day O'Connor College of Law, I am writing to give the College's full support to the new PhD and MA in Global Health programs. I am convinced that these programs will be of great benefit to the University, and certainly the College of Law looks forward to being involved in courses and other activities related to the programs.

Please feel free to contact me if there is any further information you required.

Best regards,



Paul Schiff Berman
Dean and Foundation Professor of Law

PSB/bh

cc: Professor Kenneth Abbott

August 20, 2009

To: Jenny Smith, College of Liberal Arts Curriculum Committee

From: Patrick J. Kenney, School of Politics and Global Studies

Re: Support for the MA in Global Health

Dear Ms. Smith:

The School of Politics and Global Studies is pleased to endorse the School of Human Evolution & Social Change's proposal for an MA in Global Health. In addition, we are happy to stand behind their proposed concentrations in Evolutionary Global Health Sciences, Computational, Mathematical and Theoretical Epidemiology, and Culture and Health that will be part of ASU's Social Science and Health Ph.D. These are valuable initiatives that will complement our school's new activities in global health governance. We will have two faculty who will be very active in these programs, Professors Clark Miller and Ken Abbott. We look forward to collaborating through sharing supervision of graduate students and the development of the curriculum.

As I understand the proposal, this program is unique across universities in the United States and may very well be a model that can be used in the future. I support fully the proposal.

Sincerely,

Patrick J. Kenney
Professor and Director

September 23, 2009

University Council/CAPC
Dear Committee

The School of Human Evolution and Social Change is pleased to provide the necessary core support for the new Master of Arts in Global Health degree program. We will provide the required courses and many of the electives, provide the management of this new interdisciplinary graduate program including provision of a graduate director and program administrative support and oversight using existing school resources, and take a leadership role in working with other units to facilitate and support collaborative instructional relationships (such as with the remaining electives) with other units in which participating faculty are located. We already house a linked PhD and BA program following a similar organizational model, so we have the necessary capacities and amenities already in place.



Alexandra Brewis Slade, PhD
Associate Director
School of Human Evolution and Social Change

August 3, 2009

Alexandra Brewis Slade
Professor and Associate Director
School of Human Evolution and Social Change
Arizona State University

Dear Alex:

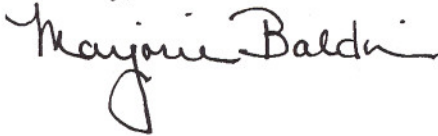
I am happy to write this letter in support of the proposals for Master of Arts and Doctor of Philosophy degrees in Global Health to be offered by the School of Human Evolution and Social Change. I do not foresee competition or confusion between the proposed degree programs and the newly approved Master of Public Health degree.

As you know, the MPH will focus on urban population health, in particular the community and mental health issues facing major metropolitan areas. Students will be directly involved in public health projects in the inner city neighborhoods of Phoenix, so the program will have a distinctly local character. Urban population health is, however, a global health issue, and for students interested in international public health work our programs are likely to complement one another.

Another important distinction between the programs is that the MPH is a professional practice degree – hence our emphasis on a project-based curriculum. The MA and PhD are academic degrees with likely a stronger focus on research and theory. Hence the programs will be marketed to different populations of prospective students with different career goals.

I wish you well as you launch your new degree programs. Together the three new degrees will help establish ASU as a leader in health education in the southwest.

Sincerely,



Marjorie Baldwin
Director
School of Health Management and Policy

From: Mary Fonow
Sent: Tuesday, August 11, 2009 4:18 PM
To: Alexandra Brewis Slade
Cc: Jane Little
Subject: support letter for MA in Global Health

Dear Professor Slade,

I am writing to give my strongest support for your proposal to establish a MA in Global Health in the School of Human Evolution and Social Change. Your proposal makes a convincing case for the need for such a degree and why your School has the expertise and resources to offer it. Your curriculum is clear, coherent and does not duplicate existing degrees at ASU. I like the focus on solutions and not problems and I particularly like the way you have focused your efforts on a small yet compelling number of health issues. At the same time you have built into the program the flexibility that will allow you to change as new areas emerge. Your plan to manage enrollments so that student demand will not overwhelm faculty and thus compromise the quality of the program is a good one. You plan to make good use of the existing core faculty in the school and of your affiliates in other units. The school's depth of cultural knowledge and its transdisciplinary approach to understanding health is a winning combination. Women and Gender Studies is honored to participate and we look forward to working with you on this new endeavor.

Mary Margaret Fonow
Director, School of Social Transformation
Professor and Head of Faculty
Women and Gender Studies
Arizona State University
PO Box 874902
Tempe, AZ 85287-4902
480-965-2358
marymargaret.fonow@asu.edu