

MEZCOPH Education Committee
“FINAL” Meeting Minutes
September 3, 2008

Members Present: Lisa Staten – Chair, Sylvan Green, Robin Harris, Mary Kay O’Rourke, Nicky Teufel-Shone, Doug Taren, Chris Tisch, Kathleen Crist, Amy Glick, Becky Corran, Sara Brinson-Soto and Nicole Wright.

Voting Members Absent: Gary Hart

August 6, 2008 Meeting Minutes:

The August 6, 2008 minutes were reviewed and approved. Kathleen Crist will post a copy of the final August 6, 2008 Education Committee Minutes to the Wiki Website*

Consent Agenda Items: (Lisa Staten and Nicky Teufel-Shone)

Move CPH 577 (Social and Behavioral Aspects of Public Health) to Thursdays at 1:00 p.m. – 3:45 p.m. for the Spring 2009 semester was discussed. This course was previously held on Fridays from 1:30 p.m. – 4:15 p.m. Lisa and Nicky have asked to move this course to a day and time that works better for their personal schedules. This is a MPH core required course. There was a brief discussion regarding a course time conflict with EPID 660, however it was determined that the majority of student who will enroll in EPID 660 for the Spring 09 semester, will have already taken CPH 577. Sara Soto will notify EPI students of this course’s day and time change via email for degree planning purposes and indicate the date and time change of this course on the Spring 2009 schedule of classes.*

The move of CPH 577 (Social and Behavioral Aspects of Public Health) to Thursdays at 1:00 p.m. – 3:45 p.m. for the spring 2009 semester was approved by a vote of 6-0.

Post MEZCOPH Orientation Update: (Chris Tisch)

Chris Tisch updated the committee and gave an overview of the MEZCOPH Fall 2008 Orientation activities which were held on August 22 and 23, 2008.

- Approximately 80 - 90 students attended the orientation out of a total of 210 MEZCOPH graduate students. There was also a good faculty turnout.
- On-line evaluations are available for students who attended this year’s orientation events.
- The Office of Student Affairs and Alumni Services are currently reviewing student’s evaluations from this year’s orientation and will present a plan to the Committee regarding next year’s orientation. This year’s evaluation results will be reported back to the Education Committee at next month’s meeting in October.* A plan for the process for future orientation development will be placed on the March 2009 Education Committee Meeting agenda.*

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Dual Degree Program Planning Form (*Amy Glicken*)

Amy Glicken presented a draft of the new dual degree program planning form for the committee’s review. The committee recommended the following:

- Make the form double-sided and list the rules regarding double counting of units.
- Add more space on form for larger degrees with more required courses
- Add another column for courses that would be double-counted for both degrees
- Add a signature line for signoff approval by the MEZCOPH Graduate Academic Progress Coordinator, Office of Student Affairs.
- Pre-populate the form with at least the five MPH required core courses.
- Include form in dual degree blue advisors files.

A motion was made and seconded to approve the form with the changes noted above. The motion was approved by a unanimous vote. (See Attachment 1).

Cumulative Policies & Procedures: (*Mary Kay O’Rourke and Chris Tisch*)

Mary Kay O’Rourke reported on the comments she received to date regarding the Cumulative Policies and Procedures document, which represents a combination of a number of policies and procedures which were developed and voted on by the MPH Committee and by the Education Committee over the past several years. This document was distributed to the committee for review and revisions at last months Education Committee Meeting. Mary Kay asked committee members to review this document again in order to eliminate redundancy, clarify policy wording, and identify policies that could be amended and adopted for use more broadly across the entire College. * Mary Kay will compile input received and circulate the document again by Sept. 19 to committee members. Discussion will continue regarding this topic at the October 15, 2008 Education Committee Meeting. The committee would like to finalize the policies and procedures document, in order to have a complete searchable listing of all Education related policies and procedures and post up on the MEZCOPH Intranet by January 2009.

