<https://www.wku.edu/publichealth/mph_pages_etc/program_governance.php>

October 2019

* Motion to have staffing of qualified full-time instructors and faculty assigned to MPH-BSPH programs prioritized first by required core courses (MPH and BSPH), then by Connections courses, then by electives (MPH and BSPH).
* Motion to approve centralized academic advising by MPH and BSPH academic program coordinators. It is recommended that all faculty be conversant in the curriculum and requirements of the programs in which they teach. Additionally, all faculty are encouraged to continue providing career advising/mentoring to students, regardless of their assigned academic advisor.

January 2019

* add MPH-BSPH program staff as a voting member on relevant committees
* motion to change the names of the committee to “Diversity, Inclusion, & Equity” (DIE) passed unanimously. We then spent quite a bit of time crafting a diversity statement that we will include in program materials. The Lartey/Watkins motion to approve the final version passed unanimously:
  + We promote social justice by creating a respectful, collaborative, diverse, inclusive, and equitable environment through research, teaching, and service.

November 2018

* Diversity policies and procedures

October 2018

* Admission criteria

August 2018

* Communication/Transparency
  + Written updates for monthly meetings
    - Sign-in sheets to track student participation
  + Announcements on Bb org sites, email, SM

August 2017

* Embedded GrAPEs
  + Schedule meeting times for the agency contact to meet with students. The minimum number of meetings is based on the number of GrAPE units being awarded:
    - 10 - 40 hours = two meetings (beginning and end of project)
    - 60 hours = three meetings minimum (beginning, midpoint, end)
  + C or higher on the project
* Workload - Course Section Delivery Mode Draft Definitions
  + 1. Classroom course: A course section delivered in-person, synchronously, and at a common scheduled location and time. Some of the required minutes of engagement may be fulfilled by required, out-of-class learning activities such as field trips, group projects, or attendance at special events. Because these course sections are predominantly classroom format, they are not considered distance education by federal and SACSCOC definition.
  + 2. Hybrid Classroom course: Classroom meetings replaced with online activities – a course section delivered through a combination of classroom and WKU supported learning technologies, with more than 50% of the required minutes of instruction delivered in classroom format. Examples of WKU supported learning technologies include LMS, videoconferencing, IVS, and audio/video lectures. Because these course sections are predominantly classroom format, they are not considered distance education by federal and SACSCOC definition.
  + 3. Hybrid Online course: Most course activity is completed online – a course section delivered through a combination of classroom and WKU support learning technologies, with less than 50% of the required minutes of instruction delivered in the classroom format. Examples of WKU supported learning technologies include LMS, videoconferencing, IVS, and audio/video lectures. Because these course sections are predominantly delivered via learning technologies, they are considered distance education by federal and SACSCOC definition.
  + 4. Online (Web) course: A course section delivered online using WKU supported learning technologies with no more than two in-person meetings at a defined campus location on a specific day/time (not including mid-term or final examinations, or any exam dates where student identities are verified by the instructor or an arranged proctor). Courses offered through Adobe Connect or similar modalities, with no associated defined campus location, are considered online (Web) courses. All online (Web) course sections are considered a distance education course by federal and SACSCOC definition.
  + 5. Other: A course section that doesn’t fit within the above definitions, and which is based around an individualized learning experience. This category includes experiences such as independent study, internship, cooperative education, practicum, student teaching, and print-based on demand courses. Because these course sections are predominantly classroom format, they are not considered distance education by federal and SACSCOC definition.

May 2017

* adopt proposed assessment plan, with one change: Curricular alignment every 3.5 years rather than 3
* There was a discussion about workforce development as defined in the 2016 CEPH criteria. Two priority communities were defined: academic health department (AHD) partners, as workforce development is part of this partnership, and local organizations serving marginalized populations, as this is part of our diversity plan. Macy recommended including priority populations to include organizations that provide internships and jobs to our graduates. Watkins suggested we focus on BRADD region. It was decided that we remain focused on the two populations for now, and assess potential for expansion at a later date. There was a related discussion on assessing workforce needs. Various avenues were identified: BECKY meetings, AHD discussions, workforce/employer survey and the workforce development survey being proposed/conducted by UK for the Commonwealth. Finally, we discussed an implementation plan which include online UG and Grad certificate programs, conducting a minimum of one workshop each year to an AHD on a priority area identified in assessment, and conducting a minimum of workshop every other year to an organization(s) serving marginalized populations. Larty/Ding motion to adopt workforce priority communities, assessment & implementation plan.

