BSPH Workday, January 21, 2020, 9:30am

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

Meeting called to order by Gardner at 9:35.

Goal: get thru internal review of BSPH program and make recommendations for changes

Changes must be made by February because they have to be changed before students begin registration in March. – Lartey

Strategic Plan – core and elective classes and whether they are required by other programs. Keep this in mind with changes so that we aren’t changing something important for another program. – Gardner

Start with overlaps:

* Eagle- PH 261 has had a traditional focus of proposing a program, not in-depth, but having to manipulate behavior change theories and planning models. Eagle has expanded that to see if it overlaps with PH 485 too much.
	+ PH 381 potentially has a lot of overlap as well. – Gardner
	+ Not a lot of overlap elsewhere as PH 261 discusses ethical issues and fundamental
	+ PH 485 = Methods of Community Health Education
	+ Eagle says PH 261 is a bit methods-based. Watkins thought PH 261 was more of an intro class.
	+ PH 261 = Foundations of Health Education
		- Needs to stay health education for PE students
	+ PH 381 = Community Health
		- Lartey – Needs Assessment Program
		- Gardner – overview of public health
	+ Program planning in 261 is for school-aged children. Very basic planning, not in-depth. More in depth in PH 485. – Lartey
	+ Overlap with 261 on basics of public health
	+ Overlap with 485 on behavior change theory and program planning models
	+ This semester, majority public health students. Sometimes majority PEHE students. – Eagle
		- Lartey says not the case
	+ Gardner – is PH 381 a course that’s needed if a lot is included in 261?
		- Lartey – 381 and 261 are so far away from covering the same things
		- Lartey – isn’t much overlap; 381 is more broad
		- Lartey – 485 topics can be moved back into 381
		- 261 is foundational course
		- 381 is looking at community needs assessments
		- 485 is theory and overview of needs assessment (can be moved over to 381)
	+ PH 485 is the best option to review curriculum for, project is in depth but teaching is not
		- Program planning in 485 for community level
		- Program planning in 261 for school-aged program
	+ Eagle – the semester she taught, the course content ran long; lots of roadblocks for the students to do a program that early; Eagle suggests that PH 261 be about how to look for data, find peer review articles; would prefer 261 be about the fundamental steps
	+ Lartey – three projects when she taught it
		- Eagle still has the three projects
		- 261 is a foundation for 485, so she agrees that the fundamentals can be emphasized instead of program planning
		- Potential project change – instead of creating a program, review programs and decipher which theories or methods were applied
	+ PH 381 – global functions of public health
		- Lartey thinks it does meet the CEPH requirement for “Global Functions of Public Health”
		- Gardner asks that more information be put in the content review to show that it’s being met
		- Sanyang also discusses global functions of environmental health in his course for the program – PH 460 = Environmental Management
* Sanyang - ENV 460 has overlap with PH 385
	+ Mobility and injury, by age and workplace
	+ Gardner – Ritchie said we would be better not teaching it; not making it a requirement in BSPH program
	+ PH 385 – principles of environmental health emphasis
	+ ENV 460 – environmental management emphasis
		- Sanyang feels these management skills are important, especially for students who do not go on to graduate school
	+ Gardner thinks this is an area in which we can potentially address the faculty shortage
	+ ENV 460 doesn’t contribute anything unique to the program – Gardner
* Gardner worries we are a health education program instead of a public health program
* Is there not a reason we can get rid of PH 381 as a requirement for PEHE and exchange it for PH 485? – Farrell
	+ Watkins, PH 381 and PH 261 are foundational and should be required
	+ Looking only at the content that’s taught, it looks like PH 381 doesn’t have anything unique in content/curriculum – everything can be found in other courses - Farrell
	+ Farrell agrees that much of the program is “community health [education]” focus while public health is an evolving field that goes beyond that
	+ Can we objectively look at the content in 381 and say that we can’t meet that content in another class? – Farrell
	+ Lartey – “Let me make it easier for everybody…” does 381 meet the competencies set by CEPH?
		- Gardner – no according to the faculty alignment review
		- Gardner – yes according to what was put on paper and submitted to CEPH
		- Lartey – then why even move the content to another place? Why not completely re-do PH 381?
* Lartey
	+ 261, 483, 484, 485 are only taught once a year
		- PH 261 needs to be updated on the website – Rust
		- PH 261 and 484 are spring only
		- PH 483 and 485 are fall only
	+ 261 has a lot of majors beside public health students
* Gardner – want to explore what courses we could cut or restructure to discuss emerging trends in public health
	+ Lartey – why don’t we take out PH 381 as a core course in BSPH program?
		- History of public health already in PH 261 – Eagle
		- Lartey – PH 381 is currently overflowing with students
			* But not all public health students, as the course is used by health science (e), PEHE (r), and dental (e)
* Gardner – PH 383 is already being taken out of the core since they can take a different course
	+ ENV 460 as elective, not requirement? – Gardner
	+ PH 410 Global Perspectives in Population Health as core course instead; is a colonnade course
	+ PH 461, 462, 463
		- Comprehensive School Health = PH 461
		- Folklore and Medicine = PH 462
		- Consumer Health = PH 463
* Macy – stakeholders want soft skills, be able to communicate, make presentations, disseminate information WITH the content knowledge
	+ Could be part of PH 484 pf PH 485
		- PH 484 = Community Organization
		- PH 485 = Methods of Community Health Education
			* Where students learn to do brochures, infographics, etc.
	+ Gardner – is 485 is a synthesis course, then there needs to be other places in the core where students learn health communication skills
		- Has to be taught, not just something students do; “expose students to concepts and provide experience”
		- PH 484 – chapter on mass media and how to deal with different types of audiences – Watkins
			* Gardner asked her to add it to her summary for the course reviews
			* Basics of mass media, how to deal with mass media, and how mass media can be utilized and helpful – Watkins
* Eagle – PH 261 – professional writing and use of electronic technology are indicated as being used in the course, but Eagle didn’t have that happen when she taught it
	+ Gardner – probably something that just hasn’t been updated
* PH 465 – students get the basics of grant writing and must write a grant for their program
* BREAK
