Joint MPH-BSPH Meeting, December 11, 2019, 12:30pm

Faculty/staff present: Gardner, Rust, Ding, Eagle, Watkins, Macy, Farrell, Lartey, Kim

Student(s) present: Clark (PHUGAS Graduate President)

Meeting called to order by Gardner.

Minutes will be linked on agenda at later date and voted on via email or at January workday.

Gardner gave the MPH report (Appendix A). The CEPH annual report was turned in. Some changes were made to measures on the Assessment to Student Learning. The content for core courses is due on January 8th.

Gardner gave the Curriculum committee report (Appendix B). ASL documents are attached to the agenda (Appendix C).

Farrell gave the Diversity, Inclusion, and Equity Committee report, continuing the discussion of some lingering topics from the November meeting. Farrell pointed out some accessibility issues in the Academic Complex, including the completely visual new fire evacuation plans and the alarms that rely completely on sound. The committee suggests that we continue to push the university to make all university buildings accessible, beyond just ADA requirements. Gardner shared information that a recent Harvard lawsuit made it clear that courses should be accessible in as many ways as possible, including the use of captions in lecturing videos.

Gardner gave the Assessment Committee report. Gardner reminded everyone that the assessment instruction is to be done every semester now. The link should have already been sent out to all faculty and instructors for the MPH and BSPH programs. Because there is a new format to this, Gardner welcomes any comments and feedback for improvement.

Rust gave the GrAPE report (Appendix D). The Excel/Access training is back in the works for January now that some staff with Barren River Health Department are joining in. A GrAPEs handbook has been suggested as helpful, so Rust will be working to get a working draft by the January workday. Rust asked everyone to email photos they have from the semester to put into the hooding ceremony presentation.

Clark gave the PHUGAS report. Beth Adams and Amit Patel gave reports in the December meeting. PHUGAS is continuing to use Blackboard forums to get feedback from students who may not be able to attend the meeting in person.

Macy gave the KPHA report (Appendix D). The Warren County Service Fair will take place on February 19th from 8am-2pm. KPHA’s call for poster abstracts is out now. There will potentially be an extension on the call for oral presentations. Gardner asked if Macy could send these calls out through Blackboard again. Kick Butts Day will be in March. The KPHA Conference will be the biggest event next semester. Students are now encouraged to register themselves instead of going through our university’s chapter as they have in the past.

Proposed policy and procedure for the external advisory committee has been posted (Appendix F). Gardner asked that everyone review these on their own so that they can be discussed at the January workday.

Gardner reminded everyone that the student learning outcomes for 18/19 are due to Danita by January 15th. The attached document has changes highlighted. This document will be discussed more at the January workday. Gardner asked that everyone review the document and give suggestions before we officially submit it.

Gardner reiterated that reviewing the ILE process needs to be an emphasis. Farrell thinks a rubric will help a lot; Gardner is worried that, because of the broadness of the ILE, the rubric won’t be as much help as we may assume. Macy agreed that, given the nature of the ILE project, the working rubric is broad. Gardner suggested using last semester’s ILEs to test the new ILE rubric.

Another change made to the student learning objectives is replacing preceptor evaluation with the MPH exit survey. Given that we have to report on the last year but a preceptor evaluation has not been in place for the GrAPE projects, it has been changed while we look into best practices for a preceptor evaluation.

Lartey said the ASL for the BSPH program will be made available to everyone in the committee after grades are submitted. For the ASL, certificates are included but the minor is not, according to Lartey.

Gardner discussed the timeline for the MPH Curriculum Review (Appendix G). Farrell will make sure the upload link and Google Doc comments are working for everyone. Farrell reminded everyone that you have to be signed into the correct Google account to open the document. The January workday will include an internal review of content areas to identify any gaps and potential changes. Phase one timeline has been worked out (Appendix ), and phase two, the competency alignment, will happen once all big changes are made.

Gardner asked if a similar timeline and goals should be set for BSPH program. At August workday, Lartey addressed potential areas for change. Gardner suggests PH 460 be taken out of core. Lartey says we have not reviewed the BSPH program since we have become accredited. Classes have mostly been stable with faculty except PH 100, according to Lartey.

Gardner discussed the clarification from CEPH about faculty FTE (Appendix H). Because PH 100 mainly serves the university’s general education program, we do not have to assess it. Further, because students can take an alternative to the undergraduate biostatistics course, the biostatistics course does not have to be assessed either. If we are not assessing a course, then we do not have to have core faculty teaching it. FTE is calculated for the accreditors; core courses that primarily serve out students are the only ones that count towards FTE. Because the block schedule is due in February, Gardner’s goal is to have a staffing plan that allows us to reach our accreditors FTE requirements.

