October 14, 2020 Governance Committee Minutes

Time: 12:30pm – 2pm

Attendees: Gardner, Lartey, Macy, Watkins, Rust, Farrell, Kim, Eagle, Adams (PHUGAS)

|  |  |  |
| --- | --- | --- |
| Agenda Item | Discussion | Next Steps |
| Approve minutes from September 2020 | Eagle motions; Lartey seconds. No discussion. Motion passes with no changes. |  |
| BSPH Program Report ([APPENDIX A](#_Appendix_A)) | Lartey gives BSPH report. * There are three different internships, so BSPH now has an agreement with Mayo Clinic and a health department in Utah. The third internship is with Emergency Management downtown. Most of the students’ internship work has been done virtually but they’ve also been able to be included in some bigger meetings and community activities.
* Registration has started for the winter. Lartey asks that everyone teaching in the BSPH program go back in and check to make sure they are scheduled for the correct time slots and let her know if there are any mistakes. Lartey also asked for everyone to make sure the formats are correct and that the classrooms for the classes can accommodate the number of students under new classroom/COVID-19 guidelines.
* Core course alignment was due on the 30th. Now we need to complete the master alignment document, identify any gaps, and try to fill those gaps. Lartey proposed that the group meets for this on October 30th for 2-3 hours. Lartey suggests 10-1 as a meeting time. Gardner asks if there are any conflicts for people with this time; no one objects to this time. An undergraduate PHUGAS representative needs to be there if possible; Lartey and Gardner suggest JUMP students. Lartey invites Rust to speak at the beginning or end of her class tomorrow to recruit. Gardner asks everyone to advertise PHUGAS to their PH students.
 | * Everyone teaching in the BSPH program will check to make sure time slots, format, and classrooms for Winter and Spring courses are correct and let Lartey know if there are any mistakes.
* Everyone will plan to meet from 10am-1pm on Friday, October 30th. Rust will send out a link for this session.
* Rust and Adams will recruit an undergraduate representative for the October 30th meeting.
 |
| MPH Program Report ([APPENDIX B](#_Appendix_B)) | Gardner gives MPH report.* Gardner is currently working on recruitment material for MPH + Professional program. Gardner has a new infographic for the JUMP program and is almost finished with an ILE grading guidebook.
* The CEPH annual report is due by December. Our last CEPH report was accepted. Gardner is sure we will have graduation rates below 70% next year, and that’s already been reported.
* Gardner is preparing for advising for the spring semester. Gardner asks that anyone who teaches in the MPH program make sure to check about winter courses.
 | * Gardner will send ILE grading guidebook draft to everyone in the coming weeks for comment.
* Everyone will review the ILE grading guidebook draft once it is sent out.
* Everyone teaching in the MPH program will check their scheduled Winter courses.
 |
| MPH Curriculum Committee Report | No report. |  |
| BSPH Curriculum Committee Report | Discussed with the BSPH report. |  |
| GrAPEs Report ([APPENDIX C](#_Appendix_C)) | Rust gives the GrAPEs report.* Rust is a bit behind on updating about three students’ grades on Blackboard, but these will be completed by the end of the month.
* Rust has been working on pulling together contacts for some of Gardner’s recruitment initiatives.
* Rust encouraged everyone to send in any photos (with permission from any people in the photo) to post onto our social media sites.

Gardner asks how many embedded GrAPE projects we have going on right now.* Rust says that everyone has told her they are trying to offer the embedded projects, but not everyone has confirmed.
* Eagle and Macy both state that theirs have already begun.
* Gardner not sure if she will offer hers.
* Farrell hopes to but is waiting to see if he can get the data from BRDHD in enough time.

Gardner asks if there is a form faculty fill out for each course that offers embedded projects.* Rust says yes, but not that has a full list of every student in the course. She only lists the students who are actually using it towards their GrAPE hours since she cannot access course rosters.
* Gardner asks everyone doing an embedded GrAPE project to send course rosters to Rust.

