August 24, 2010

MEMORANDUM

TO: Robert Gold  
   Dean, School of Public Health

FROM: Elizabeth Beise  
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate in Global Health (PCC log no. 08071)


The new certificate program is effective immediately. The School should ensure that the new certificate program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/Enclosure

cc: David Salness, Chair, Senate PCC Committee  
    Sarah Bauder, Office of Student Financial Aid  
    Reka Montfort, University Senate  
    Erin Howard, Data Administration  
    Donna Williams, Institutional Research & Planning  
    Anne Turkos, Archives  
    Linda Yokoi, Office of the Registrar  
    Thomas Castonguay, Graduate School  
    Dushanka Kleinman, School of Public Health  
    Coke Farmer, School of Public Health
June 25, 2010

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742-2104

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to establish a new Post-Baccalaureate Certificate (P.B.C.) in Global Health within the existing Master of Arts in Public Health. I am pleased to inform you that this request has been administratively approved on the recommendation of the Assistant Secretary for Planning and Academic Affairs, Dr. George W. Reid. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission's Policies and Procedures for Academic Program Proposals and the Code of Maryland Regulations. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes for the endorsed certificate program:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Health</td>
<td>P.B.C.</td>
<td>1214-02</td>
<td>51.2201</td>
</tr>
</tbody>
</table>

Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

[Signature]

James E. Lyons, Sr.
Secretary of Higher Education

JEL:GWR:tt

cc: Ms. Theresa W. Hollander, Associate Vice Chancellor for Academic Affairs, USM
April 27, 2010

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Dan:

Thank you for forwarding the request of the University of Maryland, College Park to offer a new PBC in Global Health derived from existing courses in the School of Public Health.

I am pleased to approve this recommendation. Please express my appreciation to departmental faculty for their careful work in making this decision.

Sincerely yours,

William E. Kirwan
Chancellor

cc: Irwin Goldstein, Sr. Vice Chancellor for Academic Affairs
Theresa Hollander, Assoc Vice Chancellor for Academic Affairs
Farvardin Farvardin, Senior Vice President for Academic Affairs and Provost
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 25 March 2009

COLLEGE/SCHOOL  School of Public Health

DEPARTMENT/PROGRAM the School

PROPOSED ACTION (A separate form for each) ADD X DELETE CHANGE

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.) A four-course, post-baccalaureate certificate in Global Health is proposed. The program is to be offered through the Dean's Office and could be taken concurrent with a graduate degree or as a stand alone post-baccalaureate certificate.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.) As we move toward a global society, there are increasing government and non-government agencies providing global health services. Often people employed in these programs have limited preparation in global health. This certificate is designed to provide basic knowledge in global health delivery to people from diverse educational backgrounds. An Associate Research Professor was specifically hired by the School to provide this educational experience and will teach three of the four classes. An adjunct professor would be hired on occasion to teach one of the required classes. Other adjuncts may be used to increase the elective offerings of the program. The program will be administered out of the Dean’s Office with oversight by a school-wide interdisciplinary faculty committee.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair Amy Sapkota
   [Signature] 3/5/09

2. Department Chair
   [Signature] 3/17/09

3. College/School PCC Chair Robert Feldman
   [Signature] 4/12/09

4. Dean Robert Gold
   [Signature] 12/3/09

5. Dean of the Graduate School (if required)
   [Signature] 8/4/10

6. Chair, Senate PCC
   [Signature] 3/3/10

7. Chair of Senate
   [Signature] 8/24/10

8. Vice President for Academic Affairs & Provost
   [Signature]
PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND

POST-BACCALAUREATE (GRADUATE) CERTIFICATE IN GLOBAL
HEALTH

SCHOOL OF PUBLIC HEALTH
DEAN ROBERT GOLD

November 2009
Certificate to begin Spring 2010

I  OVERVIEW AND RATIONALE

In July 2007, the proposal to establish an accredited Maryland School of Public Health that is a leader in the discovery, application, and dissemination of public health knowledge in the state of Maryland, the nation, and the world was approved. The mission of the School continues to be to promote and protect the health of individuals, families, and communities through interdisciplinary education, research, public policy, and practice. The core values of excellence, discovery, innovation, leadership, diversity, lifelong learning, and service are integral in developing academic rigor to meet this mission.

