



## UAAC & GAAC Proposal for a New Certificate Program

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

Requesting Department(s): N.A.

<b>Academic Award:</b>	<input checked="" type="checkbox"/> Certificate
<b>Academic Level:</b>	Graduate <input checked="" type="checkbox"/> <small>Includes all Post-Baccalaureate, Post-Master's, Post-Doctoral and Professional certificate programs)</small>
<b>Title:</b>	<b>Graduate Certificate in Maternal and Child Health</b>
<b>Program Start Term</b>	<input checked="" type="checkbox"/> Fall 2021

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

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

	selected electives. ON CAMPUS	degree students.
University of Texas A&M	12 credit hours, ONLINE/CAMPUS HYBRID	Focuses on the foundations of MCH, understanding Title V programs, health disparities, life-course and general knowledge about MCH.

Students in this certificate program take courses in four core MCH courses and then select an elective course. SLU's Certificate in MCH will be 15 credit hours covering a MCH foundations course plus more advanced MCH related courses that offer knowledge in MCH content area as well as analytic techniques for practical application.

- 3.6 The U.S. Department of Education's "Classification of Instructional Programs" is a taxonomic scheme that supports the tracking and reporting of academic fields of study and enrollment in/completion of all programs. Accordingly, all SLU academic programs must be assigned a CIP code. Please utilize the "CIP Selector" located on the following webpage to select the appropriate six-digit CIP code and description for the proposed program: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Enter that code and description below (e.g. 52.0305 Accounting and Business/Management)

51.2209 Maternal and Child Health

A program that focuses on the application of public health specializations, public policy studies, and the social and behavioral sciences to issues of health affecting women, children, and families; and prepares individuals to function as maternal and child health specialists. Includes instruction in research design and testing, program evaluation, public policy analysis, public finance, economics of health care, community health, family development and dynamics, women's studies, social psychology, fetal and child development, biostatistics, health education and promotion, nutrition, neonatal development, psychology, and social services delivery.

*If you have any questions about CIP codes, or need help in determining the most appropriate CIP code for the proposed program, please contact the Office of the University Registrar at x72269 or registrar@slu.edu.*

## 4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

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

### 4.1 Student Learning Outcomes Assessment Plan

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

<p><b>Program-Level Student Learning Outcomes</b></p> <p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i></p>	<p><b>Evaluation Method</b></p> <p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p>	<p><b>Use of Assessment Data</b></p> <p><i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</i></p>
<p>1. Describe the historical context and characteristics of MCH practice.</p>	<p><b>Direct Measures: (MCH5000, MCH5010)</b></p> <ol style="list-style-type: none"> <li>1. Students will write two papers and grading will be based upon effectiveness of describing the level, history, purpose, impact, limitations of an MCH policy and the characteristics of an MCH program. (MCH5000)</li> <li>2. Students will have daily seminar, discussion, reading, lectures and presentation and grading will be based upon their ability to identify and assess the needs of maternal and child health population, programs and policies. (MCH5010)</li> </ol> <p><b>Indirect Measures:</b></p> <ol style="list-style-type: none"> <li>3. Student exit surveys conducted towards the end of program solicit students’ self-evaluations of their development of this learning outcome.</li> <li>4. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduate’s self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency.</li> </ol>	<p>Assessments results by competency will be compiled and reviewed annually. Assessment revisions will be made on an annual basis based upon review by the MCH Advisory Committee.</p>
<p>2. Use equity or life-course frameworks, when appropriate, to analyze key MCH indicators that affect the well-being of women, children, fathers and families</p>	<p><b>Direct Measures: (MCH5000, MCH5010, EPI 5220)</b></p> <ol style="list-style-type: none"> <li>1. Students evaluate global MCH case studies and grading will be based upon utilization of key MCH indicators using an equity framework. (MCH5000)</li> <li>2. Student will do a project that and grading will be based upon the students ability to refine a maternal and child health problem that interests them and utilization of the concepts discussed in class (MCH5010)</li> <li>3. Three analytic problems that analyze and present data around infant health outcomes and maternal mortality, with grading based upon accuracy of analysis and effectiveness of presenting data with an MCH theoretical framework (EPI 5220)</li> </ol> <p><b>Indirect Measures:</b></p> <ol style="list-style-type: none"> <li>4. Student exit surveys conducted towards the end of program solicit students’ self-evaluations of their development of this learning outcome.</li> <li>5. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduate’s self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency.</li> </ol>	<p>Assessments results by competency will be compiled and reviewed annually. Assessment revisions will be made on an annual basis based upon review by the MCH Advisory Committee.</p>

