

BALTIMORE URBAN STUDIES

PROGRAM OVERVIEW



**LIVING &
LEARNING**



INTRODUCTION

FROM THE PROGRAM DIRECTORS



Dear Students, Parents, Community Leaders, and Collaborating Faculty,

Baltimore Urban Studies (BUS) is a "study away," experiential learning program, designed to teach, mentor, and train Christian college students in spiritual formation and public health while providing urban global health internships. The foundation of the BUS began twenty years ago at Wheaton College in Illinois. Starting in 2001, we had the privilege of working together to encourage, equip, and challenge students to engage in global urban learning.

After two decades of Danté Upshaw working in spiritual formation and urban pastoral ministry and Micah Hughes working in global health and higher education praxis, our paths have come together again to establish the BUS. In 2020, Living and Learning International responded to the challenging questions of our time and reached out to us. Amidst the inequities, struggles, and tragedies, what could bring hope and true healing to communities in America? We believe that Jesus Christ is facilitating an awakening in our society and in the Church today. Joining in this movement, we are partnering with local clinicians and diverse educators to mentor undergraduate health science students in the inward journey of spiritual formation and outward applications of justice and reconciliation.

We believe that a semester away at the BUS could be the spiritual and academic catalyst many students need to discern their post-graduate vocation.

There is an increasing need for Christian practitioners in all areas of healthcare practice to have a deeply formed inner life as they seek with wisdom and compassion to impact individuals and communities. Our nation and the world continue to battle the onslaught of a global pandemic that has illustrated once again a disproportionately devastating effect on the health and livelihood of African-American, Latinx, and Native communities.

We are grateful to partner with several dynamic Baltimore agencies, churches, clinics, and transformational community leaders. Whether students participate in our short-term study experiences or our "semester away" programs, they will earn college credit through several exciting public health and global community health internship options. It is our prayer that as students live and learn in Baltimore, they will have a deeply transformative experience that will equip them to be anchored ambassadors for Christ and grow in their abilities as healthcare professionals and agents of reconciliation.

Danté Upshaw, Rev
Program Director &
Campus Pastor

Micah S. Hughes, PhD, MSc
Academic Director &
Associate Professor



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Inner Harbor Baltimore, MD.

OVERVIEW OF PROGRAM

VISION

The vision of Baltimore Urban Studies (BUS) is to facilitate students, organizations, and institutions in the inner journey of spiritual transformation and the outward growth of global public health and reconciliation.

MISSION

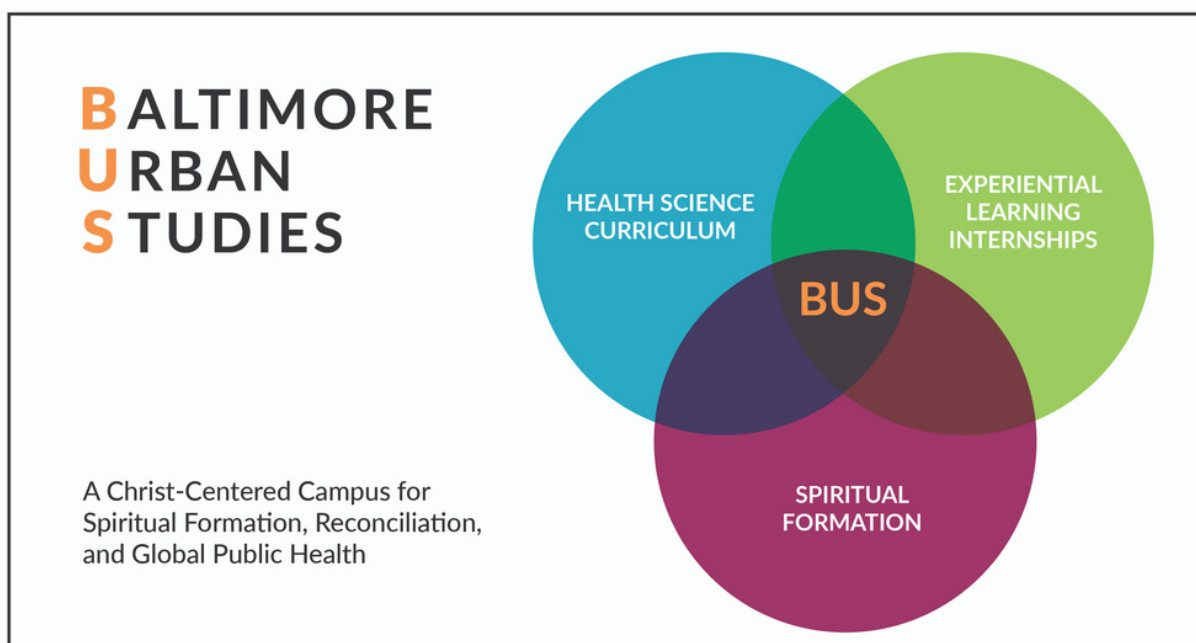
We exist to equip college students to become deeply formed Christ-followers that will impact our world as public health practitioners and agents of reconciliation.