Long Term Updates: (*Doug Taren*)

1. Undergraduate Degree: New BSHS Major in Public Health:

Doug Taren distributed a handout and gave an update regarding the undergraduate workgroup’s revisions and comments for the proposed draft of the new undergraduate curriculum in public health; BSHS major in Public Health, (see Attachment 2). The workgroup is currently working on the third iteration of the curriculum (e.g. competencies, general education courses and MEZCOPH math requirements). The minimum math requirement is currently Math 112 or 120R. Several Education Committee members strongly suggested that students need calculus in many of the concentration area courses, and also for the pre-med

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majors. Therefore, it was suggested that undergraduate students also be given the option of enrolling in calculus in order to meet the minimum math requirement for the MEZCOPH Bachelor of Science degree in Public Health. It was recommended, that the advisors for these areas should advise their students to complete calculus, in order to fulfill the math requirement for the proposed new undergraduate degree in public health degree. In addition, Doug reported that the previous undergraduate degree curriculum had too many “required” courses and not enough electives; therefore some of these required course were taken out. The proposal for the new undergraduate degree major needs to move forward to the Undergraduate Council for approval. The workgroup will be meeting to finalize the proposal and make a final recommendation to the Education Committee. A meeting with the MEZCOPH Undergraduate Work Group is being scheduled for September 29th. Doug will inform the workgroup of the Education Committee’s recommendations at the Sept. 29 meeting.*

2. Phoenix MEZCOPH Generalist/Executive MPH Program:

Doug Taren updated the committee and provided a handout regarding the Phoenix MPH Program – Executive MPH Degree program. The handout listed the competency areas of the program, and the MEZCOPH courses, which would fulfill the 42 credits for the proposed Phoenix MPH Program-Executive MPH Degree (see Attachment 3). The committee voiced concerns regarding separate administrations, separate degree programs and concentrations, advising students in Phoenix, and stretching MEZCOPH instructors “too thin”. In addition, the committee stated that the proposed Phoenix degree program needs to be “backed up” with financial resources and additional faculty. The College will need more faculty and fund raising efforts in Phoenix for these proposed academic programs. Becky Corran stated that from a marketing perspective, the majority of individuals who are enrolling in the certificate program are from Phoenix. Doug stated that he would inform the Phoenix Planning workgroup members of the Education Committee’s concerns and comments. This issue was tabled for discussion at a future Education Committee Meeting (date to be determined).*

Education Committee Chairmanship: (Doug Taren)

Doug stated that he had spoken with Iman Hakim regarding a permanent faculty member for the Education Committee Chairmanship. Currently, MEZCOPH does not have a faculty member (with College experience) who could be appointed as the Chair of the Education Committee. Therefore, we will continue with the two month rotation of chairs for the 2008-2009 academic year.

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JD/MPH Dual Degree Program Proposal *(Kathleen Crist and Becky Corran)*

Update: Kathleen Crist reported to the committee that the JD/MPH Dual Degree Program Proposal has been approved by the College of Law. The proposal has been forwarded to Diane Horgan, Associate Dean of the Graduate College for approval.

LSAT vs. GRE’s as Admission Criteria:

Becky Corran distributed a GRE/LSAT comparison table ([see Attachment 4](#)), for committee review. There was a brief discussion on whether we should accept the LSAT instead of the GRE’s or require both for students applying to the JD/MPH Dual Degree Program? Several committee members felt it would be a deterrent to students to require both the GRE and LSAT for admission into this dual degree program. A motion was made and seconded to require the GRE for admission into the JD/MPH Dual Degree Program. The motion **failed** by a vote of: 2-3 with 2 abstentions.

Based on section input and further discussion, the committee agreed to accept **either** the GRE **or** LSAT tests for admission into the JD/MPH Dual Degree Program. The committee will “revisit” this issue and review the LSAT vs. GRE admission criteria process, after the College has gone through an admissions process with students admitted to the JD/MPH dual degree program.