<p>3. Create strategies to inform policy makers or community stakeholders about the impacts of evidence-based programs and policies on MCH-related population and health systems.</p>	<p><b>Direct Measures: (MCH 5010, MCH5020, EPI 5220)</b></p> <ol style="list-style-type: none"> <li>1. Students will create, develop and execute MCH strategies that will be evaluated based upon their effectiveness to advocate specific policy and program recommendations to policymakers and community and organizational stakeholders. (MCH5010)</li> <li>2. Students will use a data set to identify public health priority, development of strategic recommendations, and consideration of the four frames of organizational structures when selecting and implementing priorities. Grading will be based upon accuracy of assessed data and effectiveness of presenting findings within the four frames. . (MCH 5020).</li> <li>3. Paper and associated presentation, with grading based upon the students ability to summarize and interpret the existing data on a public health topic of current concern for a specified target audience (EPI 5220)</li> </ol> <p><b>Indirect Measures:</b></p> <ol style="list-style-type: none"> <li>4. Student exit surveys conducted towards the end of program solicit students' self-evaluations of their development of this learning outcome.</li> <li>5. Periodic alumni surveys (every 3-5 years post-graduation) will solicit from graduate's self-evaluations of their continued development of this learning outcome, particularly in relationship to how it has impacted their professional competency.</li> </ol>	<p>Assessments results by competency will be compiled and reviewed annually. Assessment revisions will be made on an annual basis based upon review by the MCH Advisory Committee.</p>
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**NOTE:** PUBH 5030 is a foundational course required to take for EPI 5220 and EPI 5228.

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

Level I	Level II	Level III
<ul style="list-style-type: none"> <li>▪ <i>Knowledge &amp; Comprehension:</i> Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Application:</i> Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations.</li> <li>▪ <i>Analysis:</i> Separates material or concepts into component parts so organizational structure may be understood. Distinguishes facts from inferences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Synthesis:</i> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</li> <li>▪ <i>Evaluation:</i> Make judgments about the value of ideas or materials.</li> </ul>

**Note:** When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

**Courses Offered by Home Department of Proposed Major or Minor:**

Major or Minor Student Learning Outcomes	MCH 5000	MCH 5010	MCH 5020	PUBH 5030 or Waiver for EPI 5228	EPI 5220
<i>Example: Outcome #1</i>	1	1	1, 2		
Describe the historical context characteristics of MCH practice.	1,2	2			
Use equity or life-course frameworks, when appropriate, to analyze key MCH indicators that affect the well-being of women, children, fathers and families	1			1, 2	1,2
Create strategies to inform policymakers or community stakeholders about the impacts of evidence-based programs and policies on MCH-related populations and health systems.		1, 2	1,2		

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

**Program Courses Offered by Other Departments: Not applicable**

Major or Minor Student Learning Outcomes	DEPT 100	DEPT 110	DEPT 220	DEPT 230	DEPT 340	DEPT 350	DEPT360
<i>Example: Outcome #1</i>	1	2	1		2, 3		

\* Adapted from Bloom’s Taxonomy (1965)

## 5.0 ADDITIONAL GOALS AND ASSESSMENT PLAN

- 5.1 Detail any additional program goals (other than learning outcomes) – e.g., student retention and graduation rates, program rankings, faculty productivity, etc. — and specific annual performance targets. Additionally, summarize assessment methods for measuring progress. Performance toward each target noted will be evaluated as part of all program reviews.

There are no additional program goals other than the learning outcomes.

## 6.0 ACCREDITATION

- 6.1 Is there some form of regional, national or international disciplinary/specialized accreditation available for the proposed program? If so, what is the name of the accreditor/accrediting agency? Do you plan to seek this accreditation? Detail the benefits and drawbacks of both a) being accredited and b) not being accredited by the aforementioned agency. Does accreditation “make or break” SLU’s successful offering of this program? Explain why or why not.

The Masters of Public Health (MPH) degree that informs this certificate is accredited by the Council on Education for Public Health (CEPH). The certificate will not be accredited separately.