Rust introduces Beth Adams as the new Graduate President for PHUGAS. | * Everyone who is offering an embedded GrAPE project in their course will send Rust a copy of the course roster for the semester.
* Rust will update the embedded GrAPE forms with the rosters.
 |
| PHUGAS Report ([APPENDIX D](#_Appendix_D)) | Adams gives the PHUGAS report.* There are discussion boards on Blackboard for students to respond to, but there has not been involvement there yet.
* There are also more elected positions to fill. Adams ask that if anyone has certain students in mind for her to reach out to that they will send her an email so that she can reach out to them.
* Rust and Adams are beginning to plan the next PHUGAS meeting.

Rust explains an idea for PHUGAS spotlights to get faculty involved and students interested.* The idea is that each month, at the PHUGAS meeting, there would be a short spotlight Q&A session for students to ask questions about specific things within the programs.
* Some ideas of these topics are: diversity initiatives, GrAPEs, ILEs, internships, research, etc.
* Gardner asks if Rust thought this would be a live Q&A. Rust says live but recorded so that students who can’t be on the call can still watch later. Also, there would be a discussion board for students to ask questions ahead of time if they wanted it asked during the live Q&A.
 | * If there are any, people will send suggestions of students for Adams to reach out to individually for PHUGAS positions.
* Anyone interested in doing a future PHUGAS spotlight Q&A will reach out to Rust or Adams.
 |
| KPHA Report | On hiatus this semester |  |
| Discussion with Stakeholders: What have you heard? | * Eagle states she rejoined BRIGHT coalition. There seems to be an interest in making a connection between the organizations there and our PH programs. They are currently trying to figure out how they can do the annual Warren County Services Fair during the pandemic.
* Rust asks if anyone knows of any programs that health departments or PH organizations are using for delivering virtual trainings. This is because GRDHD has asked us to keep developing their cultural competency training from Eagle’s summer capstone course. Eagle suggests we talk more about this under the workforce development agenda item, as she wants to explore the possibility of folding that into our workforce development.
 |  |
| Diversity, Inclusion, and Equity | Gardner asks how many people in the meeting have their pronouns on their email signatures.* Eagle mentions that she had to redo it after the email migration, so others may want to check if they did so before the migration.

