

K-State MPH Executive Council Meeting
Location: Heritage Room, Weber Hall – January 8, 2019 at 1:00 PM
Minutes

In attendance: Green (Riley County); Haub (FNDH); Harms (KIN); KuKanich (CS); Mosier (DMP); Mulcahy (MPH); Titgemeyer (AS&I); Spooner (BIOL); Stevenson (MPH Office)

- 1. Call to Order:** Dr. Mulcahy called the meeting to order at 1:05 PM. There was a quorum present.
- 2. Approval of Minutes:** Minutes were approved from the March 28, 2018 meeting.
- 3. Items of Business:** The committee was asked for their input on the following comments from the CEPH reviewers for the updated self-student document, and follow up with details to Dr. Mulcahy via email: (Attachment 1)

A1.2f) Give examples of decisions the MPH Executive Council and the MPH Program Board of Directors have made regarding research and service activities.

- Dr. Rosenkranz in FNDH was allocated dedicated research funds for public health related research.
- Research and service activities of MPH faculty members are outlined in department documents and processes for each faculty member for their respective department and/or college.
- Committee members indicated these details are laid out in departmental documents; links to these documents will be provided in the self-study document.

C1.1a) Briefly explain how faculty salaries are paid by the academic homes of personnel; for example, the text might indicate that some of the academic homes provide full salary funding for all faculty while other academic homes have an expectation that faculty will raise a portion of their salaries through extramural funding.

- Research assistant professors and 9 month faculty seek extramural funding for their summer funding.
- Committee members indicated these details are laid out in departmental documents; links to these documents will be provided in the self-study document.

E3.3) Describe three to five examples of program faculty use of university or college resources for improvement in instructional effectiveness. The description must address both primary and non-primary faculty.

- Department retreats that discuss instructional effectiveness
- Specific teaching workshops (Spotlight)
- Peer review of teaching organized by department level. For CS, for example: Instructors are put into groups of three and they attend one another's classes and provide feedback to one another. DMP has begun a new process for review in 2019.
- Committee members indicated these details are laid out in departmental documents; links to these documents will be provided in the self-study document.

E3.4) Reviewers recognize that MPH program does not have specific procedures related to faculty advancement since the degree is interdisciplinary in nature. However, provide a brief explanation of the general policies of the university and/or relevant colleges regarding the role of instructional effectiveness in decisions about faculty advancement, if possible.

- Annual evaluations include details of how instruction is part of the faculty FTE.
- Committee members indicated these details are laid out in departmental documents; links to these documents will be provided in the self-study document.

E5.2) Describe available university or college support for extramural service activities.

- Serving on health-related community boards

Minutes

- Support includes accommodations and time when reviewing journal articles, acting as journal editors to discipline areas, review of grant applications, Science on Tap/Science Communication week etc.
- Committee members indicated these details are laid out in departmental documents; links to these documents will be provided in the self-study document.

- 4. CEPH Visit Agenda. You are invited to attend any session.** The four sessions on Thursday, March 21 are below (these would be the most helpful). See Attachment 2 for complete agenda, location, and topics. We are still inviting faculty, students, and others associated with the program to participate in the review. Names listed on the agenda have been confirmed. (Attachment 2). The committee members will follow up with details to Dr. Mulcahy via email. Dr. Green is already on the schedule. Dr. Haub will attend the Curriculum I session.

Thursday Sessions and Topics – All sessions in Library Conference Room, 4th Floor Trotter Hall

9:15 AM – Program Evaluation

10:30 AM – Curriculum 1

1:30 PM – Curriculum 2

2:45 PM – Instructional Effectiveness

- 5. CEPH Site Visit Team, March 20-21, 2019**

<u>Practitioner and Chair</u>	<u>Academic</u>	<u>Coordinator</u>
Cynthia Kenyon, MPH Epidemiologist Supervisor Minnesota Dept of Health Vaccine Preventable Disease Sur P.O. Box 64975 St. Paul, MN 55164	Sara S. Plaspohl, DrPH, CHES Assoc Prof of Health Sciences & MPH Program Coordinator Georgia Southern University Jiann-Ping Hsu College of PH Dept of Health Sci & Kinesiology Savannah, GA 31419	Olivia C. Luzzi, MPH Accreditation Specialist Council on Ed for Public Health 1010 Wayne Avenue, Suite 220 Silver Spring, MD 20910

- 6. Other.** There was a brief discussion about student numbers. Our enrollment has remained stable.

