



# Engaging, Teaching, and Supporting Students Online: Pandemic Days & Beyond

July 13, 2021



Recording

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View Options



# Accreditation Worksh

Q&A

## Welcome to Q&A

Questions you ask will show up here. Only host and panelists will be able to see all questions.

Type your question here...

Audio Settings



Chat



Raise Hand



Q&A

Leave

# Access this and past presentations

About CEPH

Who We Accredit

Criteria & Procedures

For Schools and Programs

For Students

For Site Visitors

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Considering Accreditation

Preparing for a Review

Substantive Changes

FAQs and Webinars

Fee Schedule

Report Search

## FAQs and Webinars

### General FAQs

- Consultation visits, interim reports, substantive changes, site visits, data collection, etc.

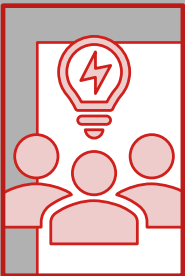
### Archive of past presentations and webinars

- Criteria-related webinars, Trends 2020 overview, capsule interviews, annual report overview, presentations from past conferences, etc.

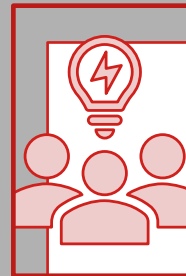
3



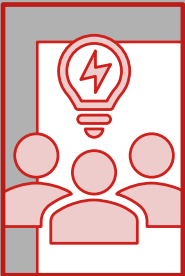
# What is on the agenda?



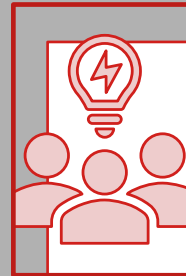
**CEPH definitions & procedures**



**Special considerations for a review**



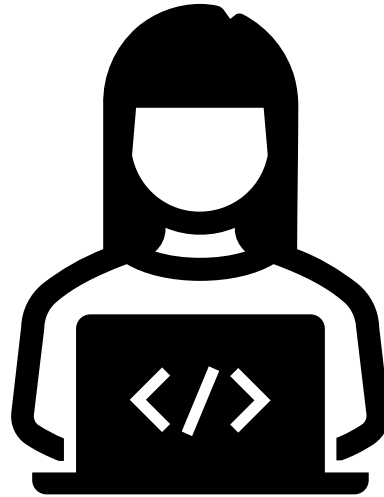
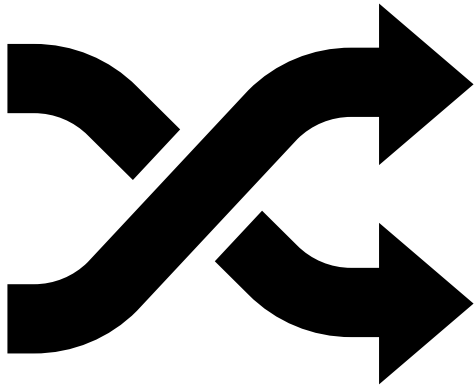
**Panelists**



**Q&A session**



# DEFINITIONS AND PROCEDURES



## WHAT IS (AND IS NOT) DISTANCE-BASED EDUCATION

- Can you earn the degree while living outside reasonable travel distance?
- What about hybrid?
- Asynchronous or synchronous?

As of June 2021

108 of 224  
units offer at  
least 1  
distance-  
based degree

180 PH  
degrees  
offered in  
both online &  
campus-based  
formats

84 PH  
degrees  
offered online  
only

Bachelor's  
MPH  
MS  
DrPH  
(no PhD)

CURRENT  
FIGURES

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## Substantive Changes

### 1. What is a substantive change notice?

- Add an MPH or DrPH (including joint degrees)  
Required form - [subchg.addMPHDrPH](#)
- Offer an existing degree at a site distant from the school/  
mode of delivery  
Required form - [subchg.deliverymode.docx](#)