Macy recommends the Implicit Bias training that was recently offered by LifeSkills. She says it was a dynamic training that was delivered well and was both reassuring and eye-opening. |  |
| Assessment | Gardner mentioned again that we have the MPH and BSPH competency and content alignments outstanding. BSPH alignment is first priority. |  |
| Motion to revise governance structure ([APPENDIX E](#_Appendix_E)) | Gardner calls to motion a revision of the governance structure.* This would reduce the number of standing committees and subsume their respective responsibilities to the larger committee. The committees we will still have will be the MPH Curriculum Committee, the BSPH Curriculum Committee, and the Admissions Committee.
* Motion passes with no changes.
 |  |
| Motion to approve P/P for Governance Committee ([APPENDIX F](#_Appendix_F)) | Gardner discusses the motion to approve p/p for the Governance Committee, including changing the name to this from “Joint MPH-BSPH Committee.”* Gardner points out that she will add in a diversity statement under the stakeholders section.
* Lartey suggests that the language about student membership leaves it open to any student, not necessarily an elected one.
* Eagle asks about the “or” section. Gardner explains that we could list the responsibilities of the committee as it has been with minor changes or completely change the language to be more expansive and reflective of what the committee has purview of doing. Everyone agrees that the second/“bottom” section is okay with them.
* Rust suggests that under the “procedure” section, motions be made available a week ahead of the Governance Committee meetings so that PHUGAS has enough time to gather student feedback and vote appropriately.
* Motion to approve this document, with the listed changes. Motion made by Rust, seconded by Lartey. Gardner will send out a clean copy of this before it is posted for any “wordsmithing” suggestions. Motion passes with changes.
 | * Changes to be made to the document:
	+ Diversity statement to stakeholders section
	+ Student membership will be changed to “elected student representative” or similar
	+ Motions will be made available a week ahead of time
* Gardner will send out a clean copy of this document before posting.
 |
| Motion to revise P/P for MPH ([APPENDIX G](#_Appendix_G)) and BSPH Curriculum Committees ([APPENDIX H](#_Appendix_H)) | Gardner asks to bundle and approve the p/p for MPH Curriculum Committee and BSPH Curriculum Committee.Motion to approve and bundle by Lartey, seconded by Eagle.* Lartey has the same suggestion about language in the student membership section.
* Motion passes with that change.
 | * Changes to be made to the documents:
	+ Student membership will be changed to “elected student representative” or similar
* Gardner will send out a clean copy of these documents before posting.
 |
| Workforce Development 2020-2021 (APPENDIX I) | Gardner reminds everyone of the part of the strategic plan in which we identified priority communities, the rationale for why we chose them, and plans to meet the workforce development requirement from CEPH.* Gardner suggests that some certificate programs we have developed (especially with the epi certificate) meet the needs of the workforce
* Gardner reminds everyone that we’ve also committed to a minimum of one workshop each year to an academic health department and a minimum of one workshop every year to a diversity organization. Gardner thinks we changed that to be rotating.
* Gardner says we have met the workshop requirement for an academic health department, but we have not done any to a diversity agency.
* Rust asked if the diversity agency is a WKU organization or an outside, community organization. Gardner clarified that it is an outside, community organization, like the Refugee Center.
* The informal needs assessment listed on this document is what is supposed to be being captured in the recurring agenda item “discussion with stakeholders.”
* Farrell asks if we have an updated academic health department agreement. Gardner and Rust confirm we have done so recently. Farrell asks if there is anything about HIPAA in it; Rust thinks there is something brief. Gardner sends it out to everyone; Rust puts it on the shared drive (S:\DEPT-SHARED-CHHS-PH\MPH - BSPH Master Folder\Academic Health Department).
	+ It does not have HIPAA language in it. Farrell suggests this be something we look into as it would be helpful to his embedded GrAPE.
	+ Farrell asks if the agreement extends to the whole department or just the PH programs. Gardner says just the PH programs.
* Lartey mentions that the academic health department agreement is different than the affiliation agreement for internships. That internship agreement covers the college.
* Eagle says that thru her work with a coalition on refugee issues, she sees a lack of understanding what public health is versus clinical health. She thinks partnerships with the refugee- and immigrant-serving organizations could be fruitful. Eagle also suggests HOTEL, Inc.
* Gardner brought up that we should also be putting together a list of different organizations for our community advisory group. If no one has an updated one of these, we could potentially make it a GrAPE project thru AHEC. Gardner suggests if there is a list of this sort thru the Chamber of Commerce.
* Rust has the 18-19 guide from Leah Ashwill.
 | * Everyone will brainstorm ways for us to meet our workforce development commitment to a diversity agency.
* Rust will look into what we can include about HIPAA on our agreement with BRDHD.
* Everyone, specifically Adams with AHEC, will reach out to their contacts to see if there is an updated list of community organizations we can use.
 |
| Diversity, Inclusion, and Equity 2020-2021 ([APPENDIX J](#_Appendix_K)) | Gardner reminds everyone that we need to establish diversity objectives for this year.* Gardner has asked Molly Kirby to speak to the group at our November meeting about inclusive language.
* Rust asks Farrell about the bathroom initiative that he had started on. Farrell says he thinks we are to the point where it needs to bring it up at the department level, then to the Dean’s office.
* Gardner asks again who has their pronouns on their email signatures. A conversation takes place with some concerns with this being brought up. The conversation was tabled, with Gardner sending out a [reference webpage](https://www.mypronouns.org/sharing) in the meantime.
 | * Everyone will send some action plan recommendations to Gardner by 10-20-2020.
* Farrell will put together an email to send to Mkanta and other faculty/staff to vote on changing the bathroom signs.
 |
| Core advisory group recommendations (6-8) | Gardner asks everyone send her an email with suggestions for the core advisory group. As a reminder, this core group is the smaller group of people who will help inform our curriculum more directly than the larger community advisory group. | * Everyone will send some recommendations to Gardner by 10-20-2020
 |
| Community advisory group list? | Discussed with the Workforce Development agenda item. |  |
| Additional Comments | Farrell reminded everyone to vote for the faculty regent tomorrow. |  |

# Appendix A

**BSPH Activities**

**October 2020**

1. Internship update

 - Virtual site visits scheduled (all sites)

2. Advising & Registration

 - Most students have been advised. Registration starts on October 26.

