

## REFERENCES

- AACU. (2009). *Liberal education and America's promise (LEAP): Essential learning outcomes*. Association of American Colleges and Universities. (AACU). Retrieved from <https://www.aacu.org/essential-learning-outcomes>. Last accessed July 8, 2021.
- Albertine, S. (2008). Undergraduate public health: Preparing engaged citizens as future health professionals. *American Journal of Preventive Medicine*, 35(3), 253-257. <https://doi.org/10.1016/j.amepre.2008.06.005>
- Bachrach, C., Robert, S., & Thomas, Y. (2015). *Training in interdisciplinary health science: Current successes and future needs*. Commissioned by the Roundtable on Population Health Improvement. <https://www.nationalacademies.org/event/06-01-2015/training-in-interdisciplinary-population-health-science-a-vision-for-the-future-event-hosted-by-the-roundtable-on-population-health-improvement#sectionEventMaterials> (accessed September 17, 2021).
- Batur, O. N. 2012. Co-teaching: What it is, what it is not. Slide- share presentation, accessed 2/14/2022 at <https://www.slideshare.net/ozumnazbatur/co-teachingwhatisitandwha-tisitnot>
- Beninghof, A. M. (2012). *Co-teaching that works: Structures and strategies for maximizing student learning*. Jossey-Bass.
- Bryant, L. H., Niewolny, K., Clark, S., & Watson, C. E. (2014). Complicated spaces: Negotiating collaborative teaching and interdisciplinarity in higher education. *The Journal of Effective Teaching*, 14(2), 83-101. [https://uncw.edu/jet/articles/vol14\\_2/index.htm](https://uncw.edu/jet/articles/vol14_2/index.htm)
- Bucci, L., & Trantham, S. (2014). Children and violence: An undergraduate course model of interdisciplinary co-teaching. *International Journal of Teaching and Learning in Higher Education*, 26(1), 122-131. <https://www.isetl.org/ijtlhe/past2.cfm?v=26&i=1>
- Bunce, L., & Bennett, M. (2019). A degree of studying? Approaches to learning and academic performance among student 'consumers'. *Active Learning in Higher Education*, 1469787419860204. <https://doi.org/10.1177/1469787419860204>
- Chanmugam, A., & Gerlach, B. (2013). A co-teaching model for developing future educators' teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*, 25(1), 110-117. <https://www.isetl.org/ijtlhe/past2.cfm?v=25&i=1>
- Crawford, R., & Jenkins, L. (2017). Blended learning and team teaching: Adapting pedagogy in response to the changing digital tertiary environment. *Australasian Journal of Educational Technology*, 33(2), 51-72. <https://doi.org/10.14742/ajet.2924>
- Crow, J., & Smith, L. (2005). Co-teaching in higher education: Reflective conversation on shared experience as continued professional development for lecturers and health and social care students. *Reflective Practice*, 6(4), 491-506. <https://doi.org/10.1080/14623940500300582>
- Dugan, K., & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching*, 56(1), 11-15. <https://doi.org/10.3200/CTCH56.1.11-16>
- Ferguson, J., & Wilson, J. C. (2011). The co-teaching professorship: Power and expertise in the co-taught higher education classroom. *Scholar Practitioner Quarterly*, 5(1), 52-68.
- Gebbie, K., Merrill, J., & Tilson, H. H. (2002). The public health workforce. *Health Affairs (Millwood)*, 21(6), 57-67. <https://doi.org/10.1377/hlthaff.21.6.57>
- Gebo, K. A., Goodyear, J. D., David, S. R., & Yager, J. D. (2008). Public health studies as an undergraduate major. *Public Health Reports*, 123(6), 812-817. <https://doi.org/10.1177/003335490812300620>
- Ginther, S. D., Phillips, A., & Grineski, S. (2007). Team-teaching the HBSE curriculum. *Journal of Teaching in Social Work*, 27(1-2), 199-211. [https://doi.org/10.1300/J067v27n01\\_13](https://doi.org/10.1300/J067v27n01_13)
- Gladstone-Brown, W. (2018). Staging co-teaching: An investigation of college faculty leading a course on collaboration for inclusion. *Journal for Leadership and Instruction*, 17(1), 13-19. <https://www.scooponline.us/wp-content/uploads/2019/01/FINAL-Spring-2018-JLI.pdf>
- Grant, C. A., & Sleeter, C. E. (2009). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability* (5th edition). John Wiley & Sons, Inc.
- Harris, C., & Harvey, A. N. C. (2000). Team Teaching in Adult Higher Education Classrooms: Toward Collaborative Knowledge Construction. *New Directions for Adult and Continuing Education*, 87, 25-32. <https://doi.org/10.1002/ace.8703>
- Heck, T. W., & Bacharach, N. (2016). A better model for student teaching. *Educational Leadership*, 73(4), 24-29. <http://www.ascd.org/publications/educational-leadership/dec15/vol73/num04/A-Better-Model-for-Student-Teaching.aspx>
- Jarvis, D. H., & Kariuki, M. (2017a). *Co-teaching in higher education: From theory to practice*. University of Toronto Press. <https://doi.org/10.3138/9781487514228>
- Jarvis, D. H., & Kariuki, M. (2017b). Coda: From theory to co-practice in higher education. In D. H. Jarvis & M. Kariuki (Eds.), *Co-teaching in higher education: From theory to practice* (pp. 222-239). University of Toronto Press.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges & Universities.
- Lock, J., Clancy, T., Lisella, R., Rosenau, P., Ferreira, C., & Rainsbury, J. (2016). The lived experiences of instructors co-teaching in higher education. *Brock Education Journal*, 26(1). <https://doi.org/10.26522/brockedv26i1.482>
- Lock, J., Rainsbury, J., Clancy, T., Rosenau, P., & Ferreira, C. (2018). Influence of co-teaching on undergraduate student learning: A mixed-methods study in nursing. *Teaching & Learning Inquiry*, 6(1), 38-51. <https://doi.org/10.20343/teachlearning.6.1.5>
- Minett-Smith, C., & Davis, C. L. (2020). Widening the discourse on team-teaching in higher education. *Teaching in Higher Education*, 25(5), 579-594. <https://doi.org/10.1080/13562517.2019.1577814>
- Montebancho, A. D. (2021). Power dynamics, common pitfalls, and successful strategies associated with co-teaching. *College Teaching*, 69(2), 63-68. <https://doi.org/10.1080/87567555.2020.1810610>
- Morelock, J. R., Lester, M. M., Klopfer, M. D., Jardon, A. M., Mullins, R. D., Nicholas, E. L., & Alfaydi, A. S. (2017). Power, perceptions, and relationships: A model of co-teaching in higher education. *College Teaching*, 65(4), 182-191. <https://doi.org/10.1080/87567555.2017.1336610>

