ASPPH Presents Webinar Series

Engaging Stakeholders in Undergraduate Curriculum Development

Thursday, July 13, 2017
1- 2:00 p.m. Eastern
Method for Submitting Questions

Join the Conversation...

- You can ask questions in writing anytime during the webinar.

- Simply type them in the “Questions” field on the right side of your screen.

ASPPH Presents WEBINAR
Today’s Presenters

Margaret Chorazy, MPH, PhD
University of Iowa College of Public Health

Miranda Worthen, PhD
San Jose State University
Building Together: A model for an integrated undergraduate public health curriculum

Maggie Chorazy, MPH, PhD
Director, Undergraduate Programs
University of Iowa College of Public Health
Learning Objectives

After participating in this session, the attendee will be able to

1. Identify at least one method for bringing together faculty, staff, and students to develop curricular goals

2. Identify at least one benefit of an integrated curriculum as compared to a non-integrated curriculum
Outline

• Developmental history and timeline
• Building together - strategies to bring faculty, staff, and students together to develop curricular goals
• An integrated public health core curriculum
• Strengths and challenges
The Setting

College of Public Health founded in 1999
National trend of increased interest in public health at the undergraduate level reflected in the UI experience

• Increasing popularity of undergraduate certificate in public health
• Increasing enrollment in CPH:1400 Fundamentals of Public Health
• Increasing interest in recently developed undergrad-to-grad combined degree option
Collegiate curricular innovation initiative launched - undergraduate workgroup formed

November 2014

Undergraduate workgroup convenes open forums – competencies and content areas

January - April 2015

Iowa Board of Regents approves undergraduate major in public health

April 2015

Organization of courses and policies, support for faculty development

May 2015 – May 2016

Continued development

Ongoing

Class of 2020 arrives

August 2016

Continued
Building Together

Collegiate Curricular Innovations Initiative

1. Train highly qualified public health professionals, in research and practice disciplines, with the skills necessary to address current and future public health challenges across the globe.

2. Establish an innovative and engaging curriculum that reflects workforce needs and student interests and uses the most current and effective methods and tools.

3. Provide an environment where all students have the opportunity to engage in interdisciplinary and interprofessional education, community engagement and service learning.
Curricular Innovation Undergrad Workgroup

- Formed to represent all departments and programs, including faculty, staff, and students
- Reviewed existing undergraduate programs, guiding frameworks and principles
- Convened college-wide meetings and gathered feedback from all collegiate stakeholders
- Proposed undergraduate competencies and programs of study
- Ongoing role in curriculum development and review, including solicitation and review of new course proposals
- Ongoing role in communication with College partners
Building Together

Faculty involvement in curricular development

• Regular communication with faculty at departmental faculty meetings and collegiate open forums
• Meetings to facilitate faculty collaboration in course development
• Professional development opportunities hosted 1-2 times per month in collaboration with the UI Center for Teaching
• Undergraduate faculty teaching retreat, annually in the summer
• Incentives for undergraduate course development and interdisciplinary team teaching
Building Together

Student involvement in curricular development

- Graduate students and graduate student leaders invited to open forums and meetings
- Regular contact with undergraduate majors
- Frequent undergraduate course assessment – midcourse and end of term
The Undergraduate Public Health Curriculum

- Degrees offered – BA and BS, public health
- Shared public health core for both degrees, which is largely interdisciplinary and team taught
- Specific BA and BS degree requirements
- Public health electives
- Professional development requirement
- Experiential learning requirement
- Public health capstone
Public Health Core

CPH:1050  College of Public Health Direct Admit Seminar
CPH:1400  Fundamentals of Public Health
CPH:1600  Public Health Science: Inquiry and Investigation in Public Health
CPH:2050  Second Year Undergraduate Public Health Seminar
CPH:2400  The U.S. Health System in a Global Context
CPH:2600  Introduction to Public Health Methods
CPH:3050  Third Year Undergraduate Public Health Seminar
CPH:3400  Health, Work, and the Environment
CPH:3500  Global Public Health
CPH:3700  Methods for Program Implementation and Evaluation
Various  Experiential Learning – Research, Internship, Service Learning, Global Learning
CPH:4999  Capstone: Practice of Evidence-Based Public Health
What Worked Well?