Based upon the clear and pressing issues inherent in a global society, the University of Maryland School of Public Health has specifically targeted programs, curricula, service and research dedicated to the understanding and improvement of global health. In conjunction with the recently endowed Madieu Williams Center for Global Health and the newly established College Park Scholars Living and Learning program in Global Health, institutionalized programs focusing on the continuing development of a stellar professional workforce will enhance not only the quality of health care workers but the overall health of nations throughout the world, ultimately leading to an increased quantity and quality of life for all.

It is in this spirit that we propose a Post Baccalaureate certificate in Global Health designed to give expertise in global health to post baccalaureate individuals employed or seeking employment in positions requiring this knowledge or to current masters’ or doctoral students who desire this added credential. There are multiple factors that point to the compelling need for this academic program.

First as we move toward a more global society, we see an increase in government and non-government programs concerned with global health issues. Often people employed in these programs have limited public health preparation and even less preparation in global health. Recent studies highlight the national shortage of well-trained public health personnel. For example, a 2003 Institute of Medicine (IOM) report, *Who Will Keep the Public Healthy?*, called for immediate efforts to address the “insufficient and inadequately trained public health workforce” (IOM, 2003, p.1) and reverse the “overall shortage of qualified workers to prevent or respond to major outbreaks of infectious disease” (IOM, 2003, p. 7-8). The IOM report further stressed the need for graduate-level public health professionals to tackle the effects of environmental change on disease occurrence and the impact of lifestyle choices on health status and wellness. The Institute of Medicine estimates that there are approximately 450,000 people employed in public health positions in the United States, and an additional 2.85 million citizens who volunteer their services. Notably, the Institute estimates that 80% of public health workers lack specific public health training (IOM, 2003).

As an example, the Commissioned Officers Association Foundation (COAF) for the Advancement of Public Health has approached the School of Public Health to develop a global health certificate program that would improve the relevant expertise of officers in the
United States Public Health Service (USPHS) Commissioned Corps. Currently approximately 2000 of 6000 officers nationwide are stationed in the metropolitan areas. The COAF anticipates that a percentage of these officers would have an interest in and benefit from obtaining an orientation to global health with a possibility of continuing in the MPH program. This is based on the increasing and formal response of the USPHS Commissioned Corps to international disasters and wars and the leadership opportunity of the Corps to the emerging areas of health diplomacy.

The courses in the certificate program have been offered as special topics courses in the School. Based on the response, it appears that a post-baccalaureate certificate would be of interest to post baccalaureate students currently enrolled in the graduate programs throughout the University. This certificate program will provide to such individuals basic knowledge that would allow them to support their program’s capacity to develop global health initiatives and build upon those that already exist.

There are no Global Health Certificate programs in public education institutions in the immediate area (Pittsburgh being the closest). The University goals are to increase the global focus of academic programs and to improve the outreach of academic programs to the community. This certificate program is positioned to contribute to the University Strategic Plan by providing the opportunity for graduate students to increase their knowledge of the global society in the area of public health and by providing an outreach professional training program for local agencies providing global health services. The latter is an important feature of the workforce development requirements of the School of Public Health’s accreditation criteria. Therefore the initial offering will be on the College Park Campus with plans to extend this to the Shady Grove campus.

Finally, Officers are assigned to research, policy, regulation and program administration and clinical care service billets in agencies such as the National Institutes of Health, Food and Drug Administration, Centers for Disease Control and Prevention, Agency for Health Care Research and Quality, Indian Health Service and the Offices of the Secretary of Health and the Surgeon General. Officers are also assigned to the Department of Agriculture, Environmental Protection Agency, Department of Commerce and Department of Homeland Security, all of which have international components. In addition to the USPHS, the civil service employees are increasingly interested in this training. Thus the rationale for moving towards a certificate a Shady Grove while sustaining the intellectual pursuits of Maryland students on the College Park campus and developing the workforce on two fronts.