# ADDING A DISTANCE- BASED DEGREE





## WHEN TO SUBMIT A SUBSTANTIVE CHANGE

1. After appropriate approval
2. Before students enroll
3. Ensure complete documentation, e.g., syllabi



Keeping a program as distance-based after  
COVID

Special  
considerations  
for an  
accreditation  
review



Regular and substantive  
interactions between  
students and faculty



Learning Management  
System



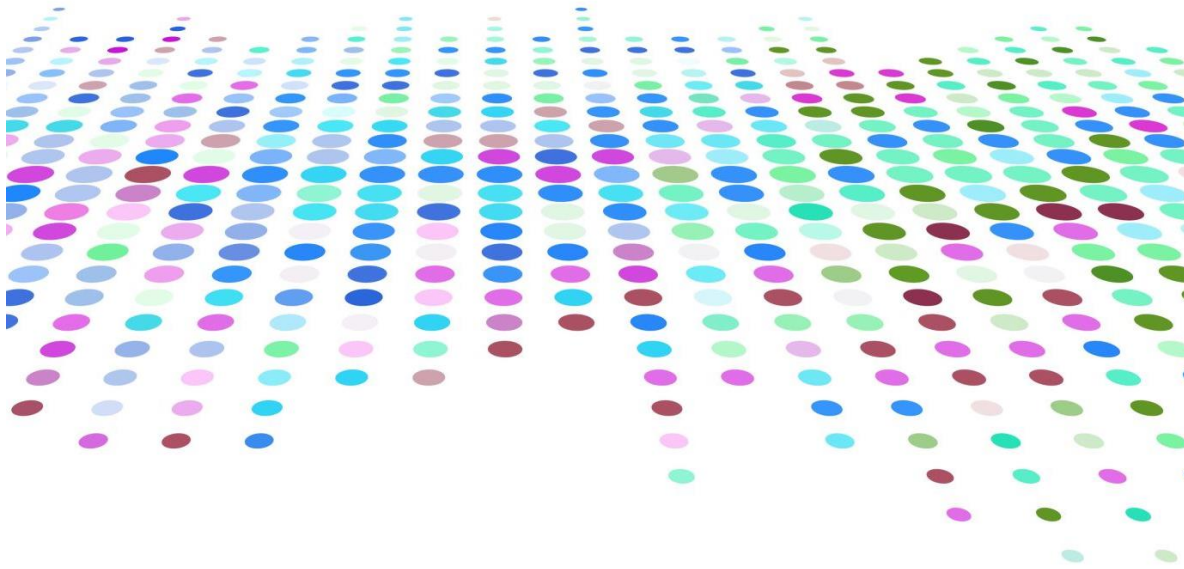
Documenting evidence  
through screenshots

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UP NEXT:  
PANELISTS







# STUDENT ENGAGEMENT IN AN ONLINE SETTING

MELISSA K. BOGUSLAWSKI,  
PHD, MPH

ASSISTANT PROFESSOR OF  
PUBLIC HEALTH

KIRAN C. PATEL COLLEGE OF  
OSTEOPATHIC MEDICINE, NOVA  
SOUTHEASTERN UNIVERSITY

# VISION, MISSION, & GOALS OF THE NSU-KPCOM PUBLIC HEALTH DEPARTMENT

## Vision:

- To be a trusted academic public health resource center for students, communities, public health organizations, health care centers, and policymakers, dedicated to improved local and global health outcomes and equity.

## Mission:

- To develop a competent public health workforce that improves the health of the population through education, research, and service, with an emphasis on multicultural and underserved populations.

## Goals:

- **Education:** To provide quality and broad-based education in public health.
- **Research/Scholarship:** To contribute to the discovery and application of knowledge in public health, with an emphasis on multicultural and underserved populations.
- **Service:** To provide public health leadership and service in the community, with an emphasis on multicultural and underserved populations.

# NOVA SOUTHEASTERN UNIVERSITY KIRAN C. PATEL COLLEGE OF OSTEOPATHIC MEDICINE PUBLIC HEALTH DEPARTMENT

**Nova Southeastern University (NSU)** is a private, not-for-profit, accredited, coeducational university. NSU is Carnegie-classified as both a high research activity and community engaged university.

- It was founded in 1964 as Nova University of Advanced Technology.
- In 1974, the board of trustees changed the university's name to Nova University. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University.

## **Kiran C. Patel College of Osteopathic Medicine (NSU-KPCOM)**

- **Bachelor of Science in Public Health (BSPH)**
  - The undergraduate public health program started with 16 BSPH students in 2017.
  - Current enrollment: 328\*
- **Master of Public Health (MPH)**
  - Established in 1994 and matriculated its first cohort of students in January 1995.
  - Generalist degree program
  - Current enrollment: 169\*

### **Primary Instructional Faculty**

- 1.0 FTE = 10 faculty
- 0.5 FTE = 2 faculty

### **Other Faculty Involvement**

- 0.1-0.3 FTE = 18 faculty



## ONLINE CLASSROOM ENGAGEMENT

- The MPH Program at NSU has been offering online courses for over two decades, both synchronous and asynchronous.
  - Faculty from the MPH program also teach in the BSPH program, leading to a smoother transition to online teaching in response to the COVID-19 Pandemic.
- Online instruction includes:
  - Lectures
  - Class discussions
  - Small group discussions (break out rooms)
  - Small group assignments and case studies



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## ONLINE CLASSROOM ENGAGEMENT