Eagle asked if her teaching two sections of PH100, PH165, biostatistics, and PH365 means she has no FTE. Gardner said yes.

As far as course substitutions, such as the undergraduate biostatistics course discussed, if Banner lists a requirement as “x OR x,” then there is no course substitution form. According to Lartey, students who come in as public health take 383, biostatistics, but students who come in from another program can substitute with a sociology math course.

Farrell asked if PH520, which is mostly face-to-face students outside of the MPH program, counts for FTE. Gardner said it counts because there is no available substitution for our students. If there’s an equivalent, then the course is not considered “required” for everyone.

Eagle asked what the benchmark for FTE is. Gardner said primary faculty have to have at least 50% FTE. This is calculated and tracked annually, so it will be reported on this year.

Macy asked how research is quantified. Gardner said that as long as students are involved or included in the research in some way, then the research counts. The student’s name does not have to be on the research for it to count.

Gardner asked if there are any days anyone cannot meet for the January workday. The Access/Excel training will count as workforce development. Gardner suggested that the BSPH and MPH work be separated into two days. Watkins then had to leave the meeting. Farrell asked for us to avoid the 16th and 17th. Lartey said no to the 23rd because of a student success conference that will take place that day. Lartey likes the 21st or 22nd, depending on the Access/Excel training. The rough plan was set for BSPH workday to be on the 21st or 22nd. The staffing plan will need to be discussed that day as well. The MPH timeline will be paralleled for BSPH competency alignments.

Gardner asked that everyone look at the core courses and try to identify potential gaps. We also need to revisit the health education and promotion certificated, according to Gardner.

Lartey will send out the draft of the BSPH’s ASL so that everyone can make comments. Lartey said the exit survey would be sent to her students after the meeting as well.

It was suggested that the MPH workday take place on a Friday off campus, if possible.

Gardner reminded PH520 and PH580 instructors to make sure they’ve checked off everyone for CITI and plagiarism certificates.

Gardner reminded everyone of the hooding ceremony to take place the upcoming Saturday, December 14th.

Motion to adjourn meeting made by Eagle, seconded by Farrell. Motion passed. Meeting adjourned.

*Appendix A*

MPH Report: December 2019

CEPH Annual Report: Completed and turned in. The MPH six-year graduation rate was below mark: This was the cohort when EOHS split off from the MPH.

Assessment of Student Learning: Institutionally, we have to report on 2018/19 data. As such, I modified some of the measures from what was decided in the MPH curriculum committee meeting if the data were not readily available. We will be discussing the outcomes in the Joint MPH-BSPH meeting, and develop a plan for moving forward. I sent what we decided to Danita for informal review, but have not heard back.

Position Justification: There is a new form to justify a new position. I completed it and hopefully we’ll hear something soon.

Graduates: We have only two students graduating in December. I anticipate between 12 and 18 for spring and summer.

*Appendix B*

Minutes: MPH & BSPH Curriculum Committees

November 25, 2019

Present: Adams (PHUGAS Rep) Ding, Eagle, Farrell, Gardner, Macy, Watkins, Rust, Lartey

Because all MPH curriculum committee members also serve on the BSPH curriculum committee, we held this meeting jointly to identify learning outcomes for WKU’s Assessment of Student Learning. A separate document was created for each program.

*Appendix C*

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| **Assurance of Student Learning**  **2018-2019** | |
| College of Health and Human Services | Department of Public Health |
| Master of Public Health 152 | |