- Student Update (to date):

Emphasis Area	Number of Students (New / Continuing for start of Sp 2019)	Number Graduating (Anticipated Sp & Su 2019)	Number Fall 2019 Applications (to date)	Total
Certificate Only	13			13
Food Safety	3	1		2
Infectious Diseases	46	23	6	29
Public Health Nutrition	11	2	3	12
Public Health Physical Activity	11	4	1	8
Total	85	30*	10	64

*Note: Four MPH students graduated Fall 2018. If all 30 listed here graduate, AY 2019 will be the largest MPH group we have graduated (34).

- 7. Next Meeting:** TBA

- 8. Adjourn:** The meeting was adjourned at 1:40 PM.

Attachment 1 – CEPH Letter Dated December 7, 2018

December 7, 2018

Ellyn R. Mulcahy, PhD, MPH Director
Kansas State University
Master of Public Health Program
103 Trotter Hall
1700 Denison Avenue
Manhattan, KS 66506-5615

Dear Dr. Mulcahy:

The reviewers of your preliminary self-study document have concluded their reading assignments. The preliminary review allows the CEPH readers to offer constructive suggestions about ways in which the document can be improved and made more useful for the on-site reviewers.

These comments are not intended to identify all of the substantive issues that may emerge on site, but rather to help you provide documentation that is as strong as possible. Please make the following revisions before submitting your final self-study; revisions will facilitate the work of the site visit team while on campus.

Overall

Ensure that syllabi included in the ERF have enough detail on the weekly course outline for reviewers to be able to validate didactic coverage of contents in Criteria D1 and D2. If the syllabus does not contain the full set of instructions or prompts for an element listed in a template in Criterion D, the program should attach the supplemental document that details the full set of instructions or expectations. When elements are mapped to quizzes or tests, the ERF must provide the most recent sample of the relevant quiz or test question(s). **Request sent to all faculty to conduct syllabi review and submit updated materials.**

Introduction

Provide a list of acronyms at the beginning of the document.

Done 1b) Indicate the number (approximate is fine) of bachelor's programs offered by the university.

Done 1c) Provide the number of university faculty, staff, and students in the self-study document.

Done 1d) Briefly describe the most significant distinguishing university facts and characteristics in the self-study document.

Done 1e) List all of the accrediting bodies the institution responds to, including agencies that are not partners with the MPH program. The list should be included in the self-study document or as a separate document in the electronic resource file (ERF).

Done 1f) Move the information about the Higher Learning Commission and the most recent university accreditation to section 1e.

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Done The documentation request for this section asks for the brief history and evolution of the MPH program. Provide more detail regarding the program itself such as rationale for the degrees and concentrations, how it has evolved since 2003, etc.

Done 2b) Insert a copy of the organizational chart that demonstrates the relationship between the MPH program and the other academic units within the institution. Scale the chart to the appropriate size to fit in the document, or provide a copy in the **ERF**.

Done and Done 2c) Clarify the reporting lines for the MPH program director **Elaborate on what is there already**. The narrative indicates that the program director reports directly to the dean of the College of Veterinary Medicine, however the organizational chart on page 9 shows the program director with a direct reporting line to the dean of the Graduate School. **Redraw figure 1 and 2 to clarify this**

Done Instructional Matrix: done, **added DVM/MPH and BS/MPH options**

Done Remove the column titled “Categorized as public health”

Done Remove “MPH” from the front of the concentration names

Criterion A

Done A1.2b) Reviewers understand the interdisciplinary nature of the MPH program and its concentration; since all of the required concentration courses are from other departments, what level of control and input does the MPH program have with these courses? For example, if a course needs to be changed or updated to reflect current public health practice, how does this occur? **Done, check for accuracy,**

Done A1.2d) Briefly describe how the overall MPH admissions process and decision guidelines are established and agreed upon. **Done, check for accuracy,**

Done A1.2e) Provide a description of how the program recruits faculty, if at all. **Elaborate on what is there already.**

A1.2f) Give examples of decisions the MPH Executive Council and the MPH Program Board of Directors have made regarding research and service activities.