3. Winter & Spring 2021 Schedule

 - Review schedule for potential errors before registration

4. Curriculum

 - Core Course Alignment

 - BSPH program competencies

 - BSPH Seminar October 30??

 \*BSPH Curriculum committee meeting??

# Appendix B

**MPH Report**

**October 2020**

Recruitment: Created an infographic for MPH JUMP to distribute among advisors and Honor’s College; presented to UK Medical students on the MD-MPH, and to Gatton Academy club on careers in public health. I’m currently working on a series of infographics for the MPH + Professional Degree (MD, DDS, PharmD, etc.) and will be emailing them out soon hopefully. I also updated the MPH brochures and international recruitment cards.

ILE Grading Guidebook: I’m in the final stages of putting this together and should be sending it out to graduate faculty next week for review and use.

CEPH: Working on the annual report which will be submitted soon.

# Appendix C

**GrAPE Report
October 2020**

I’m a little behind on GrAPE grades right now. I will be caught up with this by the end of the month. There are only about 3 students who are actually affected by this.

Putting together contact lists for recruitment purposes

Facebook and Instagram are pretty dry… if you or someone you know does a public health Halloween costume or something, send a picture of it my way with the permission of anyone in it.

# Appendix D

**PHUGAS Report
October 2020**

Beth Adams, Graduate President

Still need all other elected positions (Undergraduate President, VP, Secretary)

* Have just introduced the committee structure for volunteers – depending on the motion on committee structure

Discussion boards are up for both MPH and BSPH students, but no responses yet

Setting up meeting in November for Beth to lead

Thought about doing a spotlight for certain topics – like a 10 minute Q&A each PHUGAS meeting for a faculty member to speak to a specific topic (ILEs, GrAPEs, Research, Career Exploration, etc)

# Appendix E

# Appendix F

**~~Governance of the~~ ~~Public Health Programs: Joint MPH-BSPH Committee~~**

**Governance Committee for Programs of Public Health**

I. Purpose and Scope

The Master of Public Health (MPH) and Bachelor of Science in Public Health (BSPH) programs are a single accreditation unit that share the same vision, mission, values, goals, and objectives. These programs of public health are governed jointly to ensure that all program-related activities comply with accreditation and institutional standards, and to work collaboratively toward our common goals. This joint-governance committee, heretofore referred to as the Governance Committee or GC, is based on principles of shared governance: partnership, equity, accountability, and ownership.

The ~~Joint MPH-BSPH~~ Governance Committee complies with the policies and procedures set forth by the Department of Public Health, the College of Health and Human Services, and the University Faculty Handbook.

~~The MPH and BSPH Programs are governed by the Joint MPH-BSPH Committee under the leadership and guidance of the two program coordinators. All of the primary faculty[[1]](#footnote-1) serve on the MPH Committee. In order to foster shared governance, part-time and adjunct faculty, graduate students, and undergraduate students are welcomed; each group, collectively, has one vote. The program coordinators serves as co-chairs.~~

II. Policy

A. Committee Leadership

The academic program coordinators for the MPH and BSPH programs jointly chair the Governance Committee.

B. Committee Membership

1. Each full-time faculty and staff member whose primary responsibility is to the MPH or BSPH program.
2. Undergraduate representative from the student governance organization (PHUGAS)
3. Graduate representative from the student governance organization (PHUGAS)
4. Part-time/adjunct faculty

C. Responsibilities

~~I. Programmatic Responsibilities~~

~~The Joint MPH-BSPH Committee is responsible for:~~

1. General programmatic operations ~~of the MPH-BSPH program~~ that align with ~~our~~ stated vision, mission, values, goals, and objectives.
	1. Establish policies and procedures
2. All accreditation-related activities, including: preparing self-study documents, coordinating site visits, collecting relevant data from students and alumni, and routine communication with accrediting agency, alumni, and other constituents.
3. Internal program reviews and reporting information related to program and faculty accomplishments.
4. Strategic planning, continuous quality improvement, and program evaluation consistent with accreditation needs and University accountability and assessment plan requirements.
5. ~~Selecting, and obtaining affiliation agreements with, practice-experience sites.~~
6. Scheduling and staffing classes by appropriately trained faculty and in compliance with program policies.
7. Conducting environmental scanning and assessment relevant to the discipline in order to support strategic planning, curriculum development, workforce development, and program evolution.

