SUMMARY REPORT TO THE SPH FACULTY COUNCIL ON CEPC ACTIVITIES, 2021-2022

The Curriculum and Education Policy Committee in the School of Public Health is a subcommittee of the School of Public Health Faculty Council (SPHFC). Its charge is to monitor and review all major curricular matters related to the educational mission of the University of Washington, School of Public Health (SPH) and to make recommendations to the SPHFC and the SPH Dean. The CEPC has delegated authority from the SPHFC to approve changes to the curriculum.

ROSTER AND MEETINGS

2021-2022 Roster

Chair (NSP)	Kirk, Elizabeth	Associate Teaching Professor
BIOSTATS	Kerr, Kathleen	Professor
EOHS	Burbacher, Thomas	Professor
EPI	Guthrie, Brandon	Associate Professor
DGH	Graham, Susan	Professor
HSERV	Petrescu-Parhova, Miruna	Associate Teaching Professor
MHA	Hartgraves, John [O'Brien, Kurt until 1/2022]	Associate Teaching Professor
PH GEN	Fohner, Alison	Assistant Professor
PH-GH	Baquero, Barbara [Slyker, Jennifer (alt)]	Associate Professor

Ex-Officio (Non-voting members)

Vice Dean for Education	Farquhar, Carey
Assistant Dean for Equity, Diversity and Inclusion	Gardner, Victoria
Assistant Dean for Students	Ricks, Juanita
MPH Core Director (PHI)	Ornelas, India
Curriculum and Education Operations Specialist	Greeley, Katrina
Manager of Strategic Initiatives	Hay, Kimberly
Doctoral Student	Larsen, Anna
Graduate Student	Beauregard, Natalie
Undergrad Student	Mooney, Kathryn

The COVID-19 pandemic continued to challenge academic program success during academic year (AY) 2021-2022. Fall quarter started with a plan to return to in-person learning; however, many students chose to remain off campus as they had during AY 2020-2021. A surge of COVID-19 infections in late 2021 led to the decision to begin winter quarter online and transition back into the classroom in February. In-person learning was the approach again during spring quarter. All CEPC meetings remained online during the academic year.

CURRICULAR ACTIVITIES

Curricular matters addressed in CEPC included discussion and approval of 9 new course pre-applications, 12 new courses, 44 course changes, and 2 program changes.

New courses included several new and distinct PhD level courses to satisfy CEPH requirements. Course changes were submitted for a range of reasons including:

- Joint listings or change in course ownership
- Change to distance learning designation (11)
- Change in credits, title, description, learning objectives
- Change in pre-requisites
- Course retirement
- Course numbering re-assignment and re-alignment

GOALS AND PROGRESS

During AY 2021-2022, CEPC set goals of 1) faculty development planning and initial steps, 2) operationalizing unit-level CEPH monitoring, and 3) TA training assessment.

1) Faculty development planning and initial steps

The *Education for Leadership and Transformation* key result area of the SPH Strategic Plan (2020-2025) directs the delivery of high-quality evidence-based education across all degree programs (Outcome 3). Milestones within that goal include developing training plans and materials for faculty development across the School. As an initial step toward achieving the milestones, CEPC and the Vice Dean for Education launched a pilot faculty development program for new instructors (new instructors was defined as anyone new to teaching in SPH, regardless of prior teaching experience). The program was voluntary and was intended to acquaint new instructors with personnel and resources across SPH and the UW, and to create a sense of community among those new to teaching in the School.

Seven lunchtime sessions were arranged in the schedule below:

- 10/26/2021 - Carey Farquhar, Liz Kirk – *New Instructor Orientation #1 to SPH*
- 12/6/2021 - Carey Farquhar, Liz Kirk – *New Instructor Orientation #2 to SPH*
- 1/13/2022 - Jen Nguyen, SPH Counseling Center Liaison, *Helping Students Access Counseling and Mental Health Resources*
- 2/3/2022 - Juanita Ricks, Assistant Dean for Students, *Accessibility, Accommodations, and SPH Special Arrangements*
- 3/9/2022 - Helen Garrett, UW Registrar, *What is FERPA?*
- 4/5/2022 - UW Community Standards & Student Conduct, *Plagiarism and other academic misconduct*
- 5/17/2022 - Jen Balkus, Epidemiology, *Anti-racist Approaches to Teaching*

A total of almost 45 new instructors were identified and invited to participate, with attendance of approximately 12 for each session.

