



Faculty Senate Executive Committee
 Tuesday, March 7, 2017
 10:00a.m. – 12:00p.m., Adelbert Hall, Room M2

10:00 a.m.	Approval of Minutes from the February 13 2017, Executive Committee Meeting, <i>attachment</i>	Peter Harte
10:05 a.m.	President’s Announcements	Barbara Snyder
10:10 a.m.	Provost’s Announcements	Bud Baeslack
10:15 a.m.	Chair’s Announcements	Peter Harte
10:20 a.m.	CWRU Weapons Policy, <i>attachment</i>	Libby Keefer Peter Poulos
10:40 a.m.	Bias Reporting System, <i>attachment</i>	Peter Harte
10:55 a.m.	Approval of 2017-2018 Standing Committee Chairs, <i>attachment</i>	Juscelino Colares
11:00 a.m.	CWRU Social Media Policy, <i>attachment</i>	Chris Sheridan
11:10 a.m.	Proposed Guidelines for University Certificates, <i>attachment</i>	Paul MacDonald
11:20 a.m.	Report from School Representative (SOM)	Cathy Carlin
11:25 a.m.	Report from School Representative (WSOM)	Vasudevan Ramanujam
11:30 a.m.	Graduate Certificate in Public Health, <i>attachment</i>	Mendel Singer
11:40.a.m.	Graduate Certificate in Nutrition for Health Care Professionals, <i>attachment</i>	Tamara Randall
11:50 a.m.	Graduate Certificate in Global Health- Nutrition, <i>attachment</i>	Tamara Randall
12:00 p.m.	Approval of Faculty Senate Agenda, <i>attachment</i>	Peter Harte

Deterrents to Workplace Violence

Policy no. V-6

Effective date: 01/01/2002

Scope: faculty staff and student employees

Policy Statement

The university strives to provide an environment that is safe, secure and free from violence or any related disruptive conduct.

1. Employees who either experience, observe, or become aware of acts of violence must report such conduct to either the office of Protective Services or the Department of Human Resources. Confidentiality will be maintained to the extent that circumstances permit.
2. Employees who are concerned about potentially violent behavior of co-workers should report their concerns to their hiring supervisor.
3. Employees should report to the office of Protective Services the possession of a weapon, including but not limited to firearms, ammunition or any other instruments, devices or substances designed, intended or used to inflict harm upon persons or property at work or while on university property.
4. Supervisors should notify the Department of Human Resources or office of Protective Services of all reports of potential workplace violence.
5. Employees who are, or may be the victim of domestic violence, may notify the office of Protective Service and may seek additional consultation and assistance from the employee assistance provider.
6. Employees may consult with the employee assistance provider or office of Protective Services regarding self-defense education and resources. Weapons are not allowed on campus and are not considered by the university to be a deterrent to violence.
7. Escort services to and/or from buildings and vehicles are available from Protective Services. In order to minimize delay in response to such requests, employees should notify Protective Services in advance of their need for an escort.
8. Employees are encouraged to notify Protective Services when working unusual hours or when working in an isolated place with which the employees are not familiar.

Upon notification of situations involving workplace violence the office of Protective Services and the Department of Human Resources will develop and implement an appropriate action plan.

Policy Administration: Employee Relations, Protective Services

References: Safety and Security Policy (I-6)



[Home](#) > [University Policies](#) > [Safety, Security and Emergencies](#)

Weapons/Firearms

Unauthorized carrying or possession on university property of any weapon with which injury, death, or destruction may be inflicted is prohibited. The university strictly prohibits the possession of firearms and the selling, discharging, igniting, or exploding of any type of fireworks.

- Air guns
- BB guns
- AirSoft type pellet guns
- Clubs
- Knives
- Kitchen utensils not used for their intended purpose
- Swords
- Ammunition
- Explosives of any sort
- Chemicals

VIOLATIONS

Possession of a weapon may lead to immediate removal from housing, interim separation or possible permanent expulsion from the university.

Last Updated: August 9, 2012

FPC report on the CWRU Bias Reporting System

On January 19th, 2017, the FPC met and unanimously voted that:

(1) The university must uphold its commitment to prohibit discrimination, and the FPC endorses the existing university offices and tools for doing that.

(2) The university must uphold its commitment to a learning environment that is (a) conducive to learning and that is (b) considerate of the ways discrimination can develop.

(3) The university should not continue using the concept of bias at all, since bias is (a) not legally prohibited in so far as it is not discrimination (in which case, it is redundant), (b) fatally pegged to subjective perceptions rather than to objective behavior, and is (c) vaguely defined, utilized, and admixed on the online bias reporting system (BRS) with a whole range of behaviors and perceptions leading only to further confusion.

As to (2), the January 19th, 2017 FPC unanimously voted that:

The Office of Student Affairs should (i) do an internal audit to determine what its existing mechanisms are for dealing with university environments that are either detrimental to learning or insensitive in a way that could foster discrimination.

Additionally, the Office of Student Affairs should (ii) develop any further mechanisms needed in formats that are *personal*, rather than impersonal, focusing on, for instance, an ombudsperson system for students who feel intimidated to speak about their learning environment.

Finally, if the Office of Student Affairs develops any further methods to deal with (2), or continues its pursuit of bias against the FBC recommendation, then there must be input from all stakeholders in the process including faculty *prior* to the implementation of any system.

As to (3), the January 19th, 2017 FPC unanimously voted that:

The BRS reporting system should be deactivated and taken down, including all traces existing on the university server that are publicly accessible.

We note that it is not good professional practice and is an injustice to faculty that the existing system was implemented without widespread input and that it has continued to exist despite clear and well justified concerns having been expressed to the Office of Student Affairs.

Bias Reports Submitted Involving Faculty
Reports January-December 2016

Total Bias Reports Submitted from January 2016-December 2016:.....33

Bias Reports Submitted involving Faculty from January-December 2016:8

Direct Support/For Follow-up.....2

Report Only/For Information Only.....6

TYPE OF PRECEIVED INCIDENT:

Bullying.....1

Electronic.....1

Harassment.....1

Intimidation.....3

Inappropriate /Discriminatory Comment.....4

Micro-aggression.....5

Retaliation.....2

Perceived Unequal Treatment.....2

PRECEIVED MOTIVE:

Disability.....1

Ethnicity.....4

Gender Identity/Expression.....2

Race.....4

Sex.....3

Sexual Orientation.....1

Social Economic Status.....2

FACULTY SENATE STANDING COMMITTEE CHAIRS – 2017-

COMMITTEE	2016-17 Chairs	2017-18 CHAIR
BYLAWS	Ken Ledford	Ken Ledford
COMPENSATION	Jerry Mahoney	Jerry Mahoney
FACULTY PERSONNEL	Jeremy Bendik-Keymer	Jeremy Bendik-Keymer
FINANCE	Glenn Starkman	Glenn Starkman
GRADUATE STUDIES	Paul MacDonald	Paul MacDonald
INFORMATION/COMMUNICATION TECHNOLOGY	Steven Hauk	Steven Hauk
MINORITY AFFAIRS	Ronald Hickman	Ronald Hickman
NOMINATING	Maureen McEnery	Maureen McEnery
RESEARCH	Lee Hoffer	Harihara Baskaran
FSCUE	Robin Dubin	Gary Chottiner, chair
		Steven Eppell, vice chair
LIBRARIES	Paul Iversen	Paul Iversen
WOMEN FACULTY	Leena Palomo	Leena Palomo

2018

SCHOOL
CAS
MSASS- May need replacement in spring of 2018
CAS
CAS
SOM
CAS
CAS
SOM
CSE
CAS
CSE
CAS
SODM

the daily (<http://thedaily.case.edu>)

Being social at CWRU: Policy outlines rules for official social media accounts

FEBRUARY 9, 2017 × [FEATURED \(HTTP://THEDAILY.CASE.EDU/CATEGORY/FEATURES/FEATURED/\)](http://thedaily.case.edu/category/features/featured/) × [UNIVERSITY NEWS \(HTTP://THEDAILY.CASE.EDU/CATEGORY/UNIVERSITY-NEWS/\)](http://thedaily.case.edu/category/university-news/)

On Saturday, Facebook officially entered its teenage years—meaning it’s been 13 years since a then-unknown Harvard student wrote the code that would evolve from a program to connect college students to one that today serves nearly 1.5 billion users worldwide. Over the succeeding years, many other social sites emerged, dramatically altering how we interact with one another.

Case Western Reserve alone has more than 1,200 social media accounts affiliated with the university. Their use of the university’s name and/or logo means their posts reflect on Case Western Reserve—yet, to date, the university has applied virtually no regulation to their use. If someone managing an account leaves the university and stops posting, for example, no process has existed to take down the account or pass ownership to another within the department.

Effective today, the university has a social media policy that directly addresses such issues and also provides guidance regarding best practices in this realm. It is available for review at case.edu/umc/marketing/socialmedia (<http://case.edu/umc/marketing/socialmedia/>).

As social media is an expansive world, the policy is extensive. Anyone representing the university in an official capacity should read the document in full, but we’ve pulled out five crucial highlights social media administrators need to know.

*Please note: The points below, and the overall policy, reference official social media accounts—or those that speak on behalf of a segment of the university (e.g. a department, school, team or office). **It does not apply to student organizations.** The policy does include a specific section on personal use of social media, but the purpose is **not** to manage personal pages. **All academic freedoms extend to individual use of social media.***

Key Points

1. All accounts that cite the university’s name or use its logo must be registered with University Marketing and Communications (<http://case.edu/umc/marketing/socialmedia/register-account/>). Registration includes

- providing the contact information of the person managing it as well as that of a backup administrator.
- 2. Existing accounts must be registered by Feb. 28; beginning today, all new accounts **must be registered** (<http://case.edu/umc/marketing/socialmedia/register-account/>) before they are created.
- 3. All university-affiliated Facebook accounts now must use **Facebook Business Manager** (<http://business.facebook.com>) and provide administrator rights to University Marketing and Communications. UMC will request access to your page after registration. This access exists to ensure that a central entity has the ability to hide or remove a derogatory or threatening post directly if the official administrator for the account cannot be reached in a timely way. It also provides an additional level of access in case someone leaves the university without sharing login information.
- 4. Representatives from University Marketing and Communications will contact administrators of inactive accounts to determine whether the account should continue or close.
- 5. All passwords for university social media accounts should be updated every 180 days, or when the person managing it leaves the university.

To read the full policy, visit case.edu/umc/marketing/socialmedia (<http://case.edu/umc/marketing/socialmedia>). Again, administrators of existing accounts must register by Feb. 28; all new accounts must be registered before launch.

Questions? Email socialmedia@case.edu (<mailto:socialmedia@case.edu>).

SOCIAL MEDIA ([HTTP://THEDAILY.CASE.EDU/TAG/SOCIAL-MEDIA/](http://thedaily.case.edu/tag/social-media/))



([HTTPS://WWW.FACEBOOK.COM/SHARE/ASAP/PREFEST.CWU/MAIL/CREATE/BUTTON/?U=HTTP://THEDAILY.CASE.EDU/SOCIAL-MEDIA/ACCOUNTS/](https://www.facebook.com/cwrucampuslife/))

<u>CWRU-POLICY-</u>	<u>CWRU-POLICY-</u>	<u>CWRU-POLICY-</u>	<u>CWRU-POLICY-</u>
<u>OUTLINES-</u>	<u>OUTLINES-</u>	<u>OUTLINES-</u>	<u>OUTLINES-</u>
<u>RULES-</u>	<u>RULES-</u>	<u>RULES-</u>	<u>RULES-</u>
<u>OFFICIAL-</u>	<u>OFFICIAL-</u>	<u>OFFICIAL-</u>	<u>OFFICIAL-</u>
<u>SOCIAL-MEDIA-</u>	<u>SOCIAL-MEDIA-</u>	<u>SOCIAL-MEDIA-</u>	<u>SOCIAL-MEDIA-</u>
<u>ACCOUNTS/</u>	<u>ACCOUNTS/</u>	<u>ACCOUNTS/</u>	<u>ACCOUNTS/</u>

Proposed Guidelines to Create a University Certificate

Background

Case Western Reserve University has official governance processes for academic degree programs. These formal processes, which define and detail objective criteria and standards for awarding degrees, ensure that CWRU's degree programs maintain high quality and are consistent with the university's mission and strategic goals.

CWRU currently does not have an established university-level process for defining and approving criteria and standards for awarding certificates. Since there is no officially recognized university definition of what constitutes a certificate program, over the years, departments and other units of the university have established a variety of certificate programs on their own. These programs range from a single-day workshop to completion of 9-12 credit hours; some require a minimum gpa for completion and others merely require attendance at a one-day class. In these cases, the offering units individually verify completion of program requirements. Consequently, participation in or completion of certificate programs are typically not recognized on the official university transcript. If the courses that make up the certificate are regular courses that appear in the General Bulletin, the courses appear on a student's official transcript, but in most cases there is no notation on the transcript that the student is enrolled in a certificate program or that they have completed and been awarded a certificate. In some instances, the transcript will notate that the student is in a certificate program, but when they complete the program (or leave the program before completion), the transcript permanently shows that the student has been "discontinued" from the program (*see attachment A*).

There is now a growing desire to notate both participation in and completion of certificate programs on the university transcript. If this university-level recognition is to occur, CWRU must establish a formal process for approving certificate programs as well as defining and approving criteria and standards for such programs. This document intends to define the different types of certificates that may be offered at CWRU and establishes the minimum requirements for each type of certificate to be officially recognized by CWRU.

Please note, academic units can continue offering established certificate programs or develop new programs that do not meet University Certificate criteria, however, these will not be recognized on official university transcripts and the academic unit will continue to be responsible for conferring and validating its credential.

Definitions and Standards for University Certificates awarded by Case Western Reserve University

Case Western Reserve University awards University Certificates as a credential for completing a set of courses (possibly in combination with other learning experiences)

that focus on a specific topic or theme. Courses taken as part of a Certificate program are to be regular courses that appear in the General Bulletin. Certificates are recorded at the university level in the Student Information System and will appear as awarded on the student's official university transcript upon final confirmation from the units that certify degree requirements (i.e., Undergraduate Studies, Graduate Studies, school registrars).

The scope of Certificate programs is generally narrower than that expected for full degrees, and thus can normally be completed in a shorter period of time. Certificate programs may be embedded within degree programs and offered as an option for degree-seeking students, or can be stand-alone programs to which students apply and are granted admission. Courses taken as part of a certificate program may be double counted for degree programs.

Graduate Certificate

1. A graduate certificate program contains courses taught at the graduate or professional level and is intended for students who have previously earned a bachelor's degree.
2. The program must include a minimum of 15 credit hours.
3. The student must earn a minimum GPA of 3.00 in order for the graduate certificate to be awarded.
4. A stand-alone graduate certificate may be designated as Title IV eligible if students will be eligible for federal financial aid.
5. Proposals for graduate certificates are reviewed by the Graduate Studies Committee of the Faculty Senate, following review and approval through the offering academic unit. Graduate certificates are to be approved by the Faculty Senate before implementation. The objectives and learning outcomes for the certificate program must be articulated and will be considered during the review process.
6. Review by the Chancellor's Committee on Graduate Study (State of Ohio) may be required if the certificate requires 21 or more credit hours.
7. Certificates must be reported to (and if financial aid eligible must also be reviewed by) the Higher Learning Commission.
8. The certificate program may be subject to Gainful Employment reporting requirements to the federal government.
9. A description of the certificate program, including requirements for successful completion, must appear in the General Bulletin.