A3.1) Describe the Comprehensive Public Health Group in a separate paragraph, including the officer selection process.

Describe student involvement in other standing program committees, such as the Curriculum Committee and/or Travel Awards Committee.

Identify all student members who have been members of program committees in the last three years, and include their concentrations.

The self-study states “MPH students are represented in their individual colleges by a graduate student committee (GSC) whereby students provide input to the college...” (p. 16) What does the reference to individual colleges mean, since the MPH Program is housed in the College of Veterinary Medicine.

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A3.4) Describe how the student representative from the Comprehensive Public Health Group is chosen to be on the Graduate Student Council.

Criterion B

B1.1) Reviewers had difficulty verifying the connection between the goal statements and the mission statement's mission of animal health. Additional narrative context may be helpful, and reviewers may explore this issue further in on-site meetings. **We discussed this in our October 2018 faculty meeting; we will follow-up in Spring 2019.**

Done B1.2) Include copies of the various institutional-level strategic plans in the ERF.

Is there a strategic plan for the program itself?

Done B2.1) The self-study document mentions the MPH/DVM degree for the first time here. This degree offering, along with any other joint degrees, must be included in the instructional matrix. For the purposes of CEPH's accreditation, joint degrees are synonymous with concurrent, dual, accelerated, and combined degree programs.

B4.1) Explain that the Alumni Survey collects qualitative data as well through the use of open-ended questions.

B5) Template B5-1:

- In the middle column, in addition to listing the data collection method, also describe how the raw data is analyzed and extracted into a format that can be used for decision making.
- Include the frequency of review in the third column.
- Are the two evaluation measures under goal three specific to public health?
- It is not clear that either of the evaluation measures under goal three relate to "Kansas and beyond."
- The evaluation measures for goal four are basic expectations of a CEPH accredited program. Are there more aspirational measures the program can use?
- How does goal address building a public health workforce? Additional narrative context may be helpful.

Criterion C

Ask Dr. Roddy for a short explanation. C1) The self-study document states that the College of Veterinary Medicine provides program-wide expenses such as operating expenses and staff salaries, but it is not clear the college receives extra funding by the university for these expenses. How is funding for the college determined with respect to the fiscal planning and management of the program's expenses?

C1.1a) Briefly explain how faculty salaries are paid by the academic homes of personnel; for example, the text might indicate that some of the academic homes provide full salary funding for all faculty while other academic homes have an expectation that faculty will raise a portion of their salaries through extramural funding.

C1.1d) Provide an example of how the program director has requested additional funds for operational costs, student support, and/or faculty development expenses, if possible.

C1.2) Budget Template C1-1:

- **Done** Remove any blank rows in the table.

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- **On wrong line, should be Tuition & Fees.** How does the program determine the funds for the tuition and fees row? Based on the description from the previous section, it was not clear how tuition and fees are returned the program, if at all.
- **On wrong line, should be Tuition & Fees.** Explain the one-time funds from the College of Veterinary Medicine in 2015.
- **Not accurate, need to clarify.** The operating expenses for 2018 increased by over \$120,000 from the previous year. Add a note explaining this change.
- **Not accurate, need to clarify.** Reviewers also note that the program appears to have a large budget surplus every year. Provide a brief explanation on what happens to these monies at the end of the fiscal year. Is it returned to the program? Is it passed on to students for scholarships and other support services?

Done and Done ~~C2.1) Verify the PIF and non-PIF totals in Template C2-1. Total PIF includes both named and unnamed PIF and must match Template E1-1. The non-PIF count was also challenging for reviewers to verify. Include a document that lists the last names counted in each total in the~~ **ERF.**

Done C2.4) Use a footnote and define “Major Professor”.

C2.5) Provide the response rate(s) for the student exit survey(s).

C2.6) Include comments and qualitative data regarding student perceptions regarding the availability of faculty, not simply advisors.

C5.1) Explain student and professor access to software used in public health courses such as R, SPSS, SAS, and/or Stata.

