**MPH Report: September 2019**

The epi certificate proposal is stalled at the college level as Provost Stevens issued a moratorium on new programs. Once lifted, it will continue through the process.

An issue was brought to my attention that some hybrid courses don’t post their f2f dates, making planning a challenge for those who take time off work to come to class. If you teach a hybrid class, please make sure the dates you meet are clearly communicated on the syllabus and/or course site.

Enrollments are down in our f2f and online formats. The online format has taken a hit because UK and U of L no longer offer tuition reimbursement for our courses. If you have suggestions for recruiting for either/both formats, please let me know. We currently have 10 f2f students and 43 online students enrolled for fall.

As you know, we will be losing Darlene after this semester and will not be getting, at least in the near future, more faculty. Moving forward, there are a few things we need to consider as it pertains to staffing core courses:

* We have to file a substantial change with CEPH when we re-map competencies. While it is fine to revise content, readings, and even assessments (so long as it still meets the competency), we have to file a substantive change notice when we re-map a competency. This is one of the reasons it’s so important that we have a stable faculty teaching core courses.
* The MPH has six applied courses. Because of the extra time commitment inherent in applied courses, a conversation about how this affects workload is warranted. Should, for example, each MPH faculty take on at least one applied class?
* I have received conflicting information on student credit hour production at the faculty level. If faculty are going to be held accountable for SCPH, we are going to have to come up with a different staffing model.
* The biggie: This is the year that we review our core curriculum. We need to get through the BSPH first, but my goal is have everyone’s grid (core courses only) by either the end of the academic year. As part of this, we need to determine the % of assessments and objectives that are higher order.