- With the transition to the online environment, the relationships and connections that the NSU-KPCOM Public Health faculty established were instrumental in creating an interactive and engaging classroom environment for students.
  - Community-Based Health Project (BSPH)
  - School Health (BSPH/MPH)
  - Global Health (BSPH)
  - Public Health Biology (BSPH)
  - Health Communications (MPH)
  - Public Health Field Experience (MPH)



# STUDENT ENGAGEMENT IN SERVICE

## Public Health Student Organizations

- Undergraduate Public Health Student Association (UPHSA)
- Public Health Student Association (PHSA)

## Service Opportunities:

- Local Community Outreach Course (Florida)
- Domestic Community Outreach Courses (United States – Puerto Rico, Mississippi)
- International Community Outreach Courses (India)

## Research/Scholarship Opportunities:

- Student Independent Research
- Collaboration with Community-Based Organizations

# LOOKING AHEAD

- As we transition back to in-person learning for the 2021-2022 academic year, a few considerations:
  - Use technology to your advantage!
  - Small group discussions and case studies are great assessment strategies.
  - Giving community partners the option to join virtually can open many doors for participation.
  - Let your students take the reigns on virtual service opportunities!
  - Allow for brainstorm and collaboration among colleagues to see what is working best for your students.



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ANY QUESTIONS?

Melissa K. Boguslawski, PhD, MPH

[mbogusla@nova.edu](mailto:mbogusla@nova.edu)



# ***The Sage off the Stage***

Creating an Engaging Asynchronous Online Course

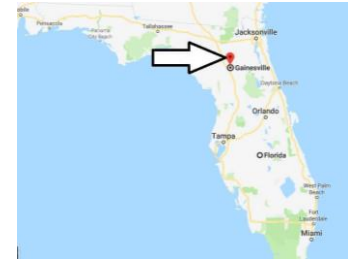


Cindy Prins  
University of Florida



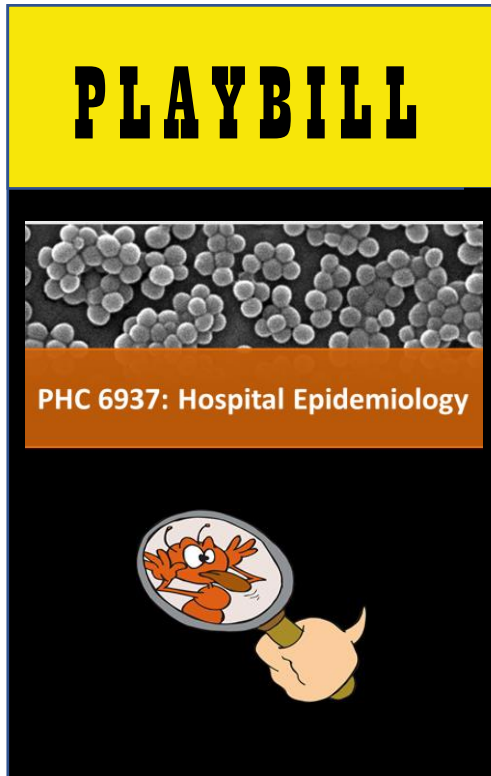


# University of Florida



- School of Public Health (College of Public Health and Health Professions)
- >600 Students in Public Health majors
- Campus MPH (Biostatistics, Environmental Health, Epidemiology, Population Health Management, Public Health Practice, Social and Behavioral Sciences)
- Online MPH (Public Health Practice, Social and Behavioral Sciences)
- Online MPH degree has been offered since 2010

# Design Your “Set”



- Create your own course template in PowerPoint
- Add thumbnails to weekly topics on the home page to generate interest
- Repeat thumbnails as headers on the topic page



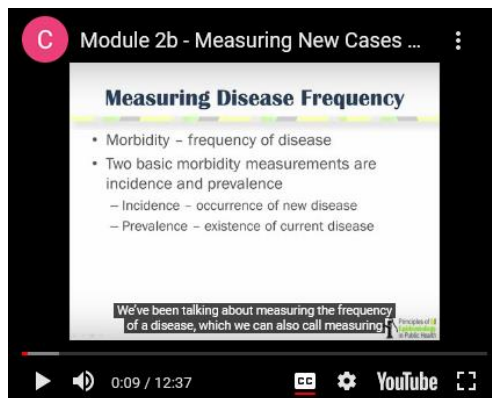
# Know Your Lines

- Scripted lectures

Module 1a Notes:

Slide 1: Welcome to module 1a of Principles of Epidemiology in Public Health. I'm your course instructor, Dr. Cindy Prins. There's probably no better place to start this course than to talk about two topics listed in the title of the course itself: Public Health and Epidemiology.