CORE VALUES

- Cultural Humility - (Philippians 2:3; John 4:4)
- Spirit Dependence - (Romans 5:5; John 14:16 & 26)
- Contemplative Rhythms - (Mark 6:31; 6:46)
- "Wholistic" Gospel - (John 1:14; Colossians 1:28; 4:5-6)
- Transformational Learning - (Romans 12:2; I Corinthians 2:13)
- Kingdom Partnerships - (Mark 11:25; Acts 18:1-3)
- Racial Reconciliation - (2 Corinthians. 5:18; John 17:17-23; Ephesians 2:14)
- Intentional Celebration - (Philippians 4:4; Luke 10:21; Hebrews 12:2)

PROGRAM OBJECTIVES

- To facilitate transformational learning and spiritual formation through academic instruction, internships, and contemplative practices.
- To teach health science students to listen well, engage in critical conversations, and equip them to become practitioners of reconciliation and global community health.
- To empower the next generation of healthcare workers as ambassadors of Christ, to live as agents of good news, to dismantle hate, and restore the dignity of the oppressed and marginalized.



OVERVIEW OF PROGRAM

DETAILS

- While living in a unique urban learning community students will complete an orientation that will teach them the eight Core Values of the BUS.
 - **Cultural Humility** - Listening well and learning from people that are culturally different.
 - **Spirit Dependence** - Practicing surrender to the Holy Spirit.
 - **Contemplative Rhythms** - Incorporating contemplative practices into daily life.
 - **"Wholistic" Gospel** - Understanding how the gospel of Jesus Christ is good news for all aspects of life.
 - **Transformational Learning** - Integrating academic knowledge and spiritual understanding into practice.
 - **Kingdom Partnerships** - Working together and building bridges with people of shared vision and values.
 - **Racial Reconciliation** - Learning how Bible offers hope, healing, and restoration to broken relationships and systems.
 - **Intentional Celebration** - Seeking the joy of the Lord and the pursuit of hope in the journey.
- Participate in regular reflections and debrief experiences.
- Complete an internship for credit through various clinics, hospitals, ministries, and agencies in Baltimore.
- Enroll in 15 to 18 credits of undergraduate courses.
- Participate in cross-cultural field learning experiences (Baltimore, MD, Washington, DC, & New York City, NY).

Coursework: Professional and expert multi-disciplinary faculty offer instruction and mentorship to our students in both short-term and semester-long programs. Priority has been placed on curriculum development that utilizes diverse collaborative instruction from theologians, nurses, physicians, social workers, public health researchers, pastors, and community development practitioners. All courses have a course director and team of teaching faculty. Detailed course descriptions, faculty bios, and faculty CVs can be found in this overview document (see table of contents on page 1). Instruction takes place in a hybrid of in-person seminar discussions, Zoom lectures from global expert faculty, and mentorship from field directors during experiential learning in Baltimore, Washington, DC, and other field learning locations. Courses will be held one or two days per week (2 to 4 hours). Most classes consist of 45 to 60 hours of instruction, equivalent to 3 to 4 credit hours with options to choose from electives that include laboratory classes, medical Spanish, and an urban healthcare practicum/internship class (see *Educational Philosophy* section for additional information).

College Credit: Participants of the BUS earn 3 academic credits for completing 3-week summer courses or 15 to 18 credits during the semester away program. Some of our partner institutions transcript these credits directly in the form of institutional course equivalencies, while in most cases, students receive credit and an official transcript from the Baltimore Urban Studies' accrediting institution and academic school of record, Messiah University. All qualified faculty are M.A., M.S., and/or M.D./Ph.D. educated (or in pursuit).



OVERVIEW OF PROGRAM

EDUCATIONAL PHILOSOPHY

The educational philosophy of BUS is rooted in the integration of Christ-centered spiritual formation and academically robust global public health learning. While specific student learning objectives include multidisciplinary aspects of Bible classes, spiritual formation classes, and health science courses, all courses are guided by four general principles of the BUS educational philosophy: (1) Experiential Learning, (2) Implicit Bias Awareness and Anti-Racism Learning, (3) Transformational Learning, and (4) Redemptive Reconciliation.

1. Experiential Learning Theory

Experiential Learning Theory (ELT) (Jacobson, 1996) is based on the constructivist theoretical framework emphasizing the importance of the context in situated cognition, learning, and development of new understanding. ELT focuses on the role of reason operating within the situational, sensory, environmental, and applied context of learning (LeBaron et al., 2019). The BUS curriculum utilizes ELT to guide undergraduate students in the academic practice of self-reflection in fieldwork, internships, and urban public health practicums.