Post-Baccalaureate Certificate

1. A post-baccalaureate certificate program contains courses taught at the undergraduate and/or graduate/professional level and is intended for students who have previously earned a bachelor's degree.
2. The program must include a minimum of 15 credit hours.
3. The student must earn a minimum GPA of 3.00 in order for the post-baccalaureate certificate to be awarded.
4. A stand-alone post-baccalaureate certificate may be designated as Title IV eligible if students will be eligible for federal financial aid.

5. Proposals for post-baccalaureate certificates are reviewed by the Graduate Studies Committee of the Faculty Senate, **and/or the Faculty Senate Committee on Undergraduate Education, as determined by the Faculty Senate Executive Committee**, following review and approval through the offering academic unit. Post Baccalaureate certificates are to be approved by the Faculty Senate before implementation. The objectives and learning outcomes for the certificate program must be articulated and will be considered during the review process.
6. Review by the Chancellor's Committee on Graduate Study (State of Ohio) may be required if the certificate requires 21 or more credit hours.
7. Certificates must be reported to (and if financial aid eligible must also be reviewed by) the Higher Learning Commission.
8. The certificate program may be subject to Gainful Employment reporting requirements to the federal government.
9. A description of the post-baccalaureate certificate program, including requirements for successful completion, must appear in the General Bulletin.

Professional Certification

1. Professional certification programs are intended for students who need to meet requirements and/or eligibility for licensure, exams, or board approval for certification in a particular professional area or skill.
2. The program must include a minimum of 15 credit hours.
3. The student must earn a minimum GPA of 3.00 in order for professional certification to be awarded.
4. A stand-alone professional certification may be designated as Title IV eligible if students will be eligible for federal financial aid.
5. Proposals for professional certification are reviewed by the Graduate Studies Committee of the Faculty Senate, following review and approval through the offering academic unit. Professional certifications are to be approved by the Faculty Senate before implementation. The objectives and learning outcomes for the certification program must be articulated and will be considered during the review process.
6. Review by the Chancellor's Committee on Graduate Study (State of Ohio) may be required if the certification requires 21 or more credit hours.
7. Certificates must be reported to (and if financial aid eligible must also be reviewed by) the Higher Learning Commission.
8. The certification program may be subject to Gainful Employment reporting requirements to the federal government.
9. A description of the professional certification program, including requirements for successful completion, must appear in the General Bulletin.

Undergraduate Certificate

At this time there are no plans to offer undergraduate certificates. Instead, "minors" play an analogous role, and these are notated on the transcripts of undergraduate students who complete them.

Certificates of Completion

Various units of the university offer courses and other learning experiences aimed at continuing education or professional development. Such programs generally include courses that do not carry CWRU academic credit and which do not appear in the General Bulletin. These programs are not tracked at the university level, and are not eligible to be recorded on official transcripts. If regular credit-bearing courses are included as part of such programs, these courses will appear on an academic transcript but the transcript will not make reference to the continuing education or professional development program.

The academic or administrative units offering these not-for-credit programs may wish to issue certificates of completion to students who satisfy program requirements. In these cases, the offering units may issue such certificates, but these are not considered official university documents, and no records of the student's participation in the program are entered into the Student Information System.

Mendel Singer, PhD MPH

Graduate Certificate in Public Health

Overview

- Most public health programs offer certificates.
- Good source of additional revenue.
- Lots of people interested in public health, but not ready for 42 credits.
- No new courses. Minimal advising.
- If a small number, no additional resources needed.
- If a large number, major revenue increase covers need for additional resources
- All courses in proposed 15 credit certificate would count towards Master's in Public Health (MPH).
 - Potential pipeline to MPH
 - Plan to eventually offer evening/online sections of required courses
 - Makes program more accessible to part-time MPH students
 - Allows for growth of the certificate program

Details

- 15 credits. Can be done 1 course per semester. Change to *On transcript?*
 - 12 required (all MPH required core courses)
 - 3 elective (from dept. or other approved courses, e.g. Nutrition for Health Care providers, Public Health Ethics)
- Initially aimed at clinicians (residents, fellows)
 - Public health education important for health care providers
 - Open to employees of public health departments (likely at large discount)
 - Thank you for all they do for our program (e.g. field placements)
 - Likely expansion to other health care providers
- May eventually open to other students, pending resources.
- Full registration of 10 clinicians, tuition revenue = \$140,000
 - Expenses for Program Director time, staff time, teaching assistants = \$39,000
- Program Director: Mendel Singer, PhD MPH

Pamela B. Davis, MD, PhD
Dean
Senior Vice President for Medical Affairs
Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., Room 113

phone 216.368.2825
fax 216.368.2820

casemed.case.edu

February 27, 2017

Peter Harte, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Professor Harte:

As noted in the accompanying memo from Dr. Maureen McEnery, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Public Health.

The Department of Epidemiology and Biostatistics offers a Master's degree in Public Health (MPH) and has requested approval to offer a Graduate Certificate in Public Health using existing courses as the core curriculum for the certificate. The certificate will initially be open to residents, fellows, and current public health department employees. Nationally, there is a high demand for these programs to provide a foundation of knowledge in public health to health care professionals. This certificate program aligns with the mission of the department and school to educate and improve the health of our community.

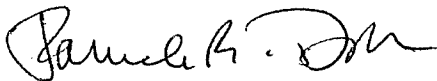
The proposal approval process is outlined in Dr. McEnery's memo. An ad hoc Committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty Council and recommend approval of this certificate program.

Please submit the proposed certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Maureen McEnery, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: Maureen W. McEnery, PhD, MAT
Chair of the Faculty Council

Re: Graduate Certificate in Public Health

Date: Sept 20, 2016

At its September 19, 2016, meeting, the Faculty Council voted unanimously to recommend approval of Graduate Certificate in Public Health.

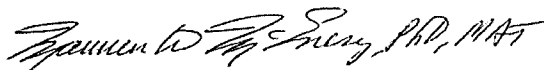
In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After discussion, the ad hoc committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

After your review, I hope you will join me in recommending the proposal for a Graduate Certificate in Public Health for approval by the Faculty Senate, as required by the Faculty Handbook.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



Maureen W. McEnery, Ph.D, MAT
Chair of the Faculty Council
Associate Professor of Neurology
Associate Professor of Neuroscience
University Hospitals of Cleveland Medical Center
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA, Dan Anker, JD, PhD

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: School of Medicine
Department: Epidemiology and Biostatistics

PROPOSED: major
 minor
 program
 sequence
 degree

TITLE: Graduate Certificate in Public Health

EFFECTIVE: Fall (semester) 2017 (year)

DESCRIPTION: 15 credits, consisting of 4 required 3-credit courses plus one elective 3-credit course. All courses are selected from currently offered graduate level (400+) courses in the dept. of Epidemiology and Biostatistics, which already offers a Master's degree in Public Health (MPH). The 4 required courses (also required for the MPH degree) are: Intro to Health Behavior, Intro to Epidemiology for Public Health Practice, Statistical Methods in Public Health, Public Health Management and Policy. The elective course can be selected from any other graduate course offered in our department (these are listed in the proposal).

1. Formal public health training is critical for clinicians and public health department employees, but a full Master's program at 42 credits is often beyond their reach in terms of time and money for residents/fellows and PH dept employees. A 15-credit certificate would provide essential workforce development in a format that is accessible to the intended audience.
2. Public Health certificate programs are very popular and offered by a great many schools across the country. They target the local community.
3. The program will initially be limited to clinical residents and fellows, and employees of public health departments. We anticipate 10-15 new students per year for this program. It will not be allowed to grow much beyond this until we increase capacity (e.g. additional sections of the required courses).
4. No new courses need to be offered. Existing courses have room for the additional students, though some may require an additional teaching assistant.
5. All faculty/staff resources required are currently in place and available.
6. Target start date is Fall 2017, though we would like to advertise as soon as the program is approved.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? _____

Contact person/committee: Mendel Singer, mendel@case.edu 368-1951

SIGNATURES:

DATE

Department Curriculum Chair(s)/Program Directors: *Mendel E. Singer* July 25 2016

Department Chair: *Jonathan L. Reines*

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: _____



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Jonathan L. Haines, PhD
Professor and Chairman
Department of Epidemiology and Biostatistics
Mary W. Sheldon, MD Professor of Genomic Sciences
Director, Institute for Computational Biology

Wolstein Research Building
Suite 2-529
2103 Cornell Road
Cleveland, Ohio 44106

July 24, 2016

Phone 216.368.3197

Dr. Mendel Singer,
Vice-Chair for Education
Department of Epidemiology & Biostatistics
School of Medicine
Case Western Reserve University:

Dear Mendel:

The department of Epidemiology and Biostatistics fully supports this proposal for a new graduate certificate in public health. This provides a special opportunity to provide a foundation in public health for the people on the forefront, notably clinicians and public health department employees. While we have a couple of successful programs where residents or fellows pursue a master's degree in Public Health (M.P.H.), few residency or fellowship programs are willing to give up the time necessary to pursue a 42-credit hour degree. Yet the need for clinicians to understand public health and the desire of residents and fellows to pursue this education is great. This new certificate program will provide this opportunity in a format that makes it accessible in terms of both time and money. Further, there are employees of our public health departments who never received formal training in public health and would love this opportunity, as well. This new graduate certificate will enhance the workforce development provided by CWRU to our health community.

As the program uses only existing courses, the overhead associated with this program under the proposed limited rollout is minimal and I am pleased to provide the administrative resources required. Over time, the revenue may provide the means to offer additional sections of required courses in formats more accessible to part-time students (e.g. evening, hybrid, online) thereby expanding access to our Master's program in public health, as well.

I am fully committed to supporting this new graduate certificate program.

Sincerely,

A handwritten signature in cursive script that reads "Jonathan L. Haines".

Jonathan L. Haines, PhD
Director, Institute for Computational Biology
Chair, Department of Epidemiology and Biostatistics
Interim Chair, Department of Environmental Health Sciences
Mary W. Sheldon, MD Professor of Genomic Sciences
Case Western Reserve University School of Medicine

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: School of Medicine
Department: Epidemiology and Biostatistics

PROPOSED: major
 minor
 program
 sequence
 degree

TITLE: Graduate Certificate in Public Health

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2. Public Health certificate programs are very popular and offered by a great many schools across the country. They target the local community.
3. The program will initially be limited to clinical residents and fellows, and employees of public health departments. We anticipate 10-15 new students per year for this program. It will not be allowed to grow much beyond this until we increase capacity (e.g. additional sections of the required courses).
4. No new courses need to be offered. Existing courses have room for the additional students, though some may require an additional teaching assistant.
5. All faculty/staff resources required are currently in place and available.
6. Target start date is Fall 2017, though we would like to advertise as soon as the program is approved.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? _____

Contact person/committee: Mendel Singer, mendel@case.edu 368-1951

SIGNATURES:

DATE

Department Curriculum Chair(s)/Program Directors: *Mendel E. Singer* July 25 2016

Department Chair: *Jonathan L. Reines*

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: _____



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Jonathan L. Haines, PhD
Professor and Chairman
Department of Epidemiology and Biostatistics
Mary W. Sheldon, MD Professor of Genomic Sciences
Director, Institute for Computational Biology

Wolstein Research Building
Suite 2-529
2103 Cornell Road
Cleveland, Ohio 44106

July 24, 2016

Phone 216.368.3197

Dr. Mendel Singer,
Vice-Chair for Education
Department of Epidemiology & Biostatistics
School of Medicine
Case Western Reserve University:

Dear Mendel:

The department of Epidemiology and Biostatistics fully supports this proposal for a new graduate certificate in public health. This provides a special opportunity to provide a foundation in public health for the people on the forefront, notably clinicians and public health department employees. While we have a couple of successful programs where residents or fellows pursue a master's degree in Public Health (M.P.H.), few residency or fellowship programs are willing to give up the time necessary to pursue a 42-credit hour degree. Yet the need for clinicians to understand public health and the desire of residents and fellows to pursue this education is great. This new certificate program will provide this opportunity in a format that makes it accessible in terms of both time and money. Further, there are employees of our public health departments who never received formal training in public health and would love this opportunity, as well. This new graduate certificate will enhance the workforce development provided by CWRU to our health community.

As the program uses only existing courses, the overhead associated with this program under the proposed limited rollout is minimal and I am pleased to provide the administrative resources required. Over time, the revenue may provide the means to offer additional sections of required courses in formats more accessible to part-time students (e.g. evening, hybrid, online) thereby expanding access to our Master's program in public health, as well.

I am fully committed to supporting this new graduate certificate program.

Sincerely,

A handwritten signature in cursive script that reads "Jonathan L. Haines".

Jonathan L. Haines, PhD
Director, Institute for Computational Biology
Chair, Department of Epidemiology and Biostatistics
Interim Chair, Department of Environmental Health Sciences
Mary W. Sheldon, MD Professor of Genomic Sciences
Case Western Reserve University School of Medicine

Proposal

Graduate Certificate Program in Public Health

Section I: Approved graduate program(s) sponsoring the certificate program

The Public Health Graduate Certificate Program will be sponsored by the existing Master of Public Health (MPH) Program and administered through the Department of Population and Quantitative Health Sciences (formerly Epidemiology & Biostatistics). The Department already manages the MPH Program. The Certificate Program will be administered by the Academic (Public Health Certificate) Program Director (Mendel Singer, PhD MPH), the Administrative Director of Non-Clinical Graduate Education (Nickalaus Koziura MEd), with assistance from the MPH Program Administrative Director. The Executive Committee will function as a steering committee for the Certificate Program and will be responsible for oversight of all admissions, academic, and curricular issues for the program. The Executive Committee will consist of a chairperson - the Academic Program Director - and two additional department faculty members appointed by the Vice Chair for Education, initially the MPH Program Director (currently Scott Frank MD MS) and the MPH Director of Community Based Education (currently Andrew Morris MPH). The Executive Committee will be responsible for approving individuals into the program, handling any student or faculty concerns as they arise, and periodic review of the curriculum to assure maintenance of academic standards.

Section II: Need and demand for the certificate program

The Institute for Medicine, in its “Who will keep the public healthy” report, identified the growing importance of generating well-educated public health professionals in light of the myriad of public health threats, such as globalization, scientific and technological advances, and demographic changes, facing the global population. Additionally, certificate programs are the fastest growing and second most awarded postsecondary credential. Government initiatives such as Healthy People 2020 have recognized the important role certificate programs play in preparing health care professionals for the ever changing challenge of improving public health.

The Department of Population and Quantitative Health Sciences is a proud member of the CWRU’s School of Medicine and houses the Master of Public Health Program. The School of Medicine is affiliated with some of the nation’s best hospitals, such as University Hospitals Case Medical Center, Cleveland Clinic, Veteran’s Administration Medical Center, and MetroHealth Medical Center.

The proposed Certificate Program will be administered by the Department of Population and Quantitative Health Sciences and will provide a foundation of knowledge and an opportunity for professionals in fields that intersect with public health. The proposed Certificate Program targets clinical professionals (including medical residents and fellows) and public health department employees who wish to expand or update their knowledge and training in order to improve their professional performance. The program will initially be limited to these groups until such time as additional course sections can be added to allow for expanding the program. If capacity later increases, the program will be able to accommodate additional students from medicine, physician assistant, law, business, and more.

