

*ASPPH Presents Webinar Series*

***Engaging Stakeholders in  
Undergraduate Curriculum  
Development***

Thursday, July 13, 2017  
1- 2:00 p.m. Eastern

ASPPH.ORG

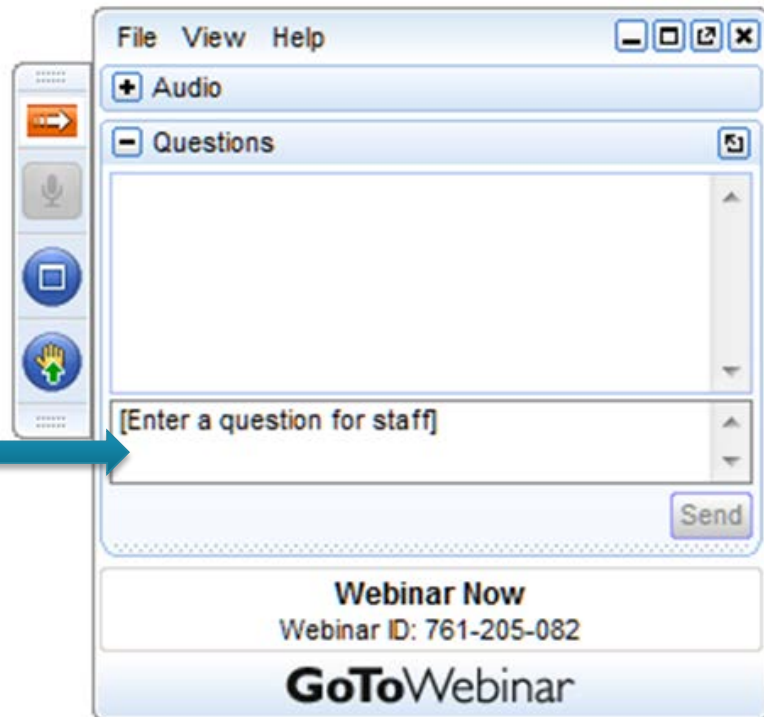
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**ASPPH Presents**  
 **WEBINAR**

# 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.



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# Today's Presenters

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**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