2. Implicit Bias Awareness and Anti-Racism Learning

Bias involves both the hidden cognitive patterns (implicit bias) and the revealed social practices (explicit bias) that contradict the value of equality of all people (Gooden, 2015). Implicit bias is a spectrum of unconscious and conscious ideologies ranging from stereotypes regarding urban communities and includes racial colorblindness, cultural prejudice, and in some cases a belief in racial superiority. Racial bias is not the same as racism, and it is most often a hidden and unknown ideology (Patton & Jordan, 2017). Anti-Racism learning requires self-reflection, consistent and equitable choices against prejudice and racism (Iseminger, 2020). Programs, faculty, and curricula of BUS guides students to grow in self-reflection, implicit bias perception, and Christ-centered spiritual formation.

3. Transformational Learning

Salisbury and Pascarella (2013) describe transformational learning as consisting of three types of learning: (a) content knowledge: the facts, theories, and principles specific to one or more fields of study, (b) applied knowledge: the skills that come from applying content knowledge to practice, and (c) integrative knowledge: the internalization of learning that comes from putting knowledge from distinct experiences together for a specific purpose in a new context. The BUS curriculum is designed to facilitate academic and spiritual transformational learning.

4. Redemptive Reconciliation

Cultural and ethnic identities are developed through a complex process of assertion, assignment, and identification by self and external group interactions to build collectively an understanding of social identity theory (SIT) (Fujita, Harrigan, & Soutar, 2018). The BUS curriculum is designed for undergraduate health science students to gain the understanding required to start the journey of becoming practitioners of reconciliation. BUS holds to Dr. Brenda Salter-McNeal's definition of reconciliation: "Racial reconciliation is the ongoing spiritual process that requires forgiveness, repentance, and justice that restores broken relationships and systems to the place God intended it to be," and as described in 2 Corinthians 5:18 & 19: "All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting people's sins against them. And he has committed to us the message of reconciliation" (NIV).

COURSE OFFERINGS

The semester away program is the cornerstone of the Baltimore Urban Studies (BUS). The BUS is a campus designed for Christ-centered experiential learning and academically robust coursework designed to guide multi-disciplinary health science students in learning outcomes of transformational learning and Biblical community reconciliation. The BUS semester away allows undergraduate students to earn up to 18 credit hours including urban public health internships, field study experiences (in Baltimore, MD, Washington D.C., and New York City, NY.), two required courses, a choice between an internship or practicum, and multiple elective options. Participation requires travel to Baltimore, MD, and completion of a ten-week urban public health practicum.

Applicants are recommended to enroll in one laboratory course and one additional elective course for a total semester course load of 16 to 17 credits. This allows students to maximize their public healthcare practicum hours and multi-cultural experiential learning opportunities.

REQUIRED COURSES

Introduction to Public Health and Epidemiology - 101 (3 credits)

This course is delivered through an intensive 3-week hybrid module combining classroom lectures, seminar discussions, and field learning experiences to facilitate an immersive introduction to public health and epidemiology. Students learn undergraduate principles of epidemiology through the lens of justice and reconciliation in the US urban context. This course allows students to learn the foundational concepts of social and behavioral health, environmental health, health systems and global health policy, and epidemiology and statistical reasoning.

Christian Theology: Contemplative Practices and Social Transformation - 301 (3 credits)

This course provides the theological framework for the spiritual formation curriculum for Baltimore Urban Studies. Students will learn from diverse cultural perspectives as they investigate the foundational beliefs of discipleship and Christian formation. This course gives focused attention on the implications of Christian formation in an urban context, the relationship between the Church and culture, and how theology informs, guides, and facilitates personal transformation and community reconciliation. A component of this course delves into equipping students to cultivate contemplative practices that will help them deepen their personal relationship with Christ.

REQUIRED INTERNSHIP OR PRACTICUM

Baltimore Urban Studies Internship - 450 (1-12 credits)

This course provides academic scaffolding, guided reflection, seminar-based learning, and assessment for internships in the urban context. Mentorship from multicultural community leaders in private, government, non-profit, and religious agencies facilitate student learning of foundational principles of vocational praxis. Specialized semester-long internships exist for business administration, Christian ministry, church leadership, communications and leadership development, elementary and secondary education, environmental sciences, microbiology, non-profit management, psychology, refugee and immigrant community development, sociology, social work, and wholistic spiritual recovery from addiction and homelessness. This is a variable-credit course. Students earn 1 credit per 40 hours of internship - Minimum 3 credits (120 hours) & Maximum 12 credits (480 hours).

COURSE OFFERINGS

CONTINUED

Urban Public Health Practicum - 451 (1-3credits)

This course provides academic scaffolding, guided reflection, seminar-based learning, and assessment for urban public health internships. There are two options for a 120-hour internship (3 credits) or a 160-hour internship (4 credits). Internships include mentorship from multicultural Christian clinicians and learning experiences in human protection, health improvement, and health services in urban clinics and public health agencies of Baltimore, MD, and Washington DC. Students will gain an introduction to the foundational principles of public health and engage in constructivist learning from three months of urban public health learning experiences supported by academic readings, seminary discussions, and reflective writing assignments.

