



UAAC & GAAC Proposal for a New Certificate Program

Requesting College(s)/School(s)/Center(s): **College for Public Health and Social Justice**

Requesting Department(s): N.A.

Academic Award:	<input checked="" type="checkbox"/> Certificate
Academic Level:	Graduate <input checked="" type="checkbox"/> <small>Includes all Post-Baccalaureate, Post-Master's, Post-Doctoral and Professional certificate programs)</small>
Title:	Graduate Certificate in Global Health
Program Start Term	<input checked="" type="checkbox"/> Fall 2020

SLU Approval Authority	Signature	Date
Department Chair		
College/School/Center Curriculum Committee Chair	<i>Anne Sebert Kuhlmann</i>	4/3/2020
College/School/Center Dean	<i>Terril Kel</i>	4/15/20
Chair, UAAC/GAAC		
Council of Academic Deans and Directors		
Governing Campus Vice President		
Chair, Academic Affairs Committee of the University Board of Trustees	Not Needed	n/a
Chair, University Board of Trustees	Not Needed	n/a

HLC Approval Date:
 U.S. Department of Education Title IV Eligibility Approval Date:

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that the results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

<p>Program-Level Student Learning Outcomes</p> <p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i></p>	<p>Evaluation Method</p> <p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p>	<p>Use of Assessment Data</p> <p><i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</i></p>
<p>EXAMPLE:</p> <p>1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.</p>	<p>EXAMPLE:</p> <p>Direct Measures:</p> <ol style="list-style-type: none"> The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600 Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome. <p>Indirect Measures</p> <ol style="list-style-type: none"> End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency. 	<p>EXAMPLE:</p> <p>Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.</p> <p>Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.</p>

<p>Analyze the roles, relationships, and resources of the entities influencing global health (GLOH1) *</p>	<p>Direct Measures: (GLOH 5000)</p> <ol style="list-style-type: none"> 1. Students create, maintain and update throughout the course a blog on a current global health topic of their choice in which they discuss and critique the influences on that topics. Students also respond to classmates' blogs on other global health topics. The blogs and responses to others' blogs are assessed based on a rubric reflecting the roles, responsibilities, and resources of the 'payers and players in global health' covered throughout the semester. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessment results by competency are compiled and reviewed by the MPH program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by faculty teaching certificate courses as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall. The Global Health Advisory Committee will review the assessments of learning outcomes and exit surveys</p>
<p>Apply ethical approaches in global health research and practice*</p>	<p>Direct Measures: (SWRK 5705)</p> <ol style="list-style-type: none"> 1. Students develop a written response applying ethical standards discussed in class to a case study presenting an ethical global health dilemma. Written responses are assessed based on a rubric reflecting the ethical standards. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 2. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 3. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessment results by competency are compiled and reviewed by the MPH program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by faculty teaching certificate courses as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall. The Global Health Advisory Committee will review the assessments of learning outcomes and exit surveys</p>
<p>Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area*</p>	<p>Direct Measures: (GLOH5200)</p> <ol style="list-style-type: none"> 4. Students develop a written project proposal and a corresponding oral funding pitch for the adoption or scale-up of an evidence-based by a non-governmental organization working in a specific global health setting. The project proposal and funding pitch are assessed based on a rubric reflecting implementation science principles. <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome. 2. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduates self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency. 	<p>Assessment results by competency are compiled and reviewed by the MPH program on an annual basis as part of our accreditation requirements. Assessment revisions will be made on an annual basis by faculty teaching certificate courses as appropriate based on results by competency. The MPH Steering Committee and Departments review the exit survey results from the previous year every Fall. The Global Health Advisory Committee will review the assessments of learning outcomes and exit surveys</p>

*Learning Outcomes are a subset of the Association of Schools and Program of Public Health (ASPPH) nationally recommended competencies in global health at the master's level

4.2 Curriculum Mapping Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. *Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.*

Level I	Level II	Level III
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<ul style="list-style-type: none"> ▪ <i>Knowledge & Comprehension:</i> Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. 	<ul style="list-style-type: none"> ▪ <i>Application:</i> Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ <i>Analysis:</i> Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences. 	<ul style="list-style-type: none"> ▪ <i>Synthesis:</i> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ <i>Evaluation:</i> Make judgments about the value of ideas or materials.
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Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

Courses Offered by Home Department of Proposed Major or Minor:

Major or Minor Student Learning Outcomes	PUBH 5030	GLOH 5000	GLOH 5200	EPI 5110 or EPI 5120
Example: Outcome #1	2	2		
Analyze the roles, relationships, and resources of the entities influencing global health	1	2		2
Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area			2,3	

The following schedule provides an annual timeline for assessing the program's student learning outcomes. The assessment schedule will be reviewed annually and modified to address emerging evidence needs for assessment of a particular SLO.

Program Courses Offered by Other Departments: Social Work Department

Major or Minor Student Learning Outcomes	SWRK 5705		
Example: Outcome #1	3		
Apply ethical approaches in global health research and practice*	1,2		

* Adapted from Bloom's Taxonomy (1965)