MPH & BSPH Curriculum Committee Minutes

April 19, 2017

GRH 2010

Present: Ascensio, Basham, Ding, Farrell, Gardner, Kim, Lartey, Macy, Shearer, Watkins

Following a discussion of the syllabus prototype, **Ascensio/Lartey motion** to include competency/foundational knowledge alignments on the syllabi of all MPH and BSPH courses. The motion passed unanimously. Gardner will send out a revised MPH prototype that includes unique MPH competencies and new required Title 9 statements. Lartey will send out a BSPH prototype.

Members discussed creating a policy requiring proctored exams for all online courses. Macy mentioned that WKU-On-Demand requires proctored exams. Gardner will check to see in DELO has similar policies, and discuss at future date.

Members discussed lack of standardized academic dishonesty syllabi statement. Watkins recommended members to share statements used via email. Members also discussed need for faculty to share information with one another on students having integrity troubles.

Unique MPH competencies were discussed, after which a **Shearer/Basham motion** to adopt the following passed unanimously.

* Apply health behavior theories and models to address public health problems.
* Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services.
* Describe the roles of history, power, privilege and structural inequality in producing health disparities.
* Integrate social determinants into public health science, practice, and research.
* Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology.

These competencies will be added into the revised syllabus prototype.

A significant portion of the meeting was spent crafting a goals that incorporated recommendations from the external advisory committee. A formal motion to adopt these goals will be made at the next joint MPH-BSPH meeting on May 10th.

Instructional Goal: Cultivate an educational experience that is integrative, comprehensive, and interdisciplinary based on current best practices in public health.

Service Goal: Facilitate a culture of service that is collaborative, inclusive, and beneficial to diverse communities.

Scholarship Goal: Promote a collaborative environment conducive to timely and innovative scholarship that contributes to evidence-based public health practices and policies.

Members were encouraged to continue to wordsmith as desired.