**Minutes: MPH Work Day**

**1/9/2017 -- 9 a.m. – 2 p.m.**

**DSU Cupola Room**

Faculty Present: Basham, Ding, English, Farrell, Gardner, Kim, Lartey, Macy, Shearer, Taylor, Watkins

Student: Ascensio

Ritchie Taylor saved the day by providing technology and technological assistance. Afterwards, the faculty made individual lists of the top ten skills every MPH student should have. Then, faculty paired up and agreed on a list of ten skills. Pairs shared their lists and a master list was generated.

Results from the concentration poll were unanimous in favor of doing away will existing concentrations. Before making a formal motion, Gardner identified ways in which we could have concentrations that were aligned with other programs in the department and thus eliminate the major staffing concerns from existing concentrations. **English/Ascencio motion** to eliminate concentrations. Passed 11 for, 1 abstention.

The new CEPH criteria for applied learning experiences was discussed, followed by the **Farrell/English motion** to make PH 546 (internship) an elective, rather than requirement. Motion passed unanimously.

The existing culminating experience was discussed. Currently, the core exam assessed competencies related to core disciplines, whereas capstone/thesis assessed competencies of concentrations. Then, following discussion on the new CEPH integrative learning experience, **Lartey/Watkins motion** to abolish core exam as requirement passed 11 for, and 1 abstention. The **Taylor/Farrell motion** to make PH 588 (capstone) and PH 599 (thesis) as electives, rather than requirements, passed unanimously.

Faculty reviewed the content and assessments of required MPH courses against the new CEPH foundational knowledge and foundational competencies. Courses were rating as having clearly met, partially met, not met, or not enough information to determine. Courses rated as clearly met by more than 50% of the faculty were identified as meeting the competency or knowledge. Gaps were identified and considerable discussion was held about whether existing courses could be adapted or whether new courses needed to be created. The following was decided:

To address gaps in foundational knowledge, PH 580 will add items # 6 – 9 inclusive

To address gaps in foundational competencies, a health disparities course will be developed to address #8, 14, and 20; PH 575 (program planning) will be added to the core to address #7, 9, and 10.

The workday adjourned.