This Certificate Program builds upon the School of Medicine's stated mission to provide excellence in medical education and to improve the health of our community. CWRU is surrounded by world class health institutions, including the CWRU affiliated hospitals: University Hospitals Case Medical Center, Cleveland Clinic, Veteran's Administration Medical Center, and MetroHealth Medical Center. Medical residents and fellows are often interested in public health education, but most are not granted the time required for the 42 credit MPH Program. Clinical staff and public health department employees also have limited tuition support rendering an MPH program too expensive. The 15 credit Public Health Certificate Program will be accessible to these professionals, filling an important role in workforce development.

We anticipate approximately 10 health care professionals per year will enroll in the program during the initial 1-3 years (starting Fall 2017 or Spring 2018), with an annual cap of 15 per class. However, as the program grows and establishes itself, and capacity increases, we anticipate opening up the program to current CWRU students.

Section III: Statement of educational objectives of the certificate program

The proposed Certificate Program is designed to provide students with a strong foundation in public health and the opportunity for specialization. After completing the program, graduates will be prepared for the continually evolving challenges of public health. Based on the core competencies for the Master of Public Health, we have developed a set of core competencies and educational objectives for the Certificate Program. Upon completion of the Certificate Program, individuals will be able to:

Domain	Core Competency	Coursework Supporting Competency
Analytical / Assessment Skills	Understand basic concepts of biostatistics in public health, including an ability to select statistical methods for data analysis, apply descriptive techniques, and interpret and communicate results of statistical analyses.	MPHP 405, MPHP 411, MPHP 483
	Understand environmental factors that impact the health of a community, including an ability to describe the impact of policy on environmental health issues, methods for environmental risk assessment, and approaches to risk management.	MPHP 439
	Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.	MPHP 411, MPHP 439
Policy Development / Program Planning Skills	Understand the policy process for improving the health status of populations, including an ability to identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US, describe legal and ethical bases for public health and health services, and communicate health policy and management issues using appropriate channels and technologies.	MPHP 439
	Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	MPHP 411, MPHP 439
Communication Skills	Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.	MPHP 405, MPHP 411, MPHP 439
	Engage in dialogue and learning from others to advance public health goals	MPHP 411, MPHP 439
Community Dimensions of Practice Skills	In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.	MPHP 411, MPHP 439
Public Health Sciences	Explain the role of biology in the ecological model of population-based health.	MPHP 483
	Understand the role of epidemiology in the control of health problems, including an understanding of the language of epidemiology and ability to calculate basic epidemiologic measures, an ability to comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data, and an ability to evaluate and communicate the strengths and limitations of epidemiologic reports.	MPHP 405, MPHP 411, MPHP 483
	Understand the behavioral, social, and cultural factors related to individual and population health, including an ability to identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice, describe the role of social and community factors in both the onset and solution of public health problems, and apply evidence-based approaches to the development and evaluation of social and behavioral science interventions.	MPHP 405, MPHP 411, MPHP 439
	Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.	MPHP 439, MPHP 483

Section IV: Curriculum for the certificate program

A total of 5 courses (15 credit hours) will be required for the successful completion of the program. Each student must complete the four core courses and one elective course. The four core courses will provide a broad foundation of knowledge regarding this diverse field while the one elective course will allow students to identify an aspect of Public Health in which they wish to become more specialized. Additionally, students will be allowed to substitute MPHP 431 and MPHP 432 for MPHP 405 and their required elective course. Similarly, students may opt to substitute MPH 490 (research-focused epidemiology) for MPHP 483 (practice-focused epidemiology).

Every course required for this certificate is already being offered as part of the MPH Program. No new courses are needed. However to accommodate growth of the Certificate Program, additional sections, including evening offerings, may be added at some point in the future. A list of elective courses within the department can be found in Appendix I. Courses from other departments will also be considered as options for electives with permission of the Certificate program director. For example, the Nutrition department's new online course in nutrition for health care providers and the Bioethics department's course in public health ethics.

Descriptions of the required core courses are listed below:

CORE COURSES

MPHP 405 (3 Credit Hours) – Statistical Methods in Public Health

This one-semester survey course for public health students is intended to provide the fundamental concepts and methods of biostatistics as applied predominantly to public health problems. The emphasis is on interpretation and concepts rather than calculations. Topics include descriptive statistics; vital statistics; sampling; estimation and significance testing; sample size and power; correlation and regression; spatial and temporal trends; small area analysis; statistical issues in policy development. Examples of statistical methods will be drawn from public health practice. Use of computer statistical packages will be introduced.

MPHP 411 (3 Credit Hours) – Introduction to Health Behavior

Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided.

MPHP 439 (3 Credit Hours) – Public Health Management and Policy

This course is designed to introduce students to the basics of health policy-making and includes a background on the basic structure and components of the US Health Care System (such as organization, delivery and financing). It will also cover introductory concepts in public health management, including the role of the manager, organizational design and control, and accountability. We will address relevant legal, political and ethical issues using case examples. At the end of the course, students will understand how health policy is developed and implemented in various contexts, and the challenges facing system-wide efforts at reform. This is a required course for the MPH degree. Grades will be based on a series of assignments.

MPHP 483 (3 Credit Hours) – Introduction to Epidemiology for Public Health Practice

This course is designed to introduce the basic principles and methods of epidemiology. Epidemiology has been referred to as the basic science for public health. Application of epidemiologic principles is critical to disease prevention, as well as in the development and evaluation of public policy. The course will emphasize basic methods (study design, measures of disease occurrence, measures of association, and causality) necessary for epidemiologic research. It is intended for students who have a basic understanding of the principals of human disease as well as statistics.

ALTERNATIVE COURSES FOR MPHP 405 AND ELECTIVE

MPHP 431 (3 Credit Hours) – Statistical Methods I

Application of statistical techniques with particular emphasis on problems in the biomedical sciences. Basic probability theory, random variables, and distribution functions. Point and interval estimation, regression, and correlation. Problems whose solution involves using packaged statistical programs. First part of year-long sequence.

MPHP 432 (3 Credit Hours) – Statistical Methods II

Methods of analysis of variance, regression and analysis of quantitative data. Emphasis on computer solution of problems drawn from the biomedical sciences. Design of experiments, power of tests, and adequacy of models.

ALTERNATIVE COURSE FOR MPHP 483

MPHP 490 (3 Credit Hours) – Epidemiology: Introduction to Theory and Methods

This course provides an introduction to the principles of epidemiology covering the basic methods necessary for population and clinic-based research. Students will be introduced to epidemiologic study designs, measures of disease occurrence, measures of risk estimation, and casual inference (bias, confounding, and interaction) with application of these principles to

specific fields of epidemiology. Classes will be a combination of lectures, discussion, and in-class exercises. It is intended for students who have a basic understanding of the principals of human disease and statistics.

Section V: Justification

The Public Health Certificate Program is a 15 credit hour program. Students who successfully complete the required coursework will receive a Certificate in Public Health issued by the Department of Population and Quantitative Health Sciences. Based on consideration of the critical competency-knowledge areas described above, the required 12 core credit hour coursework for the Certificate Program was identified: Statistical Methods in Public Health, Introduction to Health Behavior, Public Health Management and Policy, and Introduction to Epidemiology for Public Health Practice. Credit hour and curricula of many existing certificate programs in clinical research were also considered. A representative sample of such programs can be found in Appendix II. The examined programs range from 12 to 18 required credit hours and cover similar information. The core represents four of the five courses required for accreditation of a Master of Public Health degree. Environmental Health is not required in this certificate program due both to its less broad applicability and the desire to allow students to have an elective while keeping the program at a manageable 15 credits. This is also consistent with the new accreditation rules which drop the requirement for Environmental Health.

Section VI: Entrance, performance, and exit standards for the certificate program.

Entrance Standards: Entrance to the Certificate Program will be administered by the Department of Population and Quantitative Health Sciences. All application materials will be sent directly to the department for review and admissions decisions. Registration is done as a graduate non-degree student. Students completing the program receive a certificate directly from the department, not the University.

Individuals who want to participate in the program will complete an application form that includes a brief personal statement describing the reason(s) for seeking public health training and a recent CV or resume. Letters of recommendation are also required. Transcripts should also be submitted to the department, though this requirement may be waived for practicing clinicians.

We expect that most applicants to the Certificate Program will have already obtained a postsecondary (e.g., AS, BS, BA, MS, PhD) or advanced clinical (e.g., MD, MSN, DMD) degree

and be a current public health or clinical professional. Per CWRU School of Graduate Studies requirements, individuals who are not already graduate-degree-seeking students at CWRU must submit to the School of Graduate Studies a completed non-degree application form. Individuals who are not faculty, staff, or employees of CWRU must also submit a transcript or copy of their diploma, documenting completion of a baccalaureate degree. Per School of Graduate Studies requirements, non-degree-seeking individuals will not need to provide their Test of English as a Foreign Language (TOEFL).

Individuals will be accepted into the program based on the Executive Committee's review of the personal statement, resume/CV, letters of recommendation, transcripts, and any supporting documentation required by the School of Graduate Studies. Majority vote of acceptance by the Committee members will be necessary for admittance. Once accepted into the Certificate Program, participants will register for the courses through the Student Information System.

The program will have rolling admissions, so students may start in the Fall, the Spring, or the Summer. Deadlines to apply to program will be the following: May 1st for Summer, June 30th for Fall, and December 1st for Spring. The coursework for the Certificate will be listed on the official CWRU transcript. However, the Certificate in Public Health will be issued by the Department of Population and Quantitative Health Sciences, not the University. Although course credits will appear on the official CWRU transcript and will be transferable to fulfill requirements for advanced degrees, the certificate itself will not appear on the official CWRU transcript.

Length of Program: Once accepted into the program, individuals will have three calendar years from their first course to complete the requirements for the certificate.

Performance Standards: A grade of C or higher in each graded course and an overall GPA of 3.00 will be required for successful completion of the Certificate Program. Enrollees will be responsible for keeping track of the courses they take. To oversee students' progress in the program, enrollees will be required to submit a one-page Program Progress Checklist to the Administrative Director of Non-Clinical Graduate Education (Nickalaus Koziura MEd) at the end of each semester indicating the course(s) completed that semester. The Administrative Director of Non-Clinical Graduate Education (Nickalaus Koziura MEd) will notify the Executive Committee if any students are not making an adequate progress towards the Certificate. The Committee will make recommendations for remediation or any further action to assist students in successfully completing the program.

Exit Standards: Students who complete all required coursework will submit a checklist to the Administrative Director of Non-Clinical Graduate Education that all coursework is completed. This administrator will verify with the Registrar's Office that all requirements have been met. After this verification, the Academic Program Director will approve the awarding of the

certificate in writing, and the Administrative Director of Non-Clinical Graduate Education will issue a certificate to the enrollee, documenting completion of the program.

Section VII. Faculty expertise contributing to the certificate program.

Faculty responsible for the Certificate Program will be drawn from the CWRU School of Medicine's Department of Population and Quantitative Health Sciences, the CWRU School of Law, the MetroHealth Medical Center, and the Cleveland Clinic Lerner College of Medicine. Faculty members currently responsible for the required coursework are:

MPHP 405 – Statistical Methods in Public Health

Mendel "Ethan" Singer, PhD, MPH

Associate Professor. **Vice Chair for Education.** Case Western Reserve University. Methodologic interests include community health interventions, cost-effectiveness analysis, large databases and quality of life. Content areas of special interest include obesity, and mental health.

MPHP 411 – Introduction to Health Behavior

Erika Trapl, PhD

Assistant Professor and Associate Director, Prevention Research Center for Healthy Neighborhoods. Health behavior measurement and surveillance; Survey-based data collection methods and technology; Built environment and obesity; Adolescent sexual behavior; Health literacy; Community-based Interventions.

MPHP 439 – Public Health Management and Policy

Ruqaiyah A. Yearby, JD, MPH

Associate Dean of Institutional Diversity and Inclusiveness and Professor of Law, Associate Director of the Law-Medicine Center, Oliver C. Schroeder Jr. Distinguished Research Scholar. Research interests primarily in (1) racial disparities in health care and (2) law, justice and medical research. She recently presented her work on law, justice and medical research at the Oxford Global Health and Bioethics International Conference in Oxford, England.

This course has been taught each year since 2010 by Jessica Berg of the law school, who also served as the concentration leader for Health Care Administration and Policy in the MPH program. Each year, she was contracted by the program for % effort to teach and participate in the program. Since she became Dean at the law school, she needed to transition out of her role in the MPH program. We have been transitioning her role to Ruqaiijah Yearby of the law school. First she was co-leader of the concentration with Jessica Berg, and now she is the track leader. Spring 2017 this course, MPHP 439, is being co-taught by Dean Berg and Prof. Yearby. Starting Spring 2018 Prof. yearby will be sole instructor of this course. As with Dean Berg, we have contracted with the law school for her efforts in both the course and concentration. This is expected to be a long-term relationship, as it was with Dean Berg before.

MPHP 483 – Introduction to Epidemiology for Public Health Practice

Christopher Kippes, MS

Adjunct Faculty. Case Western Reserve University. Works full-time as Director of Epidemiology, Surveillance, and Informatics (ESI) at the Cuyahoga County Board of Health (CCBH). Work interests include outbreak investigation, community health status assessments, and emergency preparedness planning. Content areas of special interest include maternal and child health.

The program has contracted with Chris Kippes since 2011 to teach this course, MPHP 483, and participate in other activities during the year, such as curriculum planning and student Capstone advising. He is on contract for both Fall and Spring semesters, while only teaching in the fall. He also supervises students doing their field practicum in his role at the Cuyahoga County Board of Health, and was a community advisor to the program prior to our contracting with him.

Alternative Courses

MPHP 431 – Statistical Methods I

Thomas Love, PhD

Associate Professor, Department of Medicine, CWRU School of Medicine; Director, Biostatistics and Evaluation Unit, Center for Health Care Research and Policy, MetroHealth Medical Center. Research interests include: biostatistics, observational studies and propensity methods, risk adjustment, health information technology, education.

MPHP 432 – Statistical Methods II

Thomas Love, PhD

Associate Professor, Department of Medicine, CWRU School of Medicine; Director, Biostatistics and Evaluation Unit, Center for Health Care Research and Policy, MetroHealth Medical Center. Research interests include: biostatistics, observational studies and propensity methods, risk adjustment, health information technology, education.

Section VIII: New resources, courses, etc., if any, necessary to support certificate program.

Managerial and administrative tasks necessary for the proposed Certificate Program will be added to the Administrative Director of Non-Clinical Graduate Education. The effort to implement the program is minimal. The MPH Program's current courses will be able to handle the additional projected students. No additional courses or support is needed to implement the program. If there are 10 new students, then we will add a teaching assistant to each of the 4 required courses (paid 3 credits of tuition). Since enrollment will essentially be limited to local medical residents and fellows, plus public health department employees, there will be a limited number of applications to handle. Nevertheless, we are being conservative and allotting 5% effort from the Program Director and 10% effort from staff. Tuition return from each student would be 15 credits @ \$1,770 = \$26,550 x .53 (tuition return rate) = \$14,071.50. For 10 students this would be about \$140,000 in tuition return.