Social Work Practicum - 452

This course provides academic scaffolding, guided reflection, seminar-based learning, and assessment for Social Work Field Practice in the urban context. Practicum learning experiences include mentorship from multicultural and interdisciplinary community leaders in private, government, non-profit, and religious agencies of Baltimore, MD while completing a minimum of 400 student social work practicum hours. Learning opportunities are structured to connect social work theory with practice and develop social work skills with various client systems within an agency context utilizing theory-based practice knowledge.

THREE LABORATORY COURSE OPTIONS*

Global and Urban Epidemiology with STATA Laboratory - 401/401L (4 credits)

Epidemiology is the study of the distribution of diseases and determinants of health and illness in diverse human populations. This course provides the opportunity for students to learn the principles and methods of epidemiology, with an applied focus on global and urban case studies. All students participate in a synchronous online epidemiology laboratory (STATA) performing statistical analyses of measures of disease frequency, transmission, and graphical representations of associations between exposures, or risk factors, on health and disease outcomes. This course includes mentorship from epidemiologists and clinicians who integrate Christian faith into public health practice in domestic and international contexts.

Microbiology with Laboratory - 402/402L (4 credits)

This course will This course covers general aspects of undergraduate microbiology with emphasis on endemic microorganisms and human interaction. Topics include an introduction to microbiology, microbial taxonomy, methods of microbial identification, immunology, and infection. This course includes microscopy, staining, and microbiology laboratory applications with over 40 laboratory hours at the Baltimore Underground Science Station.

Nutrition Theory with Public Health Nutrition Laboratory - 403/403L (4 credits)

This course challenges students to learn the foundational principles of human nutrition across the lifespan. Students learn the physiology and functional science of nutrition from all 24 chapters of Discovering Nutrition (Insel et al.). Additionally, the course includes 10 public health nutrition laboratory experiences. Nutrition laboratory includes an analysis of the factors, systems, and structures that impact dietary patterns, dietary behaviors, food assistance, and safety net programs in the US. Students explore the policies, history, and complexities of urban access to healthy food and gain an introduction to the physiological, psychological, and socio-cultural factors that affect eating behaviors.

*The collaborative and multidisciplinary Baltimore Urban Studies faculty provide didactic and laboratory instruction and assessment for the Global and Urban Epidemiology, Global and Urban Nutrition, and Microbiology courses.

COURSE OFFERINGS

CONTINUED

ELECTIVE COURSE OPTIONS

Bioethics & Justice - 302 (3 credits)

Bioethics is the study of the ethical issues that arise in the study of human biology, ecology, nursing, medicine, public health, and other biological research fields. Drawing on a variety of ethical cases from recent biomedical literature, this course covers the conceptual foundations of moral theory, principles of justice, and the application of conceptual tools developed from those principles. This course includes two units: (1) Moral theories, distributive justice theories, and the ethical treatment of patients, the environment, and communities, and (2) Consideration of alternative approaches to rationing health care.

HIV & Applied Principles of Community Psychology - 303 (3 credits)

The disproportionate burden of HIV/AIDS in global cities coupled with a decrease in HIV mortality and morbidity provide an opportunity to apply principles of community psychology to guide student understanding of the complex interplay of environmental and individual-level drivers that influence HIV prevention, treatment, and care. This course offers a unique perspective on how social structures, neighborhoods, and individuals shape HIV prevention and care delivery, particularly for communities living in urban poverty. Specific theories of participatory-action research, multi-level community interventions, structural dimensions of HIV stigma, and public health policy implications will be critically examined and discussed.

Sociology and History of Baltimore - 305 (3 credits)

This course is an interdisciplinary sociology and history course challenging students to analyze the social dynamics of Baltimore City from 1861 to 2023. Critical analysis of topics including urbanization, migration, segregation, socioeconomic dynamics, and public policy. Students learn from the historical demography and contemporary issues that define the structure and culture of Baltimore City. This narrow geographical focus enables students to generate broad and deep sociological analyses of the major social challenges of Baltimore that are shared with many other global cities; and the historical and cultural context that often garner national and international attention.

8-WEEK SUMMER PROGRAM

Students spend eight weeks this summer on the East Coast participating in a 3-credit course and an internship related to their major. Our summer internship program is designed to teach, mentor, and train students in spiritual formation, and professional development.

Students spend a summer in a dynamic and culturally rich city. We partner with churches, clinics, agencies, and local community leaders to provide transformative internship opportunities for each individual.

Whether students are looking for an internship in public health, social work, ministry, or anything in between, we believe this is the place for them to grow, be challenged, and to make an impact.

COURSE DESCRIPTION

Bioethics and Justice - 302 (3 Credits)

Bioethics is the study of the ethical issues that arise in the study of human biology, ecology, nursing, medicine, public health, and other biological research fields. Drawing on a variety of ethical cases from recent biomedical literature, this course covers the conceptual foundations of moral theory, principles of justice, and the application of conceptual tools developed from those principles. This course includes two units: (1) Moral theories, distributive justice theories, and the ethical treatment of patients, the environment, and communities, and (2) Consideration of alternative approaches to rationing health care.

