Institutional Context
Arcadia University is a top-ranked four-year private university in metropolitan Philadelphia and a national leader in study abroad and international education. Approximately 4,000 students choose from among 75 fields of study. U.S. News & World Report ranks Arcadia University among the top tier of regional universities in the North. The 2009 Open Doors report ranks Arcadia University 1st in the nation among master’s universities in the percentage of undergraduate students studying abroad.

Arcadia’s Promise to students includes opportunities to explore global perspectives, integrate theory with real-world experiences, and benefit from the personal attention that is the hallmark of Arcadia’s learning community. Arcadia’s Promise sums up the shared experiences of generations of alumni—since 1853—and the collective efforts of the faculty and staff who create a unique and distinguished learning environment.

Program Development
The Association of Prevention, Teaching and Research, in collaboration with AAC&U and through funding from the CDC, offered grants to colleges and universities interested in offering undergraduate courses in public health. Arcadia University’s Community Public Health Program was named a grantee in March 2006 to develop and offer an undergraduate Introductory Public Health Course during the Fall Semester of that year.

Given Arcadia’s unique commitment to international study abroad and infusing the undergraduate curriculum with a global perspective, Dr. Richard Riegelman, Project Director and Professor of Epidemiology, George Washington University, School of Medicine and Public Health, invited Arcadia to serve as a pilot site for the Innovations in Public Health Project. Arcadia developed and offered the Introduction to Public Health course during phase I of the project and developed a university minor in global Public Health the following year.

Arcadia University is unique in that it is a small private Arts and Sciences University with an MPH degree and a strong infrastructure that supports globalization. The Global Health Minor is designed to educate students with a broad background in global issues as they relate to all disciplines and enable them to be successful in the world today.

A proposal was written in 2006 for both a concentration in Global Public Health offered as a track in the International Studies Major and also as a university minor open to all students regardless of their major course of study. The proposal was built on Arcadia’s strengths and addressed one theme in the Shared
Healthy People 2020 and Education For Health
Successful Practices in Undergraduate Public Health Programs

Futures Vision and Strategic Mission for the University...to infuse global education into the general education requirements and education overall. The intersection of multicultural and diversity education with public health is the foundation of the Global Public Health Minor at Arcadia University.

The proposal was presented to the Undergraduate Academic Programs Committee, Faculty Council, and the entire university faculty for a vote. It was approved and implementation started Fall 2007 beginning with the Introduction to Public Health course offered Fall 2007 and the Introduction to Global Health course following Spring 2008. In AY 2008-2009, two required core courses were offered both semesters adding Epidemiology and Health Policy to those already scheduled. The Introduction to Global Health course had an enrollment of 18 students the first time it was offered. The program has grown over the past 5 years with all courses reaching full enrollment each semester.

The Public Health faculty decided to link the undergraduate public health courses with the Undergraduate Curriculum to attract students who had chosen majors other than International Studies. The new Undergraduate Curriculum for Arcadia University was implemented in the 2008-2009 academic year. Most of the undergraduate curriculum requirements focus on educational goals not on specific courses to achieve those goals. As a result, students have great flexibility in determining which courses they can choose to meet the requirements.

All students participate in four types of curricular experiences. These include First-Year Experience, University Seminars, Global Connections Experience and Reflection, and Senior Capstone Project. Courses are divided into Areas of Inquiry (Creative Expressions, Cultural Legacies, Natural and Physical World, and Self and Society) which enable students to develop a broad well rounded education and Intellectual Practices (Global Connections, Modern Languages, Quantitative Reasoning, Visual Literacy, and Writing and Research Writing) which provide the tools to understand, interpret, and communicate in a complex global society.

Core courses in the Global Public Health minor were approved under several content areas in the undergraduate curriculum thus allowing matriculated students to take public health courses as part of the undergraduate curriculum requirements.

**PROGRAM ADMINISTRATION**

The Global Public Health minor is housed in the Community & Global Public Health Programs Unit within the College of Health Sciences. This unit includes Health Education and Public Health Degree Programs, including joint degree programs with the MPH degree. Other health related degrees on campus are clinical degrees and are free standing programs or departments. These include Physical Therapy, Genetic Counseling and Physician Assistant Studies. The Community Health unit houses three fulltime faculty and 22 professional practice and adjunct faculty. Some faculty were added to support the MPH Program and the university Global Public Health minor.

The Community Public Health faculty collaborated with faculty from the International Studies (IS) major to create the concentration in Global Public Health which linked the goals of the Global Public Health Minor with university goals related to globalization and diversity, with inclusion of opportunities for experiential learning linked to community involvement.
CURRICULUM

Goals of the Global Public Health Minor:
- To introduce public health from different disciplines’ perspectives, including epidemiology, ethics, anthropology, sociology, and politics.
- To introduce global health analytic frameworks, international institutions, and methods to address and understand health inequities.
- To explore contemporary public health issues at the intersection of public policy, law, human rights, and ethics.
- To cultivate cultural understanding and humility.

Arcadia students have the opportunity to learn about public health principles from a global perspective, to integrate public health education with the international studies major or other major requirements through the use of service learning projects, internships, or capstone to elucidate and expand the meaning of global public health both within the US and abroad.