- Closed captioning





# A Play in Three Acts

- Short modules

Lectures

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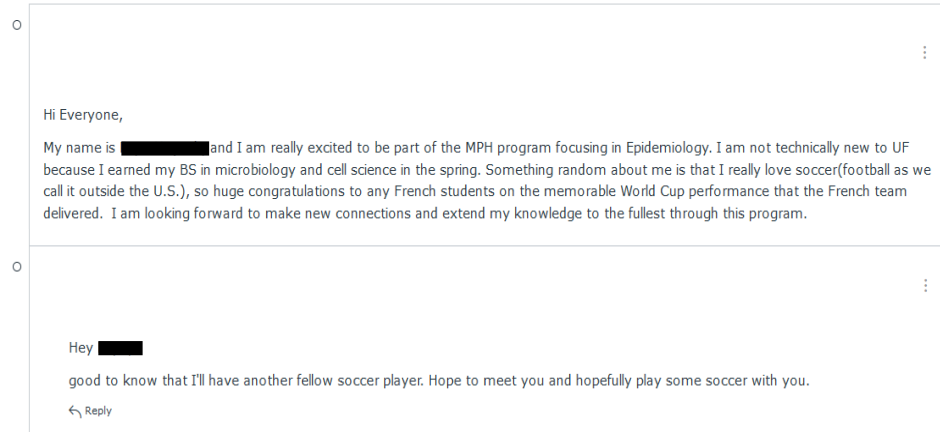
- [Notifiable Disease Reporting](#)   
12:51
- [Reporting of Sentinel Events and Never Events](#)   
17:38
- [Reporting of HAI to NHSN](#)   
21:26

- Separate lectures with consistent content from those with timely content

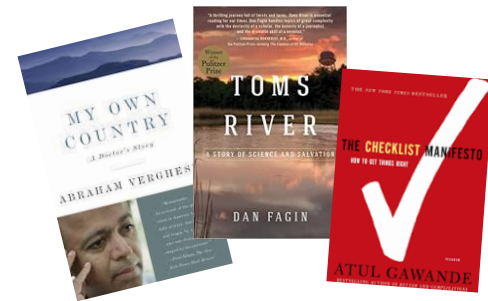


# Know Your Audience

- Create connections with students



- Plan for some synchronous sessions, like a book discussion



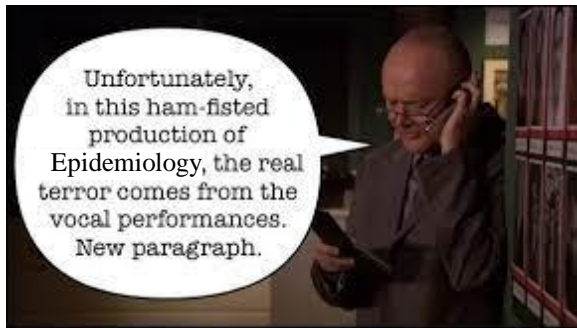
# Give the Backstage Tour

- Make a video that explains how to navigate your course site
- Create video explanations of homework assignment answers



# Invite the Critics

- Be open to feedback and respond to it
- Do mid-semester course evaluations



A red theater curtain with the text "The End" written in white cursive script. The curtain is dark red with vertical folds and a slight sheen. The text is centered and appears to be glowing or illuminated from behind. The background is black, and the bottom edge shows a dark wooden stage floor.

*The  
End*



# Master of Public Health Program Student Supports

Sharonda Wallace, PhD, MPH, RDN,  
Program Dean

Chamberlain University  
College of Health Professions

# Chamberlain University's Master of Public Health Program

- The MPH program adheres to an online instructional model:
  - Didactic courses are 100% online
  - Field practicum: one semester on-ground (240 hours)
- MPH Concentration: Generalist
- Program Credits: 43 to 44
- Total Number of Enrolled Students: 318
- Faculty Distribution: five full-time faculty and 12 visiting professors (adjuncts)
- Program Length: 2 years



# Overview of MPH Program Supports



Online Readiness Assessment



New Student Orientation



MPH CARES (Career, Academic, Research, and Extramural Service) Program



MPH 598 - Student Success and Self-Care



MPH 599 – Professional Writing





# Online Readiness Assessment

- ▶ As a part of Chamberlain's admissions process, students must complete an Online Readiness Assessment.
- ▶ The purpose of the assessment is to determine whether the student has the skills, competencies, and technology needed to succeed in an online learning environment.



# Online Readiness Assessment

► The assessment contains five components:

- (1) Time Management
- (2) Problem Solving
- (3) Learning Styles
- (4) Communication
- (5) Information Technology



- Data from this assessment is used to identify additional supports and resources that students may need over the course of the MPH program.