Budget:

Program Director	\$11000
Staff	\$ 6,000
<u>Teaching Assistants</u>	<u>\$22,000</u>
Total	\$39,000

Revenue:

10 students x 15 credits x \$1,770/credit x 0.53 = \$140, 715.

Appendix I

MPHP COURSES

MPHP 403 (3 Credit Hours) - Research & Evaluation Methods.

This course is designed to provide an overview of research and evaluation methods for first-year MPH students. Through lecture, discussion and application exercises, students are introduced to the principles and processes of research and evaluation methods in public health, including formulation of research questions, aims and hypotheses and evaluation goals and objectives; literature review; development/selection of conceptual and theoretical models; quantitative, qualitative and evaluation project management; and application of ethical principles and protection of human subjects in public health research and evaluation.

MPHP 406 (3 Credit Hours) - History and Philosophy of Public Health.

The purpose of this course is to introduce students to the science and art of public health through an understanding of the history and philosophies that represent its foundation. Students will learn about the essentials of public health and applications of those precepts throughout history and in the present. The course will examine public health case histories and controversies from the past and present, in order to better understand solutions for the future. Offered as [MPHP 306](#) and [MPHP 406](#). Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or instructor consent.

MPHP 413 (3 Credit Hours) - Health Education, Communication, and Advocacy.

Historical, sociological, and philosophical factors that have influenced definitions and the practice of health education and health promotion are studied. Advanced concepts in health communication theory will also be explored. This course is designed to educate, motivate, and empower undergraduate and graduate students to become advocates for their own health, the health of their peers, and the health of the community. Offered as [MPHP 313](#) and [MPHP 413](#).

MPHP 421 (3 Credit Hours) - Health Economics and Strategy.

This course has evolved from a theory-oriented emphasis to a course that utilizes economic principles to explore such issues as health care pricing, anti-trust enforcement and hospital mergers, choices in adoption of managed care contracts by physician groups, and the like. Instruction style and in-class group project focus on making strategic decisions. The course is directed for a general audience, not just for students and concentration in health systems management. Offered as [ECON 421](#), [HSMC 421](#), and [MPHP 421](#).

MPHP 429 (3 Credit Hours) - Introduction to Environmental Health.

This survey course will introduce students to environmental and occupational health topics including individual, community, population, and global issues. Students will develop an understanding of the human health impacts of physical, biological, and chemical agents in the environment and workplace including basic principles of toxicology. Presentation of concepts including risk assessment, communication and management as well as discussion of environmental and occupational practices, policies and regulations that promote public and population health is included.

MPHP 433 (3 Credit Hours) - Community Interventions and Program Evaluation.

This course prepares students to design, conduct, and assess community-based health interventions and program evaluation. Topics include assessment of need, evaluator/stakeholder relationship, process vs. outcome-based objectives, data collection, assessment of program objective achievement based on process and impact, cost-benefit analyses, and preparing the evaluation report to stakeholders. Recommended preparation: [EPBI 490](#), [EPBI 431](#), or [MPHP 405](#). Offered as [EPBI 433](#) and [MPHP 433](#). Prereq: [MPHP 411](#)

MPHP 450 (3 Credit Hours) - Clinical Trials and Intervention Studies.

Issues in the design, organization, and operation of randomized, controlled clinical trials and intervention studies. Emphasis on long-term multicenter trials. Topics include legal and ethical issues in the design; application of concepts of controls, masking, and randomization; steps required for quality data collection; monitoring for evidence of adverse or beneficial treatment effects; elements of organizational structure; sample size calculations and data analysis procedures; and common mistakes. Recommended preparation: [EPBI 431](#) or consent of instructor. Offered as [EPBI 450](#) and [MPHP 450](#).

MPHP 451 (3 Credit Hours) - Principles of Genetic Epidemiology.

A survey of the basic principles, concepts and methods of the discipline of genetic epidemiology, which focuses on the role of genetic factors in human disease and their interaction with environmental and cultural factors. Many important human disorders appear to exhibit a genetic component; hence the integrated approaches of genetic epidemiology bring together epidemiologic and human genetic perspectives in order to answer critical questions about human disease. Methods of inference based upon data from individuals, pairs of relatives, and pedigrees will be considered. Offered as [EPBI 451](#), [GENE 451](#), and [MPHP 451](#).

MPHP 456 (3 Credit Hours) - Health Policy and Management Decisions.

This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager. Offered as [HSMC 456](#) and [MPHP 456](#).

MPHP 460 (3 Credit Hours) - Introduction to Health Services Research.

This survey course provides an introduction to the field of Health Services Research and an overview of key health services research concepts and methods, including conceptual frameworks and models; outcomes research; risk adjustment; disparities in health care; policy/health care systems; cost and cost-effectiveness; quality of life, process improvement; patient satisfaction; patient safety; health economics; statistical modeling techniques; and qualitative research methods. Offered as [EPBI 460](#) and [MPHP 460](#).

MPHP 464 (3 Credit Hours) - Obesity and Cancer: Views from Molecules to Health Policy.

This course will provide an overview of the components of energy balance (diet, physical activity, resting metabolic rate, dietary induced thermogenesis) and obesity, a consequence of long term positive energy balance, and various types of cancer. Following an overview of energy balance and epidemiological evidence for the obesity epidemic, the course will proceed with an introduction to the cellular and molecular biology of energy metabolism. Then, emerging research on biologically plausible connections and epidemiological associations between obesity and various types of cancer (e.g., colon, breast) will be presented. Finally, interventions targeted at decreasing obesity and improving quality of life in cancer patients will be discussed. The course will be cooperatively-taught by a transdisciplinary team of scientists engaged in research in energy balance and/or cancer. Didactic lectures will be combined with classroom discussion of readings. The paper assignment will involve application of course principles, lectures and readings. Offered as EBPI 464, [MPHP 464](#).

MPHP 466 (3 Credit Hours) - Promoting Health Across Boundaries.

This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as [MPHP 466](#), [EPBI 466](#), [SOCI 466](#), [NURS 466](#) and [BETH 466](#). Prereq: Graduate student status or instructor consent.

MPHP 467 (1 - 3 Credit Hours) - Comparative and Cost Effectiveness Research.

Comparative effectiveness research is a cornerstone of healthcare reform. It holds the promise of improved health outcomes and cost containment. This course is presented in a convenient 5-day intensive format in June. There are reading assignments due prior to the 1st session. Module A, Days 1-2: Overview of comparative effectiveness research (CER) from a wide array of perspectives: individual provider, institution, insurer, patient, government, and society. Legal, ethical and social issues, as well as implications for population and public health, including health disparities will also be a component. Module B, Day 3: Introduction to the various methods, and their strengths, weaknesses and limitations. How to read and understand CER

papers. Module C, Days 4-5: Cost-Effectiveness Analysis. This will cover costing, cost analysis, clinical decision analysis, quality of life and cost-effectiveness analysis for comparing alternative health care strategies. Trial version of TreeAge software will be used to create and analyze a simple cost-effectiveness model. The full 3-credit course is for taking all 3 modules. Modules A or B can be taken alone for 1 credit. Modules A and B or Modules B and C can be taken together for a total of 2 credits. Module C cannot be taken alone. Some combination of term paper, project and/or exam will be due 6 weeks later. Offered as [EPBI 467](#) and [MPHP 467](#).

MPHP 468 (3 Credit Hours) - The Continual Improvement of Healthcare: An Interdisciplinary Course.

This course prepares students to be members of interprofessional teams to engage in the continual improvement in health care. The focus is on working together for the benefit of patients and communities to enhance quality and safety. Offered as [EPBI 468](#), [MPHP 468](#), [NURS 468](#).

MPHP 475 (3 Credit Hours) - Management of Disasters Due to Nature, War, or Terror.

The purpose of this course is to make participants aware of the special needs of children and families in disaster situations and understand public health approaches to address these needs. The learning objectives for this course are: 1) Identify the most important problems and priorities for children in disaster situations, 2) Identify the organizations most frequently involved in providing assistance in disaster situations and define their roles and strengths, 3) Describe the reasons why children are among the most vulnerable in disaster events, 4) Conduct emergency nutritional assessments for children, 5) Develop health profiles on displaced children and plan interventions based on results, 6) Define common psychosocial issues of children and the means to address them, 7) List basic points of international law including the Geneva Convention that relate to all persons involved in disaster situations, 8) List important security issues, 9) Appreciate ethical issues involved in disaster situations and employ skills of cross cultural communication, 10) Recognize and respond to special issues for children involved in biological and chemical terrorist attacks.

MPHP 484 (1 - 3 Credit Hours) - Global Health Epidemiology.

This course provides a rigorous problem-centered training in the epidemiology, prevention, treatment, and control of infectious diseases and, more generally, global health. This is an advanced epidemiology that embraces an active learning environment. Students are expected to invest time out of the classroom reading and working with classmates. Classes will be conducted with discussions, debates, group projects, and group presentations. By taking this course, students will develop a framework for interpreting, assessing, and performing epidemiologic research on issues of global importance. The course will be divided into three modules: 1) Global Health Epidemiology 2) Helminth Epidemiology, and 3) Epidemiology of Disease Elimination. Each module is worth 1 credit hour and may be taken separately. Each module will have a separate project and/or exam. The final exam time will be used for group

presentations and panel discussion. Active class participation is required through discussions, case studies, and group projects. Offered as [EPBI 484](#), [INTH 484](#), and [MPHP 484](#).

MPHP 485 (3 Credit Hours) - Adolescent Development.

Adolescent Development can be viewed as the overriding framework for approaching disease prevention and health promotion for this age group. This course will review the developmental tasks of adolescence and identify the impact of adolescent development on youth risk behaviors. It will build a conceptual and theoretical framework through which to address and change adolescent behavior to promote health.

MPHP 499 (1-18 Credit Hours) - Independent Study.

MPHP 510 (3 Credit Hours) - Health Disparities.

This course aims to provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities among other subgroups (e.g., the poor, women, uninsured, disabled, and non-English speaking populations) will also be included and discussed. Students will be expected to develop a research proposal (observational, clinical, and/or intervention) rooted in their disciplinary background that will incorporate materials from the various perspectives presented throughout the course, with the objective of developing and reinforcing a more comprehensive approach to current practices within their fields. Offered as [CRSP 510](#), [EPBI 510](#), [MPHP 510](#), [NURS 510](#), and [SASS 510](#).

MPHP 532 (3 Credit Hours) - Health Care Information Systems.

This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as [HSMC 432](#) and [MPHP 532](#).

EPBI COURSES

EPBI 411(3 Credit Hours) - Introduction to Health Behavior.

Using a biopsychosocial perspective, an overview of the measurement and modeling of behavioral, social, psychological, and environmental factors related to disease prevention, disease management, and health promotion is provided. Offered as [EPBI 411](#) and [MPHP 411](#). Prereq: Enrollment limited to MPH students (Plan A or Plan B) and EPBI students or consent.

EPBI 414 (3 Credit Hours) - Introduction to Statistical Computing.

This course introduces the use of computers in epidemiologic investigations and biostatistical applications. Topics covered include the use of the Internet to access and obtain publicly available databases, database and spreadsheet concepts, and developing a sound approach to analysis planning and implementation. The majority of the course will focus on instruction in the use of SAS software for advanced database management and manipulation and basic statistical analyses, with parallel applications in R to exploit its features. Primary emphasis is on developing the knowledge and familiarity required for running these particular programs in connection with data collection, analysis, and presentation of results in clinical studies. Students will be required to complete assignments using personal computers using Windows operating systems and/or computer systems maintained by the department. Students should expect weekly assignments to reinforce lecture concepts. Knowledge of basic statistics is beneficial, as this course does not teach inferential statistical analysis in detail; but it is not vital to learning the

EPBI 423 (3 Credit Hours) - Dissemination and Implementation Science for Health Promotion.

This graduate-level course introduces concepts, skills, and methods for systematically disseminating and implementing evidence-based interventions for population health promotion. The course includes a focus on developing partnerships and transdisciplinary research teams, applying theories and frameworks to guide dissemination and implementation (D & I) science, examining research methods and designs appropriate for conducting D & I research at different and multiple levels of intervention (e.g., clinical, community, policy), and exploring channels for effectively communicating evidence to inform decision-making and practice in diverse contexts. Recommended Preparation: [EPBI 411](#) or grad. level behavioral theory equivalent; EBPI 490 or [MPHP 483](#) or grad. level research methods equivalent.

EPBI 440 (3 Credit Hours) - Introduction to Population Health.

Introduces graduate students to the multiple determinants of health including the social, economic and physical environment, health services, individual behavior, genetics and their interactions. It aims to provide students with the broad understanding of the research development and design for studying population health, the prevention and intervention strategies for improving population health and the disparities that exist in morbidity, mortality, functional and quality of life. Format is primarily group discussion around current readings in the field; significant reading is required.

EPBI 499 (1-18 Credit Hours) - Independent Study.

EPBI 515 (3 Credit Hours) - Secondary Analysis of Large Health Care Data Bases.

Development of skills in working with the large-scale secondary data bases generated for research, health care administration/billing, or other purposes. Students will become familiar with the content, strength, and limitations of several data bases; with the logistics of obtaining access to data bases; the strengths and limitations of routinely collected variables; basic techniques for preparing and analyzing secondary data bases and how to apply the techniques to initiate and complete empirical analysis. Recommended preparation: [EPBI 414](#) or equivalent; [EPBI 431](#) or [MPHP 405](#).

EPBI 550 (3 Credit Hours) - Meta-Analysis & Evidence Synthesis.

Systematic reviews use reproducible methods to systematically search the literature and synthesize the results of a specific topic area. Meta-analysis is a specific analytic technique used to pool results of individual studies. Systematic reviews are useful ways to establish one's knowledge in a particular field of study, and can highlight gaps in research which can be pursued in future work. They can also inform the background of a grant. This course is designed to introduce students to the methods of conducting a high quality systematic review. We will cover the design, methods, and analytic techniques involved in systematic reviews. These concepts will prepare students to conduct their own systematic review or evaluate the systematic reviews of others. Sessions will be lectures, labs, and presentations. Topics include developing a search strategy, abstracting key data, synthesizing the results qualitatively, meta-analytic techniques, grading the quality of studies, grading the strength of the evidence, and manuscript preparation specific to systematic reviews. Offered as [CRSP 550](#) and [EPBI 550](#). Prereq: [CRSP 401](#), [EPBI 431](#), [MPHP 405](#), [NURS 532](#) or Requisites Not Met permission.