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** | | | |
| **Student Learning Outcome 1: Synthesize foundational MPH competencies.** | | | |
| **Instrument 1** | Direct: Integrative learning experience (ILE)/capstone paper | | |
| **Instrument 2** | Direct: Evaluation Report | | |
| **Instrument 3** | Indirect: Student self-assessment of competency development (MPH Exit Survey) | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Apply MPH competencies in collaboration with public health/related professionals.** | | | |
| **Instrument 1** | Direct: Summary Report: Applied practice experience projects | | |
| **Instrument 2** | Indirect: Self-report of service beyond curricular/program requirements (MPH Exit Survey) | | |
| **Instrument 3** | Indirect: Student reflection of applied practice experiences | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: Develop plan, program, or policy to address a public health problem.** | | | |
| **Instrument 1** | Direct: Program Planning course project – program proposal | | |
| **Instrument 2** | Direct: Health Disparities final paper and presentation | | |
| **Instrument 3** | Indirect: Student self-assessment of program preparation to design a population-based policy, program, project or intervention (MPH Exit Survey). | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | **Synthesize foundational MPH competencies.** | | | | | |
| **Measurement Instrument 1** | ILE paper: Professionally written paper that synthesizes program competencies, and minimally includes a four parts: 1) thorough overview of the public health problem; 2) literature review, 3) critical analysis/results, and 4)public health recommendations. | | | | | |
| **Criteria for Student Success** | Students earn a mean of 3 or higher (of 4) on their ILE overall, and on each part. | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | Overall: 85% (17 of 20)  Part 1: 80% (16 of 20)  Part 2: 75% (15 of 20)  Part 3: 60% (12 of 20)  Part 4: 50% (10 of 20) | |
| **Methods** | ILE papers are reviewed by a minimum of two reviewers and rated on each of the four parts noted above. Ratings are averaged. | | | | | |
| **Measurement Instrument 2** | Evaluation Report: Process and impact evaluation of semester-long case that synthesizes and applies multiple program competencies. | | | | | |
| **Criteria for Student Success** | Students earn an 80% or higher on evaluation report. | | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | | 82% | |
| **Methods** | Evaluation reports are graded by the course instructor. Individual grades are reported on a census of students completing PH 591 during academic year. | | | | | |
| **Measurement Instrument 3** | MPH Exit Survey: Student self-assessment of competency development This is a global measure of student perceptions on how well the program, en toto, developed the required foundational and program competencies. | | | | | |
| **Criteria for Student Success** | Students rate competency development with 4 or more stars (out of five). | | | | | |
| **Program Success Target for this Measurement** | | 80% | **Percent of Program Achieving Target** | | 86%  Mean = 4.3 | |
| **Methods** | Census of graduating students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and compared to target. | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | |
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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Apply MPH competencies in collaboration with public health/related professionals.** | | | | |
| **Measurement Instrument 1** | Applied practice experience products. Our accrediting agency requires each student to complete a minimum of two competency-based products in collaboration with a public health/related agency. | | | | |
| **Criteria for Student Success** | Products, created during applied practice experience, align with MPH competencies | | | | |
| **Program Success Target for this Measurement** | 90% of graduates’ products align with five or more competencies | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Students’ products are assessed vis a vis the competencies throughout their program. A summary data base is maintained and products are kept in individual files on the shared drive. Prior to each student’s graduation, these documents/files are audited and assessed for compliance. | | | | |
| **Measurement Instrument 2** | MPH Exit Survey: Service beyond curricular/program requirements. Public health competencies are typically reinforced during community service activities; thus, this is an indirect, or proxy measure, for the learning objective. MPH students are encouraged to engage in service beyond curricular/program requirements. | | | | |
| **Criteria for Student Success** | Students self-report that they engage in extra-curricular service activities related to public health during MPH program. | | | | |
| **Program Success Target for this Measurement** | 50% of graduates | **Percent of Program Achieving Target** | | 94.7% | |
| **Methods** | Census of graduating students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and compared to target. | | | | |
| **Measurement Instrument 3** | Applied Practice Experience Reflections. Students are required to complete 100 hours that involves substantial interaction with public health/related practitioners. Student are required to reflect on their experiences and the competencies applied/developed during these hours. | | | | |
| **Criteria for Student Success** | Students clearly identify competencies applied in their reflections. | | | | |
| **Program Success Target for this Measurement** | 70% | **Program Success Target for this Measurement** | |  | |
| **Methods** | A file is maintained on each student and is updated as applied practice experiences are completed. Prior to graduation, an audit is conducted on each graduate’s file and summarized in aggregate. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| **Develop handbook for applied practice experiences.** Currently, the information is provided on the MPH Student organization site on Blackboard. Feedback from students indicate that a more detailed handbook with examples would be helpful.  **Develop and implement portfolio presentation**. The portfolio presentation will require students to discuss how competencies were demonstrated in their ILE and applied practice experiences. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Handbook: develop in January 2020.  Portfolio Presentation: develop in January 2020; pilot on May graduates. | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | **Develop plan, program, or policy to address a public health problem.** | | | | | | |
| **Measurement Instrument 1** | Program Planning course project – program proposal: NEED SOMETHING ABOUT HOW THIS MEETS LO | | | | | | |
| **Criteria for Student Success** | Students score 80% or higher on project. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** |  | |
| **Methods** | Planning projects are graded by the course instructor. Individual grades are reported on a census of students completing PH 575 during academic year. | | | | | | |
| **Measurement Instrument 2** | Health Disparities final paper and presentation: NEED SOMETHING ABOUT HOW THIS MEETS LO | | | | | | |
| **Criteria for Student Success** | Students score at least 80% on final paper/presentation. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | |  | |
| **Methods** | Papers are graded by the course instructor. Individual grades are reported on a census of students completing PH 578 during academic year. | | | | | | |
| **Measurement Instrument 3** | MPH Exit Survey: Assessment of competency 9. The MPH Exit Survey includes a section that assesses students’ perception of how well the program developed each competency. Competency 9 is “Design a population-based policy, program, project or intervention.” | | | | | | |
| **Criteria for Student Success** | Students rate competency 9 as 4 or higher (of 5). | | | | | | |
| **Program Success Target for this Measurement** | 80% | | | **Percent of Program Achieving Target** | | 90%  4.4 Mean | |
| **Methods** | Census of graduating students take mandatory MPH exit survey through Qualtrics. System identifies who has completed the survey, but responses are not linked to the respondents. Results are analyzed descriptively (frequency, central tendency) and compared to target. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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EXPLANATION