II. CURRICULUM

A. Knowledge of global health as an aspect of public health becomes increasingly important as we move toward a global society. This certificate program is designed to provide knowledge of issues, policies, and practices in global health that will enable individuals (many of whom do not have public health backgrounds) to work effectively in agencies and programs providing global health services. As a result of this program students will be able to:
• Interpret health issues occurring globally in a Public Health context
• Analyze the impact of environment, culture, politics, economics, health care systems and social change on global health issues.
• Compare and contrast behavior change communication, social marketing, and social mobilization in a global health context.
• Develop an intervention for a global health problem to include needs assessment, design, implementation/management plan, and evaluation.
• Evaluate the role of social inequalities and human rights issues in the reduction of disease and promotion of health in the global society.

B. The certificate consists of four courses, three of which are required and a fourth of which is an elective. Courses will be offered in both the fall and spring semesters as well as in the winter and summer terms, providing students the opportunity to complete the certificate within a 12 month period.

Currently, the sequence of courses is as follows:
Fall: SPHL600, Foundations of Global Health
Winter: SPHL620, Global Health Communication and Promotion
Spring: SPHL610, Global Health Program Planning and Evaluation
Summer: Elective (Exact course offering may vary among History of Public Health, Global Health Diplomacy, or Social Marketing in Public Health.)

CERTIFICATE REQUIRED CLASSES (9 CREDITS)

SPHL 600: Foundations of Global Health. Exploration of theoretical frameworks and practical perspectives on issues shaping the global health panorama. Determinants examined through: biological and epidemiological; social, cultural and economic; environmental and geographic; multi-section; legal and institutional perspectives with synopsis of how these issues are addressed by international and community organizations in developing countries. This course has been offered as a special topics course, is under development for approval with a permanent course number.

SPHL 610: Global Health Program Planning and Evaluation. Development of health program and evaluation plans to address health problems in international settings. Linking a tactical program plan to overall health problems of a nation, including policy issues involved in assessment, budgeting, and evaluation to determine effectiveness.

SPHL 620: Global Health Communication and Promotion. Critical components involved in developing, implementing, and evaluating health/population promotion and communication interventions. Emphasis given to various approaches and theories as well as how to incorporate those dimensions into practice. Techniques for developing and evaluating health/population communication strategies that include formative and quantitative research.
CERTIFICATE ELECTIVES (3 credits)

**SPHL 401: History of Public Health.** History of public health in the western world from antiquity to the present. Examines the development of public health institutions, policies, and methods. Specific attention given to the history of major infectious diseases and epidemics, as well as to the evolution of public health’s concern with the effect of environment, nutrition, lifestyle behavior, and other factors on health and disease. Attention devoted to the connection between public health in the Western world and that of developing countries.

**SPHL 630: Global Health Diplomacy.** Focus on the interplay of health assistance and foreign policy from a broad range of perspectives including economic, historical, political, social, and cultural. Development of skills to understand and deal with globalization, resource inequities, health disparities, and post-conflict health crises.

**SPHL 640: Social Marketing in Public Health.** Examine public health communication theory broadly with specific emphasis on public health, including social marketing campaign design, best practices for implementation, and evaluation methodology. Includes applied techniques for domestic and international markets as well as proper tools for optimal health impact through study design, message development, media campaigns and supplemental case reviews.

Other courses as deemed appropriate by the program director and the School Interdisciplinary Committee.

C. Students must meet the general requirements for admission to the Graduate School at the University of Maryland College Park. This includes graduation from an accredited bachelors program and a 3.0 cumulative grade point average. Students may, but need not be, simultaneously enrolled in a degree granting graduate program at the University of Maryland.

In addition to the required degree from an accredited bachelors program and a cumulative grade point average of 3.0, prospective students must complete a Global Health Application Form which is intended to facilitate a scholarly match between the student and the program. Students will be asked to provide brief information regarding their prior work experiences, prior related coursework, plans to incorporate the Global Health Certificate into their future career and a brief philosophy statement focusing on why they are interested in global health.

III. STUDENT LEARNING OUTCOMES (see attached)
**ASSESSMENT PLAN**

**CERTIFICATE IN GLOBAL HEALTH**

(Program of Study / Major / Degree Level, etc.)