Criterion D

D1) Ensure that syllabi included in the ERF have enough detail on the weekly course outline for reviewers to be able to validate didactic coverage of contents in Criteria D1 and D2. **Requesting faculty to conduct syllabi review.**

Done D2.1) In addition to including the required core and concentration courses for each MPH degree, Template D2-1 must also include other requirements such as the applied practice experience, the integrative learning experience, electives, etc. It must be clear how the curriculum adds to at least 42 credits.

Template D2-2: The syllabi for DMP 815, FNDH 880, and KIN 796 have no detail regarding course content. **Have updated DMP815, Communicated with PHN & PHPA faculty,**

D4) Template D4-1:

- Public Health Nutrition concentration competency 2 appears to overlap with foundational competencies 4, 9, and 15. Is there a way to articulate the competency to more accurately describe the unique skills required by the concentration? **Communicated with PHN faculty,**
- Public Health Physical Activity concentration competency 4 appears to overlaps with foundational competencies 9 and 15. Is there a way to articulate the competency to more accurately describe the unique skills required by the concentration? **Discussed with PHPA faculty,**

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D5.1) Reviewers note that the MPH 840 APE syllabus requires students to list their completed courses as part of the Applied Practice Experience Agreement. However, the course selection appears to be different than the course requirements listed in Template D2-1. For example, epidemiology is listed on the APE syllabus as MPH/DMP 754 OR DMP 708 and DMP 854. Ensure that the list of courses in D2 includes all options for fulfilling the required curriculum.

Describe how the graduate committees for the APE are selected for each student.

D5.3) It would be helpful for reviewers if each student's APE agreement was included alongside the sample materials that are provided in the ERF.

D7.2) Does the oral exam pertain to the material in the student's written report/thesis, or is it a standardized exam developed by program faculty that covers all areas of the curriculum?

Criterion E

Done E1.1) Ensure that the listed PIFs in Template E1-1 align with the number of PIFs listed in Template C2-1.

Done E1.2) Similar to the above statement, ensure that the listed non-PIFs in Template E1-1 align with the number of non-PIFs in Template C2-1. There is a difference of eight faculty members between the two templates.

E1.3) Update the ERF with CVs for all faculty (primary and non-PIF) for the final self-study. **Will request updated syllabi in January 2019.**

E3.2) Explain the frequency of student course evaluations for individual public health courses. It not clear in the self-study.

E3.3) Describe three to five examples of program faculty use of university or college resources for improvement in instructional effectiveness. The description must address both primary and non-primary faculty.

E3.4) Reviewers recognize that MPH program does not have specific procedures related to faculty advancement since the degree is interdisciplinary in nature. However, provide a brief explanation of the general policies of the university and/or relevant colleges regarding the role of instructional effectiveness in decisions about faculty advancement, if possible.

E4.2) Move the example of the food safety/biosecurity research project to section 4 of this criterion.

E4.3) Describe specifically how faculty integrate research and scholarly experiences into instruction, using three to five examples. For example, faculty might use specific datasets from their own projects for class exercises, provide readings based on their own research projects, etc.. A list of research project titles with the directive for reviewers to locate curriculum vitae in the ERF is not sufficient to demonstrate compliance.

E4.4) As above, provide information on three to five specific examples of student involvement in faulty research activities and projects.

E4.6) Clarify that the program's chosen indicators and outcome measures are exclusive to public health.

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E5.2) Describe available university or college support for extramural service activities.

E5.3) Provide three to five examples of faculty extramural service activities and how these are integrated into the instruction of students. As noted in Criterion E4, the examples must be detailed and specific.

E5.4) Provide three to five examples of student opportunities for involvement in service. As noted in Criterion E4, the examples must be detailed and specific.

Criterion F

F1.3d) Provide more specific information on how the program obtains employers' feedback on graduates' abilities to perform competencies in a workplace setting. This must include some type of data collection from agencies that have hired the program's graduates. Preceptor feedback and alumni feedback alone cannot satisfy this requirement. Summarize the major findings.

F3.2) Highlight summary results of the various workforce needs assessments the program uses and describes in the self-study document.

F4.1) Describe how professional development activities are developed based on the information that the program director receives from the local health department and extension agents through interviews and surveys.

F4.2) The activities described in Table 32 should relate directly to summary results described in Criterion F3.