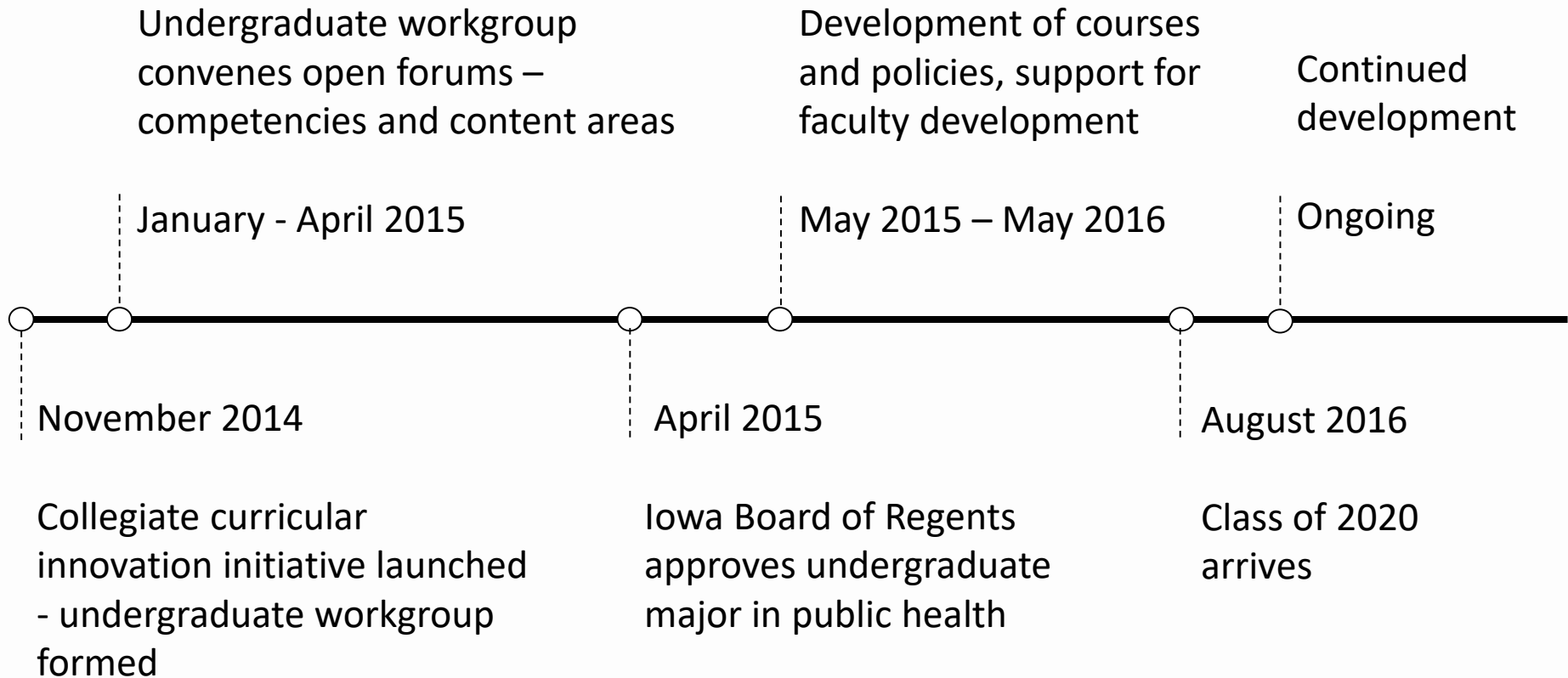
# The Setting

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

# Undergraduate Timeline







# 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 inter-professional education, community engagement and service learning.



# Building Together

## 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

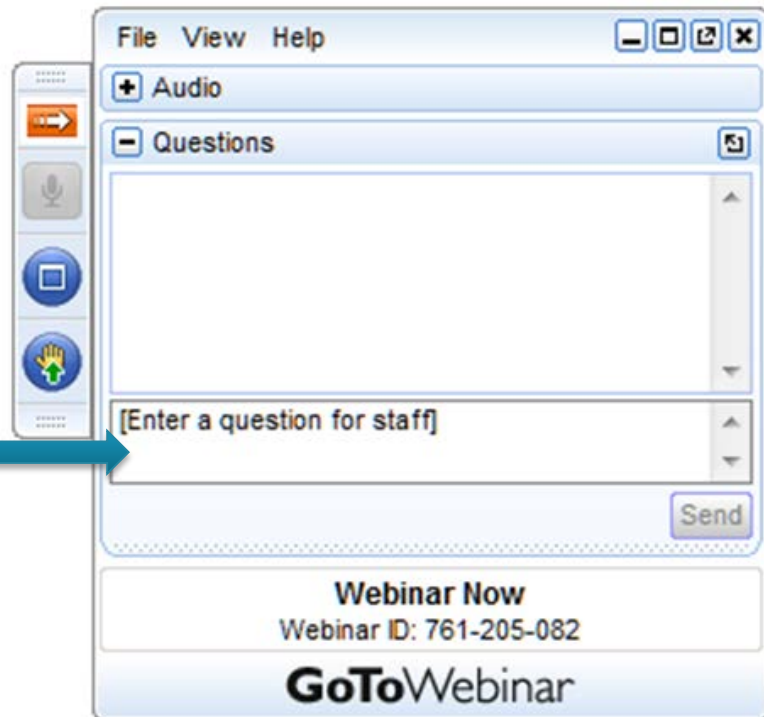
College of Public Health Executive Committee

University of Iowa Center for Teaching

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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

SCHOOL	Human Biology	Human Physiology	Statistics	Anatomy	Accounting	Medical Term	Other Science	Social Science/ Human Behavior	Personal Health/ community Health
SFSU	x	x	x				x		
ETSU		x		x					
EKU		x	x	x	x	x	x		
UMD CHE	x	x		x		x		x	x
UW-LC	x	x	x	x			x	x	
CUNY			x				x	x	
SLU			x				x		
GWU	x		x					x	
UMD	x	x		x			x		
UA - SUNY	x		x					x	
U of A									
UCB	x	x	x				xxx	xxx	
UCI	x		x				xxx	xxx	
<i>SJSU</i>			<i>67</i>				<i>GE</i>	<i>GE</i>	<i>1, 15</i>



