APPENDICES

APPENDIX 1: Bylaws of the University of California, San Francisco Graduate
Group in Global Health Sciences

Article I. Purpose
The primary purpose of the Graduate Group in Global Health Sciences (GGGHS) is to
establish and administer a graduate program of instruction and research leading to the
MS degree and eventually to a PhD degree in Global Health Sciences in conformity with
the regulations of the Graduate Division of the University of California, San Francisco
(UCSF). The field of global health is likely to change and evolve in the future, thus a
broad education in diverse subjects offers the best means of achieving the knowledge,
attributes, skills, attitudes, and behaviors expected of program graduates over time.
Students are therefore educated not only in disease-specific issues, but also in a variety
of other disciplines including economics, laboratory science, area studies, political
science, diplomacy, anthropology, social and behavioral sciences, and epidemiology.
They are provided with training in a wide range of disciplines and with opportunities to
approach solutions to major global health problems through both didactic education and
experiential learning.

The GGGHS will also promote education for those enrolled in basic science PhD
programs through an Area of Concentration in Global Health. This trans-disciplinary
activity will support collaborative learning between clinical trainees and basic research
scientists. These may include PhD students enrolled in programs such as Chemistry and
Chemical Biology, Sociology, Anthropology, and other areas germane to solving major
global health challenges through interdisciplinary research and inquiry.

The GGGHS will provide for the regular assembly of professional personnel involved in
this field, provide a forum to coordinate interest in global health sciences across the
UCSF campus and from other Bay Area educational institutions, assure the
maintenance of high standards of performance in instruction and research within its
purview, and provide Program representation to the university administration and to
other organizations. Consequently, the structure and operation of the GGGHS shall be
construed broadly enough to permit consideration of all academic aspects of global
health and all other appropriate matters affecting the position and progress of the
discipline on the UCSF campus.

Article II. Membership
The GGGHS is responsible for the educational policies and the curricula of the academic
programs it oversees, and for periodically reviewing the manner in which these policies
and curricula are implemented. The original membership shall be recruited by the UCSF
Global Health Sciences Interdisciplinary Curriculum Committee.

For ongoing membership, criteria will be:

A. Membership in the Graduate Group shall be open to those UCSF and UCB faculty
members who have an educational, research or service interest in global health and who
are qualified to supervise graduate students in this area. All new GGGHS members must
be members of the UCSF or UCB Academic Senate or adjunct faculty.
B. A person desiring to become a member of the GGGHS shall submit an application to the Executive Committee giving his/her qualifications for membership. Documented interest in global health and a *curriculum vitae* are required for membership consideration.

C. Nominations and applications shall be reviewed by the Executive Committee. If this review is favorable, the candidate may be invited to give a public seminar. The Executive Committee shall approve appointments for membership in the Graduate Group subject to a majority vote of the GGGHS membership. If the applicant is not already a member of the UCSF or UCB Academic Senate, he/she will additionally have to be approved by appointment to an appropriate academic position within a UCSF or UCB Department.

D. Membership of the GGGHS shall be reviewed every second year by the Executive Committee. Inactive members may be removed from the membership by a majority vote of the Executive Committee.

E. Criteria to be considered when reviewing the faculty membership shall include:
   1. Adequate funding to support the research activities of graduate students.
   2. Willingness, expertise and experience in serving on graduate student qualifying exams and/or dissertation committees.
   3. A steady record of publications in scholarly, peer-reviewed journals.
   4. Willingness and expertise to teach at least one course, seminar, or tutorial at the graduate level in the Global Health Program.
   5. Resources to physically accommodate graduate student research projects and experiential learning activities abroad.
   6. Attendance and participation in GGGHS retreats or meetings.
   7. Willingness to serve in group committee functions.
   8. Attendance and participation in journal clubs.