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Describe what specific skills and/or knowledge graduates of your program are expected to master. | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**  Be specific and include how the measurement aligns with your learning outcome.  Consider the following list of example sources for DIRECT measures of student learning: **written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors**.  Consider the following list of example sources for INDIRECT measures of student learning: **student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews** | | | | | | |
| **Criteria for Student Success** | Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. Please attach rubric. | | | | | | |
| **Program Success Target for this Measurement** | | | Percentage program students sampled that you desire to achieve goal. | | **Percent of Program Achieving Target** | Insert the actual percentage | |
| **Methods** | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed. | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses modified (list specific course(s)); one or more new courses created (list specific course(s)); change in course sequence (detail modifications); change in admission criteria (detail modifications); change in instructional methodology (detail modifications); change in student advisement process (detail modifications); program suspended; changes in instructional methodology; change of textbooks; facility changes (e.g. classroom modifications); introduction of technology (e.g. smart classrooms, computer facilities, etc.); faculty hires to fill a particular content need; faculty instructional training; development of a more refined assessment tool. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| For program improvement, state explicitly how the actions above link to an improvement in student learning or in the measure used to assess student leaning. For example, “Pass rate on licensure exam improved from 75% to 90%,” Percentage of students scoring Good or Excellent on presentation increased from 60% to 80%,” “First time pass rate on Masters written exam increase from 80% to 95%,” etc. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate. | | | | | | | |

*Appendix D*

Graduate Applied Practice Experience (GrAPE) Report

# Opportunities

* Excel/Access training with DELO – What do you want to learn or to be included in the training?
  + on January 16th or the week of January 20th – (21st – 22nd – 23rd )
* Warren County Service Fair – Want to get some proposals started for this
* GrAPEs Handbook – step-by-step, things to know, how to report issues – by end of next semester
* Reminder: if you are looking into embedding a GrAPE into your course, speak with me about the reflection piece and estimated hours

# Changes

* Best practices for preceptor feedback
  + Students will need to turn in proposals and summary reports within a certain time
  + Should we make a time limit for projects? For example, once the project is complete students have 2 months to turn in summary reports? If a student never turns in a proposal, it doesn’t count?
  + I don’t want to be stricter than needed, but for preceptor feedback, I need proposals and summary reports in a timely manner.

# Non-GrAPE

* Collecting policy and procedures to put them all in one place
* Collecting photos for the hooding ceremony presentation – please send me any you have!
* Hooding ceremony song ideas in place of “Don’t Stop Believing” – please send me any you have!
* HBCU, HACU lists (for recruiting) – by January workday