• Commitment by collegiate leadership, including Dean, Associate Deans, departmental chairs, and program directors
• Collaborative engagement of faculty, staff, and students
• Departmental silos broken down
• Development of a brand new undergraduate curriculum that ensures the academic integrity of our graduate programs
Potential Challenges

• Opportunities for miscommunication
• Competing interests in an environment of scarce resources
• Perceived threats to existing graduate programs
Conclusions

• Multiple strategies available to bring partners together
• Support of institutional leadership is critical
• The results of the effort may have long-standing effects on the culture of an institution
Acknowledgements

Past and current Curricular Innovation Undergraduate Workgroup members

Kathy Andrews       Tanya Uden-Holman
Grant Brown         Kim Williams
Jason Daniel-Ulloa  Gideon Zamba
Brandi Janssen      Xi Zhu
Katie McCullough    Danielle Riley

College of Public Health Executive Committee

University of Iowa Center for Teaching
Join the Conversation...

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Developing an undergraduate public health degree on a shoestring budget

Miranda Worthen

With thanks to: Anne Demers, Anji Buckner, Kevin Roe, Van Ta Park, Felicia Noonis, Robert Rinck and all the faculty, students, and alumni in Health Science at SJSU
San José State University

- 30,000 students, 83% undergraduate
- Ethnically and racially diverse
- 48% from local county
- # of students at SJSU from lowest income quintile is more than at all the Ivy Leagues combined
Health Science & Recreation

Health Science / Public Health
- B.S. Health Science
- B.S. Health Science with a Concentration in Health Service Administration
- Minor Health Science
- Minor Health Professions
- MPH, Specialization in Community Health Education

Recreation
- B.S. Recreation
- B.S. Recreation, Recreation Management
- B.S. Recreation, Recreation Therapy
- Minor Recreation
- Minor Complimentary and Alternative Health Practices
Health Science Program

• 585 Majors in Health Science
• 50+ Minors in Health Science & Health Prof.
• 2 Assistant Prof., 1 Associate Prof.
• @ 30 Lecturers each semester, many of whom teach multiple classes and have taught for many years
Transitioning to PH

• 2013 – 2015: Faculty engaged in discussion about whether to revise undergraduate curriculum and seek accreditation
• Coincided with WASC Program Plan cycle
• Regular topic at monthly faculty meetings
• Some initial research on requirements
• Vote in Spring 2015 to devote resources to further investigation
Fall 2015

Resources: 1 faculty member with 0.2 AT

- Review CEPH criteria
- Analyze curricula from @ 70 programs
- Compare current HS curricula
- Identify gaps, areas of redundancy, etc.
- Understand context (SB 1440 and CCC TMC, FTES, budget, SJSU/CSU requirements, etc)
## Required Courses

### Preparation Courses

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<th>Human Physiology</th>
<th>Statistics</th>
<th>Anatomy</th>
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<th>Medical Term</th>
<th>Other Science</th>
<th>Social Science/ Human Behavior</th>
<th>Personal Health/ community Health</th>
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Findings from Fall 2015

• Current program not coherent or firmly situated in a particular expertise or emphasis.
• Current program has slight emphasis on community health education, but gaps exist.
• General public health degree also has gaps, but some of these gaps could be filled by changing required courses (e.g. Env. Health and Global Health could become required).
• Concentration in HSA is adequate.
Spring 2016

Resources: 1 faculty member with 0.2 AT

With authorization from faculty, moved ahead with developing proposals and revisions to:

- B.S. in Public Health
- B.S. in Public Health, CHE Concentration
- B.S. in Public Health, HSA Concentration
- Minor Public Health
- Minor Health Professions
Fall 2016

Resources: 1 faculty member with 0.2 AT

• Stakeholder outreach
• Proposing degree name change
Stakeholder Outreach

- 2 FGDs with lecturers and T/T faculty
- 1:1 and small group conversations with lecturers
- 1:1 conversations with internship preceptors and employers
- 2 FDGs with recent alumni
- 1 follow up meeting with alumni and current students
- Alumni survey (N = 108)
- Meeting with Community College advisors (Spring 2017)
Stakeholder Outreach (Cont.)