* Internship as 3 hours instead of 6
* PH 485 has so much in it, could potentially be split – Eagle and Lartey
* Potentially 2 course slots open – Farrell
	+ Minimum 50% of courses as upper-division courses
	+ 35 hours have to be upper-division
	+ In major hours, students have to take 70, and 50% have to be upper division
		- University doesn’t require a specific number of hours for majors – Lartey
	+ Right now, the program has 12 electives – Lartey
* MATH 183, HMD 211 (nutrition), HIM 290 (medical terminology) – 9 hours of non-upper division electives - Lartey
	+ Best to create electives that are 300 or 400 to help students get the upper-division hours – Lartey
* 410 for global, split internship into 3 hours in (provide the application of 485 skills) and 3 hours out, 485 for skills but not application
	+ Gardner stated that Rust could keep track of formal internship paperwork, given initial guidance, to try to help Lartey’s workload
* Feb 14 – due date for applications to be put into college – Lartey
	+ Then to March or April meeting
	+ May 14 – last senate meeting
	+ April 1 – priority registration, changes have to be made for fall 2020
* Internship is coded as a practicum – Lartey
	+ Gardner suggests changing the name from “internship” to something that captures the CEPH requirement for “cumulative and experiential activities”
	+ Farrell – does the application of 485 skills as 3 hours of the applied public health class need to be related to the internship?
	+ Internship hours can be split into 3 and 3 instead of 6 – Lartey
	+ We don’t have a seminar course on the books – Lartey
	+ PH 456 = Special topics = independent study – Lartey
	+ Macy – worried that workload would be hard to measure if internship was 6 hours
* Is there any benefit of having this on the books by Fall 2020 instead of Spring 2021? - Farrell
	+ Under review right now – Gardner
	+ Either way, we will have to put in a substantial change notice – Gardner
	+ Gardner wants us to get PH 410 as soon as possible
	+ With 383 not being a “required course,” it could be taught outside the program or by an adjunct – Gardner
	+ Can we put PH 100 and SFTY 171 as required for the program as opposed to “required courses” like the required psychology or sociology requirement? – Gardner
	+ HCA has a lab for statistics; could that instructor teach our biostatistics as well? – Farrell
* Gardner – can we have the requirement read as “PSY 100 or PSY 220 or SOC 100 and PH 100 and SFTY 171?”
	+ Lartey – likely
		- CEPH core courses as our core courses, plus other required courses, plus electives
		- Farrell – what about PH 410 since it is a colonnade?
			* Gardner – it’s primarily serving our students, so it will be okay; PH 100 is not primarily serving our students since so many other programs use it
			* PH 410 – only one public health student enrolled right now; students from all over campus right now – Eagle
			* PH 365 and PH 410 will both be able to be double-dip for students for colonnade course – but only one can count for colonnade per student
			* PH 100 has so many sections and we would have to assess every person teaching it for CEPH – Gardner
		- For 410, may need to put enrollment lower than we want and cushion for about 5 of our students to join the class if they need – Gardner
* Low enrolled courses are the ones only required by our major? PH 485? – Gardner
	+ PH 483, PH 484, and PH 485 are low enrolled courses – Lartey
* Summary from Gardner on board
	+ Remove from core (add to electives)
		- ENV 460
	+ Add to core
		- PH 410
	+ Split 490
		- Applied
		- Field
	+ Pare down PH 261
	+ “Other required”
		- PH 383
		- PH 100
		- SFTY 171 or certificate
	+ PH 485
		- Teach skills to be applied in PH 490
	+ Core:
		- PH 261 = Foundations of Health Education, **spring only**, Eagle
		- PH 381 = Community Health, Lartey
		- PH 384 = Epidemiology, Ding
		- PH 385 = Environmental Health, Sanyang
		- PH 410 = Global Perspectives on Population Health, **fall only**, Eagle
		- PH 483 = Administration of Health Programs, **fall only**, English
		- PH 484 = Community Organization, **spring only**, Watkins
		- PH 485 = Methods of Community Health Education, **fall only**, Lartey
		- PH 490 – 6 hours split = Internship
			* 490a, **spring only**,
			* 490b
* 6 of the 12 elective hours have to be upper division – Lartey
	+ 9 hours of upper division if they don’t take PH 383
	+ Gardner asked if we could expand upon “additional elective” list (health comm, etc.)
* PH 261 to “Foundations of Public Health Education” – Gardner
	+ Lartey – have to get PEHE approval too
* PH 381 to “Public and Community Health” - Gardner
	+ Lartey – we can, but have to get PEHE approval
* PH 483 to “Administration of Public Health Programs” so as to not be confused with clinical health – Gardner
* PH 484 is more coalition and organizing to address public health issues in the community/nation; leave as community – Watkins
* PH 485 to “Fundamentals of Public Health Planning” - Sanyang
* The internship split that is application could be “Applied Public Health Planning” – Farrell
* PH 261 is going to take on the “information literacy” from CEPH
	+ Need to also have an assessment of these skills – Gardner
* PH 485 and the internship split will deal with the “Public Health Communications” from CEPH
* PH 484 – advocacy for protection and promotion of the public’s health at all levels of society; health disparities; needs assessments – Watkins
	+ Asked to make it clear on the review by Gardner
* PH 381 also covers health disparities – Lartey
* PH 483 doesn’t cover health disparities, so if we feel we need to put it in, we should do that now – Lartey
	+ Farrell – community and population health as well as laws, services, etc. as health disparities
		- Lartey – okay, can put it in to discuss the distribution of services as a factor/tool to address health disparities
* Next step would be alignment; align course objectives to competencies
* PH 261 – need to leave the three projects in for this semester because of its use in PEHE curriculum – Lartey
	+ Lartey will get Eagle the information on those standards for PEHE so that she can add this to the syllabus and make sure her changes don’t impact these standards too much
	+ Lartey and Eagle will reach out to the PEHE contact together
	+ (1) Interviewing health educator, (2) Health Peoples project, (3) children’s program plan
* Are there gaps other than the ones we have discussed thus far? – Gardner
	+ Discussed thus far: health disparities, global perspectives, information literacy, health communication, health literacy
* Need to figure out staffing of the courses so that those people can do the competency alignments – Gardner
	+ Look into graduate students teaching PH 100
		- Kim worried that it isn’t going to be a good class this way
	+ Kim feels a new prep would be too much for her
	+ Farrell can make 620 summer only and potentially teach a spring only course
* Gardner asked that everyone update and expand the course reviews and do the alignments