Appendix II

Example Certificate Programs

Institution	Required Coursework Topics	Credit Hr Requirements
University at Albany	<ul style="list-style-type: none"> • Principles and Methods of Epidemiology • Principles of Public Health • Principles of Statistical Interference • Health Care Organization, Delivery, and Financing • Social and Behavioral Aspects of Public Health • Environmental Health 	18 Credit Hours
George Washington University	<ul style="list-style-type: none"> • Biological Concepts • Biostatistical applications • Epidemiology • Environmental and Occupational Health • Management and Policy • Social and Behavioral Sciences 	15 Credit Hours
University of North Carolina	<ul style="list-style-type: none"> • Environmental Health • Social and Behavioral Sciences • Principles of Epidemiology • Health Policy and Management 	15 Credit Hours
University of Illinois at Chicago	<ul style="list-style-type: none"> • Concepts and Practice • Behavioral Sciences • Policy and Advocacy • Community Assessment • Epidemiology 	12 Credit Hours
University of Vermont	<ul style="list-style-type: none"> • Public Health and Health Policy • Epidemiology • Biostatistics • Environmental Public health • Health Policy and Management 	18 Credit Hours
University of Connecticut	<ul style="list-style-type: none"> • Epidemiology and Biostatistics • Health Administration • Environmental Health • Social and Behavioral Foundations • Law and Public Health 	12 Credit Hours
University of Missouri	<ul style="list-style-type: none"> • Principles of Public Health • Statistical Methods • Principles of Epidemiology • Human Health • Social and Behavioral Sciences 	12 Credit Hours

Pamela B. Davis, MD, PhD
Dean
Senior Vice President for Medical Affairs
Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., Room 113

phone 216.368.2825
fax 216.368.2820

casemed.case.edu

February 27, 2017

Peter Harte, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Professor Harte:

As noted in the accompanying memo from Dr. Maureen McEnery, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Nutrition for Health Care Professionals.

This program is designed to provide advanced training in nutrition for physicians, nurses, dentists, and other health care professionals. It will allow professionals to study nutritional issues and incorporate counseling and education related to nutrition into their practice.

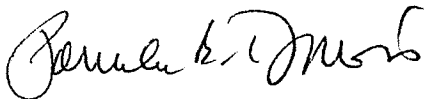
The proposal approval process is outlined in Dr. McEnery's memo. An ad hoc committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty Council and recommend approval of this certificate program.

Please submit the proposed certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Maureen McEnery, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: Maureen W. McEnery, PhD, MAT
Chair of the Faculty Council

Re: "Graduate Certificate in Nutrition for Health Care Professionals"

Date: Jan. 30, 2017

At its regular January 23, 2016, meeting, the Faculty Council voted unanimously to recommend approval of the "Graduate Certificate in Nutrition for Health Care Professionals" to your office.

In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After discussion, the ad hoc committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

Hope Barkoukis, Ph.D., Interim Chair of the Dept. of Nutrition, presented the proposal to Faculty Council. After some discussion, a motion to recommend was accepted by a unanimous vote.

After your review, I hope you will join me in recommending the proposal for "Graduate Certificate in Nutrition for Health Care Professionals" for approval by the Faculty Senate, as required by the Faculty Handbook.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



Maureen W. McEnery, Ph.D, MAT
Chair of the Faculty Council
Associate Professor of Neurology
Associate Professor of Neuroscience
University Hospitals of Cleveland Medical Center
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA, Dan Anker, JD, PhD

College/School: School of Medicine
Department: Department of Nutrition

PROPOSED: major
 minor
 program
 sequence
 degree

TITLE: Graduate Certificate in Nutrition for Health Care Professionals

EFFECTIVE: Summer (semester) 2017 (year)

DESCRIPTION:

This program is designed to provide advanced training in nutrition for physicians, physician assistants, nurses, nurse practitioners, dentists, etc. It requires 15 credits and a minimum GPA through completion of a 3.0 on a 4.0 scale.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? _____

Contact person/committee: Hope BARKOWSKI, Interim Chair, Nutr. Dept

SIGNATURES:

DATE

Department Curriculum Chair(s)/Program Directors: _____
Department Chair: Hope Barkowkis
College/School Curriculum Committee Chair: _____
College/School Dean(s): _____
FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: _____



SCHOOL OF MEDICINE
CASE WESTERN RESERVE
UNIVERSITY

Department of Nutrition
School of Medicine – Room WG 48
2109 Adelbert Road
Cleveland, Ohio 44106-4954
216.368.2440

January 23, 2017

To: Nick Ziats, Nicole Deming, & the SOM Committee

I am very supportive of this proposal to create a Certificate in Nutrition for Community and Health Care Professionals. Creating this type of Certificate for this intended audience is a strategic component of our educational programming within the Department of Nutrition.

The initial course, NTRN 401, that is required for this Certificate will be offered both in the traditional classroom setting format and also in an online format. That course is the only one that has been especially created for this Certificate. It has been recently approved through the graduate studies office. The remaining selections of graduate nutrition course options to fulfill the total 15 hours of credits required are our own departmental courses that are currently in existence.

We anticipate strong interest in this Certificate in light of the role that nutrition plays in chronic disease risk, development of healthy eating patterns and foundational well-being. We believe that one of the strengths of this Certificate is the broad array of graduate nutrition courses offered that will allow the individual health care provider to tailor their course inclusions to the areas of nutrition that will be most impactful on their professional practices. I should also mention that many of our graduate nutrition courses are also being offered late in the day or early evening to accommodate working professionals. Ultimately, our goal is to achieve a fully online version of enough graduate nutrition courses that this Certificate can be taken via an exclusively online format.

Please do not hesitate to contact me for any further information. I will look forward to the successful development and approval of this Certificate.

Sincerely,

A handwritten signature in blue ink that reads "Hope Barkoukis".

Hope Barkoukis, PhD, RDN, LD
Jack, Joseph, Morton Mandel Professorship in Wellness & Preventative Care
<http://case.edu/medicine/wellness-pathway/>
Interim Chair- Nutrition Dept.
Associate Professor
School of Medicine, CWRU

Proposal
Graduate Certificate in Nutrition for Health Care Professionals
December 2016
Edited secondary to the Committee’s comments January, 2017

The Department of Nutrition in the School of Medicine presents this proposal for a Graduate Certificate in Nutrition for Health Care Professionals and is committed to sponsoring this new certificate program.

Justification for a Graduate Certificate in Nutrition for Health Care Professionals

Two of the goals set forth in *Healthy People 2020* were to “increase the proportion of physician office visits that include counseling or education related to nutrition or weight” and to “increase the proportion of physician office visits made by patients with a diagnosis of cardiovascular disease, diabetes, or hyperlipidemia that include counseling or education related to diet or nutrition.” The 2020 target of 22.9% of visits for the second goal is a 10% improvement over the 20.8% baseline data. (1) This reflects a very low level of engagement in nutrition education of patients by health care professionals even though nutrition is a recognized factor in 3 of the top four causes of death in the United States – cardiovascular disease, cancer, and cerebrovascular disease.

Several studies have confirmed this low level of engagement in nutrition education in several areas of medical practice. A 2013 survey of gynecologic oncologists and other allied health professionals found that although providers believed that obesity was important to address with gynecologic cancer survivors, most thought they would benefit from additional obesity management training. (2)

A comparison of weight management assessment and counseling practices among Pediatric Primary Care Providers in Georgia (where childhood obesity rates exceed the national rate) was published in 2015. Participants included family practice physicians, pediatricians, nurse practitioners, and physician assistants. While most practitioners assessed fruit and vegetable intake and physical activity, there were significant differences between the professions in assessment of beverage intake and screen time and providing counseling on lifestyle changes. (3)

Penny Kris-Etherton et al reviewed the present status of nutrition and physical activity education for health care professionals and concluded that “there is an urgent need to better prepare health care professionals to address nutrition-related conditions using best practices. (4)

The new Graduate Certificate in Nutrition for Health Care Professionals is designed to provide advanced training in nutrition for physicians, nurses, physician assistants, nurse practitioners and other licensed health professionals.

Requirements and Coursework to earn the Graduate Certificate in Nutrition for Health Care Professionals

Licensed health care professionals are eligible to earn this certificate. Proof of current licensure status will be required for admission. Application for the certificate program must be completed using the current Graduate Studies policy for non-degree seeking students.

(<http://www.case.edu/gradstudies/prospective-students/non-degree-students/>)

Five courses, totaling 15 credit hours will be required for the proposed certificate. The Certificate will be awarded at the completion of all required courses and the certificate will be noted on the student's official transcript.

Courses taken at other educational institutions will not be accepted in lieu of any of the credits required for the Certificate. A maximum of two courses (6 credits) may be double-counted for this certificate and the Graduate Certificate in Maternal and Child Nutrition.

There is a 5 year time limit for completing the certificate starting from the date of acceptance as a non-degree student.

As a pre-requisite to admission to the Certificate Program, all students interested in the Graduate Certificate in Nutrition for Health Care Professionals Program must take and earn a grade of "B" or better in the following course:

NTRN 401. Nutrition for Community and Health Care Professionals. 2 Units. This course will focus on understanding how diet and nutrition impact health and wellness throughout the life cycle. There are core concepts in human nutrition that all health care professionals should understand to optimize their care of individuals, themselves, and the community.

After successful completion of NTRN 401, students must complete and submit the "Intent to Complete the Graduate Certificate in Nutrition for Health Care Professionals."

The Certificate does not carry with it any licensure or privileges and is not approved by any professional organization. Students must earn a minimum of a "B" in all required courses in order to earn the Certificate and maintain a 3.0 GPA through completion of the required courses for the Certificate.

Required courses (after completion of NTRN 401 (with a grade of "B" or better)

NTRN 433. Advanced Human Nutrition I. 4 Units. Emphasis on reading original research literature in energy, protein and minerals with development of critical evaluation and thinking skills.

THREE NTRN ELECTIVES - Three additional 3 credit courses at the 400 level or higher chosen from the following list:

NTRN 434. Advanced Human Nutrition II. 3 Units. Emphasis on reading original research literature on vitamins with development of critical evaluation and thinking skills.

NTRN 435. Nutrition during Pregnancy and Lactation. 3 Units. Study of current research literature on nutrition for pregnancy and lactation including nutrient requirements, nutrition assessment, and nutrition intervention. Prereq: Graduate Student in Nutrition or Public Health Nutrition or ([NTRN 363](#) and [NTRN 364](#)) or requisites not met permission.

NTRN 436. Pediatric Nutrition. 3 Units. This course will focus on understanding the nutritional needs of infants, children and adolescents. Evidence based guidelines will be used as we discuss best clinical practice for the management of pediatric nutrition issues. Anthropometric measurements used in growth assessment will be reviewed. Nutrient requirements for each stage of development will be explored with a specific focus on micronutrients relevant to pediatrics such as fluoride, iron, calcium and vitamin D. Abnormal growth resulting in malnutrition and obesity will be examined with a focus on prevention, diagnosis and treatment. Skills necessary to complete a pediatric nutrition assessment will be reviewed with opportunities to practice and demonstrate competency. Prereq: [NTRN 435](#).

NTRN 437. Evaluation of Nutrition Information for Consumers. 3 Units. Reading and appraisal of food and nutrition literature written for the general public, including books, magazines, newsletters. Prereq: Graduate standing and Nutrition or Public Health Nutrition major or consent of instructor

NTRN 438. Dietary Supplements. 3 Units. An examination of dietary supplements specific to health promotion and disease prevention/treatment throughout the life cycle. Topics and concepts include regulation, controversies, safety, efficacy, and the surrounding scientific evidence for dietary supplement use. Prereq: NTRN 434.

NTRN 439. Food Behavior: Physiological, Psychological and Environmental Determinants. 3 Units. Good dietary habits are associated with improved population health. Despite this, a large proportion of individuals do not meet current dietary recommendations and there are significant disparities between groups based on sociodemographic characteristics. Why is this? Traditional views on this question focused solely on individual decision making without taking into account the complex influence of biology, social forces, and environment on dietary behavior. This course will introduce students to the major influences on dietary behavior and their interactions and modifying factors in the context of the socioecological model.

NTRN 440. Nutrition for the Aging and Aged. 3 Units. Consideration of the processes of aging and needs which continue throughout life. The influences of food availability, intake, economics, culture, physical and social conditions and chronic disease as they affect the ability of the aged to cope with living situations. Recommended preparation: Nutrition major or consent of instructor.

NTRN 446. Advanced Maternal Nutrition: Special Topics. 3 Units. Analysis of the problems commonly associated with high-risk pregnancies and fetal outcome. Discussion of causes,

mechanisms, management and current research. Recommended preparation: [NTRN 435](#) or consent.

NTRN 448. Integrative and Functional Nutrition. 3 Units. An examination of the core concepts and principles surrounding integrative and functional medical nutrition therapy (IFMNT). The course will emphasize a whole systems approach to addressing clinical imbalances and creating personalized therapeutic interventions based upon an individual's genetics, environment and lifestyle. Topics include precision medicine, IFMNT nutrition care plan processes, IFMNT laboratory tests and interpretation, dietary supplementation, and discussion of the evidence for integrative therapeutic nutrition/diet plans related to the gut microbiome/gastrointestinal disorders, food sensitivity/intolerance, methylation, immune function, detoxification, cardio-metabolic intervention, energy, hormones, and wellness.

NTRN 452. Nutritional Biochemistry and Metabolism. 3 Units. Mechanisms of regulation of pathways of intermediary metabolism; amplification of biochemical signals; substrate cycling and use of radioactive and stable isotopes to measure metabolic rates.

NTRN 454. Advanced Nutrition and Metabolism: Investigative Methods. 3 Units. Lecture/discussion course on the use of analytical techniques in metabolic research on whole body metabolism, energy balance, and disease (diabetes, obesity, and neuropathologies), discussions include concentrating on the design of in-vitro and in-vivo investigative protocols in humans and animals using stable isotope tracer and mass spectrometric analysis; critical interpretation of data from the literature with emphasis on metabolic pathway identification, regulation and kinetics.

NTRN 455. Molecular Nutrition. 3 Units. Nutrient control of gene expression in mammalian cells and deregulation of expression of these genes. The molecular basis of nutrition-related diseases, such as diabetes mellitus, PKU, and LDL-receptor deficiency, will be discussed. The application of genetic manipulation to metabolism and nutrition will be evaluated. Recommended preparation: [BIOC 407](#). Prereq: [BIOC 407](#) or Requisites Not Met permission.

NTRN 459. Diabetes Prevention and Management. 3 Units. In this course, we will explore the diabetes epidemic, its effects on the healthcare system, and strategies for prevention. The pathophysiology of the disease will be examined as well as environmental factors leading to the increase in diagnoses. Comorbid conditions and acute and chronic complications of diabetes and hyperglycemia will be addressed. Rationale for current therapeutic strategies will be explored, including the use of blood glucose monitoring, physical activity, nutrition counseling, oral medications, and insulin therapy. Patient education and health literacy will be studied in the context of patient centered goal setting. Requirements for developing a Diabetes Self-Management Education Program will be discussed. Community program development will be examined in the context of population-based prevention strategies. Prereq: Graduate Standing.

NTRN 460. Sports Nutrition. 3 Units. Study of the relationships of nutrition and food intake to body composition and human performance. Laboratory sessions include demonstrations of body composition and fitness measurements and participation in a research project.

NTRN 461. Energy Dysregulation: From Obesity to Anorexia. 3 Units. Energy imbalance and the implications on health will be explored in this course

NTRN 462. Exercise Physiology and Macronutrient Metabolism. 3 Units. The purpose of this course is to provide students with the knowledge of theoretical and applied concepts of exercise physiology.

NTRN 528. Introduction to Public Health Nutrition. 3 Units. Philosophy, objectives, organization, and focus of government and voluntary agencies with emphasis on nutrition components. Prereq: Public health nutrition students and graduate nutrition students only.

NTRN 529. Nutritional Epidemiology. 3 Units. This course uses epidemiology as a tool for assessing potential causal associations between dietary excesses, deficiencies and imbalances to the prevalent chronic diseases. Recommended preparation: Statistics and Public Health Nutrition students only.