Criterion G

G1.5) The program must also include qualitative data that documents its approaches, successes and/or challenges in carrying out its actions and strategies related to the defined priority populations.

Criterion H

H1.2) In addition to initial orientation of roles and responsibilities, how are advisors kept informed of curricular changes and updates to the MPH program?

H2.3) Provide more detail or context with the examples of career advising services. Examples should be public health career-specific and not just services offered from the K-State Career Center.

Additional pre-site visit preparations

We will ask you to develop a detailed agenda for the days that the team will be on campus **pending**. A template is available on the [CEPH website](#) and you should submit a preliminary agenda draft for review approximately three months before the site visit so that we can return comments. Reviewing drafts in advance can mitigate the need for last minute or on-site agenda changes.

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One month before the visit, you should send (mail these on Feb 11) the following materials directly to the site visit team:

- a hard copy of your final self-study
- a hard copy of the site visit agenda
- a USB with the following
 - the final self-study
 - the electronic resource file
 - documentation that allows reviewers to verify that the unit solicited third-party comments. See CEPH's Procedures manual for additional information (On website, in Lifelines, K-State Today, sent out by Marketing team using electronic media, e-mail to faculty and students, e-mail to external partners).
 - Done a schedule of courses offered, with instructor identified, for the last three years
 - Done a copy, or link to, the official university catalog or bulletin that presents degree offerings
 - Updated and Done a freestanding MS Word document that presents the instructional matrix (Template Intro-1) included in the introduction to the self-study
 - the site visit agenda

Please let me know if I can help you in this next phase of your self-study activities.

Attachment 2

Council on Education for Public Health Site Visit Agenda Kansas State University – Master of Public Health Program

All sessions, unless otherwise noted, will take place in Library Conference Room – 4th Floor Trotter Hall

Wednesday, March 20, 2019

- Open **Arrival of the Site Visit Team to Hotel**
Bluemont Hotel, 1212 Bluemont Ave., 785-473-7091
Reservation Number: 99091 Cynthia Kenyon (Suite)
Reservation Number: 99090 Sara Plaspohl (Regular Room)
Reservation Number: 99089 Olivia Luzzi (Regular Room)
- 5:00 pm **Site Visit Team Executive Session 1**
Bluemont Hotel, Cynthia Kenyon (Suite)
- 7:00 pm **Site Visit Team Dinner**

Thursday, March 21, 2019

- 8:00 am **Site Visit Team Hotel Pickup**
Pickup: Ellyn Mulcahy, 901-461-6080
Team should have breakfast at the Hotel.
- 8:15 am CaTS available for technology check in conference room.
- 8:30 am **Site Visit Team Request for Additional Documents**
Ellyn Mulcahy, Self-study Coordinator
Barta Stevenson, MPH Program Assistant
- 8:45 am **Site Visit Team Executive Session 2**
- 9:00 am **Break**
- 9:15 am **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Ellyn Mulcahy, Assoc Prof & MPH Program Director Robert Larson, Prof & MPH 754 Instructor Priscilla Roddy, Asst Dean for Administration and Finance	<i>Guiding statements – process of development and review?</i> <i>Evaluation processes – how does program collect and use input/data?</i> <i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i> <i>Budget – who develops and makes decisions?</i>
Total participants: x	

- 10:15 am **Break**

Attachment 2

Council on Education for Public Health Site Visit Agenda Kansas State University – Master of Public Health Program

All sessions, unless otherwise noted, will take place in Library Conference Room – 4th Floor Trotter Hall

10:30 am Curriculum 1

Participants	Topics on which participants are prepared to answer team questions
Abbey Nutsch, Asst Prof & Instructor in Food Safety/ Biosecurity Ellyn Mulcahy, Assoc Prof & MPH Program Director Gina Besenyi, Asst Prof & Instructor in PH Physical Activity Paige Adams, Research Asst Prof & Instructor in Infectious Diseases/Zoonoses Wei-Wen Hsu, Assoc Prof & MPH 701 Instructor	<i>Foundational knowledge</i> <i>Foundational competencies – didactic coverage and assessment</i> <i>Concentration competencies – development, didactic coverage, and assessment</i>
Total participants: x	