Internship or Practicum - 250 Hours

Learn from experts in a variety of different fields. Whether you're interested in going into social work, public health, or ministry-whatever your major-we will place you at an organization related to your interests so that you can gain hands-on experience.



INTERNSHIP & EXPERIENTIAL LEARNING OPPORTUNITIES

BUS students will engage in experiential learning by becoming a part of the Baltimore community through their internships with local partner organizations and health care agencies. BUS Internships will allow students to come alongside experienced practitioners in various fields of study and ministry in order to observe first-hand the real challenges and joys of serving in an urban context.

Every student will perform an internship (for credit or service-learning) with partner ministries, foundations and organizations in and around Baltimore. Practicum/Internship credit will be earned according to departmental instructions, oversight, details and hour requirements. Our goal is to place students in an internship that is best suited to their skills, background, future interests, and major. In some cases, students have a good idea of future careers and we can be very specific in their placements. In other cases, internships will provide an opportunity to serve, learn and “try on” a field or job with the desire to see how it fits.

Academic Internship Partnerships are in development with the local agencies. Below is a list of a few of them.

- Baltimore Antioch Leadership Movement (BALM)
- Baltimore Refugee Outreach
- Baltimore Rescue Mission
- Faith Christian Fellowship
- Healthcare for the Homeless
- Helping Up Mission
- Maryland Health Care for All
- Mt. Washington Pediatric Hospital
- Samaritan Women Institute for Shelter Care
- Servant Partners
- Shepherd's Clinic
- Stillmeadow Church
- The Baltimore Station
- The Esperanza Center of Baltimore
- World Relief, Baltimore
- World Vision, Baltimore



COMMUNITY LIFE

Living and Learning in Christian Community

The Baltimore Urban Studies (BUS) program provides a Christ-centered community learning environment. Students of BUS will have the opportunity to select specific elective courses and participate in individualized and degree-specific public health and global health internships. However, these exciting learner-focused experiences are just a small part of the larger Christian community learning environment. Learning the challenges and applications of Biblical social justice and reconciliation requires a curriculum with learning experiences embedded in a diverse learning community.

The Penn-Fallsway and Mt. Vernon Community (Central Baltimore)

BUS is located at the intersection of Penn-Fallsway and Mt. Vernon neighborhoods in central Baltimore. The campus is positioned in the historical and cultural center of Baltimore near institutions like the Walters Art Museum, the historic Peabody Library, and the first Washington Monument built between 1815 - 1829. The proximity of the BUS campus to both the challenges of urban life and the inner harbor serves as a unique catalyst for transformational learning. The campus includes access to public transportation connecting students to field learning and internship experiences throughout Baltimore, MD, and Washington D.C. Students will study and live in a residential space owned by the Oblate Sisters of Providence. The Oblate Sisters of Providence is the first successful Roman Catholic sisterhood in the world established by women of African descent. In 1828, Mother Mary Lange and Maria Balas, Caribbean-American nuns, worked with Father James Hector Joubert (Sulpician priest) to start this sisterhood. They founded St. Francis Academy, dedicated to the education of African American youth of Baltimore, which is still active and accomplishing its mission today, with 194 continual years of service and education!

The BUS Community

Short-term and Semester Away programs challenge students to grow in their understanding of Christian Community. The BUS provides an urban immersive community learning experience that moves beyond classes into "life-on-life" learning, with mentorship from community leaders and faculty at internships, weekly community meals, worship, and social activities. All students are required to live on campus throughout the semester in male and female dormitory spaces. Students are connected and impacted by the multi-cultural diversity of Baltimore as they engage in their internships, volunteer opportunities, and church attendance. Students gain an immersive experience in urban life as they attend and participate in cultural events throughout the city with the hope that their perspective will be broadened as they learn how God is alive and at work throughout the city. Students have free time on most weekends with opportunities to visit museums and historic sites (such as the Supreme Court visit seen in the picture below). Structured and Academic learning experiences will take place in Baltimore, MD, Washington D.C., and New York City.



Students visit the US Supreme court during December 2020 Public Health, Social Justice, and Christianity coursework. Students from Dordt University, George Fox University, Messiah University, Point Loma Nazare University, and Southeastern University participated in the pilot study tour program.

FACULTY BIOGRAPHIES



Danté Upshaw, Rev., Program Director & Campus Pastor

Danté has more than 30 years of experience as an urban and multicultural pastor. He is passionate about teaching spiritual formation, emotional healthy leadership, and theology to college students and public health practitioners. He was the Assistant Director of the Office of Christian Outreach at Wheaton College (2001 – 2004), he is ordained with the Evangelical Free Church of America, and served as the denomination's National Director of African-American Ministries (2004 – 2012), and was the Dean of Students at Hope Academy (Minneapolis) from 2013 – 2017. Rev. Upshaw now provides leadership and oversight of all Baltimore community partnerships, internships, and is the pastor and spiritual director of all programs, faculty, and staff of the Baltimore Urban Studies. Danté and Beverly have three young adult children, and as a family they are passionate about the arts, hospitality, and enjoying Sabbath together.