Education Committee Action Item List: *(Kathleen Crist)*

Kathleen Crist reported that the MEZCOPH Education Committee Action Item list has been sorted by “person responsible” and by action items which still need to be completed. The committee tabled the review of the action item list until the October 15, 2008 meeting. Kathleen will distribute a hard copy of the list for committee review at the October meeting.*

Academic Programs Updates: *(Kathleen Crist)*

The monthly update, regarding the status of approved courses, proposed new courses, and other academic and curriculum issues, was emailed to committee members on Sept. 3, 2008 ([see Attachment 5](#)).

TCE Customization *(Sara Soto)*

Discussion continued regarding Teacher Course Evaluation Customization and the ability of faculty to customize their T.C.E. forms by adding additional questions to their T.C.E.’s. There was also further discussion regarding what types of questions the College may want to use and how MEZCOPH wants to use these questions and collect information to assess student’s learning (competencies and program evaluations). It was determined that if faculty are interested, they can submit additional questions to be added to their course evaluations to Sara Soto by October 1, in order to meet the University’s deadline of October 18.* However, at this time, the committee is not looking to add questions to assess competencies by the

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October 2008 deadline, as more time is needed to develop questions to assess competencies and additional input is needed from the sections. For example, are there any areas that the faculty would like to see assessed (e.g. teaching assessment for Promotion and Tenure)? This issue was tabled for discussion at a future Education Committee Meeting (date to be determined).*

Internship Workshop for MEZCOPH Faculty: *(Doug Taren)*

Doug Taren stated that he would be scheduling a time for an internship workshop for faculty in late October or early November of 2008.*

Section Action Plans Due in September for the 2008-2009 Academic Year *(Lisa Staten)*

The section chairs have not completed their Section Action Plans for 2008-2009. Therefore, it was determined that the committee will “revisit” this issue at the October 2008 meeting.* Lisa Staten requested section chairs to have their plans ready for review at the October meeting.* Mary Kay O’Rourke volunteered to circulate examples of previous section plans in order for section chairs to use as a reference. *

The September 3, 2008 minutes were reviewed and approved with the following amendments:

The Education Committee is “not” critiquing Section Action Plans for subject matter. The purpose of the section action plans is to serve as a document for the Education Committee to:

- Plan the committee’s own workload for the academic year relative to the approval of new courses and degree programs.
- Ensure that sections are on track for future CEPH accreditation and,
- Provide updates and communications between all sections’ for potential section collaborative activities.

Request to change October 1, Education Committee Meeting Date: *(Sylvan Green)*

Sylvan Green requested that the standing October 1, 2008 Education Committee Meeting date be moved to October 15, 2008.* The committee approved the meeting date change.

Environmental and Occupational Health Implementation Plan: *(Mary Kay O’Rourke)*

Mary Kay O’Rourke thanked committee members for their feedback and comments regarding the final review of E.O.H.’s proposed request for “Planning Authorization for a New Academic Degree Program for the M.S. and Ph.D. in Environmental Health Sciences”. Mary Kay stated that the goal is to begin accepting individuals into the MS/PhD degree program by 2010. After a brief discussion, the committee recommended that the degree program be advertised as an MS/PhD single track; not a separate M.S. and Ph.D. This single track needs to be clarified in the proposal.

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A motion was made and seconded to approve the EOH Implementation Plan for the M.S. / Ph.D. in Environmental Health Sciences. The committee approved the plan by a vote of 7-0.

Application Review – Post Mortem 2008-2009: (*Becky Corran and Chris Tisch*)

1. Enrollment/Acceptance Data Rates (over the past several years)
2. Strengths, Weaknesses

Discussion regarding the application review – post mortem 2008-2009 agenda was tabled for the October 15, 2008 meeting agenda.*

New Course Approvals: (*Sylvan Green*)

The new course approval forms and syllabi for EPID/CPH 6XX, Analysis of High Dimensional Data and EPID/CPH 6XX, Analysis of Categorical Data proposed by Chengcheng Hu were reviewed. The committee made the following recommendations and requirements regarding both of these proposed courses:

- Day and time of both courses needs to be indicated on forms and syllabi
- Topic descriptions on the course syllabi need more details
- Change schedule to week-by-week class sessions
- Include estimation of the number of students in each course
- Committee concerned that a new faculty member will teach new courses during the same semester.