September 2017

* Lartey/Ding motion to revise committee policies and procedures for the Joint MPH-BSPH committee, the MPH committee, and BSPH committee as proposed. The proposed changes substitute “PH faculty” for “primary faculty” due to the staffing issues noted above.

February 2018

* limit enrollments in the online core courses to students in the online MPH program during the regular academic year. For courses that serve multiple programs, we will either create a second NON-CROSSLISTED section, OR the students can be directed to take the course in the summer. Rationale: In order to meet efficiency requirements, we need to have at least eight graduate students enrolled in a course. When residential students enroll into online courses, we run the risk of not meeting this requirement, especially for the classes that are not required by multiple programs. Exceptions may be granted on case-by-case basis.  While no one is happy about doing this, the motion passed unanimously.
* Because of the strict competency assessment for the MPH program, core courses will be taught by permanent faculty.

April 2017

* Farrell/Lartey motion to revise mission, per the advisory committee recommendations, passed unanimously. Our mission now reads:
  + The mission of the WKU Public Health Programs is to prepare competent public health practitioners to enhance the health status and quality of life of diverse populations.
* English/Basham et al. motion to adopt revised values, per the advisory committee recommendations, passed unanimously. Our values now read:
  + Service to students, department, university, and the communities we serve
  + Partnerships and collaborations within and beyond our academic home
  + Integrity, professionalism, and transparency in all we do
  + Research that is applied, community-based, and engages students
  + Inclusive, culturally-competent, and equitable
  + Teaching excellence: competency-based, relevant, and application-focused
* Lartey/Basham motion to adopt vision statement that merged parts of the two recommendations passed unanimously. Our vision now reads:
  + Our vision is to be a regionally and nationally recognized institution contributing to the optimal well-being for all populations

March 2017

* Discussion ensued and the consensus was that group projects should not be allowed. **Ascensio/Basham motion** to adopt ILE recommendations, with addition of making sure projects are individual projects

**Motion to approve the following ILE recommendations**

**Recommended Common Guidelines**

All written products must *minimally* contain:

* Clearly defined overview, background and significance, or statement of the problem.
* Literature review
* Discussion or critical analysis
* Recommendations, public health implications, or conclusions

**Recommended pathways**

|  |  |
| --- | --- |
| Curricular Pathways | Written Product Examples |
| PH 599 Thesis | Thesis that follows University Guidelines |
| PH 588 Capstone | Project plan/report for agency |
| PH 546 Internship | Report, grant application, project plan for agency |
| PH 530 Independent Research | Mentored research report, paper, grant application, policy development, project plan, evaluation report, technical report |
| Non-Curricular Pathways |  |
| Take-home essay | Written report, grant application, plan, or policy |
| Non-curricular applied practice experience | Report, grant application, project plan for agency |

**Additional ILE Product Recommendations**

Oral public defense of product: For pathways other than thesis and capstone, we recommend a symposium.

**Motion to approve APE recommendations:**

**Recommended Common Guidelines**

All students must complete at least four units of APEs. Each unit requires a recommended minimum of 25 clock hours of working with or in a practice setting. No experience shall be for less than .5 units, or 12.5 clock hours of working with or in a practice setting. All experiences must align with foundational or program competencies.

**Recommended pathways**

|  |  |
| --- | --- |
| Curricular Pathways | Units |
| PH 588 Capstone | 3 units |
| PH 546 Internship | 1 – 6 units |
| Course-embedded projects  Non-Curricular Pathways | .5 – 3 units |
| Non-curricular applied practice experience | .5 – 3 units |

**Additional APE Recommendations**

* Develop clear descriptions, p/p, and materials for each pathway, including proposal form for non-curricular APEs.
* Include reflection in addition to product.
* Work with KDPH, LHDs, and foundations to identify projects for courses and non-curricular experiences
* Develop way to communicate opportunities to students
* Develop system to monitor
* Internship hours reduced to a minimum 40 per credit hour (lunch and breaks not included!).
* Create proposal to hire staff person as community liaison to develop APEs and manage process