Article III. Committee and Officers

A. The GGGHS and its activities shall be administered by an Executive Committee consisting of a Chair and four other members. The Chair shall be elected by a majority vote of the members of the GGGHS for a two-year term. Of the four other members, two will be elected by a majority vote of the Graduate Group members and two will be appointed by the Executive Director. Initially, these four will serve a one year term, and beginning with the second year appointment, terms will be staggered so that 50% of the members are replaced every two years. Committee members may be re-elected or reappointed. *Ex-officio* members of the Executive Committee will include the GHS Executive Director, the GHS Program Director, and the GHS Mentorship Director.

B. The principal responsibilities of the Executive Committee are:
   1. To represent the GGGHS in official matters pertaining to the Graduate Group, both within and outside of the University.
   2. To carry on the activities and services of the GGGHS and its academic programs, and encourage further development of the Group.
   3. To review, nominate or remove membership in the GGGHS in order to maintain an academically active, intellectually stimulating and productive Graduate
Group, and to maintain broad and active communications with the GGGHS relevant to the field of Global Health.

4. To establish and maintain liaison with programs interested in global health on other campuses of the University of California system as well as with related programs of the San Francisco and Berkeley campuses.

5. To review the graduate teaching program and when changes seem desirable, to recommend these to the membership.

C. The Admissions Committee shall consist of five members: two faculty members elected by majority vote of the Graduate Group and two faculty and one graduate student (or recent graduate) appointed by the Executive Committee. The Program Director and the Mentorship Director will be ex-officio members. Initially, appointments will be for one year. Thereafter, individual appointments will be staggered two-year appointments so that 50% of the members are replaced biannually, except for the student representative, who will be always be a one-year appointment. Members may be reappointed or re-elected.

D. The Curriculum Committee shall consist of five members: two faculty members elected by majority vote of the Graduate Group; and two faculty and one graduate student (or recent graduate) appointed by the Executive Committee. The Program Director and the Mentorship Director will be ex-officio members. Initially, appointments will be for one year. Thereafter, individual appointments will be staggered two-year appointments so that 50% of the members are replaced biannually, except for the student representative, who will be always be a one-year appointment. Members may be reappointed or re-elected.

E. New Committees may be proposed by the Executive Committee with majority approval of the GGGHS membership.

Article IV. Meetings

A. The Chair shall call such meetings of the GGGHS as are deemed necessary or desirable by him/her or by the Executive Committee. He/she shall call at least one meeting per year.

B. The Chair shall call a special meeting of the GGGHS at any time he/she is so requested by written notice of five or more members of the GGGHS.

C. At meetings, 30% of the GGGHS membership shall constitute a quorum.

Article V. Amendments

Changes in these bylaws shall be made by approval of both a majority of the Executive Committee and at least two-thirds of the GGGHS membership, either by mail vote or at a meeting, provided that notice of such proposed changes shall have been sent to the members at least one week prior to the date of voting.
APPENDIX 2: Course Development & Assessment Tool

This document will be given to course coordinating teams to assist in course development along with Table 2 (MS Goals, Outcomes, Learning Methods, Assessments, and Competencies) and Table 3 (Proposed Courses, Content, Skills, and Assessment) from the MS proposal.

COURSE DEVELOPMENT & ASSESSMENT TOOL FOR MASTERS DEGREE IN GLOBAL HEALTH SCIENCES (CODAT)

A faculty guide for planning an integrated course of study

Introduction
The Course Development and Assessment Tool (CODAT) guides proposed course coordinators for the Masters in Science (MS) degree in Global Health Sciences (GHS) as they develop the five new courses for the MS program. This document is an opportunity for the Program Director, together with the course coordinators, to demonstrate how content within each course maps to the course goals and how the courses integrate with the overall objectives of the MS degree. A general description for the overall educational program is first provided.