OR

1. Program Operations
	1. Establish meeting and workday agendas
	2. Create program policies and practices
	3. Maintain transparent communications
	4. Stakeholder meetings/involvement. (HYPERLINK POLICY)
	5. Student involvement
2. Assessment and Strategic Planning
	1. Develop assessment plan, including schedule for data collection (HYPERLINK PLAN)
	2. Develop and revise assessment instruments that meet institutional and accreditation requirements
	3. Collect and analyze data per assessment plan
	4. Create annual report to synthesize data from all sources
	5. Create strategic plan based on evidence from annual plan
	6. Monitor progress toward meeting goals of strategic plan
3. Diversity, Equity and Inclusion
	1. Develop diversity targets and goals ( ADD HYPERLINK)
	2. Document and monitor progress toward meeting targets and goals annually
4. Program Reviews
	1. Routinely monitor curricula, per assessment schedule
	2. Discuss and approve all changes to program requirements and curriculum recommended by MPH and/or BSPH Curriculum Committees
5. Scheduling and Staffing Courses
	1. Staff courses per policies. (ADD HYPERLINK)
6. Workforce Development
	1. Provide workforce development opportunities for community partners (ADD Hyperlink)
7. Accreditation
	1. Prepare annual and interim reports
	2. Prepare documents for self-study
8. Recruitment and Retention
	1. Maintain up-to-date recruitment material
	2. Maintain up-to-date student guidebooks and organization sites
	3. Provide high quality student advising. (ADD HYPERLINK TO POLICY)

~~Policies and Procedures:~~

III. Procedures

A. Meetings

1. Governance Committee.The ~~Joint MPH-BSPH Program~~ Governance Committee shall meet monthly, at minimum. Meetings will be scheduled and announced at the beginning of each academic year. ~~semester~~. GC meetings are open to everyone, but portions may be closed when discussing individual students (e.g., student award nominations). ~~Faculty~~ Members are expected to attend each meeting~~.; it is the faculty member’s responsibility to inform the committee chair if he/she cannot be present.~~

1. A call for agenda items and reports will be sent to members approximately one week prior to the meeting. The agenda and related documents will be posted on the meeting website at least two working days prior to the meeting. Reports will be submitted monthly from each program coordinator highlighting activities from the last meeting and previewing issues on the horizon.
2. A simple majority is required for motions to pass. A quorum must be present for voting. Each ~~primary PH faculty and full-time instructor has one vote; MPH students, collectively, have~~ member has one vote, with the exception of part-time/adjunct faculty who, collectively, have a single vote.~~, as do BSPH students, and part-time/adjunct faculty.~~
3. Minutes are to be kept at each meeting and posted on the agenda of the next scheduled meeting.. , ~~distributed electronically to faculty for corrections, and kept on the shared drive once approved.~~
	1. ~~Student representatives are s/elected by the student body.~~
4. ~~Documents pertaining to agenda items under consideration for a vote should be distributed to all members at least two working days in advance of the meeting in order for faculty to read and make comment~~.

2. Workdays. A strategic planning workday shall be held at the beginning of each academic year. Additional workdays are scheduled as needed to address specific curricular or program needs. Governance committee members are expected to attend.

a. Agendas and related documents are posted on the meeting website at least 48 hours in advance.

b. Minutes are to be kept and submitted to GC to post on the agenda of the next scheduled meeting.

c. Recommended motions are submitted to GC to post as new business on the agenda for the next scheduled meeting.

3. Program Committees. Standing committees are established to provide direction and oversight of major and on-going programmatic activities. Ad hoc committees are established, as needed, to address a specified and time-limited need. All committees, be they standing or ad hoc, are advisory; recommendation come forth from the committees and are voted upon by GC members. ~~the MPH faculty as a whole.~~  Standing committees include BSPH Curriculum Committee, MPH Curriculum Committee, and MPH Admission Committee.