Importance of the Proposed Graduate Certificate to the Department of Nutrition

The proposed Graduate Certificate in Nutrition for Health Care Professionals reflects the strategic plan of the Department of Nutrition in several important ways. First, it will strengthen the academic offerings at the MS level. Second, it may enhance the employment opportunities or salary expectations for students who complete the Certificate. Third, it will strengthen the reputation of the Department of Nutrition and the School of Medicine by formalizing the only certificate like this in the country with course options available for a wide range of interests.

We have recognized experts on our faculty who are teaching the courses required for this Certificate program. Please see bios of faculty who teach some of these courses in Appendix A.

Importance of the Proposed Graduate Certificate to the School of Medicine

The proposed Graduate Certificate in Nutrition for Health Care Professionals fits perfectly with the School of Medicine's vision to demonstrate leadership in building collaborations across the community, region, and nation to catalyze better health care. There are no universities who offer a similar Graduate Certificate. This program also fits with the School of Medicine's desire to develop, expand, and market MS, certificate, and related programs to provide cutting edge and in demand educational opportunities.

Importance of the Proposed Graduate Certificate to Case Western Reserve University

The proposed Graduate Certificate in Nutrition for Health Care Professionals fits well with the University's Strategic Plan to advance interdisciplinary initiatives in research and education that align our expertise with the world's most pressing needs and to enhance learning, course design, advising, and research.

Costs and Income from the Proposed Graduate certificate in Nutrition for Health Care Professionals

There is no cost associated with this certificate program since the required courses currently exist. The movement of students through the coursework will be supervised one of the nutrition department's academic advisors for graduate nutrition students, currently either Stephanie Harris, Tammy Randall or Hope Barkoukis.

There may be minimal internal additional cost to advising non-degree students who wish to pursue this graduate certificate. The exact cost will vary with the number of non-degree students who enroll and that is not known at this time. It is anticipated that the income from the tuition paid by non-degree students will more than off-set any internal additional cost.

There will be costs to the Department of Nutrition for marketing the Certificate which are estimated to be \$2000 per year after a cost of \$4000 in the first year. These costs would include brochure design and setup, administrative cost to set up direct mail database, and the cost of advertising the certificate program on health care professional organizations' websites.

Administration Procedures and Marketing Plan

The Graduate Certificate in Nutrition for Health Care Professionals will be administered through the Graduate Program Coordinator in the Department of Nutrition under the direction of Hope Barkoukis, Interim Chair and currently one of the academic advisors for non-degree MS students.

Plans are in place to market the Certificate to Health Care Professionals in the Northeast Ohio area through the following strategies:

- Announcements on the Department of Nutrition website.
- Printed flyers and brochures direct-mailed to Health Professionals in Northeast Ohio home addresses which have been obtained through State of Ohio Licensing Boards for Medicine, Nursing, Dentistry, and Pharmacy.
- Printed flyer and brochures, exhibit booths, virtual information sessions, and website advertising at Ohio state professional organizations: Ohio State Medical Association, Ohio Nursing Association, Ohio Dental Association, Ohio Pharmacists Association and their local affiliates.

References

(1) Healthy People 2020 [Internet]. Washington, DC: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion [cited [August 28, 2016].

Available from: <https://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives>

(2) Jernigan AM, Tergas AI, Satin AJ, et al. Obesity management in gynecologic cancer survivors: provider practices and attitudes. *Am J ObstetGynecol*2013;208:408.e1-8.

(3) Nelson JM, Vos MB, Walsh SM et al. Weight-management related assessment and counseling by primary care providers in an area of high childhood obesity prevalence: current practices and areas of opportunity. *Child Obes*2015;2:194-201,

(4) Kris-Etherton PM, Akabas SR, Bales CW, et al. The need to advance nutrition education in the training of health care professionals and recommended research to evaluate implementation and effectiveness. *Am J ClinNutr* 2014;99(suppl):1153S-66S.

APPENDIX A

Faculty Bios for those teaching courses in
The Graduate Certificate in Nutrition for Health Care Professionals Program

Hope Barkoukis, PhD, RDN, LD

NTRN 401, NTRN 440

Hope is a licensed, registered dietitian, associate professor, interim chair of the nutrition department and the faculty lead for the JJM Mandel Wellness & Preventative Care Pathway. Prior to joining the faculty, she developed nutrition and wellness programs for Fortune 500 companies; completed advanced professional culinary training; and has presented hundreds of culinary demonstrations for media, professional and community audiences. Hope is the recipient of many teaching awards for her engaging and energetic teaching style including the John S. Diekman Graduate Award for teaching excellence. Most recently, she received the 2016 Professional Achievement Award from the 7,000 member organization, SCAN: Sports, Cardiovascular and Wellness nutrition practice group, (www.scandpg.org). Additionally, Hope has been appointed by the CWRU Board of Trustees as the inaugural recipient of the Jack, Joseph and Morton Mandel Professorship in Wellness and Preventative Care, 2016–2021. Hope's research areas include aging, glucose metabolism, sports nutrition and liver disease.

David Cavallo, PhD, MPH, RDN

NTRN 439, NTRN 528

Dr. Cavallo, a registered and licensed dietitian, is interested in findings ways to encourage better dietary and physical activity through the use of technologies like social media. In addition to his research, he enjoys teaching students about the broader role that nutrition plays in public health and the myriad influences on health behavior, from biology to policy, that shape population health. When he's not writing and teaching, he enjoys cycling and trying to keep up with his two young daughters.

Dr. Cavallo is a behavioral scientist who studies the use of emerging communications technologies such as social media to reduce obesity-related mortality and morbidity with an emphasis on cancer. He has expertise in the areas of technology development and the design, implementation, and analysis of behavioral intervention technologies.

Colleen Croninger, PhD

NTRN 452

Dr. Croninger is an Associate Professor in the Department of Nutrition at Case Western Reserve University. She has been studying genetics and its impact on metabolic pathways for over 20 years. In the last 10 years she has focused on the genetic susceptibility to development of liver disease from obesity or alcohol.

In addition she is the Assistant Dean of Medical Student research and oversees the 4 month research requirement for the medical students. She also teaches undergraduate, graduate and medical students the biochemical pathways that impact health and disease.

Her lab focuses on the development of liver disease caused by obesity and insulin resistance or from chronic alcohol consumption. They have used novel research animals called chromosomal substitution strains (CSS) to identify novel genes involved in protection from liver fibrosis. Using whole body metabolism studies and molecular biology techniques, her lab investigates how these genes impact metabolism and result in disease.

Stephanie Harris, PhD, RDN, LD

NTRN 433, NTRN 438, NTRN 448

Stephanie Harris is a registered and licensed dietitian nutritionist and an assistant professor in the Department of Nutrition. She is also the director of the Coordinated Dietetic Internship/Master's Degree Program in the department. Her research interests have centered on the use of metabolomics and stable isotope techniques for new metabolite and pathway discovery, and more recently expanded to (i) dietary supplement use, motivations for use and regulation; (ii) education, knowledge and attitudes of integrative medicine among dietetics educators; and (iii) nutrition education for health care professionals. Prior to her academic career, Stephanie worked as a registered dietitian in (i) an outpatient setting, (ii) a community setting, and (iii) a corporate wellness.

Lynn CiadellaKam, PhD, RDN, MBA, MS,

NTRN 460, NTRN 461

Lynn Ciadella-Kam, a registered and licensed dietitian, joined Case Western Reserve University in 2013 as an Assistant Professor in Nutrition. At CWRU, Dr. Kam is engaged in both teaching and research with a primary focus on sports nutrition, wellness, and women's health.

Specifically, her research has focused on developing practical strategies to alleviate the health consequences of energy imbalances (i.e., the mismatch between energy intake and energy expenditure) as seen in obesity, disordered eating, and intense exercise training. Dr. Kam is actively engaged in several national organizations including serving as American Physiology Society Teaching Section's representative for Physiologist in Industry, Student Research Award

Chair and Social Media for Nutrition Interest Group for American College of Sports Medicine, and a representation on a national task force on physical activity. In addition, she is actively involved in the School of Medicine serving on Council of Students, Admissions Committee, and recently elected to serve on the Committee on Budget, Finance, and Compensation. Finally, Dr. Kam has a passion for developing students in the area of sports nutrition and research in nutrition and exercise sciences and has actively mentored both undergraduates and graduates in this area.

Danny Manor, PhD

NTRN 434, NTRN 455, NTRN 551

Danny Manor completed his undergraduate studies in biochemistry in 1982 at Tel Aviv University in Israel and earned his PhD in anatomy, structural biology and biophysics from the Albert Einstein College of Medicine in Bronx, New York in 1989. Dr. Manor held a postdoctoral position in the Department of Physics at the City University of New York, where he applied biophysical approaches for the study of vitamin A in visual pigments and of GTP-binding proteins.

In 1992, Dr. Manor moved to the Department of Pharmacology at Cornell University in Ithaca, New York, where he studied the role of small GTP-binding proteins in malignant transformation. After receiving a faculty position at Cornell's Division of Nutritional Science, his studies diversified to include molecular bases of cancer prevention and redox biology.

Dr. Manor joined the Department of Nutrition in the School of Medicine at Case Western Reserve University as an Associate Professor in 2006. His research work has been funded by the American Cancer Society (ACS), the National Cancer Institute (NCI), the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) and some private foundations.

Tammy Randall, MS, RDN, LD, CDE

NTRN 459

Tammy Randall is a registered and licensed dietitian nutritionist and certified diabetes educator who teaches NTRN 359/459: Diabetes Prevention and Management. She is also the Director of the MS in Public Health Nutrition Dietetic Internship which provides students the opportunity to complete their practical hours needed to sit for the Registered Dietitian Nutritionist exam while completing a graduate degree.

Before joining the faculty at Case, Tammy held roles in clinical as well as community settings. She was a diabetes educator for the Cleveland Clinic's Endocrinology and Metabolism Institute, Director of Education at the Diabetes Partnership of Cleveland, and an Extension Educator for the Ohio State University Cooperative Extension Service.

Tammy is active in the Academy of Nutrition and Dietetics, serving on the Board of Directors as a member of the House of Delegates Leadership Team. She has served as chair of the Academy's

Member Value Committee, a member of the Academy Positions Committee and Delegate from Ohio. She is also a former President of both the Greater Cleveland Academy of Nutrition and Dietetics and Ohio Academy of Nutrition and Dietetics.

Cheryl Thompson, PhD

NTRN 529

Dr. Thompson is a cancer genetic and molecular epidemiologist. Her research is in the area of identification of factors influencing risk of cancer, as well as factors and biomarkers associated with prognosis and treatment outcomes. One of her primary areas of interest is the role of inherited genetic variation in cancer, and how genetic variations interact with lifestyle or behavior to influence risk of or outcomes for cancer. An area of specialization that she has is in the association of obesity and energetics and genetic pathways related to metabolism and energetics with cancer. Dr. Thompson was recently the first scientist to report the association of short sleep with having more aggressive types of breast cancer.

Dr. Thompson also serves as the Director of Master's Programs for the School of Medicine. In this role, she provides support for all master's programs and their students and works with faculty to develop new educational initiatives.

Pamela B. Davis, MD, PhD
Dean
Senior Vice President for Medical Affairs
Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., Room 113

phone 216.368.2825
fax 216.368.2820

casemed.case.edu

February 27, 2017

Peter Harte, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Professor Harte:

As noted in the accompanying memo from Dr. Maureen McEnery, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Global Health in Nutrition.

The Certificate in Global Health is offered in the School of Medicine, the Frances Payne Bolton School of Nursing, the Jack, Joseph and Morton Mandel School of Applied Social Sciences, and the College of Arts and Sciences. In the School of Medicine, certificates in Global Health are offered through the Department of Bioethics, the Department of Epidemiology and Biostatistics, and the Department of Medicine. The faculty in the Department of Nutrition will join faculty across campus to provide educational opportunities in global health and focus on issues such as obesity, diabetes, child malnutrition and underweight.

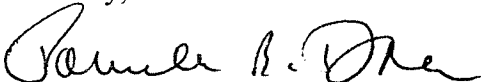
The approval process is outlined in Dr. McEnery's memo. An ad hoc committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty Council and recommend approval of this certificate program.

Please submit the proposed certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Maureen McEnery, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: Maureen W. McEnery, PhD, MAT
Chair of the Faculty Council

Re: Certificate in Global Health-Nutrition

Date: Sept 20, 2016

At its September 19, 2015 meeting, the Faculty Council voted unanimously to recommend approval of Certificate in Global Health- Nutrition.


In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After discussion, the *ad hoc* committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

After your review, I hope you will join me in recommending the proposal for a Certificate in Global Health-Nutrition for approval by the Faculty Senate, as required by the Faculty Handbook.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



Maureen W. McEnery, Ph.D, MAT
Chair of the Faculty Council
Associate Professor of Neurology
Associate Professor of Neuroscience
University Hospitals of Cleveland Medical Center
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA, Dan Anker, JD, PhD

College/School: Medicine
Department: Nutrition

PROPOSED: _____ major
_____ minor
 program
_____ sequence
_____ degree

TITLE: Certificate in Global Health- Nutrition

EFFECTIVE: Fall (semester) 2016 (year)

DESCRIPTION:

This proposal seeks to add Nutrition (MS students) to the existing Certificate in Global Health.

Is this major/minor/program/sequence/degree: new
_____ modification
_____ replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? NURSING, INTH, EPBI

Contact person/committee: Mary Beth Kavanagh 368-3231

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: Stepie Burdette DATE 4/14/16
Department Chair: _____
College/School Curriculum Committee Chair: _____
College/School Dean(s): _____
FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: _____ Registrar _____ Office of Undergraduate Studies/Graduate Studies
_____ Other: _____



Department of Nutrition
School of Medicine – Room WG 48
2109 Adelbert Road
Cleveland, Ohio 44106-4954
216.368.2440

April 14, 2016

To Nick Ziats, Nicole Deming, & the SOM Committee

I am pleased to very enthusiastically support the Certificate in Global Health- Nutrition that is being presented for approval. Creating an official Certificate in this specialty area is part of the Department's strategic plan to establish a clinical and educational excellence in the area of global health nutrition. This certificate also aligns with the existing Global Health certificate Program across the University.

All of the courses, (totaling 12 credit hours), are currently in existence. Support letters from the corresponding faculty who teach those respective courses are included with this proposal.

The professional advantage of achieving this Certificate for our graduate students in the Public Health or Coordinated Dietetic Internship tracks is the ability to differentiate themselves as those with advanced training in global nutrition and health. Nutrition, similar to medicine, is composed of practicing dietitians who specialize in various areas of practice. These specializations are often the difference between being hired for a position or not. They also set the stage for being a component in their upward professional trajectory and development as well.

Please do not hesitate to contact me for further information. I will look forward to the successful development of this Certificate.

Sincerely,

Hope Barkoukis, PhD, RDN, LD
Interim Chair and Associate Professor
Department of Nutrition, SOM

Proposal for a
Certificate in Global Health - Nutrition
for Master of Science Nutrition Students
March, 2017

Introduction

Many departments in the School of Medicine offer educational activities in global health. Certificates in Global Health are currently offered through the Departments of Bioethics, Epidemiology/Biostatistics, and Medicine. Departments in other schools across the University also offer this certificate including the School of Nursing, the College of Art and Sciences, and the Mandel School of Applied Sciences.