Micah Hughes, Ph.D., M.Sc., Academic Director & Associate Professor

Micah has 28 years of international and multi-cultural leadership experience (Chicago, Denver, Egypt, Haiti, Honduras, & Uganda). He co-founded The Mango Project with his wife Avrey Hughes (2003 – present), he founded and directed the Global Health Perspectives program at Denver College of Nursing (2010 – 2015) and worked with the leadership of the Uganda Studies Program (USP) and the Council for Christian Colleges and Universities (CCCU) to establish and Coordinate the Global Health Emphasis at Uganda Christian University (2016 – 2020). He earned his BA in Interdisciplinary Studies of Anthropology and Biology from Wheaton College (2004), his M.Sc. in Biotechnology from Rush University (2007), and his Ph.D. in Education from Ashford University (2020). He provides student mentorship, instruction, academic leadership, and curriculum oversight for the Baltimore Urban Studies.



Leslie Whitfield, MSW, MPH(c), Internship Coordinator & Assistant Professor

Leslie served as a medical case manager and social worker for more than fifteen years. She was born in Washington D.C. and has deep roots and work experience in the District of Columbia, Maryland, and Virginia (DMV). She has diverse Social Work experience from the Washington DC Child and Family Services Agency (2008 – 2009) to the Buckinghamshire County Council and London Borough of Hillgdon of the United Kingdom (2009). Mrs. Whitfield earned her Bachelor of Arts in Sociology from Wheaton College (2003), her Masters of Social Work from the University of North Carolina at Chapel Hill (2007), and is currently earning her Master of Public Health from The George Washington University. She has served as a Medical Social Worker in the Inova Hospital and Health System for the past four years. Ms. Whitfield serves as the Baltimore Urban Studies Internship Coordinator and Assistant Professor of Health Science and Public Health courses.

FACULTY BIOGRAPHIES



Alexa Bragg, Anti-Racism and Public Health Researcher

Alexa is known for taking the road less traveled. In 2018, she completed her BS in International Affairs and Biology and dove into her passion for health equity and public health justice as a Clinical Research Coordinator. She works for the Department of Family Medicine at Boston University School of Medicine, conducting authentic and interventional urban public health research. Her current passion project examines telehealth inequities among Boston's Black and Latinx communities during the COVID-19 pandemic. This research is sponsored by the Boston University Center for Anti-Racist Research.



Amanda Kaminski, Ph.D., Visiting Professor of Theology

Amanda is an Assistant Professor of Theology at Texas Lutheran University. Dr. Kaminski was a faculty member of the Jesuit School of Theology of Santa Clara University (2016 - 2020), Adjunct Professor of the Graduate Theological Union (2016 - 2020), and an Adjunct Professor of Theology and Community Development at Eastern University (2010 - 2017). Amanda graduated from Wheaton College in 2004 and serves the BUS as a visiting professor of theology and as an academic advisory committee member



Beverly Upshaw, Campus Coordinator

Bev has over 25 years of life and ministry experience in urban and multicultural settings. She finds delight and is passionate about creating welcoming gathering places so that people feel seen and known. Her years of work experience as an administrator in various ministry settings include serving as the Executive Assistant for national directors with Moody Broadcasting in Chicago (1995-1999). Beverly served as the Administrator for Intervarsity's Chicago Urban Project (2001-2004). As a mother of three young adults, Beverly has prioritized nurturing her children by creating a healthy home environment, while also serving as a mentor and consultant for emotionally healthy marriage workshops.



Dan Haase, M.A., Visiting Assistant Professor of Spiritual Formation

Dan's research includes Christian Spiritual Practices, Curriculum Design & Instruction, Discipleship & Mentoring, Intercultural Awareness Inventory, and Practical Theology. Dan has more than 17 years of curriculum development and undergraduate and graduate teaching experience. He started teaching Spiritual Formation and Christian Ministry classes at Wheaton College in 2003. He currently teaches courses that include: Spiritual Formation in Community, Teaching For Transformation, Christian Spiritual Practices Spiritual Guidance & Discernment, Bible in Ministry, and Ministry in Culture. Dan serves on the BUS Academic Oversight committee and provides lectures in the required course for all BUS participants: Christian Theology, Personal and Social Transformation.

FACULTY BIOGRAPHIES



Danielle Awabdeh, MHS, Visiting Assistant Professor of Epidemiology

Danielle earned her Master of Health Science in epidemiology with a concentration in infectious diseases and a certificate in global health at Johns Hopkins School of Public Health after graduating from Westmont College earning a degree in Cellular and Molecular Biology. She is an alumnus of the Global Health Uganda Studies Program and a second generation Syrian/Jordanian American. Ms. Awabdeh conducted epidemiology research aiming to better provide insight on interventional programming for maternal and infant morbidity and mortality programs throughout rural Bangladesh.