- Muntaner, C., Lynch, J., & Davey Smith, G. (2000). Social capital and the third way in public health. *10*, 107-124.  
<https://doi.org/10.1080/713658240>
- Murphy, C. & Scantlebury, K. (2010). Introduction to coteaching. In C. Murphy & K. Scantlebury (Eds.), *Coteaching in International Contexts: Research and Practice* (pp. 1-7). New York: Springer Science+Business Media.  
[https://doi.org/10.1007/978-90-481-3707-7\\_1](https://doi.org/10.1007/978-90-481-3707-7_1)
- Renshaw, S., & Valiquette, R. (2017). Complex collaborations: Co-creating deep interdisciplinarity for undergraduates. In D. H. Jarvis & M. Kariuki (Eds.), *Co-teaching in higher education: From theory to practice* (pp. 31-62). University of Toronto Press. <https://doi.org/10.3138/9781487514228-005>
- Resnick, B., Leider, J. P., & Riegelman, R. (2018). The landscape of US undergraduate public health education. *Public Health Reports*, *133*(5), 619-628.  
<https://doi.org/10.1177/0033354918784911>
- Rodgers, K., Funke, B., Rhodes, D., Brown, K., & Cox, C. (2016). The role of the liberal arts in preparing health education specialists. *Pedagogy in Health Promotion*, *3*(1), 9-15.  
<https://doi.org/10.1177/2373379916670658>
- Rosenstock, L., Silver, G. B., Helsing, K., Evashwick, C., Katz, R., Klag, M., Kominski, G., Richter, D., & Sumaya, C. (2008). Confronting the public health workforce crisis: ASPH statement on the public health workforce. *Public Health Reports*, *123*(3), 395-398.  
<https://doi.org/10.1177/003335490812300322>
- Rytivaara, A., Pulkkinen, J., & de Bruin, C. L. (2019). Committing, engaging and negotiating: Teachers' stories about creating shared spaces for co-teaching. *Teaching and Teacher Education*, *83*, 225-235.  
<https://doi.org/10.1016/j.tate.2019.04.013>
- Scantlebury, K. & Murphy, C. (2010). Epilogue. In C. Murphy & K. Scantlebury (Eds.), *Coteaching in International Contexts: Research and Practice* (pp. 383-389). New York: Springer Science+Business Media.
- Sharma, M., & Cobb, C. (2018). Exploring co-teaching with a social justice perspective: A conceptual study. *Journal on Excellence in College Teaching*, *29*(1), 153-176.
- Stewart, K. A. (2020). Transforming undergraduate global health education through a humanities-focused curriculum. *Pedagogy in Health Promotion*, *6*(1), 9-13.  
<https://doi.org/10.1177/2373379919900534>
- Villa, R. A., Thousand, J. S., & Nevin, A. I. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.). Corwin Press.
- York-Barr, J., Bacharach, N., Salk, J., Frank, J. H., & Benick, B. (2004). Team teaching in teacher education: General and special education faculty experiences and perspectives. *Issues in Teacher Education*, *13*(1), 73-94. <http://www.itejournal.org/issues/spring-2004/yorkbarr.pdf>