Gardner motioned for name changes:

* PH 261 to “Foundations of Public Health Education”
* PH 381 to “Public and Community Health”
* PH 483 to “Administration of Public Health Programs”
* PH 485 to “Fundamentals of Public Health Planning”

Seconded by Lartey. Called to vote. Motion passed.

Gardner motions to remove ENV 460 from core required courses and move to an elective. Seconded by Farrell. No discussion. Called to vote. Motion passed.

Gardner motions to put 410 into required core. Seconded by Lartey. No discussion. Called to vote. Motion passed.

Gardner motions to remove PH 383, PH 100, and SFTY 171 from core and add into “other requirements” list. Called to vote. Motion passed.

Gardner asks that everyone find other electives from other programs that would fit into the BSPH program and email them to Lartey. We will vote to add to elective list. Next undergraduate curriculum committee is on February 28th, proposal due February 14th. Lartey must email those programs to make sure our students can take them before we vote to add them.

Gardner asked Lartey to write out the changes for departmental approval.

Lartey says BSPH program is using courseleaf for these changes. Courseleaf doesn’t show up the same way as when you put stuff in, so it’s easier to get departmental approval thru a typed out explanation of changes.

MPH Workday is February 7th

Summer instructors want the same courses. If undergrad instructor wants summer classes, send your email to all faculty within program.

Gardner asks that everyone get electives into Lartey by end of next week.

Monday after spring break, March 16th, as deadline for alignments. Have to check with English to make sure this works for him and that he still wants to teach PH 483.

490a alignment after 485 is complete so that we can fill in gaps and see what needs to be addressed in 490a.

March 16th for expansions on course reviews.

Lartey asked for everyone to make sure their syllabi are posted.

Macy: CHHS research showcase just to highlight our students? Or open up to other students to get more involvement? Also need names of alumni who have done research and gone on to use that research after graduating.

Gardner will be asking for Alumni of the Year and other awardees.

Graduation ceremony will probably be the Saturday at 1:30.

Farrell: it’s being proposed to change how we do winter courses and scheduling. Lartey believes this will affect next winter cycle. Farrell says 12-day courses for winter, one set in December and one set in January. Also start a week earlier for spring semester, right after MLK, Jr. Day.

Motion made to adjourn by Lartey. Seconded by Farrell. Motion passed. Meeting adjourned at 1:31pm.