The Framework for Global Health is a group of professors across the campus whose objective is to provide educational opportunities in global health. Requirements for the Certificate in Global Health are department-specific but all departments require INTH 401 for the graduate level certificate. If approved, faculty from the Department of Nutrition would participate fully in the activities of this committee.

Background

A recent study published in *The Lancet* presented a pooled analysis of 1698 population-based measurement studies from 186 countries between 1975 and 2014. (1) Over this 40 year period, significant increases in global age-adjusted mean BMI for both men and women over the age of 18 were identified. Specific regions such as Polynesia and Micronesia were found to have the highest regional mean BMIs for both men and women. The age-standardized prevalence of obesity also increased significantly over this period and the study authors concluded that if this trend continues, global obesity prevalence will reach 18% in men and surpass 21% in women by 2025.

While the age-adjusted global prevalence of underweight in this study was reported to be decreasing (from 13.8% to 8.8% in men and from 14.6% to 9.7% in women), there are still an estimated 793 million people who are undernourished across the globe. (1) While undernutrition is decreasing overall, certain regions such as sub-Saharan Africa and the Caribbean experience high rates of undernutrition at 23.2% and 19.8% respectively. (2) Child malnutrition is of special concern since the effects of undernutrition in the early years can significantly compromise the health of these children throughout their lives. The prevalence of both stunting and wasting across the globe is decreasing but significant numbers of children are still affected; 159 million children experience stunting and 50 million experience wasting. (3)

Associated with the increase in the prevalence of obesity is a significant increase in the prevalence of diabetes with more than 380 million adults diagnosed worldwide, which represents 8.3% of the global adult population. (4)

Obesity, diabetes, child malnutrition and underweight are significant problems across the globe. The Department of Nutrition has two Master of Science programs which also include clinical training for students who intend to practice as Registered Dietitian Nutritionists. These students are specifically trained in designing and implementing nutrition interventions for individuals and groups to treat obesity

and underweight, child malnutrition, and diabetes. These students are also trained in interdisciplinary collaborations with medical and nursing students.

The national professional organization of Registered Dietitian Nutritionists, the Academy of Nutrition and Dietetics, is actively advancing its reach in global nutrition. Some examples of their initiatives include:

- A Global Nutrition Forum was hosted in Amsterdam in 2015 by the Academy, its Foundation and the European Federation of Associations of Dietitians (EFAD).
- Former Academy president and Foundation chair Susan Finn represented the Academy and the nutrition and dietetics profession in February 2015 at the first World Women's Health and Development Forum held at the United Nations headquarters in New York City.
- Collaborative projects of the Academy's Evidence Analysis Library include Malnutrition in Pregnancy, Chronic Kidney Disease, and Nutrition in Athletic Performance established with Dietitians of Canada, the International Society of Renal Nutrition and Metabolism, and the WHO
- The Academy is working with WHO on a systematic review of interventions to promote and support exclusive breastfeeding in HIV-infected women.
- In collaboration with the United States Agency for International Development, National Institutes of Health (NIH) and Tufts University, the Academy is developing a nutrition care manual for adolescents and adults living with HIV, primarily for use in Africa.

Employment of dietitians and nutritionists is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. Many of these jobs are likely to involve practice in global nutrition interventions, epidemiology, and policy. MS Nutrition students who complete the requirements for this certificate will be in excellent position to work in this expanding area of dietetic practice and position themselves as leaders in the efforts to improve the health of people across the globe.

Required Coursework

Four courses totaling 12 credit hours are required for the Certificate in Global Health – Nutrition. The minimum grade point average that must be maintained in these required courses to obtain this certificate is a 3.0 on a 4.0 scale. The following courses are required:

INTH 401 Fundamental Concepts in Global Health (3 credit spring course currently taught by Ron Blanton) Enrollment in this course in Spring 2016 was 4 students, with 18 undergrads enrolled in INTH 301.

EPBI 484 Global Health Epidemiology (3 credit fall course currently taught by Dan Tisch) Enrollment in this course in Fall 2015 was zero although 5 students were registered in MPHP 484 and 1 in INTH 484

NURS 494 Global Health Seminar (3 credit spring course currently taught by Liz Madigan) Enrollment in this course in Spring 2016 was 1 student although 4 undergrads were registered in NURS 394.

NTRN 602 Special Problems: Global Nutrition – This is a new course being submitted for approval simultaneously with this proposal. (fall or spring course taught by specific faculty members, 3 credit hours will be required. The student will be required to create a nutrition-specific intervention or project

that can be implemented in a specific region of the world to improve the nutrition status of a specific population –i.e. early childhood malnutrition in Rwanda, type 2 diabetes in adults in Taiwan, etc. Interdisciplinary projects with Nursing graduate students and School of Medicine will be strongly encouraged.)

Established tuition-sharing policies across these Departments will be followed.

Eligibility and academic advising for the Certificate in Global Health -Nutrition

Any student who is enrolled in the MS in Nutrition, the MS/Coordinated Dietetic Internship, the MS/Public Health Nutrition Dietetic Internship, the Integrated Bachelor's/Master's Program, or the MD/MS in Nutrition can earn this certificate. External non-degree students who have previously earned at least a Bachelor's degree in Nutrition or Food Science with an overall undergrad GPA of 3.0 are also eligible to enroll.

It is expected that MS in Nutrition students and MS/MD students can complete the requirements for the certificate within their programs while completing their degree requirements. Students who are enrolled in either of the two MS/Dietetic Internship Programs can earn the graduate certificate while completing their degree program although an additional semester of study will likely be required.

Students will be made aware of the certificate program by their academic advisors as well as by announcements on the Department of Nutrition's website and promotional materials.

Students who wish to earn the certificate must complete the "Intent to Complete the Graduate Certificate in Global Health - Nutrition Form" (see page 6) after successfully completing INTH 401 with a grade of "B" or better. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded at the completion of a student's degree program if the student has earned at least a "B" in all of the required courses or an overall GPA of 3.0. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate. Recruitment to the certificate program will be managed by the academic advisors of MS Nutrition students (currently Hope Barkoukis, Stephanie Harris, and Tamara Randall) who will also provide guidance through completion of the graduate certificate.

Capacity and current interest in the Certificate in Global Health - Nutrition

The Department of Nutrition plans to accept a maximum of 3 students initially to the Certificate Program. We will target students currently enrolled in both of the MS/Dietetic Internship Programs. The number of students can be expanded depending on interest and demand.

After the initial 3 students have completed the certificate program, the Department of Nutrition will actively promote the Graduate Certificate in Global Health initially to Registered Dietitian Nutritionists who are currently practicing dietetics in Northeast Ohio via announcements through the Ohio Academy of Nutrition and Dietetics and through regional affiliates such as Greater Cleveland Academy of Nutrition and Dietetics.

There are 2 students who are currently enrolled in the MS/Dietetic Internship Program who have expressed strong interest in earning this graduate certificate. Six MS Nutrition students have applied for the 2016 Eva Pancoast Scholarship for study abroad after graduation with several international nutrition programs highlighted. This indicates strong interest in global nutrition education and experiences.

Importance of the Proposed Graduate Certificate to the School of Medicine

The Certificate in Global Health - Nutrition, if approved, would be totally unique in the state of Ohio and therefore of great value to the School of Medicine. The proposed Certificate fits perfectly with the School of Medicine's vision to demonstrate leadership in building collaborations across the community, region, and nation to catalyze better health care. There are no universities who offer a similar Graduate Certificate. This program also fits with the School of Medicine's desire to develop, expand, and market MS, certificate, and related programs to provide cutting edge and inter-professional educational opportunities.

Importance of the Proposed Graduate Certificate to Case Western Reserve University

The proposed Certificate in Global Health - Nutrition fits well with the University's Strategic Plan to advance interdisciplinary initiatives in research and education that align our expertise with the world's most pressing needs and to enhance learning, course design, advising, and research.

Costs and Income from the Proposed Graduate certificate in Global Health- Nutrition

There is no cost associated with this certificate program for enrolled in the MS program, the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship or MD/MS program since the required courses currently exist. The movement of students through the coursework will be supervised by their academic advisors.

Nominal administrative costs are anticipated which will be covered by the traditional tuition return for our graduate Nutrition students.

Program administration, oversight, and evaluation

The Graduate Certificate Program will be administered by the interim Department Chair, Hope Barkoukis, with the assistance of the Department of Nutrition Graduate Program Coordinator, currently Pamela Woodruff.

The MS Curriculum Committee in the Department of Nutrition will oversee the certificate program and collect outcome data related to enrollment, course evaluations, students' satisfaction with the program, curriculum changes, and employment outcomes for those who complete the certificate program. The committee will review this data annually and make recommendations for any needed changes in the graduate certificate program.

References

- (1) Trends in adult body-mass index in 200 countries from 1975 to 2014: a pooled analysis of 1698 population-based measurement studies with 19·2 million participants. *The Lancet* , Volume 387 , Issue 10026 , 1377 – 1396.
- (2) The State of Food Insecurity in the World 2015. Food and Agriculture Organization. Available at: <http://www.fao.org/hunger/en/>. Accessed April 10, 2016.
- (3) Joint child malnutrition estimates - Levels and trends (2015 edition). World Health Organization. Available at: <http://www.who.int/nutgrowthdb/estimates2014/en/>. Accessed April 10, 2016.
- (4) van Dieren S1, Beulens JW, van der Schouw YT et al. The global burden of diabetes and its complications: an emerging pandemic. *Eur J Cardiovasc Prev Rehabil*. 2010 May;17 Suppl 1:S3-8. doi: 10.1097/01.hjr.0000368191.86614.5a.
- (5) Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Dietitians and Nutritionists. Available at: <http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>. Accessed April 06, 2016.

Intent to Complete the Graduate Certificate in Global Health - Nutrition

Last name _____ First Name _____ Network ID _____

Program of Study: _____ MS/Coordinated Dietetic Internship

(check one) _____ MS/Public Health Nutrition Dietetic Internship

_____ MD/MS

_____ MS Nutrition

_____ Integrated Bachelor's/Master's

Date of program entry _____ Expected program completion date _____

Instructions: Complete this form after you have completed INTH 401 which is required for the Certificate. Submit this form to your academic advisor for required signatures.

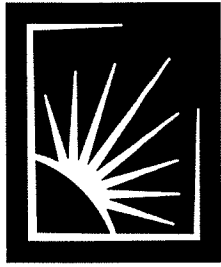
REQUIRED COURSE	SEMESTER/YEAR TO BE TAKEN	SIGNATURE OF INSTRUCTOR VERIFYING GRADE OF "B" OR BETTER

By signing below, I acknowledge my intent to complete the requirements for the Graduate Certificate in Global Health - Nutrition.

Student signature _____ Date _____

Academic Advisor/Program Director signature _____ Date _____

Department Chair signature _____ Date _____



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Center for Global Health and Diseases

April 14, 2016

Dear Dr. Kavanaugh:

The Certificate in Global Health has been a University approved program for undergraduates and graduates since 2007. As we discussed the program is meant to be discipline-specific, therefore, the program has been active in Anthropology, Biology, Bioethics, Epidemiology, Engineering, Mathematics, Social Sciences, Medicine and Nursing. While there are no areas of study that do not have some relationship to the health of humankind, Nutrition has an obvious connection and has been a key discipline missing from the portfolio of this program. The outlined requirements are consistent with the program's ideals to demonstrate a student's interest, investment and knowledge of health particularly in low-income countries. Dr. Daniel Tisch and I as directors of the Certificate program welcome your proposal for the Department of Nutrition.

Yours,

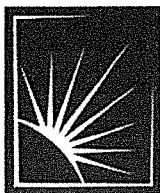
Ronald Blanton
Professor of International Health
Dept. of General Medical Sciences
Center for Global Health and Diseases
Case Western Reserve University
2109 Adelbert Road
Cleveland, OH 44106
Tel. 216-368-4814
e-mail: reb6@case.edu

Mailing Address:
Center for Global Health and Diseases
CASE School of Medicine
Wolstein Research Building
10900 Euclid Avenue
Cleveland, Ohio 44106

Visitors and Deliveries:
Center for Global Health and Diseases
Case Western Reserve University
Biomedical Research Building 425
2109 Adelbert Road
Cleveland, Ohio 44106

Phone 216-368-4818
Fax 216-368-4825 or 4882





CASE WESTERN RESERVE UNIVERSITY

FRANCES PAYNE BOLTON SCHOOL OF NURSING

Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-4904

April 3, 2016

Jeffrey Wolcowitz, PhD, Dean, Undergraduate Studies
Nicole Deming, JD, School of Medicine

Phone 216-368-8532
Fax 216-368-3542
Email Elizabeth.madigan@case.edu
Web <http://fpb.case.edu>

Dear Jeff and Nicole,

I am pleased to offer this letter of support for the Department of Nutrition's request to offer a certificate in global health. I have been in conversations with Mary Beth Kavanaugh on this possibility as we have had a number of undergraduate nursing students complete the requirements over the past 4 years. Having our colleagues from the Department of Nutrition involved will be very helpful as global health is facing the challenges of both under-nutrition and obesity in all parts of the world.

I will be glad to continue to work with Mary Beth and the Department of Nutrition and, if there are needs, to help to coordinate and place nutrition students in global health projects to meet the certificate requirements.

Please let me know if there are questions that I can answer. I can be reached by email at elizabeth.madigan@case.edu or via phone at 216-368-8532.

Thank you for considering this request

Sincerely,

A handwritten signature in cursive script, reading "Elizabeth A. Madigan".

Elizabeth A. Madigan, PhD, RN, FAAN
Independence Foundation Professor of Nursing

Pamela B. Davis, MD, PhD
Dean
Senior Vice President for Medical Affairs
Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., Room 113

phone 216.368.2825
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casemed.case.edu

February 27, 2017

Peter Harte, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Professor Harte:

As noted in the accompanying memo from Dr. Maureen McEnery, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Global Health in Nutrition.

The Certificate in Global Health is offered in the School of Medicine, the Frances Payne Bolton School of Nursing, the Jack, Joseph and Morton Mandel School of Applied Social Sciences, and the College of Arts and Sciences. In the School of Medicine, certificates in Global Health are offered through the Department of Bioethics, the Department of Epidemiology and Biostatistics, and the Department of Medicine. The faculty in the Department of Nutrition will join faculty across campus to provide educational opportunities in global health and focus on issues such as obesity, diabetes, child malnutrition and underweight.

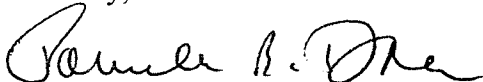
The approval process is outlined in Dr. McEnery's memo. An ad hoc committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty Council and recommend approval of this certificate program.

Please submit the proposed certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Maureen McEnery, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: Maureen W. McEnery, PhD, MAT
Chair of the Faculty Council

Re: Certificate in Global Health-Nutrition

Date: Sept 20, 2016

At its September 19, 2015 meeting, the Faculty Council voted unanimously to recommend approval of Certificate in Global Health- Nutrition.