## New Student Orientation

- Developed a live New Student Orientation for MPH students that is hosted prior to the start of each session.
- Students receive an overview of the MPH program, including a detailed description of the courses and program requirements.



## New Student Orientation

- The orientation facilitator provides students with a live demonstration on how to navigate Canvas, the program's learning management system.
- In addition, students can ask specific questions about the MPH program as well as questions about course assessments.
- Students are introduced to the following:
  - Full-time Faculty
  - Visiting Professors
  - Library Services
  - Career Services



## MPH CARES (Career, Academic, Research, and Extramural Service) Program

- The MPH CARES Program is an additional support that Chamberlain provides to MPH students.
- New students are paired with a full-time faculty member that serves as their career, academic, research, and extramural service advisor.
- This advisement program has proven to be a positive benefit for newly admitted students transitioning into graduate school.



## MPH 598 - Student Success and Self-Care

- Orients students to the MPH program.
- Introduces students to self-care and the importance of maintaining a healthy school/work/family balance.
- Helps students learn and improve skills and strategies that are essential to academic success.
- Includes a pre-assessment assignment that gives students a baseline understanding of their competency knowledge and current abilities.



## MPH 599 – Professional Writing

- Pre-requisite course for provisionally admitted students.
- Designed to orient students with basic elements of writing expected at the graduate level with a primary focus on APA, scholarly tone, sentence structure, grammar, composition, and plagiarism.
- Students enhance basic skills by planning, writing, revising, and participating in peer-to-peer editing.
- Materials covered in this course support students as they progress through the MPH program.



## Key Insights and Lessons Learned

- Students need additional supports when starting a graduate-level program.
- All writing styles are not the same.
- Advisement and mentorship is key to academic success, persistence and retention.
- Never underestimate the importance of building a sense of connection and community even in an online platform.







Thank You! Any Questions?



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# **Engaging, Teaching, and Supporting Students Online: Pandemic Days & Beyond**