The pilot will continue with a collection of sessions to be offered each quarter in AY 2022-2023.

2) Operationalizing unit-level CEPH monitoring

Unit-level CEPH monitoring was initiated in July 2022. Kimberly Hay and Katrina Greeley developed a comprehensive plan for annual monitoring of CEPH competency attainment across all SPH programs. In early July, spreadsheets of CEPH competencies, courses and the assessments identified were delivered to the CEPC representative for each degree-granting program. The CEPC representatives were tasked with confirming the courses and assessments indicated with course instructors/syllabi, and/or identifying and listing changes in courses and/or assessments used. This schoolwide approach will enable continuous CEPH competency monitoring for this next accreditation cycle.

3) TA training assessment

Another milestone in Outcome 3 of the *Education for Leadership and Transformation* key result area of the SPH Strategic Plan (2020-2025) is to create a schedule of trainings to be conducted in the 2022-23 academic year, including mentorship programs and trainings for teaching assistants (TAs). In order to understand current practices regarding mentorship and training of TAs, CEPC approved two surveys for distribution in the spring quarter of 2022, one to faculty and one to staff.

The results of the surveys indicated generally widespread implementation of orientations including resources for TAs in SPH (including strong encouragement of Center for Teaching and Learning orientation trainings), general use of student-completed course evaluations for TAs, and generally frequent meetings of faculty with their TAs. The results also pointed to opportunities for engaging with and mentoring TAs around course and performance evaluations.

Areas identified by faculty for additional training were teaching-related (classroom management, active learning, Canvas skills, training around equity, diversity and inclusion in the classroom, mental health training/resources, providing feedback), and skill-based (time management, organization, communication, clear expectations).

ADDITIONAL ACTIVITIES

Modify new course application process
Discussion regarding the transition from new course pre-application to new course application yielded an improved review of new course applications. Beginning July 1, 2022, new course applications will be reviewed by two CEPC members and assessed using a table of criteria approved by CEPC on Aril 28, 2022 (table included as Appendix).

Syllabus monitoring
Katrina Greeley directed examination of all course syllabi in SPH for inclusion of required and encouraged statements included in the SPH syllabus template approved by CEPC in AY 2020-2021. Katrina then reported the results of the examination to CEPC. Focusing on the required statements (academic integrity, access and accommodations, and religious accommodations), there was improvement in their inclusion over time, but there is still not 100% inclusion (see table below). This will continue to be addressed in CEPC meetings in the coming year.

Statement	AUT 2020	WIN 2021	SPR 2021	AUT 2021	WIN 2022	SPR 2022
Academic Integrity	94%	91%	94%	96%	91%	98%
Access and Accommodations	97%	91%	96%	95%	93%	99%
Religious Accommodations	79%	63%	71%	86%	83%	85%

Election of new Chair for 2022-2024
2022 marked the second year, and therefore end of term, as Chair for Elizabeth Kirk. A request for nominations for Chair for 2022-2024 was made in the March meeting. Dr. Jenn Slyker discussed the opportunity with the Chair and agreed to be nominated. CEPC approved Dr. Slyker's nomination by vote in the June 9th meeting; she assumed Chair responsibilities in July.

