

**K-State MPH Faculty Advisory Council Meeting**  
**Location: Trotter Hall Rm 101 I**  
**September 10, 2018 at 10:30 AM**  
**Minutes**

Ct	Committee Member	Emphasis	In Attendance
1	Ellyn Mulcahy	MPH Director	X
	Stevenson, Barta	MPH Staff	Non Voting
	Open	MPH Student	
2	Hsu, Wei Wen	Core Instructor	X
3	Larson, Robert	Core Instructor	X
4	Nguyen, Annelise	Core Instructor	X
5	Sanderson, Michael	Core Instructor	
6	Gragg, Sara	FSB	X
7	Kastner, Justin	FSB	
8	Nutsch, Abbey	FSB	X
9	Adams Paige	IDZ	X
10	Cernicchiaro, Natalia	IDZ	
11	KuKanich, Kate	IDZ	X
12	Hanson, Jennifer	Core Instructor + PHN	
13	Rosenkranz, Ric	PHN	X
14	Rosenkranz, Sara	PHN	X
15	Besenyi, Gina	PHPA	Mulcahy Proxy
16	Mailey, Emily	PHPA	X
17	McElroy, Mary	Core Instructor + PHPA	

Dr. Mulcahy called the meeting to order at 10:35 AM. There was a quorum present.

**Approval of Minutes** from the August 27, 2018 meeting were approved and will be posted to the website.

The application for Dr. Gayle Doll was voted on for admittance to the MPH graduate faculty. She will be listed in the "Other" category.

**Items Discussed:**

- Review of tables sent (separate file attached). Dr. Larson will send more assessment information for competency #9. Document will be shared with the Community Advisory Group next week for their comments. Please continue to send edits.
- Student focus group on Diversity and Inclusion will be on Thursday, September 13 12-1 PM. It will be facilitated by a staff member from the Center for Engagement and Community Development.
- There was a short discussion about the content of a diversity survey for faculty suggested by the CEPH consultant. It will be launched after the focus group for students to see if there are any new or additional questions we will need to add.
- The remainder of the meeting was spent discussing the Applied Practice Experience and the Integrated Learning Experience along with the report templates required for both. Students that are graduating this semester are asked to use the new format and do the best that they can when writing their reports. These are our documents and can be adjusted at any time.

**The Applied Practice Experience (APE)** requirement is 240 hours in a non-academic setting and is typically completed towards the end of the coursework so that a student may apply the knowledge gained from graduate courses. In addition, the student must be in good academic

standing (i.e., not on probation) as outlined in the Graduate Handbook section F, before they will be allowed participate in the APE.

**APE template (on website) and documentation required.** The APE (240 hours) requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE. Note: There is an additional section in APE for thesis students.

**The Integrated Learning Experience (ILE)** requirement is a high quality written document about a project carried out for a non-academic public health entity, plus a public presentation, along with the oral exam. It is completed at the end of all coursework **and** completion of the APE. The written report is submitted to the graduate committee at least two weeks before the presentation and oral exam.

**ILE template (on website) and documentation required.** The ILE requires a high quality written document met with the following:

1. A written document/report of the project carried out in a non-academic setting and oral exam (which includes the oral presentation); **or**
2. Six credit hours of public health thesis research and three credit hours (180 hours) of APE (MPH 840), as explained above. If completing a thesis, the research should be focused on population-based health questions rather than on basic research in a laboratory. This does not preclude laboratory analyses of data gathered in populations of animals or humans. A thesis completed as partial fulfillment for the MPH degree must be accepted by the Graduate School, becomes a single-authored publication and contributes to the body of knowledge in public health.

Upon completion of the oral exam and all edits have been made to the ILE document or thesis, the ILE is submitted to the MPH Program office along with all APE portfolio products. The thesis is submitted to K-REx.

- As a result of the discussion we went back to the CEPH document and reviewed what is required. Below is the wording for ILEs. For emphasis area competencies we have adjusted the guidelines to say “Each emphasis area has five competencies that **may** be addressed.”

*D7. MPH Integrative Learning Experience (SPH and PHP) MPH students complete an integrative learning experience (ILE) that **demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals.***

*The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student’s educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, 24 legislative testimony with accompanying supporting research, etc. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.*

*Professional certification exams (eg, CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE, but are not in and of themselves sufficient to satisfy this criterion.*

*The ILE is completed at or near the end of the program of study (eg, in the final year or term). The experience may be group-based or individual. In group-based experiences, the school or program documents that the experience provides opportunities for individualized assessment of outcomes.*

*The school or program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment supplemented with assessments from other qualified individuals (e.g., preceptors).*

Feel free to let us know if you interpret this differently. We have tried to give guidance. For the ILE, it does not say how many competencies or the ratio of foundation to emphasis area, but the APE instructions clearly says five. Please note that we have always allowed the graduate committee to determine the format and layout of the report.

### Calendar Dates:

#### Faculty Advisory Meeting Dates & Times for Fall 2018

Time	Date	Location
10:30 AM	Monday, September 10, 2018	Trotter 113 - Dean's Conference Room
10:30 AM	Monday, October 8, 2018	Union Rm 204
10:30 AM	Monday, November 26, 2018	If no feedback from CEPH will cancel.
10:30 AM	Monday, December 10, 2018	Trotter 113 - Dean's Conference Room
10:30 AM	Monday, January 14, 2019	Union Rm 204

#### Required for Students -- MPH 840 Applied Practice Experience Orientation

Noon to 1 PM	Thursday, November 8, 2018	Mosier Hall Rm P-223 (NICKS Conf Room)
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#### CEPH Accreditation Dates

October 15, 2018	Self-study complete for copies & mailing
October 22, 2018	Document due to CEPH in Washington, DC
December 21, 2018	Comments from reviewers with changes that need to be made
February 21, 2019	Final self-study due to CEPH
March 21 & 22, 2019	On-site visit
June 1, 2019	Decision, at least 18 weeks after site visit

**Next Meeting:** Second Monday in October on the 8<sup>th</sup> in Union Room 204 at 10:30 AM.

**Adjourned at 11:35 PM**