Specific objectives of the minor are to increase the number of undergraduate students who (a) develop an understanding of public health, (b) comprehend the meaning of globalization as it relates to public health issues, and (c) complete service-learning projects with community-based public health agencies.

The goals of the Global Public Health minor are linked to Arcadia University’s Values and Strategic Plan. Arcadia University’s Value Statements include excellence in teaching and lifelong learning, student centeredness, local and global engagement, research and creative scholarship, intellectual freedom, quality, inclusion and diversity, and community. “Arcadia’s curriculum affirms the necessity for purposeful global engagement within local and international contexts so that students understand the interdependencies across geographic and socio-economic boundaries. Opportunities such as service learning, internships, and professional networking integrate theory and practice for all students”.

Theme five of the Academic Affairs Strategic Plan is for Arcadia to “Become a globally minded, globally present and globally engaged university”. The goal of this theme is to “advance toward comprehensive internationalization of Arcadia University that is demonstrated in the design, implementation, and outcomes of university activities and operations, and is rooted in the context of globalization”. Strategic objective five more clearly defines the link to the Global Public Health minor. It directs faculty to “infuse diverse cultural global content into courses, academic programs, and educational experiences of students and continue to increase the proportion of Arcadia students studying abroad and studying away while providing valid assessment of global experience on an Arcadia education”. This, coupled with the fact that the university is exploring cost-effective approaches for providing global experiences to as many Arcadia students as possible, will help to realize this strategic goal and Arcadia’s overall mission to be a leader in internationalization.

The program was started with the Introduction to Public Health course. The remaining core courses were developed as part of the minor. The only course that was already developed, the graduate health policy course, was designed as a cross-listed course for graduate and upper-level undergraduate students. It is anticipated that these groups will be separated within the next two years as the number of students taking the minor increases. The elective courses were chosen from existing courses in public health, anthropology and sociology.
Courses for the Minor
The Global Public Health Minor is 22 credits including four required core courses and two electives

Core Courses required for all students include the following:
PBH 110  Introduction to Public Health Perspectives
PBH 220  Introduction to Global Health and Human Rights
PBH 250  Epidemiology: The Science of Public Health
PBH 320  Public Health Policy and Ethics

Elective Courses
Elective courses are offered through the public health program and also through collaborating departments at Arcadia.

Elective Courses in Public Health
PBH 360  Community & Environmental Health
PBH 383  Immigrant Health Issues
PBH 381  Nutrition: Science, Policy and Politics of Food
PBH 387  Women’s Health: A Global Perspective
PBH 489  Service Learning Project in Public Health (optional) (can be linked with a major internship or capstone project).

This course involves an internship that can be accomplished in a number of ways. The student needs to work approximately 100 hours with a public health professional in a community setting. The internship can be combined with a study abroad experience required for the International Studies major, as part of a capstone project for any major requirement, or it can be a free standing experience. It can encompass a one-week intensive trip to another country but most importantly, it needs to include work with an agency or non-profit organization that works with immigrant, indigenous, or minority populations, if completed within the US.

Elective Courses with Collaborating Departments: Anthropology and Sociology
AN 272  Cultures, Conflict, and Power
AN 361  Social Change: Globalization and Culture
SO 260  Sociology of Health Care
SO 280  The Sociology of AIDS and HIV
SO 286  Health and Human Rights

Courses offered through the Global Public Health minor are open to all matriculated undergraduate students regardless of their major course of study.

STUDENTS
Presently, the Global Public Health minor has 16 students taking the program as a minor. Since our classes are open to all matriculated undergraduate students, our classes fill quickly. Currently, we average approximately 20 students in each of our classes with no more than about 5 to 7 students taking classes to meet the requirements of the minor. The remaining students take the classes as
electives or to meet general education requirements. Overall, we have approximately 70 to 80 enrollments in our classes in each calendar year.

Our capacity for the number of students the minor can take is limited by the number of sections the program offers for each class and faculty needed to teach additional sections. We currently offer one section of two core courses a semester, Introduction to Public Health and Epidemiology are offered in the Fall Semester and Global Health and Health Policy are offered in the Spring Semester. As the demand grows, we will need to consider opening additional sections and hiring additional faculty to fill the need.

LESSONS LEARNED
Development, Implementation, Maintenance
Linking the global public health courses with the undergraduate curriculum provided an opportunity for all matriculated students to explore public health as an integrated component of their undergraduate curricular requirements. Recent data show that most students currently enrolled in the university minor are Biology and other Life Science majors; few have International Studies as their primary major course of study. Offering the minor as both a concentration in the International Studies major and as a free standing university minor open to all matriculated students demonstrated an overwhelming response from other majors on campus.

Additionally, opening the course to all matriculated students, whether they choose the minor or not, affords all students the ability to explore a content area that otherwise would not be available to them.

Future Plans
Future plans for the university minor are to maintain the university minor as both a concentration and a free standing minor and develop a MAP Program at Arcadia in Global Public Health. MAP Programs are major abroad programs that provide students with the ability to take core requirements for their major and undergraduate curriculum in Glenside coupled with a program that allows them to complete a study abroad experience in public health at an international university that offers public health as an undergraduate major.

Advice to Other Universities
Linking your undergraduate public health courses to other majors or programs has its benefits and drawbacks. Establishing the minor as a free standing university minor linked to other requirements enhances the student’s ability to explore public health and ultimately as an introduction to a new field of study.