Program Contact:  Muhiuddin Haider  
Phone:   ext.57431  
E-mail: Dushanka@umd.edu

Date submitted to Academic Unit Head:  December 2008

Program Goals: The goal of this program is to prepare students with knowledge in global health such that they can assess global health issues and develop, manage and evaluate interventions in light of the environment, culture, economics, politics, health care systems, and social change.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:  This program specifically speaks to the University Strategic Plan in two areas:  the preparation of student to function in a global society and the development of partnerships with agencies who desire these educational opportunities for their workforce.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures and Criteria</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list the three-to-five most important)</td>
<td>(describe one or more measures for each outcome and criteria for success)</td>
<td>(initial year, and subsequent cycle)</td>
</tr>
<tr>
<td>1. Analyze a specific global health problem in a developing country.</td>
<td>As part of a paper at the culmination of SPHL 600, the student will be able to take a specific real life problem in a developing country and analyze it in terms of the impact of the environment, culture, politics, economics, health care system, and social change on that particular health problem. Each of the above 6 factors will be graded on a 5 level rubric. All students must have at least a 4 on three factors, and a 5 on at least three factors. (When possible, the papers will be rated by an outside reader).</td>
<td>Spring of 2010, Fall 2010, there after, fall of the program every 5 years.</td>
</tr>
<tr>
<td>2. Student will develop an intervention for a global health problem</td>
<td>As part of a final project of SPHL 610 or 620, a program plan for a global health intervention program will be developed. The plan must address needs assessment, implementation plan, management plan, and evaluation. Each aspect of the intervention will be graded on a 6-level rubric. All students should achieve a 4 on all aspects, a five on at least one aspect, and a 6 on at least one aspect. The assessment of the assignment will be done by the instructor for the Foundations course (SPHL600).</td>
<td>Spring 2010, Spring 2011, thereafter the spring of every 5th year.</td>
</tr>
</tbody>
</table>
IV. FACULTY AND ORGANIZATION

A. The program will be administered by the program director, a full-time Faculty Research Associate hired in 2007 specifically to launch the Global Health Certificate. The program director boasts extensive academic credentials, teaching experience and applied clinical practice within global health initiatives throughout the world. In addition to the stability provided by a full-time person dedicated to the Global Health Certificate and other global health initiatives throughout the School of Public Health, the program director receives oversight and recommendations from the School Interdisciplinary Committee.

B. The program will be housed in the School of Public Health with oversight by the School Interdisciplinary Committee.
   i. The oversight committee will have three members with faculty (at least two tenure-track) from at least two different Public Health emphasis areas.
   ii. The academic home will be the Dean’s Office with academic oversight by the School Interdisciplinary Committee.
   iii. The faculty oversight committee will approve the curriculum and course outlines and review assessments, making recommendations for changes. They will also oversee admission to the program and projections of enrollment by graduate students (5 per semester) and other post-baccalaureate students (20 per year by the second semester). Faculty appointments to the committee will be made by the Dean in collaboration and with approval of the Department Chairs.
   iv. Faculty for the courses will be from the school’s core faculty as well as adjuncts with expertise in global health issues. Additional faculty will include Dr. Donna Howard, Associate Professor; Dr. Robert Feldman, Full Professor; and other adjunct faculty members as deemed appropriate for their particular academic and applied expertise. Teaching assignments will be made by the Dean.
   v. Advising and registration will be handled in the Student Service Center in the Dean’s Office.
   vi. Recommendations for changes to the program can originate from the Dean, members of the School Interdisciplinary Committee, or the faculty director. All proposals must be approved first by the School Interdisciplinary Committee and then by the School Programs, Curricula, and Courses Committee before being sent to Academic Planning & Programs for review at the campus level.

V. Off-Campus Program

In the future there are plans to expand this offering to Shady Grove and/or develop an on-line program, but for the coming year, the certificate program will be run as part of the School offerings at College Park, with classes offered as they are now in the evening and during the summer.
VI. Other Issues

A. Cooperative arrangements - none at this time
B. Accreditation - none
C. Credits earned applied to graduate studies - Students enrolled in the School of Public Health Certificate program may be allowed to apply course credits earned towards a degree program depending on approval of the degree program director and in compliance with the University of Maryland’s Graduate School Policy.