General MS Program teaching responsibilities:
1. The MS consists of 30 units of required course instruction plus six units of field work. All learning will be accomplished within the designated curriculum.
2. The content courses (Principles of Global Health, Health and Disease, and Applied Global Health) will be developed by a team of interdisciplinary course coordinators under the guidance of a single lead faculty.
3. The Global Health Practice Seminar, held during the Fall, Winter, and Summer quarters, will link the didactic learning with the field experience, providing students the opportunity to focus on particular areas of interest while developing their field projects. Students will hone critical skills in leadership, critical thinking and communication under the guidance of mentors and visiting faculty. One faculty member will be responsible for organizing the seminar throughout the year and will present a schedule for it at the start of each quarter.
4. To the extent possible, GH Practice Seminar content will mirror the curricular path such that recently acquired knowledge is applied to seminar topics.
5. To the extent possible, GH Practice Seminar content will mirror the curricular path such that recently acquired knowledge is applied to seminar topics.
6. Upon entry into the program, all students will be assigned a faculty mentor/advisor with whom they will meet regularly.
7. The mentor will review learning objectives and outcomes utilizing the e-portfolio and provide feedback on the student’s writing products, the qualifying examination, and the comprehensive exam (final project and presentation).
8. Students will develop, implement, and present a scholarly project throughout the course of the MS program. With the assistance of the Mentorship Director and the Program Director, students will identify their field work site from among existing international projects. By the end of the quarter, students will draft an initial outline of a project which meets their specific interest, whether clinical research, policy activities, or service provision. A full description of this project will be assessed by their mentor in the second quarter as a qualifying exam; students will not progress to spring quarter without successful approval of their project proposals.
9. Students will undertake their projects during field work in spring quarter. Upon returning from their field experience, students will prepare a final report and presentation according to guidelines agreed upon by each student and his/her mentor. These final products will serve as the comprehensive examination required for graduation from the MS program.
10. Final approval of MS program products, including qualifying and comprehensive exams, (which may include a scholarly document and an oral presentation based on the experiential learning project), will be conducted by a multidisciplinary committee of the faculty for each student headed by the student’s mentor.

General descriptions for required courses:
1. Each course coordinating team will publish a course syllabus containing the following information: a) objectives, b) prerequisites; c) course outline and overview; d) method of assessment and grading; e) assignments and f) background, required, and suggested reading material; and g) course logistics [e.g. list of faculty, contact persons, schedule of lectures, etc.]
2. The general teaching format will be a didactic session followed by small group seminars centered on case-based learning, but the actual format will be guided by the team of course coordinators according to the subject matter and approach indicated.
3. Mid course assessment will be the prerogative of the course coordinators
4. Students will keep an electronic “learning portfolio” consisting of class notes, course handouts and syllabus, relevant papers, self-assessment and reflection, and seminar progress notes.
5. Grading will be based on class and seminar participation, learning portfolio, and course papers if assigned, with the weighting of grades for each assessment to be determined by course coordinators. Students will be provided with a clear understanding of weights for grading purposes. Grades will be Honors, Pass, Fail for the Global Health Practice Seminar and Global Health Field Work and A, B, C, D, and F for the didactic courses.

The CODAT describes five self-evaluation documents for each team of course coordinators to address:

1. **Overall course objectives and prerequisite knowledge requirements**
2. **Clear, measurable, and attainable learning outcomes and competencies**
3. **Actual delivered curricula and specification of all didactic, small group, computer-based, and experiential teaching activities**
4. **Methods for assessment of learning outcomes for students**
5. **Plan for course assessment from students, faculty, and residents**

**1. Overall course objectives and prerequisite knowledge**

Please provide a clear statement of the overall aims/objectives of the course. These will be used to assess whether the course achieves its broad purposes. The aims should include knowledge (e.g. factual material), attitudes (e.g. habits of mind, points of view), and behavioral skills (e.g. communication, teamwork, problem solving). Statements of objectives should be succinct and convey clearly the parameters of the course. They may be presented as narrative statements, bullet points, or as a combination of the two. This narrative should conform to the “course description” box requested by the Academic Senate course form (500 words).

