

Education Committee Report of January 30, 2008 to MEZCOPH Faculty Feb. 15 delayed to Mar 28, 2008

Meeting Purpose: To develop a process for faculty evaluation of courses and programs. How do we review our material to assure quality in our educational programs? The faculty and MEZCOPH Administration are responsible for the educational efforts of the college. The Education committee and the Associate Dean for Academic Affairs office will propose a mechanism for course and program review.

Initial procedural approach...Policy Motions passed (some detail in minutes):

1. Once a year, in September, Sections submit their “action plans” for review to the Education Committee two weeks prior to the September Education Committee Meeting. [The action plan will include course and QA assessments]
2. Each section will review its programs and courses internally for quality and forward a report to the Education Committee at least once per accreditation cycle. [Content to be determined]
3. Each section needs to document that they have assessed their courses in relationship to the core competencies at least once per accreditation cycle.

Big questions about Internships...Should internships be assigned to students to fulfill programmatic and community needs? Changing mechanisms for internship topic determination needs to be discussed by the faculty as a whole. Sections chairs should bring up the topics at section meetings and the committee needs to bring the funded internship/student choice issue to the Faculty Assembly Agenda for faculty discussion.

Internships (Quality Assurance Review): Perspective: A capstone MPH experience analogous to a M.S. Thesis but practice based.

1. Different sections assign different credit weight to internships therefore all internships do not get the same effort by program design (Bios 3 units; EOH 3 units; EPI 6 units; MCH 6 units; PHPM 6 units; SBS 6 units; MD/MPH Tucson 12 units; MD/MPH Phoenix 6 units). Expectations of the faculty must be geared to the credit assigned. Faculty expectations must be clearly communicated on a section specific basis.
2. Each section needs to outline expectations for section students. Requirements differ among sections— What common standards do we hold the student accountable? 1st and 2nd readers – we need consistent expectations within sections. How do we get everyone on the same page?
 - Develop/create models at the section level; a section concept of what a descent internship report should be. Develop a program model.
 - Do we see a benefit of a (within? between?) section review of internship reports?