* 1. Membership to standing and ad hoc committees will be determined by the GC; student representation will be determined by the student governance organization.
	2. Minutes are to be kept and submitted to GC to post on the agenda of the next scheduled meeting.
	3. Recommended motions are submitted to GC to post as new business on the agenda for the next scheduled meeting

~~2. The program coordinators will appoint the faculty membership of each standing committee at the initial meeting of the Public Health Committee during the fall semester of each year, and no later than the first week of September.~~

* 1. ~~Faculty membership will consist of at least three primary faculty, with at least one representative from each concentration.~~
	2. ~~Student representation will consist of at least one student, to be elected/selected by the student body. Committees dealing with confidential student information will not have student representation.~~
	3. ~~Committee chairs are responsible for keeping and distributing minutes of meetings to the MPH-BSPH faculty at large on an on-going basis; a copy of all minutes must be kept in the shared drive.~~
	4. ~~Chairs of standing committees will report on committee activities at joint MPH-BSPH program committee meetings.~~
	5. ~~Committees must complete annual reporting forms, if so indicated by the committee charge, prior to the end of April of each academic year.~~
	6. ~~Standing committees include~~
		1. ~~Assessment Committee~~

~~Ad hoc committees will be created by the Program Coordinators as needed and are subject to the same procedures as standing committees~~.

4. Stakeholder Meetings. An External Advisory Committee shall consist 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.)

1. 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.
2. 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.
3. Link department to external resources and opportunities as warranted.
4. Serve as ambassadors for the department.
5. Assist in identifying internships and career opportunities for students.
6. 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.
	* 1. 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.
7. ~~Assessing Effectiveness~~

~~Near the conclusion of each academic year, each primary faculty and full-time instructor will complete an annual achievement form that summarizes accomplishments for the year. Committees will complete required data forms, as per their charge. An annual report will be compiled and data will be assessed against stated objectives. This report will be presented to the External Advisory Committee. Mitigation plans will be established for areas falling below identified targets.~~

~~The joint MPH-BSPH membership will convene at the beginning of each academic year to establish objectives for the year. All members are expected to attend each scheduled retreat, work-day, advisory committee meeting, etc.~~

IV. Related Policies

Advising Policy

Course Staffing Policy; MPH Staffing Policy

Workforce Development Policy

MPH Curriculum Committee Policy

MPH Advising Committee Policy

BSPH Curriculum Committee Policy

Revised: October 2020

Rationale for Revision: Streamline standing committees and highlight responsibilities.

# Appendix G

MPH Curriculum Committee

Policies and Procedures

I. Purpose and Scope

The primary purpose of the MPH Curriculum Committee is to ensure that the MPH program provides high-quality, graduate-level professional preparation that is competency-based and meets accreditation standards set forth by the Council for Public Health Education (CEPH). The MPH Curriculum Committee is charged with oversight of all MPH program requirements, as well as the oversight of the MPH Joint-Undergraduate and Master Program (JUMP) and all graduate certificates ~~curricular issues including:~~ The committee is, however, advisory: All substantial recommended changes must be proposed to and approved by the Governance Committee.

II. Policies

A. Committee Leadership. The MPH Curriculum Committee is chaired by the MPH Academic Program Coordinator.

B. Committee Membership.

1. Faculty teaching MPH core courses
2. MPH program staff
3. Graduate representative from the student governance organization (PHUGAS)
4. Adjuncts and part-time faculty teaching in the MPH program

C. Responsibilities.

1. systematically and routinely assess~~ing~~ the MPH ~~program’s~~ curriculum to ensure courses reflect higher-order learning and assessment, are competency based and relevant to the PH workforce, ~~and~~ emphasize applied and integrative learning, and are compliant with accreditation requirements and instructional objectives.
2. R~~eviewing[[2]](#footnote-2) and/or initiating curricular modifications; and~~ Recommend modifications to program requirements and curriculum, including proposing new courses and certificates.
3. Develop and provide instructional/informational materials for students related to program requirements.
4. Complete WKU assurance of student learning for MPH program and certificates.
5. Ensure syllabi are compliant with University and program standards.
6. Develop and assess MPH competencies.
7. keep~~ing~~ abreast of changes in national credentialing standards and competencies related to MPH and certificates.