In this section also list and briefly describe what competencies students should possess prior to commencing the course. Include commentary on how these prerequisites are further developed or consolidated in the course.
2. Learning outcomes

The GHS Advisory group has developed a draft set of graduation competencies or outcomes. As a whole, these competencies answer the question, “What are the knowledge, attitudes, attributes, skills, and behaviors that all students should demonstrate when they graduate?” See the complete Goals chart for competencies linked to each goal.

It is important for each course to define student competencies with the graduation competencies and student assessment in mind. Traditionally, formal curricular assessment emphasized acquisition of a knowledge base with only cursory and subjective assessment of other necessary competencies. The educational program in Global Health Sciences recognizes that skills, attitudes, and behaviors are as important as a sound knowledge base.

Graduation competencies fall into the following general areas: 1) effective communication (written and spoken); 2) problem identification and solving skills; 3) basic knowledge; 4) lifelong learning; 5) self-awareness and self care; 6) social, community, and cultural contexts of health; 7) moral reasoning, ethical judgment, respect; 8) skills of team work, conflict resolution, and capacity building, and 9) professionalism and role recognition.

In this section please provide, in list form using the “what” (what a GHS graduation needs to know), “how” (how a GHS graduate will approach a problem), and “who” (who the GHS graduate is as a professional). Please indicate which outcomes will be assessed (in a later section we will ask you to indicate both the method of assessment and the required level of proficiency for each outcome). First define learning outcomes in relation to the overall aims of the course, relevant benchmarks, and other external reference points. Please identify the outcomes and present these as concise statements of what a typical learner will have learned if s/he has satisfied the requirements of the course.

3. Curricula

Summarize actual course curricula that relate to the program objectives and outcomes.

- Attempt to structure the course so that it is student-centered, case-based, and collaborative so that the whole educational activity turns on student initiative
- Consider academic and intellectual progression within the curriculum. How many students are expected to pass? Will outstanding work be recognized, and if so how and what will be the criteria? How will these expectations be communicated to the student?
- Relate appropriateness of content to the level of the student;
- Include recent developments in the subject area. Explain how the course will be kept current and up to date.
- Standardize teaching and learning methods across faculty within the program to the extent possible
4. Student assessment

In this section you are asked to outline several aspects of course assessment and the evaluation of these assessments. This exercise helps to relate the effectiveness of course content and design of the curricula to achieving the aims of the MS program.

Please indicate how students are assessed for intended outcomes. The assessment should address:

- Types of assessment tools (subjective summative evaluations by faculty, assessments by field mentors, written exams, oral exams, self reflection, logs, projects),
- Ability of assessment to discriminate between different categories of student performance (below expectations, competent, and above expectations);
- How is formative feedback used to promote student learning (e.g.-course assessment) and feedback to students on their progress;
- Overall academic guidance, supervision and feedback given to the program director;
- Tutorial support and/or remediation plans.

5. Course assessment

In a final narrative, briefly outline the measures to maintain and enhance the quality and standards of the program. Please be certain that the CODAT discusses the measures taken to ensure that faculty from ALL courses (not just this course) and students have a clear understanding of the intended program outcomes. Quantitative data might include:

- Statistics on student achievement in all forms of summative assessment;
- Student evaluation ratings from questionnaire after each session
- Peer evaluation ratings of course
- Progression and completion rates
APPENDIX 3: Faculty