## Core PH Courses

SCHOOL	Global Health	Intro PH	Heath Care / Services	Epi	Biostats	Research Methods	Disparities / Justice	Enviro Health	Health Ed / Promotion	Policy	Elective track
SFSU			x	x	x	x	x	x			
ETSU		x	xx	x	x			x			
SLU	x	x	x	x	x		x				
EKU - CH	x	x		x							
GWU	x	x	x	x					x	x	x
UMD	x	x	x	x	x	x	x	x	x	x	x
UA - SUNY	x	x	x	x	x		x	x			x
U of A	x		x	x	x		x	x	x	x	x
UW - LC	x	x	x	x	x	x		x			
UCB				x	x			x	x	x	x
CUNY		x	x	x		x	x	x			
UCI	x	x		x				x			x
SJSU	176 (elective)		162	161	167		135	172 (elective)	74/104	103	

# 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 caps 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 lecturers and T/TT 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

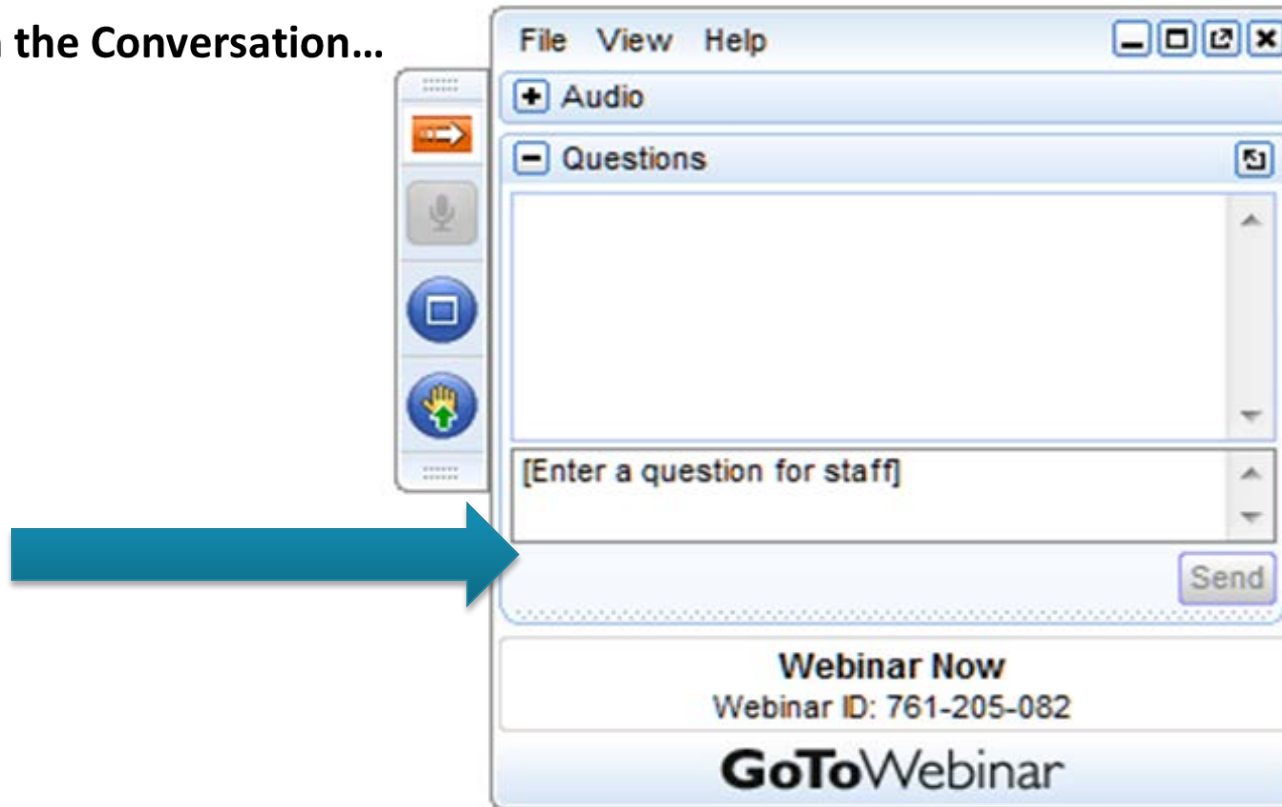
# Conclusion

- 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...



# Thank you to Today's Presenters

Now taking questions.

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



**Miranda Worthen, PhD**  
San Jose State University

# Thank You!

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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/>

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Monday, July 31, 1 – 2:00 p.m. Eastern

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Thank you!