

MPH Curriculum Committee  
Minutes: 10/21/19  
GRH 2002

Voting members present: Adams (PHUGAS rep), Ding, Eagle, Farrell, Gardner, Macy, Watkins

Non-members present: Reece, Sanyang

Gardner discussed conducting a content review of core course (see below) based on the rationale that competency alignments capture only part of what a course covers. By creating a detailed outline of core course content, faculty will be able to assess holistically the MPH core to identify gaps and overlaps. This will also facilitate an external review of our program, which will demonstrate the CEPH requirement of involving stakeholders in curriculum development. Farrell created a google docs folder for faculty to upload their outlines and review/make commentary on the outlines of other courses.

Reece asked about competency grids. Gardner stated that once any changes have been incorporated into the courses, faculty of core courses will then be asked to complete the competency alignment grids for review.

Non-voting members were dismissed, though were given the option to stay. They did not. ;)

Farrell/Adams moved to approve the motion to assign qualified T/T MPH faculty to applied core courses. A lengthy discussion ensued. Gardner went over the rationale in the motion. Farrell asked if the policy prioritizing course staffing that was passed in the October Joint MPH-BSPH meeting would affect this. Gardner stated no, as they are all core and thus the top priority. Macy expressed concerns the policy could result in a faculty member being assigned to a course they were not comfortable teaching. She also expressed that this was something that should be worked out during scheduling, instead of requiring a policy. Gardner stated she would like staffing to involve all faculty, but that attempts to do so had not been successful.

Gardner presented an annual staffing plan that she's been working on (see attached). The proposed plan incorporated both the aforementioned Joint MPH-BSPH policy, and the motion on the floor. Watkins stated that she will not teach PH 575, an applied core course assigned to her in the staffing plan. She stated she had prepped 13 classes since coming to WKU and that she was not doing another one. She stated she would retire after the 20/21 academic year. Gardner stated that PH 580, a lecture course currently taught by Watkins, would be an entirely new prep as well, and that Eagle would be assigned to that course.

Watkins again stated she would not teach PH 575. Macy volunteered to teach the course, even though she currently has an applied course. Ding stated that she is willing to teach any epidemiology and biostatistics course, but she is not qualified to teach PH 575. Watkins stated English wanted to teach the course. Gardner expressed her concerns related to accreditation and staffing plan. Watkins stated that Gardner always talked about transparency, but had not invited English or Lartey to the MPH curriculum meeting. Gardner stated that Reece and Sanyang were invited because they are being asked to complete the core course content review, but that meetings were open for anyone to attend.

Gardner stated that the proposal was intended to create equity among the T/T MPH faculty, and that currently, that equity did not exist as many faculty taught what they wanted rather than what was needed. Watkins agreed that may be true, then again brought up Gardner's lack of transparency. She stated that the MPH curriculum was too much, and she had expressed this concern when the program went through revisions.

Macy pointed out PH 390 was not a connections course, as noted on the plan. Gardner stated she would fix this and send the corrected version out to faculty by email. Gardner invited people to come up with alternatives to the proposed staffing plan, which she noted had been shared with, but was not fully supported by, the BSPH Program Coordinator.

As the meeting was at the end of its time slot, Farrell/Eagle moved to table the vote; this passed unanimously. The ILE was not discussed.

**Attached Below**

**Core course content review instructions**

**Motion to equitably assign qualified T/T MPH faculty to applied core courses.**

**Proposed staffing plan (excel file)**

**Watkins requested edits/Gardner response**

**Agenda**

## MPH Core Course Content Review

The purpose of the MPH core course content review is to provide a detailed overview of the program's curriculum. It will allow us to identify content gaps and overlaps, and provide the foundation for an external review.

### 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 8<sup>th</sup>, 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.

### **Example using PH 581: Applied Methods of Public Health Practice/Field Epidemiology**

#### **Week 3: Role of time in outbreaks**

Analyzing time

- Trends
- Patterns
- Epidemics

Creating and interpreting epi curves (visual display of cases in outbreak over time)

- Time trend and outliers
  - Creating stem and leaf from line listing
  - Creating epi curve using excel
- Magnitude
- Mode of spread: Interpreting curve shape to determine how agent is spread
  - Common Source (point and continuous)
  - Propagated
- Period of exposure
  - Plotting average, minimum, and maximum incubation on epi curve to determine most likely period of exposure

Motion to equitably assign qualified T/T MPH faculty to applied core courses.

Rationale:

WKU designates course type as part of scheduling. Most MPH courses are designated as either lecture or applied. Although there is no consistent definition for applied at the University level, the MPH faculty operationalizes applied as those courses that are skills-based, and require substantial practice opportunities and/or assessments.