**Marina Thomatos, PhD**

**Associate Director Technology Enhanced Education @ GPH**

**Co-Chair NYU's Instructional Technology Committee**



**NYU**

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PUBLIC HEALTH**



## **Fall 2020 STATS:**

**Faculty Teaching: 105**

**Masters Students: 653 (26 OL)**

**Doctoral Students: 28**

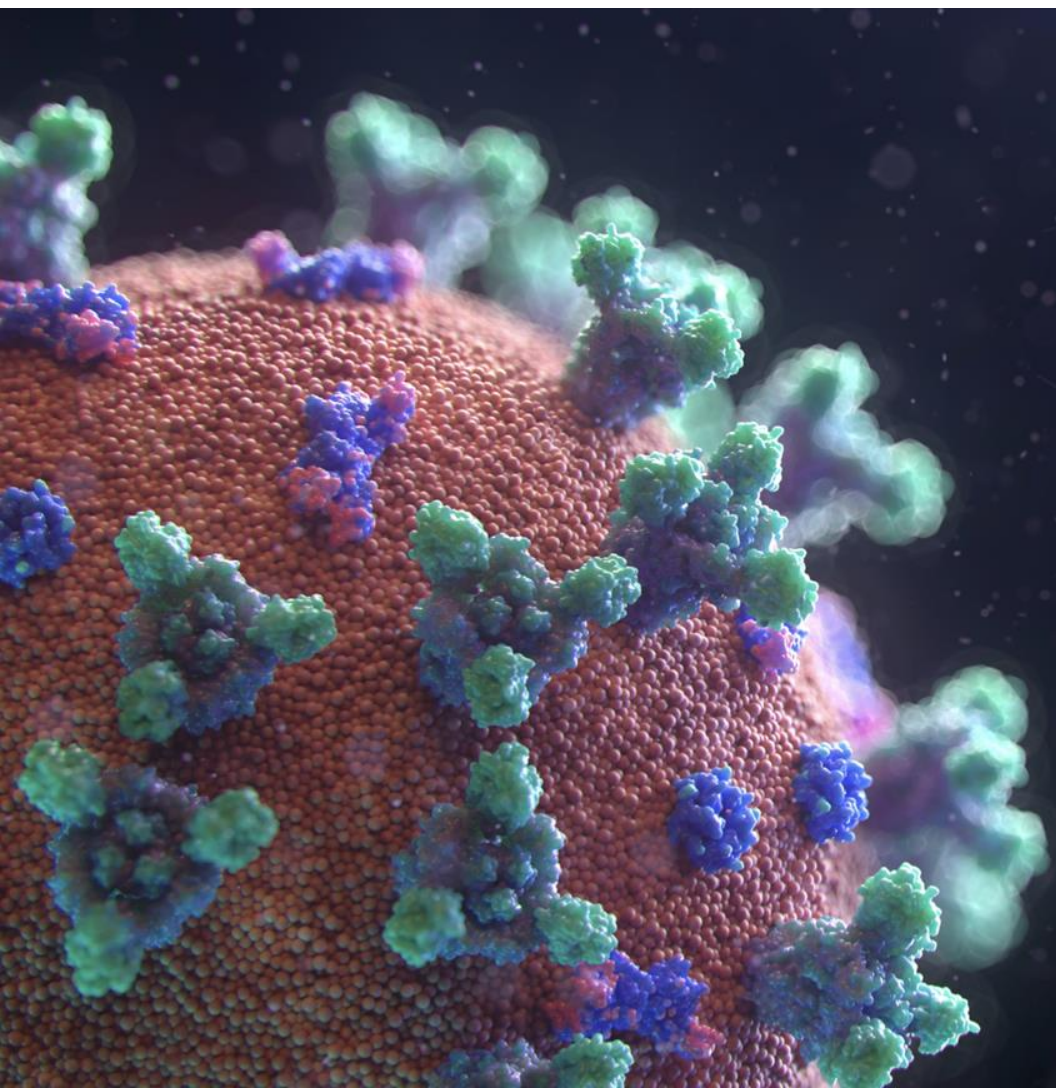
**Certificate Students: 39 (30 OL)**

**82 Graduate Courses**

**12 Undergraduate Courses**

**Fully online MPH including 39 fully online courses  
3 fully online Certificates**

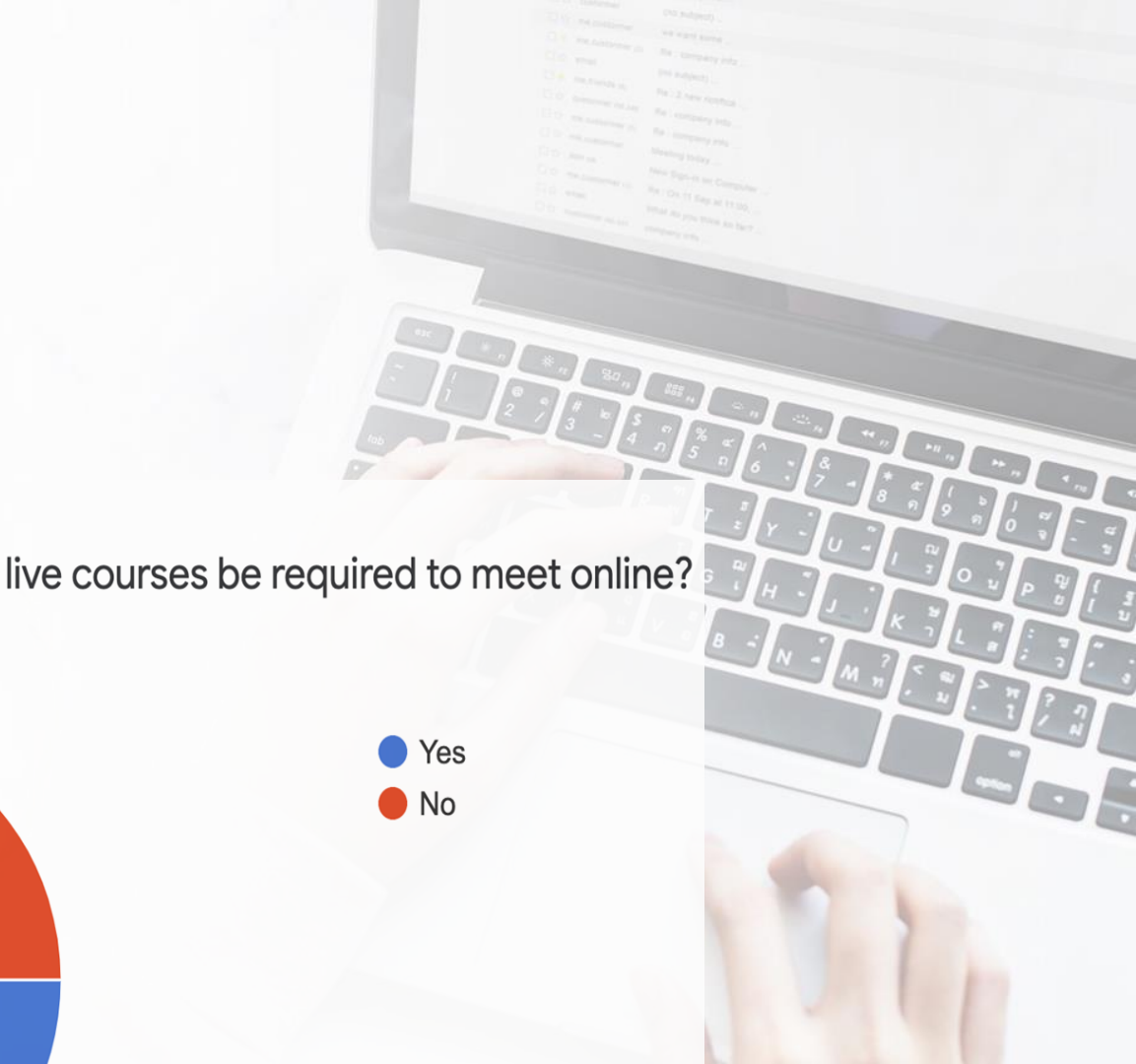




Spring 2020

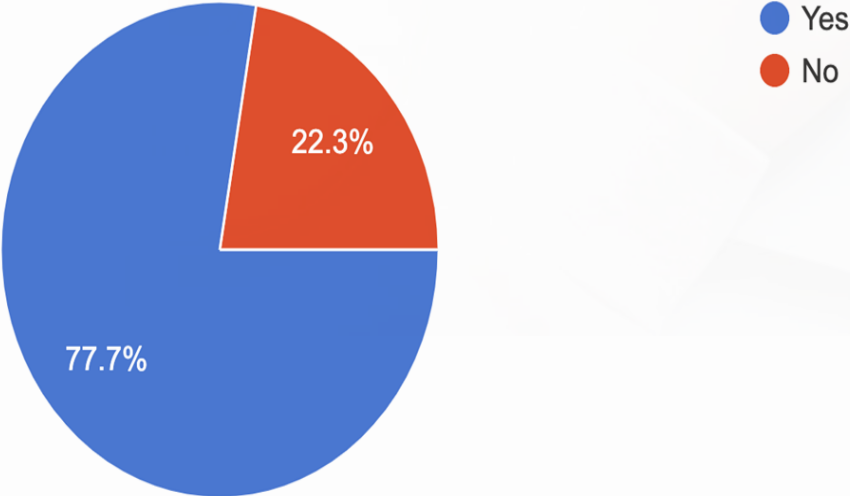
Pandemic Preparedness  
SURVEY

# CONTINGENCY PLAN



Do you have a contingency plan should live courses be required to meet online?

94 responses



**55/94 included Zoom in their plan**

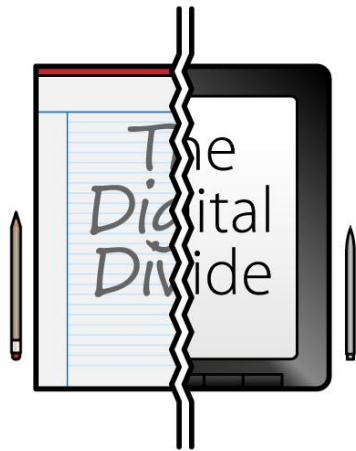


zoom



# INITIAL CHALLENGES

- Inadequate hardware and software
- Lack of access to digital devices, to the internet, and to sufficient bandwidth







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## Technology Enhanced Education

### Design your Course for Remote Instruction

The Chronicle of Higher Education recently posted an article entitled [Why You Shouldn't Try to Replicate Your Classroom Teaching Online](#) which offers some interesting and useful points to consider when teaching remote.

The following guide is meant to act as a helpful checklist to consider when designing NYU Classes course sites for remote instruction.

Organize your materials in the way that works best for your course but please follow some of our guidelines below.





Step by  
Step  
Approach

Step 1: Re-imagining your course for Remote Teaching 

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Step 2: Pre-Record Lectures

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Step 3: Link or Upload Files or Instructional Resources into Lessons

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Step 4: Create Assignments

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Step 5: Create Online Discussion Area (for participation)

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Step 6: Create an Online Assessment

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Step 7: Set up Gradebook

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Step 8: Conduct a Live Lecture (if need be)

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Step 9: Communicate with your Students

