



OHSU-PSU Academic Policy and Curricula Committee

APCC Meeting Minutes

Wednesday, February 9, 2022

10:00am – 12:00pm

Webex

Attendees Present:

	Member Name	Yes	No	Note		Student Name	Yes	No	Note
1.	Lisa Marriott *Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>		18.	Nora Jameson, MPH	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.	Rick Dozal-Lockwood *co-Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>		19.	Nhu Hong Le, Undergraduate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.	Meike Niederhausen	<input checked="" type="checkbox"/>	<input type="checkbox"/>		20.	Candace Joyner, PhD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.	Priya Srikanth	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
5.	Alison Martin	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Ex-Officios / Guests	Yes	No	Note
6.	Neal Wallace	<input checked="" type="checkbox"/>	<input type="checkbox"/>		21.	Rick Johnson, Dean Liaison, ex-officio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.	Brad Wipfli	<input checked="" type="checkbox"/>	<input type="checkbox"/>		22.	David Bangsberg, ex-officio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.	Nicole Browning	<input type="checkbox"/>	<input checked="" type="checkbox"/>		23.	Lynne Messer, ex-officio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9.	Rochelle Fu	<input checked="" type="checkbox"/>	<input type="checkbox"/>		24.	Liana Winett, ex-officio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Joined 10:29am
10.	Lynn Marshall	<input checked="" type="checkbox"/>	<input type="checkbox"/>		25.	Belinda Zeidler, ex-officio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11.	Tawnya Peterson	<input checked="" type="checkbox"/>	<input type="checkbox"/>		26.	Dawn Richardson, ex-officio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.	Sarah Andrea	<input checked="" type="checkbox"/>	<input type="checkbox"/>		27.	Rachael Godlove	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13.	Jill Rissi	<input checked="" type="checkbox"/>	<input type="checkbox"/>		28.	Kevin McLemore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14.	Sherril Gelmon	<input checked="" type="checkbox"/>	<input type="checkbox"/>		29.	Rachel Pricer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15.	Cara Eckhardt	<input checked="" type="checkbox"/>	<input type="checkbox"/>		30.	Beth Bull	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
16.	Betty Izumi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	excused	31.	Josh Hodsden	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17.	Alex Foster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	excused	32.	Laura Ehrlich	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
					33.	Anne Herman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
					34.	Theo Caldwell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Agenda Item	Discussion	Action
Vote on January Minutes	Wallace moved to approve the January Minutes and Martin seconded. No abstentions. No oppositions. Brief introduction of two new APCC guests: Herman and Caldwell.	January Minutes motion APPROVED.



Announcement from ADAA	<p><u>Course Description Guidelines:</u> ADAA announced that the OHSU Registrar developed new course description guidelines and for APCC to be aware of and use this new guidance when reviewing/approving course changes in the future. ADAA proposed we do not need to make changes on already APCC approved course description changes and APCC can decide later if they want to do any historical repairs in the future. These new guidelines have not been codified as policy by OHSU and at this point are recommended guidance but ADAA will notify APCC if the Provost office says otherwise.</p> <p><u>Update: Graduate Stipend Policy:</u> Any PhD student receiving a stipend through OHSU is covered by this policy. This policy is still in progress due to some collective bargaining agreement challenges. One challenge is the way the Dean's Stipend is awarded (the rate at which OHSU and PSU students are paid is different for the same period of time) and the other challenge is the timing of how stipends are administered (the collective bargaining agreement is very specific about when stipends are administered but it does not align with how SPH currently administers them).</p>	
Policy: Procedures/Timelines leading up to Accreditation	<p><u>Group 1 Policies: Academic Standing; Incomplete Coursework; Student Complaint Procedure:</u> ADAA introduced these 3 policies which we would like to have in place from an accreditation perspective. The challenge is that SPH has to get both provosts approval for these policies due to the Inter-Institutional Agreement and if there are differences, the Provosts will have to work together to resolve and agree on a policy.</p> <p>Discussion on what happens with incompletes taught by non-SPH and/or adjunct faculty who might not be around in future quarters. The practice at both Institutions is that there should be a written contract arrangement between the student and instructor about how incompletes will be resolved, at the time that the incomplete is granted.</p> <p>As APCC moves into policy work, we need to create a Policy subcommittee (have people from Student Affairs, DEI, etc to serve as members) and ideally the subcommittee would do the bulk of the work and bring items to APCC for formal approval/recommendations. For existing policies, we need to have a process for the whole APCC to collect comments, discuss, and bring back for a vote.</p> <ul style="list-style-type: none">• Suggestion to use the same process APCC already uses for course approvals for policy work/approvals. For example in the first meeting, members would see policy documentation, review it, reflect on it for a month and provide feedback, and then at next meeting a formal vote for approval to move the policy to both schools.	<p>Chair would like members to review Group 1 policies, provide feedback and hopefully vote on Group 1 policies at March meeting.</p> <p>Group 2 policies will be discussed further at next meeting and hopefully vote in April.</p>



	Members agreed it would be helpful to have two sets of documents where APCC votes on the clean document version but members could see the tracked changes and comments in the other version.	
Group 1 Policies being introduced in meeting	<p>Members viewed each of the Group 1 policies (Academic Standing, Incomplete Coursework, Student Complaint Procedure) as Chair and ADAA walked through and committee discussed each policy.</p> <p>For “01-50-004 Incomplete Coursework” policy, suggestion to use the language that it’s not whether a student registers or where they matriculated from, but it is who is hosting the course. For example, if an OHSU Epi student takes a social work course, it’d be a PSU policy that governs the course. Members agreed on using language like this for this policy.</p> <p>“01-70-001 Student Complaint Procedure” policy is one that probably needs most work. Things to consider in the context of this policy is how it addresses power dynamics, issues around racial equity and challenges that students have in raising concerns around this topic.</p> <p>4 people volunteered to help Wallace continue this policy work (Richardson, Herman, Rissi (after 2/21), and Winett).</p>	
CEPH-related Program Director Needs	<p>Messer introduced three D-criteria areas (D1.1 criteria, D2.2 criteria, and D4.1 criteria) in which Program Director’s are asked to reduce the number of competencies to 5 (per CEPH’s expectations).</p> <p>Much discussion on D4.1 criteria, CEPH’s request to reduce to 5 competencies within 2 months, which will be challenging for PDs and affect the impact reporting to OHSU/PSU since alignment may differ. Messer shared recommendations for how that might be done by first eliminating competencies that are duplicative of either the 12 or the 22 competencies and that all competencies be mapped to explicit didactic assessments.</p> <p>Background context: We submitted program assessment plans that were based on OHSU/PSU expectations but to CEPH this is insufficient and CEPH would like us to focus more on things that happen <i>in</i> the classroom as opposed to things that are happening towards the end of the degree. It is a different perspective than our parent institutions.</p> <p>McLemore suggests PDs focus on the 5 competencies in which we can ensure that there is a course in the curriculum and an assessment activity that happens in that course that maps to that competency. The best way to address CEPH’s feedback is if PDs select the 5 competencies that align to a course in the program curriculum, identify an assessment activity that they know, and then assesses that competency. We do not want</p>	Messer and Johnson to send a CEPH Self-Study draft and a spreadsheet for PDs instruction.



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	<p>to formally reduce the competencies because we have reported to both OHSU and PSU that these are our competencies for this year and we should focus on reducing what we report to CEPH.</p> <p>PDs would like Dean's Office instruction and guidance on what they need to do, remove, and where to upload documentation.</p>	
Preparing for CEPH site-visit	<p>Did not discuss this item due to time constraint.</p> <p>11:58am Meeting adjourned.</p>	