In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After discussion, the *ad hoc* committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

After your review, I hope you will join me in recommending the proposal for a Certificate in Global Health-Nutrition for approval by the Faculty Senate, as required by the Faculty Handbook.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



Maureen W. McEnery, Ph.D, MAT
Chair of the Faculty Council
Associate Professor of Neurology
Associate Professor of Neuroscience
University Hospitals of Cleveland Medical Center
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA, Dan Anker, JD, PhD

College/School: Medicine
Department: Nutrition

PROPOSED: _____ major
_____ minor
 program
_____ sequence
_____ degree

TITLE: Certificate in Global Health- Nutrition

EFFECTIVE: Fall (semester) 2016 (year)

DESCRIPTION:

This proposal seeks to add Nutrition (MS students) to the existing Certificate in Global Health.

Is this major/minor/program/sequence/degree: new
_____ modification
_____ replacement

If modification or replacement please elaborate: _____

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If yes, which departments? NURSING, INTH, EPBI

Contact person/committee: Mary Beth Kavanagh 368-3231

SIGNATURES:

Department Curriculum Chair(s)/Program Directors: Stepie Burdette DATE 4/14/16
Department Chair: _____
College/School Curriculum Committee Chair: _____
College/School Dean(s): _____
FSCUE Curriculum Subcommittee Chair: _____

File copy sent to: _____ Registrar _____ Office of Undergraduate Studies/Graduate Studies
_____ Other: _____



Department of Nutrition
School of Medicine – Room WG 48
2109 Adelbert Road
Cleveland, Ohio 44106-4954
216.368.2440

April 14, 2016

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Please do not hesitate to contact me for further information. I will look forward to the successful development of this Certificate.

Sincerely,

Hope Barkoukis, PhD, RDN, LD
Interim Chair and Associate Professor
Department of Nutrition, SOM

Proposal for a
Certificate in Global Health - Nutrition
for Master of Science Nutrition Students
March, 2017

Introduction

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Background

A recent study published in *The Lancet* presented a pooled analysis of 1698 population-based measurement studies from 186 countries between 1975 and 2014. (1) Over this 40 year period, significant increases in global age-adjusted mean BMI for both men and women over the age of 18 were identified. Specific regions such as Polynesia and Micronesia were found to have the highest regional mean BMIs for both men and women. The age-standardized prevalence of obesity also increased significantly over this period and the study authors concluded that if this trend continues, global obesity prevalence will reach 18% in men and surpass 21% in women by 2025.

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Obesity, diabetes, child malnutrition and underweight are significant problems across the globe. The Department of Nutrition has two Master of Science programs which also include clinical training for students who intend to practice as Registered Dietitian Nutritionists. These students are specifically trained in designing and implementing nutrition interventions for individuals and groups to treat obesity

and underweight, child malnutrition, and diabetes. These students are also trained in interdisciplinary collaborations with medical and nursing students.

The national professional organization of Registered Dietitian Nutritionists, the Academy of Nutrition and Dietetics, is actively advancing its reach in global nutrition. Some examples of their initiatives include:

- A Global Nutrition Forum was hosted in Amsterdam in 2015 by the Academy, its Foundation and the European Federation of Associations of Dietitians (EFAD).
- Former Academy president and Foundation chair Susan Finn represented the Academy and the nutrition and dietetics profession in February 2015 at the first World Women's Health and Development Forum held at the United Nations headquarters in New York City.
- Collaborative projects of the Academy's Evidence Analysis Library include Malnutrition in Pregnancy, Chronic Kidney Disease, and Nutrition in Athletic Performance established with Dietitians of Canada, the International Society of Renal Nutrition and Metabolism, and the WHO
- The Academy is working with WHO on a systematic review of interventions to promote and support exclusive breastfeeding in HIV-infected women.
- In collaboration with the United States Agency for International Development, National Institutes of Health (NIH) and Tufts University, the Academy is developing a nutrition care manual for adolescents and adults living with HIV, primarily for use in Africa.

Employment of dietitians and nutritionists is projected to grow 16 percent from 2014 to 2024, much faster than the average for all occupations. Many of these jobs are likely to involve practice in global nutrition interventions, epidemiology, and policy. MS Nutrition students who complete the requirements for this certificate will be in excellent position to work in this expanding area of dietetic practice and position themselves as leaders in the efforts to improve the health of people across the globe.

Required Coursework

Four courses totaling 12 credit hours are required for the Certificate in Global Health – Nutrition. The minimum grade point average that must be maintained in these required courses to obtain this certificate is a 3.0 on a 4.0 scale. The following courses are required:

INTH 401 Fundamental Concepts in Global Health (3 credit spring course currently taught by Ron Blanton) Enrollment in this course in Spring 2016 was 4 students, with 18 undergrads enrolled in INTH 301.

EPBI 484 Global Health Epidemiology (3 credit fall course currently taught by Dan Tisch) Enrollment in this course in Fall 2015 was zero although 5 students were registered in MPHP 484 and 1 in INTH 484

NURS 494 Global Health Seminar (3 credit spring course currently taught by Liz Madigan) Enrollment in this course in Spring 2016 was 1 student although 4 undergrads were registered in NURS 394.

NTRN 602 Special Problems: Global Nutrition – This is a new course being submitted for approval simultaneously with this proposal. (fall or spring course taught by specific faculty members, 3 credit hours will be required. The student will be required to create a nutrition-specific intervention or project

that can be implemented in a specific region of the world to improve the nutrition status of a specific population –i.e. early childhood malnutrition in Rwanda, type 2 diabetes in adults in Taiwan, etc. Interdisciplinary projects with Nursing graduate students and School of Medicine will be strongly encouraged.)

Established tuition-sharing policies across these Departments will be followed.

Eligibility and academic advising for the Certificate in Global Health -Nutrition

Any student who is enrolled in the MS in Nutrition, the MS/Coordinated Dietetic Internship, the MS/Public Health Nutrition Dietetic Internship, the Integrated Bachelor's/Master's Program, or the MD/MS in Nutrition can earn this certificate. External non-degree students who have previously earned at least a Bachelor's degree in Nutrition or Food Science with an overall undergrad GPA of 3.0 are also eligible to enroll.

It is expected that MS in Nutrition students and MS/MD students can complete the requirements for the certificate within their programs while completing their degree requirements. Students who are enrolled in either of the two MS/Dietetic Internship Programs can earn the graduate certificate while completing their degree program although an additional semester of study will likely be required.

Students will be made aware of the certificate program by their academic advisors as well as by announcements on the Department of Nutrition's website and promotional materials.

Students who wish to earn the certificate must complete the "Intent to Complete the Graduate Certificate in Global Health - Nutrition Form" (see page 6) after successfully completing INTH 401 with a grade of "B" or better. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded at the completion of a student's degree program if the student has earned at least a "B" in all of the required courses or an overall GPA of 3.0. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate. Recruitment to the certificate program will be managed by the academic advisors of MS Nutrition students (currently Hope Barkoukis, Stephanie Harris, and Tamara Randall) who will also provide guidance through completion of the graduate certificate.

Capacity and current interest in the Certificate in Global Health - Nutrition

The Department of Nutrition plans to accept a maximum of 3 students initially to the Certificate Program. We will target students currently enrolled in both of the MS/Dietetic Internship Programs. The number of students can be expanded depending on interest and demand.

After the initial 3 students have completed the certificate program, the Department of Nutrition will actively promote the Graduate Certificate in Global Health initially to Registered Dietitian Nutritionists who are currently practicing dietetics in Northeast Ohio via announcements through the Ohio Academy of Nutrition and Dietetics and through regional affiliates such as Greater Cleveland Academy of Nutrition and Dietetics.

There are 2 students who are currently enrolled in the MS/Dietetic Internship Program who have expressed strong interest in earning this graduate certificate. Six MS Nutrition students have applied for the 2016 Eva Pancoast Scholarship for study abroad after graduation with several international nutrition programs highlighted. This indicates strong interest in global nutrition education and experiences.

Importance of the Proposed Graduate Certificate to the School of Medicine

The Certificate in Global Health - Nutrition, if approved, would be totally unique in the state of Ohio and therefore of great value to the School of Medicine. The proposed Certificate fits perfectly with the School of Medicine's vision to demonstrate leadership in building collaborations across the community, region, and nation to catalyze better health care. There are no universities who offer a similar Graduate Certificate. This program also fits with the School of Medicine's desire to develop, expand, and market MS, certificate, and related programs to provide cutting edge and inter-professional educational opportunities.

Importance of the Proposed Graduate Certificate to Case Western Reserve University

The proposed Certificate in Global Health - Nutrition fits well with the University's Strategic Plan to advance interdisciplinary initiatives in research and education that align our expertise with the world's most pressing needs and to enhance learning, course design, advising, and research.

Costs and Income from the Proposed Graduate certificate in Global Health- Nutrition

There is no cost associated with this certificate program for enrolled in the MS program, the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship or MD/MS program since the required courses currently exist. The movement of students through the coursework will be supervised by their academic advisors.

Nominal administrative costs are anticipated which will be covered by the traditional tuition return for our graduate Nutrition students.

Program administration, oversight, and evaluation

The Graduate Certificate Program will be administered by the interim Department Chair, Hope Barkoukis, with the assistance of the Department of Nutrition Graduate Program Coordinator, currently Pamela Woodruff.

The MS Curriculum Committee in the Department of Nutrition will oversee the certificate program and collect outcome data related to enrollment, course evaluations, students' satisfaction with the program, curriculum changes, and employment outcomes for those who complete the certificate program. The committee will review this data annually and make recommendations for any needed changes in the graduate certificate program.

References

- (1) Trends in adult body-mass index in 200 countries from 1975 to 2014: a pooled analysis of 1698 population-based measurement studies with 19·2 million participants. *The Lancet* , Volume 387 , Issue 10026 , 1377 – 1396.
- (2) The State of Food Insecurity in the World 2015. Food and Agriculture Organization. Available at: <http://www.fao.org/hunger/en/>. Accessed April 10, 2016.
- (3) Joint child malnutrition estimates - Levels and trends (2015 edition). World Health Organization. Available at: <http://www.who.int/nutgrowthdb/estimates2014/en/>. Accessed April 10, 2016.
- (4) van Dieren S1, Beulens JW, van der Schouw YT et al. The global burden of diabetes and its complications: an emerging pandemic. *Eur J Cardiovasc Prev Rehabil*. 2010 May;17 Suppl 1:S3-8. doi: 10.1097/01.hjr.0000368191.86614.5a.
- (5) Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Dietitians and Nutritionists. Available at: <http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>. Accessed April 06, 2016.

Intent to Complete the Graduate Certificate in Global Health - Nutrition

Last name _____ First Name _____ Network ID _____

Program of Study: _____ MS/Coordinated Dietetic Internship

(check one) _____ MS/Public Health Nutrition Dietetic Internship

_____ MD/MS

_____ MS Nutrition

_____ Integrated Bachelor's/Master's

Date of program entry _____ Expected program completion date _____

Instructions: Complete this form after you have completed INTH 401 which is required for the Certificate. Submit this form to your academic advisor for required signatures.

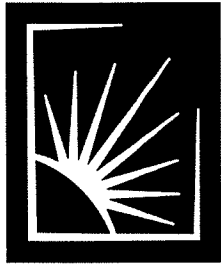
REQUIRED COURSE	SEMESTER/YEAR TO BE TAKEN	SIGNATURE OF INSTRUCTOR VERIFYING GRADE OF "B" OR BETTER

By signing below, I acknowledge my intent to complete the requirements for the Graduate Certificate in Global Health - Nutrition.

Student signature _____ Date _____

Academic Advisor/Program Director signature _____ Date _____

Department Chair signature _____ Date _____



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Center for Global Health and Diseases

April 14, 2016

Dear Dr. Kavanaugh:

The Certificate in Global Health has been a University approved program for undergraduates and graduates since 2007. As we discussed the program is meant to be discipline-specific, therefore, the program has been active in Anthropology, Biology, Bioethics, Epidemiology, Engineering, Mathematics, Social Sciences, Medicine and Nursing. While there are no areas of study that do not have some relationship to the health of humankind, Nutrition has an obvious connection and has been a key discipline missing from the portfolio of this program. The outlined requirements are consistent with the program's ideals to demonstrate a student's interest, investment and knowledge of health particularly in low-income countries. Dr. Daniel Tisch and I as directors of the Certificate program welcome your proposal for the Department of Nutrition.

Yours,

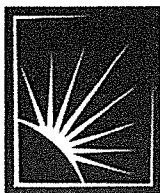
Ronald Blanton
Professor of International Health
Dept. of General Medical Sciences
Center for Global Health and Diseases
Case Western Reserve University
2109 Adelbert Road
Cleveland, OH 44106
Tel. 216-368-4814
e-mail: reb6@case.edu

Mailing Address:
Center for Global Health and Diseases
CASE School of Medicine
Wolstein Research Building
10900 Euclid Avenue
Cleveland, Ohio 44106

Visitors and Deliveries:
Center for Global Health and Diseases
Case Western Reserve University
Biomedical Research Building 425
2109 Adelbert Road
Cleveland, Ohio 44106

Phone 216-368-4818
Fax 216-368-4825 or 4882





CASE WESTERN RESERVE UNIVERSITY

FRANCES PAYNE BOLTON SCHOOL OF NURSING

Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-4904

April 3, 2016

Jeffrey Wolcowitz, PhD, Dean, Undergraduate Studies
Nicole Deming, JD, School of Medicine

Phone 216-368-8532
Fax 216-368-3542
Email Elizabeth.madigan@case.edu
Web <http://fpb.case.edu>

Dear Jeff and Nicole,

I am pleased to offer this letter of support for the Department of Nutrition's request to offer a certificate in global health. I have been in conversations with Mary Beth Kavanaugh on this possibility as we have had a number of undergraduate nursing students complete the requirements over the past 4 years. Having our colleagues from the Department of Nutrition involved will be very helpful as global health is facing the challenges of both under-nutrition and obesity in all parts of the world.

I will be glad to continue to work with Mary Beth and the Department of Nutrition and, if there are needs, to help to coordinate and place nutrition students in global health projects to meet the certificate requirements.

Please let me know if there are questions that I can answer. I can be reached by email at elizabeth.madigan@case.edu or via phone at 216-368-8532.

Thank you for considering this request

Sincerely,

A handwritten signature in cursive script, reading "Elizabeth A. Madigan".

Elizabeth A. Madigan, PhD, RN, FAAN
Independence Foundation Professor of Nursing

Faculty Senate Meeting
 Wednesday, March 22, 2017
 3:30p.m. – 5:30p.m. – Toepfer Room, Adelbert Hall,

3:30 p.m.	Approval of Minutes from the February 27, 2017, Faculty Senate Meeting, <i>attachment</i>	Peter Harte
3:35 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:40 p.m.	Chair's Announcements	Peter Harte
3:45 p.m.	Report from the Secretary of the Corporation	Arlishea Fulton
3:50 p.m.	Report from the Executive Committee	Juscelino Colares
3:55 p.m.	Graduate Certificate in Public Health, <i>attachment</i>	Mendel Singer
4:05 p.m.	Graduate Certificate in Nutrition for Health Care Professionals, <i>attachment</i>	Tamara Randall
4:15 p.m.	Graduate Certificate in Global Health- Nutrition, <i>attachment</i>	Tamara Randall
4:25 p.m.	Proposed Guidelines for University Certificates, <i>attachment</i>	Paul MacDonald
4:35 p.m.	CWRU Social Media Policy, <i>attachment</i>	Chris Sheridan
4:45 p.m.	CWRU Weapons Policy, <i>attachment</i>	Libby Keefer Peter Poulos