11:45 pm **Break & Lunch Set-up**
Students should begin lunch in advance of site visit team
Buffet or boxed lunches preferred

12:00 pm Students

Participants (Location: Mara Conference Center, 4 th Floor Trotter)	Topics on which participants are prepared to answer team questions
MPH Students, all emphasis areas invited	<i>Student engagement in program operations</i> <i>Curriculum</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i>
Total participants: 15-20	

1:15 pm **Break**

1:30 pm Curriculum 2

Participants	Topics on which participants are prepared to answer team questions
Ellyn Mulcahy, Assoc Prof & Program Director Annelise Nguyen, Assoc Prof & MPH 802 Instructor Kate KuKanich, Assoc Prof & Instructor in Infectious Diseases/ Zoonoses Sara Rosenkranz, Asst Prof & Instructor in PH Nutrition	<i>Applied practice experiences</i> <i>Integrative learning experiences</i> <i>Academic public health degrees</i>
Total participants: x	

2:30 pm **Break**

Attachment 2

Council on Education for Public Health Site Visit Agenda Kansas State University – Master of Public Health Program

All sessions, unless otherwise noted, will take place in Library Conference Room – 4th Floor Trotter Hall

2:45 pm Instructional Effectiveness

Participants	Topics on which participants are prepared to answer team questions
Ellyn Mulcahy, Assoc Prof & MPH Program Director Emily Mailey, Assoc Prof & Instructor in PH Physical Activity Kate KuKanich, Assoc Prof & Instructor in Infectious Diseases/ Zoonoses Sara Rosenkranz, Asst Prof & Instructor in PH Nutrition	<i>Currency in areas of instruction & pedagogical methods</i> <i>Scholarship and integration in instruction</i> <i>Extramural service and integration in instruction</i> <i>Integration of practice perspectives</i> <i>Professional development of community</i>
Total participants: x	

3:45 pm Break

4:00 pm Stakeholder Feedback/Input

Participants	Topics on which participants are prepared to answer team questions
OEIE? Ellyn Mulcahy, Assoc Prof & MPH Program Director Jason Tiller, Director, Saline County Health Department Jason Orr, Analyst, Kansas Health Institute Jennifer Green, Director, Riley County Health Department Shari Tedford, Workforce Development & Student Intern Coordinator, Johnson County Dept of Health & Environ	<i>Involvement in program evaluation & assessment</i> <i>Perceptions of current students & program graduates</i> <i>Perceptions of curricular effectiveness</i> <i>Applied practice experiences</i> <i>Integration of practice perspectives</i> <i>Program delivery of professional development opportunities</i>
Total participants: x	

5:00 pm Site Visit Team Executive Session 3

5:45 pm Adjourn

Attachment 2

Council on Education for Public Health Site Visit Agenda Kansas State University – Master of Public Health Program

All sessions, unless otherwise noted, will take place in Library Conference Room – 4th Floor Trotter Hall

Friday, March 22, 2019

8:00 am **Site Visit Team Hotel Pickup**
Pickup: Ellyn Mulcahy, 901-461-6080
Team should have breakfast at the Hotel.

8:30 am **University Leaders**

Participants (Location: Provost Office, Anderson Hall)	Topics on which participants are prepared to answer team questions
Charles S. Taber, Provost and Executive Vice President Ellyn Mulcahy, Assoc Prof & MPH Program Director Amit Chakrabarti, Dean, College of Arts and Sciences Bonnie Rush, Interim Dean, College of Veterinary Medicine Carol Shanklin, Dean, Graduate School Ernie Minton, Interim Dean, College of Agriculture John Buckwalter, Dean, College of Human Ecology	<i>Program's position within larger institution</i> <i>Provision of program-level resources</i> <i>Institutional priorities</i>
Total participants: 7	

9:00 am **Break**

9:15 am **Site Visit Team Executive Session 4**
Library Conference Room has a computer and printer for site team use.

12:00 pm **Site Visit Team Working Lunch**
Buffet or boxed lunches preferred

1:00 pm **Exit Briefing**
Faculty Advisory Committee (**Paige Adams**), Program Director, Program Assistant,
Deans, Department Heads (as desired)

2:00 pm **Team Departs**
Work with CEPH coordinator to arrange transportation to airport