Ezer Kang, PhD, M.A., Visiting Professor of Psychology

Ezer is an Associate Professor of Psychology and the Director of Clinical Training at Howard University. His research and clinical work includes understanding of how people and communities interact in the context of poverty to influence the mental physical well-being of persons living with HIV in US cities and the Global South. Dr. Kang developed the Psychology Elective course: HIV & Applied Principles of Community Psychology and he provides collaborative instruction for this BUS “semester away” course.



Gilbert Nuwagira, Migrant and Refugee Public Policy Advocate

Gilbert works in the intersection of advocacy, research, and interventional programming on issues of forced migration, gender inequity, poverty, and justice. He works with refugees from South Sudan, Democratic Republic of Congo, Rwanda, Burundi, Eritrea, Somalia, and internally displaced persons. For more than three years he has served as the Assistant to the Executive Director of the Refugee Law Project in the school of Law at the oldest university in East Africa Makerere University. Gilbert earned his Bachelor of Economics and Management from Uganda Christian University, was the Program Assistant for the Uganda Studies Program and has delivered specialized lectures for American and International Global Health students since 2017.



Gloria Kirungi, MPH, PhD, Visiting Professor of Nutrition and Public Health

Gloria has 12 years of Public Health and Nutrition teaching experience at Uganda Christian University and Mildmay Institute of Health Sciences in the areas of Human Nutrition, clinical Dietetics, research methods, food safety, and reproductive health. Gloria also has more than 13 years of work experience strengthening health systems towards the improvement of services for HIV/AIDS, Reproductive Maternal health, Newborn and Child Health, Family Planning, and Nutrition and Dietetics. Gloria course directed the Nutrition Theory and Nutrition Laboratory class for the Global Health Emphasis of the Uganda Studies Program of the Christian Council for Colleges and Universities (CCCU).



Jared Gallaher, MD, MPH, Visiting Professor of Public Health

Jared is an Assistant Professor of Surgery at the University of North Carolina at Chapel Hill. Jared is a global health leader, and visiting professor of public health for the Baltimore Urban Studies. He earned his Bachelor of Arts in Theology and Theological Studies at Wheaton College (2004), his Medical Degree from Wake Forest University School of Medicine (2011), and his Master of Public Health from University of North Carolina Gillings School of Global Public Health (2016).

FACULTY BIOGRAPHIES



Jessica Top, MD, MPH(c), Visiting Professor of Medicine & Public Health

Jessica is an Assistant Professor and Neonatal Hospitalist at Cincinnati Children's Hospital/University of Cincinnati. She earned her Bachelor of Arts in Cross-Cultural Healthcare at Wheaton College (2005), and her medical degree from the University of South Dakota (2011). She completed her pediatric residency at Carilion Clinic/Virginia Tech Carilion (2016), then went on to finish a Global Health Fellowship with University of California, San Francisco (2019). She is currently completing her Masters of Public Health from the University of Liverpool (2021) and working with 'Cradle Cincinnati', a local coalition working to decrease racial disparities among neonates.



Nate Shultz,

Visiting Public Policy Expert on Housing and Urban Development

Nate has more than 20 years of experience working in urban and cross-cultural contexts. After beginning his career in urban youth ministry, he earned a Master of Public Administration from the University of Colorado and was awarded a Presidential Management Fellowship at the U.S. Department of Housing and Urban Development in 2008. He has held numerous leadership positions in federal and state agencies, as well as private sector entities. He currently is a Senior Advisor in the U.S. Department of Housing and Urban Development.



Omari Jackson, Ph.D., Visiting Professor of Sociology and Urban Education

Omari is a sociologist of education with broad experience in higher education. He is an Associate Professor of Sociology at Morgan State University, a Historically Black College and University of Baltimore, MD. Omari's research supports underrepresented populations through enhancing college access, enhancing campus climate/social justice, and college success strategies. He currently is investigating educational access for middle-class Black communities in the US and the South African context.



Peter Baker, Ph.D., Visiting Professor of Political Science

Peter has over 20 years of experience in the field of international and experiential education. He has studied and worked in places like Germany, Poland, Ukraine, and South Africa. For 12 years, Peter served as director of the Council for Christian Colleges & Universities' Washington, D.C. semester program, the American Studies Program (2008-2020). Peter is a professional development specialist, having monitored over 435 student internships and 350 professional mentorships. He earned a B.A. in political science and economics from Olivet Nazarene University (1997) and a Ph.D. in political science from the University of Notre Dame (2008).



Stephanie Robillard, M.A., Ph.D.(c), Visiting Professor of Education

Stephanie is a doctoral candidate in the Race Inequality and Language in Education program at Stanford University. After teaching for more than two decades, Stephanie decided to pursue her PhD in an attempt to understand how race and inequality manifests in classroom settings. Her research interests include teacher education, young adult literature and Black girlhood. Stephanie's dissertation work explores curriculum violence, specifically how novels about slavery affect and disrupt Black girls' learning spaces.