A motion was made to approve these course with the changes noted above, however the motion was not seconded. The committee requested that both of these proposed new courses needed to be re-submitted with the recommended changes. Doug Taren will meet with Dr. Chengcheng Hu to inform him of the committee recommendations and required elements for the recommendation to establish a new course forms and MEZCOPH syllabus format.* These requests for new course approvals will be put on the October 15, 2008 Education Committee Meeting agenda when the Office of Academic Affairs receives the updated new course approval forms and syllabi from Dr. Chengcheng Hu.*

The meeting adjourned at 12:00 p.m. The next Education Committee Meeting is scheduled for **October 15, 2008**, 9:00 a.m. – 12:00 p.m. Drachman Hall, Room A326.*

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*** Action Items:**

- Post the final August 6, 2008 Education Committee Minutes to the Wiki website and the Education Committee Intranet site. (*Kathleen Crist*)
- Notify Epi students that CPH 577 will be taught on Thursdays from 1:00 p.m. – 3:50 p.m. commencing with the spring 2009 semester. (*Sara Soto*)
- Update the MEZCOPH and University’s Spring 2009 Schedule of Classes to reflect the change of day and time for CPH 577, which will be taught on Thursdays from 1:00 p.m. – 3:50 p.m. for the spring 2009 semester. (*Sara Soto*)
- Report the comments/feedback from this year’s on-line orientation evaluations to the Education Committee at the October 15, 2008 meeting. (*Chris Tisch*)
- Prepare a plan regarding next year’s orientation and present to the Committee at the March 2009 Education Committee Meeting. (*Office of Student Affairs*).
- Review, make comments, and vote on acceptable cumulative policies and procedures and return to Mary Kay before the October 15, 2008 Education Committee Meeting in order to finalize this document (*All Committee Members*).
- Inform the Undergraduate Workgroup members of the Education Committee’s math requirement recommendations for the proposed new major for the B.S. in Public Health. (*Doug Taren*)
- Inform the Phoenix planning workgroup members of Education Committee’s comments and concerns regarding the Phoenix MEZCOPH Generalist/Executive MPH Program. (*Doug Taren*)
- Review the topic of LSAT’s vs. GRE’s as admission criteria at a future Education Committee Meeting (**date to be determined**) (*All Committee Members*).
- Update and distribute the Education Committee Action Item List by “person responsible” and “completed” column to the committee at the October 15, 2008 meeting in order to determine which educational action items still need to be completed and by whom. (*Kathleen*)
- Inform section faculty to send additional questions for T.C.E. Customization to Sara Soto by Oct. 1, 2008 (*Section Chairs*).
- Schedule an Internship Advising Workshop for faculty during October or November 2008 (*Doug Taren*)

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- Circulate examples of previous section action plans for section chairs to use as a reference (*Mary Kay O’Rourke*).
- Complete Section Action Plans for committee review at the October 15, 2008 Education Committee Meeting (*Section Chairs*)
- Inform Chengcheng Hu of the Education committee’s recommendations and required elements needed for resubmission of the two newly proposed courses, EPID/CPH 6XX, Analysis of High Dimensional Data and EPID/CPH 6XX, Analysis of Categorical Data. (*Doug Taren*)
- Discuss application review – post mortem at the Education Committee on October 15, 2008 (All Committee Members)

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“Attachment 1”

University of Arizona
Mel and Enid Zuckerman College of Public Health
Dual Degree Plan

Student Name: _____

Dual Degree Program and MPH Concentration: _____

Semester Start in Program: _____ **Expected Graduation Date:** _____

Please complete the following information regarding your plan to complete the dual degree program, including internship and thesis credits as required. For each course listed, please indicate whether the course will apply to your MPH degree, your other degree program, or whether it will apply to both programs. If you need assistance, please contact your advisors and the Office of Student Services and Alumni Affairs. Once completed, please submit to the MEZCOPH Graduate Academic Progress Coordinator.