III. Procedures

~~The MPH Curriculum Committee primary MPH faculty. A chair will be elected annually from within the faculty committee membership. One MPH student from each area of~~ ~~concentration shall be appointed/elected by the Public Health Undergraduate and Graduate Association of Students (PHUGAS).~~

A. Meetings. The MPH Curriculum Committee will meet at least once per year.

1. Minutes will be kept and submitted to the Governance Committee for approval
2. A simple majority is needed for a motion to pass and be sent to the Governance Committee. Each member has a single vote, with the exception of adjuncts and faculty who have a primary appointment in a different program; collectively, they have a single vote.

B. Curricular Review. Conducted every 3.5 years, per assessment plan (ADD HYPERLINK)

1. Internal review of core content for each core course
2. Internal review of competency alignment for each core course
	1. Identify competency assessments for CEPH
3. External review of curriculum by core advisory group

C. Syllabi Review. Conducted annually~~On an annual basis, the MPH Curriculum Committee will review course syllabi for required MPH courses to:~~

1. ensure MPH foundational knowledge learning objectives are clearly identified, where applicable;
2. ensure MPH foundational ~~and concentration~~ competencies met by the course are clearly stated on the syllabus;
3. ensure learning objectives reflect higher order learning and, where appropriate, align with stated competencies, making recommendations to faculty, if needed, for revision; and,
4. ensure syllabi meet policies set forth by WKU Policy and program standards.

D. Instructional Assessment. Conducted at the end of each semester. ~~On an annual basis, the MPH Curriculum Committee will also:~~

1. ~~review program-level assessments used for foundational and concentration competencies;~~
2. assess and monitor progress in meeting stated instructional objectives

~~On tri-annual basis, the MPH Curriculum Committee will review individual course grids for all required MPH courses to ensure learning objectives and related content/activities align with competencies.~~

~~The MPH Curriculum Committee will meet~~ *~~at least~~* ~~once per year. The minutes of all meetings shall be made available on the faculty shared drive and submitted to the MPH Coordinator to include as a committee report.~~

IV. Related Policies

Revised: October 2020

Reason for Revision: Update for consistency with program practices

# Appendix H

BSPH Curriculum Committee

Policies and Procedures

I. Purpose and Scope

The primary purpose of the BSPH Curriculum Committee is to ensure that the BSPH program provides high-quality, graduate-level professional preparation that is competency-based and meets accreditation standards set forth by the Council for Public Health Education (CEPH). The BSPH Curriculum Committee is charged with oversight of all BSPH program requirements, as well as the oversight of all undergraduate certificates and minors ~~curricular issues including:~~ The committee is, however, advisory: All substantial recommended changes must be proposed to and approved by the Governance Committee.

II. Policies

A. Committee Leadership. The BSPH Curriculum Committee is chaired by the BSPH Academic Program Coordinator.

B. Committee Membership.

1. Faculty with a primary teaching assignment in the public health programs.
2. Program staff
3. Undergraduate representative from the student governance organization (PHUGAS)
4. Adjuncts and part-time faculty teaching in the BSPH program, including faculty with a primary assignment to a different program.

C. Responsibilities.

1. systematically and routinely assess the BSPH program’s curriculum to ensure courses are competency based and relevant to the PH workforce, emphasize applied learning, , and are compliant with accreditation requirements and instructional objectives.
2. R~~eviewing[[3]](#footnote-3) and/or initiating curricular modifications; and~~ Recommend modifications to program requirements and curriculum, including proposing new courses, minors, and certificates.
3. Develop and provide instructional/informational materials for students related to program requirements.
4. Complete WKU assurance of student learning for BSPH program and certificates.
5. Ensure syllabi are compliant with University and program standards.
6. Develop and assess program competencies.
7. keep~~ing~~ abreast of changes in national credentialing standards and competencies related to BSPH and certificates.