VII. Commitment to Diversity

Due to the nature of the content, it is believed there will be a large percentage of culturally and racially diverse applicants to the program. The School already has one of the most diverse populations on campus with 27% (compared to the campus 19%) of the graduate students being of racially diverse backgrounds (this is even higher at the undergraduate level with a 42% rate of diversity). At the graduate level, an additional 15% of the population is from foreign countries. We will be recruiting students from programs with large diversity.

VIII. REQUIRED PHYSICAL RESOURCES

While the program is new, the courses build on initial course offerings and the School of Public Health initiative to provide workforce development and elective courses to graduate students in the area of global health. It is these courses combined that produce the certificate program proposed above. Therefore, there will be little change in required physical and human resources. There will be no new library resources needed. The SPH already maintains a computer lab for graduate students and the classrooms are technology capable for instruction.

IX. RESOURCE NEEDS

A. All courses to be offered in the certificate program are currently special topics courses in the School. These will be taught by existing and adjunct faculty. As reflected in Table I, approximately $29,280 per year will be needed for instruction costs based on the cost per course and at a rate of 0.25 FTE per course. There will be a minimal increase in administration of the program that will be assumed by the Dean’s Office. Additional advising needs will also be assumed by the Dean’s Office.

B. As identified above, no new faculty members are needed specifically for the Certificate.

C. The largest portion of the program's workload will be carried out by the Research Associate Faculty hired to develop this certificate program. Otherwise, the work of administering this program is shared by staff in the Dean's Office. No one individual's work will be significantly increased.

D. No physical resources are needed as current classrooms will be used as available.
<table>
<thead>
<tr>
<th>Resources Categories</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Tuition/Fee Revenue ( b+g ) below</td>
<td>$89,835.60</td>
<td>$119,780.80</td>
<td>$179,671.20</td>
<td>$269,506.80</td>
<td>$269,506.80</td>
</tr>
<tr>
<td>a. #F.T Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Annual Fee Rate (^1)</td>
<td>$5,055.60</td>
<td>$6,740.80</td>
<td>$10,111.20</td>
<td>$15,166.80</td>
<td>$15,166.80</td>
</tr>
<tr>
<td>c. Annual Full Time Revenue (a x b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. # Part Time Students</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$84,780</td>
<td>$113,040</td>
<td>$113,040</td>
<td>$113,040</td>
<td>$113,040</td>
</tr>
<tr>
<td>3. Grants, Contracts, &amp; Other External Sources</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>4. Other Sources (^2)</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>$89,835.60</td>
<td>$119,780.80</td>
<td>$119,780.80</td>
<td>$119,780.80</td>
<td>$119,780.80</td>
</tr>
</tbody>
</table>

\(^1\) = annual fee of $337.04 x number of part time students

\(^2\)
## TABLE 2: GLOBAL HEALTH CERTIFICATE EXPENDITURES

<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Faculty* (b+c below)</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
</tr>
<tr>
<td>a. #FTE¹</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b. Total Salary²</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
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<tr>
<td>c. Total Benefits</td>
<td>$5,280</td>
<td>$5,280</td>
<td>$5,280</td>
<td>$5,280</td>
<td>$5,280</td>
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<tr>
<td>2. Total Administrative** (b+c below)</td>
<td></td>
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<tr>
<td>a. #FTE</td>
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<tr>
<td>b. Total Salary</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>c. Total Benefits</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3. Total Support Staff (b+c below)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. #FTE</td>
<td></td>
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<td></td>
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<tr>
<td>b. Total Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td></td>
<td></td>
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<tr>
<td>4. Equipment</td>
<td></td>
<td></td>
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<tr>
<td>5. Library</td>
<td></td>
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<tr>
<td>6. New or Renovated Space</td>
<td></td>
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<tr>
<td>7. Other Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Add 1 - 7)</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
<td>$29,280</td>
</tr>
</tbody>
</table>

1 = faculty contribution is calculated at 0.25 FTE per class

2 = $6,000 per faculty per class