FACULTY BIOGRAPHIES



Thomas LaVanchy, PhD, AM, MAPSS, Visiting Professor of Geography, Hydrology, and Human-Environment Interactions

Thomas integrates perspectives and methods of hydrology, political economy and human ecology across spatial, ecosystem, and temporal scales. Dr. LaVanchy has extensive work experience in student development and experiential education. Over the past fifteen years he provided internships, instruction, and service-learning in fourteen countries. Dr. LaVanchy provides environmental justice lectures and critical applications of environmental science research in the BUS Justice and Bioethics course.



Vince Bantu, MDIV, MA, PhD, Associate Professor of Theology

Vince is an Assistant Professor of church history and Black church studies at Fuller Theological Seminary, and the Founder and Executive Director of Meachum School of Haymanot (MSH). MSH exists to bring biblical, graduate-level theological education to African-American, ethnic minority and low-income communities in a contextualized and affordable manner. MSH is committed to theological education that is biblical, contextual, and accessible. Vince has known and worked with Danté Upshaw (BUS Executive Director) and Micah Hughes (BUS Academic Director) since they were at Wheaton College together in 2000 and 2001. Vince serves as an Academic Advisory and Associate Professor of Theology for the Baltimore Urban Studies program.



Victor Popoola, MD, M.Sc., MPH, PhD(c), Associate Professor of Public Health

Victor is a public health and epidemiology expert. He earned his degree in Medicine and Surgery from the University of Ilorin (2006), his Master of Public Health in Epidemiology and Biostatistics (2011) from Johns Hopkins University and a Master of Science in Molecular Microbiology and Immunology (2013) from Johns Hopkins University. He also holds three advanced certificates from Johns Hopkins University Bloomberg School of Public Health: Certificate in Vaccine Science and Policy (2011), Certificate in Healthcare Epidemiology, Infection Control and Prevention (2013), and a Certificate in Global Health (2013). He is completing his Ph.D. in Public Health from Johns Hopkins University in 2021 and serves as the Baltimore Urban Studies Associate Professor of Public Health.



Wayland Cheng, MD, PhD, Visiting Professor of Microbiology

Wayland is an Assistant Professor of Anesthesiology at Washington University in St. Louis. In addition to clinical practice as an anesthesiologist, he conducts innovative and cutting-edge research in biochemistry, biophysics, structural biology, neuroscience, and molecular cell biology. Wayland directs a laboratory at Washington University utilizing native ion mass spectrometry, photo-affinity labeling, electrophysiology, cryoEM, and molecular modeling in order to develop new forms of therapeutic medications and anesthesia. Wayland is a visiting professor of microbiology and assists in the curriculum development and instruction of the Baltimore Urban Studies microbiology class and laboratory.

BALTIMORE URBAN STUDIES

FINANCES

SEMESTER COST

(not including airfare)

\$16,800 per student

COST INCLUDES

- Tuition for 14 - 18 credit hours
- Arrival and departure airport transportation from Baltimore Washington International Airport (BWI)
- On-Campus Housing (12 - 14 weeks)
- One meal per day plus additional special program meals
- Support from full-time onsite residence life staff
- Public transportation pass for travel in Baltimore and Washington DC
- Multiday education excursions to Washington DC and New York city
- Select museum and excursion fees when part of a class learning experience.

COST BREAKDOWN

\$14,000 Tuition

\$2,800 Room and Board

SCHOLARSHIP OPTION

Scholarships are available for students that need financial assistance. The scholarship application includes a short essay and an interview. Please email the BUS Executive Director, Danté Upshaw, to get more information: danteupshaw@landli.org

NOTES

- Additional finance details and summer-term pricing is available on the L&LI website (www.LandLI.org)
- Payment should be received by L&LI 30 days prior to student arrival



Inner Harbor of Baltimore, a walk from the birthplace of the U.S. national anthem, "The Star-Spangled Banner" (Fort McHenry)

COURSE CREDITS AND TRANSCRIPTS

The leadership and staff of Living & Learning International and Baltimore Urban Studies are committed to providing academically rigorous curricula. Academic course offerings and internships of the Baltimore Urban Studies include collaborative and specialized instruction by credentialed faculty from institutions such as Johns Hopkins University, Howard University, University of Maryland, University of North Carolina Chapel Hill, Morgan State University, and other distinguished institutions of higher education.

Curricula of the Baltimore Urban Studies are Christ-centered with targeted cognitive, psychosocial, and affective learning outcomes. On August 6, 2021, the Messiah University offices of the Provost, President, Dean of Health Science, and a committee of faculty voted to become the "School of Record" for the Baltimore Urban Studies. This decision provides regional and national accreditation of course offerings and allows students from other colleges and universities in the United States to transfer academic credit through a transcript from Messiah University after completing the Baltimore Urban Studies program.



Partner institutions can be assured that all Living & Learning International programs are academically rigorous and employ best practices in standards of instruction, assessment, and evaluation of student learning outcomes. The Baltimore Urban Studies is a "study away" program under the administration of Living & Learning International. Courses, faculty, and curriculum are assessed by an Academic Oversight Committee that includes faculty and administration from Messiah University and other institutions of Christian higher education.



BALTIMORE URBAN STUDIES

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