III. Procedures

A. Meetings. The BSPH Curriculum Committee will meet at least once per year.

1. Minutes will be kept and submitted to the Governance Committee for approval
2. A simple majority is needed for a motion to pass and be sent to the Governance Committee. Each member has a single vote, with the exception of adjuncts and faculty who have a primary appointment in a different program; collectively, they have a single vote.

B. Curricular Review. Conducted every 3.5 years, per assessment plan (ADD HYPERLINK)

1. Internal review of core content for each core course
2. Internal review of CEPH alignment for each core course
	1. Identify assessments for CEPH
3. External review of curriculum by core advisory group

C. Syllabi Review. Conducted annually~~On an annual basis, the BSPH Curriculum Committee will review course syllabi for required BSPH courses to:~~

1. ensure BSPH foundational knowledge learning objectives are clearly identified, where applicable;
2. ensure BSPH ~~foundational and concentration~~ competencies met by the course are clearly stated on the syllabus;
3. ensure learning objectives reflect higher order learning and, where appropriate, align with stated competencies, making recommendations to faculty, if needed, for revision; and,
4. ensure syllabi meet policies set forth by WKU Policy and program standards.

D. Instructional Assessment. Conducted at the end of each semester. ~~On an annual basis, the BSPH Curriculum Committee will also:~~

1. ~~review program-level assessments used for foundational and concentration competencies;~~
2. assess and monitor progress in meeting stated instructional objectives

~~On tri-annual basis, the BSPH Curriculum Committee will review individual course grids for all required BSPH courses to ensure learning objectives and related content/activities align with competencies.~~

~~The BSPH Curriculum Committee will meet~~ *~~at least~~* ~~once per year. The minutes of all meetings shall be made available on the faculty shared drive and submitted to the MPH Coordinator to include as a committee report.~~

IV. Related Policies

Revised: October 2020

Reason for Revision: Update for consistency with program practices

# Appendix I

Workforce Development Plan

The PH faculty are committed to providing

Priority Communities

We identified two primary priority populations: Academic Health Department (AHD) partners and agencies in Warren County serving the marginalized populations identified in our diversity plan.

Rationale

The school or program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

Who/Why?

1. AHD partners: part of relationship
2. Orgs serving marginalized pops (diversity plan)

How do we assess their needs?

1. Advisory meetings
2. AHD meetings
3. Informal needs assessment
4. State-wide survey results (UK taking lead)

Development/Implementation:

1. Certificate programs
2. Minimum of one workshop each year to an AHD on a priority area identified in assessment?
3. Minimum of workshop every year to diversity organization?

# Appendix J

Diversity Plan

We strive to attain a student body that more closely represents state demographics and a faculty that more reflects the diversity of our nation. To this end, **the following groups are priority populations:**

* Hispanic/Latinx
* African-Americans
* Immigrants/first generation
* Persons from medically under-served communities
* Persons identifying with under-represented or marginalized groups

We strive to reach the **following goals** to promote diversity and cultural competence:

1. Foster a culture of inclusivity and cultural competence.
2. Attract, hire, and retain diverse faculty that reflects the demographics of the nation and inclusive of those from under-represented or marginalized groups.
3. Encourage faculty to engage in scholarship and service involving marginalized and under-represented populations.
4. Increase our efforts to attract, retain and graduate a diverse student population reflective of the diversity in the Commonwealth and inclusive of those from under-represented or marginalized groups.
5. Provide student engagement opportunities for scholarship and service within marginalized and under-represented populations.
1. ~~Primary faculty are those who are employed full-time, who have regular responsibility for instruction in the public health degree programs as a component of employment, and who contribute at least .50 FTE to the MPH and/or BSPH programs.~~ [↑](#footnote-ref-1)
2. ~~All proposed curricular modifications, including one-time course proposals, must flow through the MPH Curriculum Committee for review, comment, and recommendation.~~ [↑](#footnote-ref-2)
3. ~~All proposed curricular modifications, including one-time course proposals, must flow through the MPH Curriculum Committee for review, comment, and recommendation.~~ [↑](#footnote-ref-3)