APPENDIX – NEW COURSE APPLICATION CHECKLIST

Element	Satisfactory	Comments
Course Title	☐ Title, description and syllabus align	
Course Level (number)	☐ Content aligns with course level ☐ 400/500 courses have distinguishable requirements for the two levels	
Syllabus	☐ Included ☐ SPH Template ☐ Aligns with information in application (learning objectives, evaluation) ☐ Content matches *Area of Knowledge* designation (undergraduate courses)	
Credit Guideline	☐ 1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter. ☐ [Examples: Lecture – 1 credit = 1 hour in class + 2 hours outside of class (total 3 hours per credit); Lab – 1 credit = 2 hours in lab + 1 hour outside of lab (total 3 hours per credit)]	
Grading	☐ Based on mastery of academic content and learning outcomes established for the course ☐ No grades on behavior (attendance, tardiness) ☐ Clarity of participation points (<15% of course grade, unless clear assessment rubric included)	
Alignment with pre-application	☐ Still appropriate for target audience ☐ Still distinct from other UW offerings ☐ Responded to any pre-application requests	

Kuali Curriculum Management Checklist

Visit the [Registrar's Course Application website](#) for guides to creating new course proposals and change course proposals, and information on common curricular topics (e.g., assigning the appropriate credit).

1. Course Title
   - ✓ Course titles should be concise and not contain too much course information.
   - ✓ Course titles should contain no program branding.
   - ✓ Typically, the name of the program is not include in the title.
   - ✓ Do not include an acronym of the title in the title. For example: "Leadership and Practice Experience (LPE)" should not include "(LPE)" in the title.
   - ✓ It appears that courses numbered 700 must be titled "Master's Thesis"; there appears to be some leeway for courses numbered 701 (e.g., "Master's Capstone" and "Master's Practicum").

2. Abbreviated Course Title
   - ✓ Abbreviated course titles should contain no program branding.
   - ✓ Ensure abbreviated course titles sufficiently represent course content.

3. Course Number
   - ✓ Ensure 400/500 courses have distinguishable requirements for the two levels.

4. First Effective Quarter/Year
   - ✓ Ensure you are not submitting a proposal too close to the effective quarter; recommendation: allow a minimum of 3 months for a change course proposal to work through the system, and longer for new courses.

5. Course Description
   - ✓ Course descriptions should be written in active tense (catalog style), explaining what the student can expect to learn in the course.
   - ✓ Course descriptions should contain no program branding.
   - ✓ Avoid using abbreviations other than for extremely common geographical names (for example, US).
   - ✓ Phrases such as "in this course" should be avoided.
   - ✓ Information that will publish to the catalog listing based on the completed form fields in Kuali (e.g., credits, grading system, prerequisites) should be avoided.

6. Course title, abbreviated title, description, and title in the syllabus should align.

7. Recommended Preparation and Course Prerequisites
   - ✓ Adhere to catalog style; do not include information not typically found in a prerequisite.
   - ✓ Each course must be listed, you cannot list a range. For example: PHI 123, PHI 124, PHI 125, not PHI 123-125.
   - ✓ Note that commas separating course numbers mean "or"; recommend adding the word "either" at the beginning. For example: either BIOST 513, 515, 518, or permission of instructor.
   - ✓ To list more than one course, separate with the word "and" or list in a single column. For example: PHI 123 and PHI 124 and PHI 125. Or:
     PHI 123

   PHI 124
   PHI 125

8. Justification
   - ✓ Ensure this explanatory text synchs with other elements in the proposal.

9. Credits, and Activities and Hours
   - ✓ The total at the bottom of the In-classroom Instructional and Additional Hours table is the total number of hours per week.
   - ✓ Typically, 1 credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter. For example: Lecture: 1 credit = 1 hour in class + 2 hours outside of class (total 3 hours per credit); Lab 1 credit = 2 hours in lab + 1 hour outside of lab (total 3 hours per credit).
   - ✓ If you must complete the Activities and Hours section for hours per quarter, complete the Explanation and Justification for "Other" Instructional Hours field to explain.

10. Evaluation Details
    - ✓ No percentage of the grade can be based on behavior (i.e. attendance, tardiness).
    - ✓ Participation can count for no more than 15% of the grade.
    - ✓ Include a total number of overall points required.
    - ✓ Evaluation details must be in percentages.

11. Distance Learning
    - ✓ In addition to adding this designation in the DL section of the proposal, it must also be explicitly stated in the justification.

12. Syllabus
    - ✓ Attach a syllabus, even for course changes.
    - ✓ Information in the syllabus must align with the information on the proposal.