*Appendix E*

KPHA Report

December 12, 2019

* KPHA membership is open to all students. The membership form has been distributed through multiple meetings, classes and online outlets. Dues are $25 ($20 to state KPHA and $5 to WKU-KPHA).
  + Current discussion of increasing student dues to $25 at the state level.
* Elections were held the beginning of the semester and the following positions were filled. The officers are as follows:
  + President: Mackenzie Pennington
  + Vice President: Niharika Rambhatla
  + Secretary: Angel Shoemake
  + Activities Chair: Sydney Clark
  + Historian: Chantal Izaguirre
  + Membership Coordinator: Rachel Franklin
* The general meeting dates for the semester are:
  + Next semester dates will be announced in January
* There will be ambassador positions available for the spring KPHA conference. More information to come.
* **Past Events:**
  + CHHS Welcome on Tuesday September 3rd - Students participated in the college’s welcome event. Members distributed department information and recruited new members.
  + Bendix Health Fair September 25th – members assisted with placing vendors and signing participants into the event
  + Homecoming October 19th on South Lawn
  + BGJHS Healthy Activity Fair October 25th 7:30-1:45
  + Hallowellness Wednesday, October 30, 11-1 in DSU Nite Class
  + WKU MTSU Blood Drive 11 am – 6 pm November 18th
  + Great American Smokeout November 21, DSU 10-2
  + KPHA Oral Presentations due December 2, 2019
* **Future Events:**
  + Tobacco Trivia Night- DSU-TBA
  + Warren County Services Fair will take place at Warren Central High School on February 29, 2020 at 8:00am to 2:00pm
  + KPHA Poster Presentation Abstracts due February 14, 2020
  + Kick Butts Day, March 2020
  + KPHA Conference April 22-24, 2019 at Northern KY Convention Center

*Appendix F*

**Western Kentucky University MPH-BSPH External Advisory Committee**

**Third draft Policies and Procedures**

The MPH – BSPH External Advisory Committee shall consists of leaders from external stakeholders organizations from the state and local community, including local health departments, state health department, state wide associations and other appropriate organizations. Public Health Faculty will recommend Advisory Committee members.

The External Advisory Committee will function at two levels, the Community Advisory Group (full stakeholder group) and Core Advisory Committee (6-8 key stakeholders.)

The Community Advisory Group will be an open group with as many stakeholders as appropriate to be representative of the community. This group will inform the public health faculty of needs they observe in the community, while the public health faculty would update them of what is transpiring in the public health programs.

The Core Advisory Committee will help inform the program mission, objectives, goals, and curriculum. The Core Advisory Committee members will be recruited in such a way as to mirror the makeup of our local and regional community. It shall include representatives from our Academic Health Department members (Barren River District Health Department and Green River District Health Department), from the state Public Health department, and from program alumni working in the region.

Procedures:

The Community Advisory group of the MPH-BSPH External Advisory Committee will

1. Meet every other year with faculty to provide an environmental assessment of the current trends in public health and future developments to help guide research and teaching.
2. Link department to external resources and opportunities as warranted.
3. Serve as ambassadors for the department.
4. Assist in identifying internships and career opportunities for students.

The Core Advisory group of the MPH-BSPH External Advisory Committee will meet yearly with faculty to evaluate programming, identify programmatic gaps, and inform departmental curriculum.

*Appendix G*

**MPH Curriculum Review Plan**

**Phase 1: Course Content Review**

October 21, 2019: Faculty teaching MPH core courses were given these instructions:

1. For each MPH required course you teach, please list the major and minor topics taught by in each course week. Please provide sufficient detail.

2. Save your file as the course prefix and number, then, by January 8th, upload your completed document(s) to https://drive.google.com/open?id=1W8U3kK1Togj4F1fDVmU-0qZI36Hibn5o

3. Review and comment on each course document by January 15th.

4. Revise documents/address comments for January MPH workday.

January 8, 2020: Content due on all core course

January 15, 2020: Reviews due from all faculty

January 2020workday: Internal Review

March 13, 2020: Revisions due

March 16, 2020: Send content out for external review;

May 1, 2020: Feedback summary

August 1, 2020: Final content revisions due

**Phase 2: Competency Alignment Review**

March 2020: Go over competency alignment process with MPH core faculty

August 5, 2020: Competency alignment due

August 2020 workday: Internal review of competency alignment

November 1, 2020: Final revisions

December 2020: Submit substantial change notifications to CEPH.

*Appendix H*

Faculty FTE are calculated based on contributions that directly support the accreditation unit, which for us is the MPH and BSPH programs.  As such, we count the following contributions towards the FTE calculation:

* Time spent teaching required courses for the MPH and BSPH programs
* Time spent teaching electives that primarily serve MPH and BSPH students
* Time spent in service and research that involve MPH and/or BSPH students
* Time spent in service that directly impacts the MPH and/or BSPH programs, such as advising or program coordination.

We do not count the following toward faculty FTEs:

* Time spent teaching electives that primarily serve students outside the MPH and BSPH course, such as those required by other programs and the University’s general education program.
* Time spent in service and research that does not involve MPH and/or BSPH students
* Time spent in service that does not directly impact the MPH and/or BSPH programs, such as serving on a University committee or board member, reviewing abstracts for a journal, or serving as a board member for a community organization.