• Classroom visits (2 classes with > 100 enrollment, + my classes)
• Visit with 2 student groups (Health Science Peer Advisors and Health Science Honor Society)
• Collaborated with HSPA to develop anonymous feedback opportunities:
  – student survey (N=61)
  – HSPA led focus group discussion
  – feedback box at the peer advisor table
  – peer advisor social with free pizza to discuss the transition and concerns
  – peer advisors gathered these data and feedback from other informal conversations on a shared google.doc
Degree Name Change

• Paperwork for name change for B.S. degrees and Minor
• Supporting documentation
• Meet with members of the:
  – College Curriculum Committee
  – Undergraduate Studies Committee
  – Curriculum & Research Committee
• Discuss changes with Dean and Provost to ensure their support
Spring 2017

Resources: 1 faculty member with 0.2 AT, 3 faculty members with 0.1 AT (2 lecturers, 1 T)

Scope of work: Basically, decide everything, write everything, plan everything.
PH Working Group Tasks

- PLOs for new B.S. PH degree
- PLOs for each concentration
- Finalize degree requirements for each degree
- Solicit faculty input re. mapping CLOs to PLOs
- Revise CLOs and identify essential assignments for each core course*
- Modify existing courses to remove redundancy & equitably distribute workload*
PH Working Group Tasks (Cont.)

- Map Assignments: CLOs: PLOs: CEPH criteria
- Timeline for new elective course proposals
- Course modifications
- Propose new courses
- Prepare documents
Anticipating Impact & Planning

• Develop schedule for Fall and Spring classes
• Project the cost for teaching each course based on average faculty salary (lecturer and T/TT)
• Project the number of FTES the new curriculum can teach
• Revise numbers of students to admit based on targeting the FTES that our new curriculum can teach:
  – First time freshmen
  – Transfers
  – Change of major students (typically sophomores)
• Create pathway for program growth (based on administration desire)
Anticipating Impact & Planning (Cont.)

• Create advising roadmaps for students at different phases of the curriculum
  – Community college pipeline with Catalog Rights to old courses
  – Freshmen, sophomores, juniors, seniors
  – Provide transparent substitutions for students opting to exercise their right to different catalog years
Conclusion

• Advantages and disadvantages to starting with an existing degree vs. starting from scratch
• Engaging stakeholders on a shoestring budget means going to them
• Important to budget for additional faculty designers at key junctures
• Anticipate bureaucratic hurdles and smooth them in advance
Questions or Comments?

Join the Conversation...

Enter a question for staff

Webinar Now
Webinar ID: 761-205-082

GoToWebinar
Thank you to Today’s Presenters

Now taking questions.

Margaret Chorazy, MPH, PhD
University of Iowa College of Public Health

Miranda Worthen, PhD
San Jose State University
Thank You!

See the webinar event page on the ASPPH website for a link to the archived webinar:

http://www.aspph.org/event/aspph-presents-engaging-stakeholders-in-undergraduate-curriculum-development/

Contact: webinars@aspph.org
Coming Attractions...

ASPPH Presents Student Services Spotlight: Post like a Pro-Extend Your Reach and Increase Engagement
Wednesday, July 26, 2 – 3:00 p.m. Eastern

ASPPH Presents Using Competencies to Inform Undergraduate Program Design and Incorporation of Evaluation Activities
Monday, July 31, 1 – 2:00 p.m. Eastern

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http://www.aspph.org/events/category/webinar/
Thank you!