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Step 10: Publish Your Site

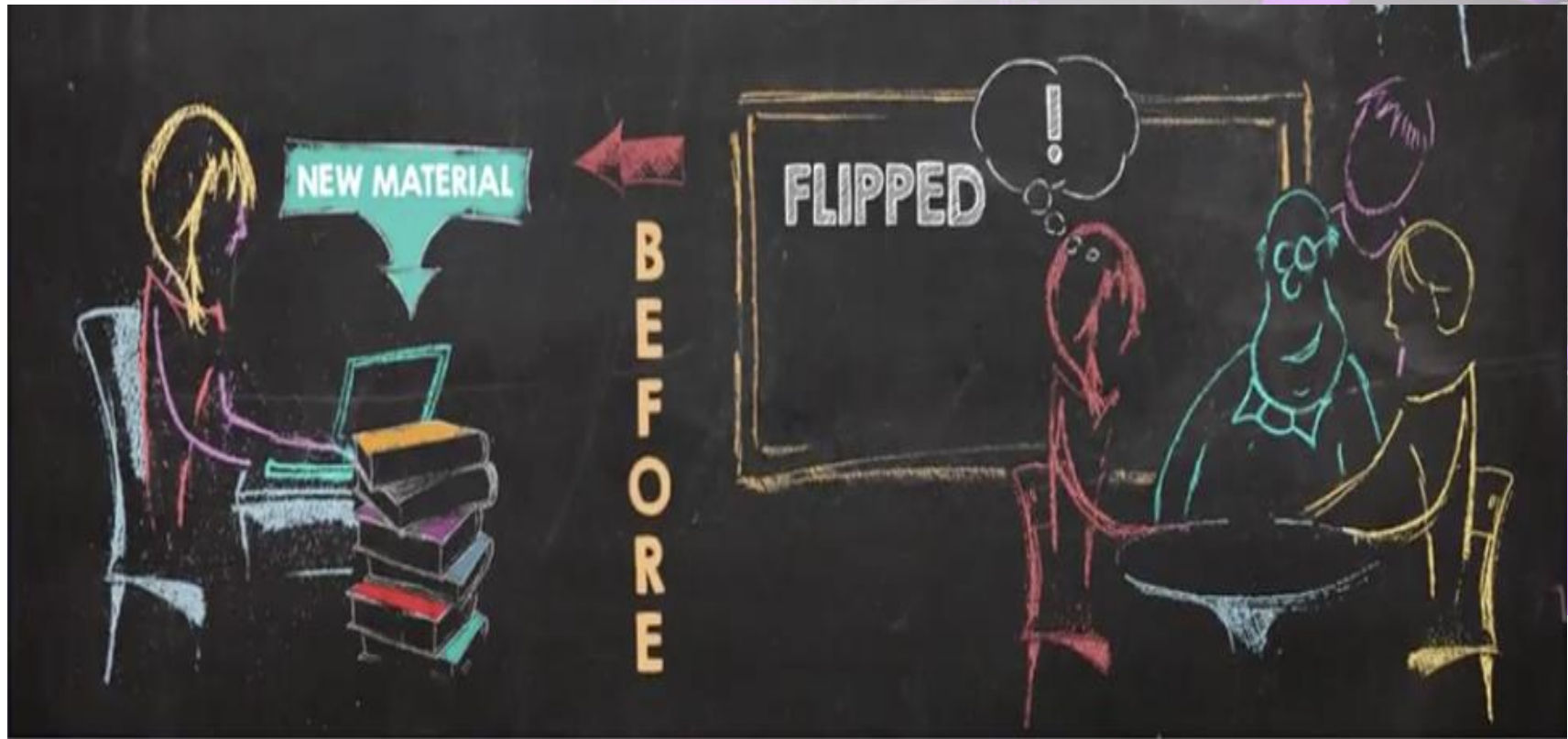
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# EMERGENCY REMOTE TEACHING VS. ONLINE TEACHING

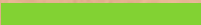


# FLIPPED MODEL



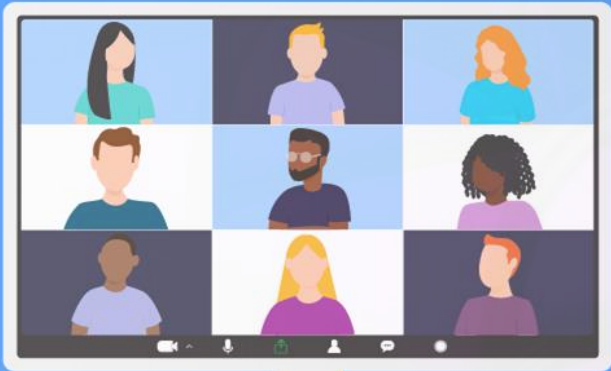


# OUR STUDENTS



(Illustration by Daisy Daniel's, Loyola Marymount)

# ZOOM MONITORS



## Zoom Monitor Utilization Summary

Course Requests	Fall 2020	Spring 2021	Summer 2021
Zoom Monitors	46	41	23
Course Requests	111	254	34
Schools Requesting	9	13	10

# COMMITTEE



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# EYE ON

# THE FUTURE

→ Technology-enhanced education is most successful when partnerships are forged with faculty affairs and development offices

→ Incorporating school-based educational technologists into academic decisions will increase speed and efficacy of delivery

# Panelist contact information

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Q&A



**THANK YOU!**

PLEASE COMPLETE THE SURVEY THAT APPEARS WHEN YOU CLOSE  
OUT OF THE ZOOM WINDOW