3a. Proposed Members of Graduate Group in Global Health Sciences

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<td>Associate Adjunct Professor</td>
<td>Medicine</td>
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<tr>
<td>Stephen</td>
<td>Shortell</td>
<td>PhD</td>
<td>Professor and Dean</td>
<td>School of Public Health, Berkeley</td>
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<tr>
<td>Annette H</td>
<td>Sohn</td>
<td>MD</td>
<td>Assistant Adjunct Professor</td>
<td>Pediatrics</td>
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<tr>
<td>Stephanie</td>
<td>Tache</td>
<td>MD, MPH</td>
<td>Assistant Clinical Professor</td>
<td>Family and Community Medicine</td>
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<tr>
<td>Jay</td>
<td>Tureen</td>
<td>MD</td>
<td>Clinical Professor</td>
<td>Pediatrics Infectious Disease</td>
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<tr>
<td>Paul</td>
<td>Turek</td>
<td>MD</td>
<td>Professor</td>
<td>Urology</td>
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<tr>
<td>John L</td>
<td>Ziegler</td>
<td>MD</td>
<td>Professor Emeritus</td>
<td>Medicine</td>
</tr>
</tbody>
</table>

3b. Biosketches

3c. Course Coordinators Letters of Support

GHS 201: Principles of Global Health
  Vincanne Adams
  Sarah Macfarlane
  Thomas Novotny

GHS 202: Global Health and Disease
  James Kahn
  George Rutherford
  John Ziegler

GHS 205: Applied Global Health
  Richard Coughlin
  Dean Jamison
  Art Reingold
APPENDIX 4 Letters of Support from Schools, Departments, and Programs

Charles Bertolami, Dean, School of Dentistry
Claire Brindis, Acting Director, Institute for Health Policy Studies
Kathleen Dracup, Dean, School of Nursing
David Kessler, Dean, School of Medicine
Mary-Anne Koda Kimble, Dean, School of Pharmacy
Ananya Roy, Associate Dean of Academic Affairs, International & Area Studies, UCB
George Rutherford, Director, Institute for Global Health
APPENDIX 5 Interdisciplinary Curriculum Committee
Vincanne Adams, PhD, Professor, Anthropology, History of Medicine
Patricia Benner, Professor and Chair, Social and Behavioral Sciences
Vinona Bhatia, Assistant Clinical Professor, Hematology/Oncology
Craig Cohen, MD MPH, Associate Adjunct Professor, Obstetrics and Gynecology
Charles Craik PhD, Professor, Department of Pharmaceutical Chemistry
Chris Cullander, Associate Dean for Student and Curricular Affairs, School of Pharmacy
Haile Debas MD, Gallante Professor, Department of Surgery, Executive Director, UCSF Global Health Sciences
Daniel Dohan, PhD, Assistant Professor and Associate Director for Training, Institute for Health Policy Studies
William H. Dow, PhD, Associate Professor of Health Economics, UC Berkeley School of Public Health, Division of Health Policy and Management
Elizabeth Fair, PhD, Postdoctoral Fellow, UCSF Global Health Sciences
Dorrie Fontaine, Associate Dean for Academic Affairs, School of Nursing, UCSF
Deborah Grady MD MPH, Professor, Departments of Epidemiology and Biostatistics and of Medicine, Director, Women's Health Clinical Research Center, UCSF
Kevin Grumbach, MD, Professor and Chair, Family and Community Medicine, UCSF
Phillip Hopewell, MD, Professor, Pulmonary Medicine, UCSF
James G. Kahn, MD, MPH, Professor, Institute for Health Policy Studies
Jeffrey Martin, MD, MPH, Associate Professor, Medicine/Epidemiology and Biostatistics, UCSF
Sarah Macfarlane, MS, Visiting Professor, Department of Epidemiology and Biostatistics, UCSF Global Health Sciences
James McKerrow MD PhD, Professor, Department of Pathology, UCSF
Dominic Montagu, Assistant Adjunct Professor, Epidemiology and Biostatistics, UCSF
Thomas E. Novotny MD, MPH, Professor, Department of Epidemiology and Biostatistics, Education Coordinator, UCSF Global Health Sciences
George Rutherford MD, Professor, Department of Epidemiology and Biostatistics, Director, Institute for Global Health
John Ziegler, MD MSc, Professor Emeritus, Department of Medicine, Chair, Interdisciplinary Curriculum Committee