The MPH program is a professional practice degree. We are charged by our accrediting agency to produce “practice-ready” professionals. Our curriculum is built accordingly, and at writing, six of the ten required core courses are applied courses.

Faculty teaching applied MPH courses concur that the workload for teaching an applied class is greater than that of a lecture course. Distributing applied courses among qualified T/T MPH faculty reduces inequities in teaching-related workload.

### Proposed Annual Staffing Plan

#### Legend

Gr-R: Required Applied

GR-R: Required Lecture

Gr-Elective

UG: Required

UG: Connections

UG: Elective

#### This

1. prioritizes staffing per MPH-BSPH staffing policy (same rationale)
2. distributes applied MPH courses equitably among MPH T/T faculty
3. creates flexibility to staff multiple MPH core sections, if needed, by scheduling 3rd class as UG elective for faculty teaching MPH courses used by MHA and EOHS
4. staffs maximum number of courses offered with FT MPH/BSPH faculty
5. is compliant with CEPH regarding faculty resources/FTE

*When possible, courses were staffed by MPH-BSPH faculty who stated they were qualified and wanted to teach the course. This was not always possible in order to create a balanced schedule; however, all courses were assigned to faculty who noted they were at least somewhat qualified.*

Faculty	Fall Semester				
Ding	PH 582	PH 384	PH 630		
Eagle	PH 100	PH 410	PH 580	PH 564	
English	PH 483	PH 447			
Farrell	PH 520	PH 578	PH 443		
Gardner	PH 581	PH 591	PH 365		
Kim	PH 100	PH 381	PH 365	PH 464*	PH 468*
Lartey	PH 100	PH 383	Internship		
Macy	PH 587	PH 485	PH 390		
Watkins	PH 575	PH 548	EOHS 502		
Adjunct:	PH 165	PH 461	PH 467		
Adjunct:	PH 588				

\*could do adjunct for one of electives and give Kim two sections of PH100

Faculty	Spring Semester				
Ding	PH 582	PH 384	PH 384		
Eagle	PH 100	PH 410	PH 580	PH 585	
English	PH 100	PH 447			
Farrell	PH 520	PH 578	PH 620		
Gardner	PH 581	PH 591	PH 365		
Kim	PH 100	PH 381	PH 365	PH 464*	PH 444*
Lartey	PH 261	PH 383	Internship		
Macy	PH 587	PH 576	EOHS 503		
Watkins	PH 575	PH 484	PH 402		
Adjunct:	PH 165	PH 467			
Adjunct:	PH 588				

\*could do adjunct for one of electives and give Kim two sections of PH100

**From:** Gardner, Marilyn  
**Sent:** Wednesday, October 23, 2019 12:33 PM  
**To:** Watkins, Cecilia <[cecilia.watkins@wku.edu](mailto:cecilia.watkins@wku.edu)>; Adams, Elizabeth, K <[elizabeth.adams311@topper.wku.edu](mailto:elizabeth.adams311@topper.wku.edu)>; Ding, Xiuhua <[xiuhua.ding@wku.edu](mailto:xiuhua.ding@wku.edu)>; Eagle, Susan <[susan.eagle@wku.edu](mailto:susan.eagle@wku.edu)>; Farrell, Colin <[colin.farrell@wku.edu](mailto:colin.farrell@wku.edu)>; Macy, Gretchen <[gretchen.macy@wku.edu](mailto:gretchen.macy@wku.edu)>  
**Subject:** RE: Please review

Please see my comments in maroon below.

**From:** Watkins, Cecilia <[cecilia.watkins@wku.edu](mailto:cecilia.watkins@wku.edu)>  
**Sent:** Wednesday, October 23, 2019 10:22 AM  
**To:** Gardner, Marilyn <[marilyn.gardner@wku.edu](mailto:marilyn.gardner@wku.edu)>; Adams, Elizabeth, K <[elizabeth.adams311@topper.wku.edu](mailto:elizabeth.adams311@topper.wku.edu)>; Ding, Xiuhua <[xiuhua.ding@wku.edu](mailto:xiuhua.ding@wku.edu)>; Eagle, Susan <[susan.eagle@wku.edu](mailto:susan.eagle@wku.edu)>; Farrell, Colin <[colin.farrell@wku.edu](mailto:colin.farrell@wku.edu)>; Macy, Gretchen <[gretchen.macy@wku.edu](mailto:gretchen.macy@wku.edu)>  
**Subject:** RE: Please review

Gardner stated that the proposal was intended to create equity among the T/T MPH faculty, and that currently, that equity did not exist as many faculty taught what they wanted rather than what was needed. Watkins agreed that may be true, then again brought up Gardner's lack of transparency. She stated that the MPH curriculum was too much, and she had expressed this concern when the program went through revisions.

Macy pointed out PH 390 was not a connections, as noted on the plan. Gardner stated she would fix this and send the corrected version out to faculty by email. Gardner invited people to come up with alternatives to the proposed staffing plan, which she noted was not fully supported by Lartey.

I have issues with a couple of statements.

- I did not say Gardner's lack of transparency. I said a lack of transparency. While you did not use my name, I am the person who scheduled and called the meeting, so I'm not sure what else a lack of transparency could mean. How would you like me to phrase this? For clarity, I only invited the official members of the curriculum committee (as per policy) and Ed/Michelle to the portion of the meeting where we discussed a task that they, along with the rest of those present, would be required to do. If you would like to change the policy, please make a motion to do so and send it for inclusion at our next meeting.
- The comments made by Dr. Gardner before the point about the program was too much (not sure that term "too much" is what was said, but that is fine thank you; I could not recall the exact verbiage, but felt this captured it) was not included. The comments included that Dr. Gardner ← this is a comment I made had too much work associated with the MPH program (primary reader for all ILEs) and she wanted other people to contribute to make her life easier. Hence that agenda item that we did not get around to discussing. I then did say that she designed the program that way. First of all, I did not design the program. I came up with suggestions that were compliance with CEPH requirements but WE, as a faculty, designed the

program. Everything was discussed and voted on. Please recall that the ILE is a requirement for CEPH, and that supporting interdisciplinary certificates is something encouraged by WKU. While I know you are not a fan of the 10 course core, please be reminded that when we had concentrations, students had 11 or 12 required courses (depending on the certificate). While one was a course where the ILE-equivalent was taught, the load is no heavier. Also, please recall we had a non-viable generalist concentration. AND, we did not have to demonstrate 22 prescribed competencies that ALL students must get, nor demonstrate the assessment at the course level for these, and the five unique competencies were are required to have. **I strongly encourage you to submit a better curriculum and plan that meets all of the CEPH requirements.**

- Dr. Lartey's name should not be included in these minutes as she was not present to comment on her support for the proposed staffing plan. I appreciate what you are saying, but I do want to memorialize that this is not something that has not been shared, because I really do strive to be transparent. As a compromise, I will remove her name and replace it with "BSPH Program Coordinator."

Cecilia Watkins, Ph.D., CHES  
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270-745-4796

**From:** Gardner, Marilyn <[marilyn.gardner@wku.edu](mailto:marilyn.gardner@wku.edu)>

**Sent:** Tuesday, October 22, 2019 7:36 PM

**To:** Adams, Elizabeth, K <[elizabeth.adams311@topper.wku.edu](mailto:elizabeth.adams311@topper.wku.edu)>; Ding, Xiuhua <[xiuhua.ding@wku.edu](mailto:xiuhua.ding@wku.edu)>; Eagle, Susan <[susan.eagle@wku.edu](mailto:susan.eagle@wku.edu)>; Farrell, Colin <[colin.farrell@wku.edu](mailto:colin.farrell@wku.edu)>; Macy, Gretchen <[gretchen.macy@wku.edu](mailto:gretchen.macy@wku.edu)>; Watkins, Cecilia <[cecilia.watkins@wku.edu](mailto:cecilia.watkins@wku.edu)>

**Subject:** Please review

All: Please review the attached minutes from the 10/21/19 MPH Curriculum Committee meeting. Please send any additions/changes/revisions via reply all.

Please note that only official members of the MPH Curriculum Committee are being included on this email, as only these are the only ones with voting rights. Once approved, the minutes will be shared publicly on November's Joint MPH-BSPH agenda.

Marilyn M. Gardner, Ph.D.  
MPH Program Coordinator



Preferred Pronouns: she/her/hers

Preferred Honorifics: none/Dr.

MPH Curriculum Committee  
Agenda: 10/21/19  
GRH 2002

1. Preparing for mid-cycle review
  - a. Detailed outline
    - i. Internal review: January 2020
    - ii. External review: May – July 2020
  - b. Alignment grid
2. Course Assignments
  - a. Motion to equitably assign qualified T/T MPH faculty to applied core courses (see below)
  - b. Master block scheduling/proposed staffing plan
3. ILEs
  - a. Process for assigning readers

Motion to equitably assign qualified T/T MPH faculty to applied core courses.

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