Course Number and Name	# of Credits	Semester & Year Planned	Course will apply to:		
			MPH	Other Program	Both Programs

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Course Number and Name	# of Credits	Semester & Year Planned	Course will apply to:		
			MPH	Other Program	Both Programs

Totals		Required
Total number of credits for MPH program:		42-46 minimum
Total number of credits for other program:		Vary by program
Total number of credits to double-count:		Up to 50% of the total number of credits required by the program with the fewest number of required units

The rule for Dual programs is that half of each program must be unique. The way to calculate this is to add all of the units from the program that requires the most units to half of the units required for the second program. For example, if a student is earning an MPH in Public Health Policy and Management and an MA in Latin American Studies, then we add 46 credits for the MPH and 18 credits for half of the 36 credits required for the MA degree. Then student would need to earn a minimum of 64 units to receive both degrees. All electives and course selections must be approved by advisors in both programs.

Graduate Academic Progress Coordinator (to sign off on Graduate College compliance) Date

MPH Advisor Signature (to sign off on elective and content requirements) Date

MPH Section Chair Signature Date

Dual Degree Advisor Signature (to sign off on elective and content requirements) Date

Dual Degree Department Head Signature Date

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“Attachment 2”

Bachelor of Science in Public Health

There are three main reasons to support an undergraduate program within MEZCOPH. First, an undergraduate education will provide an educated citizenry regarding public health issues. It will also significantly contribute to solving the public health workforce shortage that is present in Arizona and the Nation. Our public health undergraduate degree in public health will be an outstanding pre-professional degree that prepares students to enter graduate education in the fields of medicine, nursing, public health, pharmacy and other health related careers.

Undergraduate Public Health Program Level Competencies

1. Describe the historical development of public health systems and their role in society.
2. Use epidemiological principles to describe and analyze causes of disease and illness.
3. Use basic biostatistical approaches to design and test hypotheses.
4. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
5. Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.
6. Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
7. Write appropriately for an entry level position in the field of public health.
8. Explain basic concepts of public health administration and its affect on society.
9. Describe an ecological approach to how sex and drugs play a role in public health.
10. Analyze how personal health, community health and sexuality are related.
11. Construct and evaluate a community level intervention that addresses a current public health issue.
12. Describe and compare health care issues between low-income, middle-income and high-income countries.
13. Distinguish between the roles that morals, ethics and law have on public health.
14. Integrate public health theories into practice.

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BACHELOR OF SCIENCE IN PUBLIC HEALTH

THIRD ITERATION

General Education Requirements (24-38 units)	
Tier 1	
Traditions & Culture (TRAD)	2 courses
Individuals & Societies (INDV)	2 courses
Natural Sciences (NATS)	2 courses (not required)
Tier 2	
Arts	3 units
Individuals & Societies	1 course
Natural Science	1 course (not required)
Humanities	1 course
Gender, Race, Class, Ethnicity, or Non-Western Area Studies	
http://catalog.arizona.edu/2006-07/courses/064/GRCENWC.html	1 course
Total	(24 units)

Additional BS Degree Requirements	
Composition Requirement	
Select from: ENGL 101, 103H, 107	1 course
Select from: ENGL 102, 104H, 108	1 course
or	
AP Exam and 109H	1 course
Second Language Requirement	
Pass a language proficiency examination at the second semester level or course work to raise proficiency to second semester level (8 units).	
Total	(14 units) or (6 units + pass language proficiency exam)

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BACHELOR OF SCIENCE IN PUBLIC HEALTH

BACHELOR OF SCIENCE IN PUBLIC HEALTH

BS Major/Option	Mathematics	Pre-major	Major			
Public Health (120 units)	Required (3 units) 1) NEED: MATH 112 or 120R	1) Required: (29 units) CHEM 103A, CHEM 103B, CHEM 104A, CHEM 104B COMM 119 CPH 178 MCB 181R, MCB 181L N SC 101 PSIO 201, PSIO 202	Major Required Courses (57 units)			
			Course #	Course Title	Units	Current Instructors
			ENGL 308	Scientific Writing	3	English
			CPH 300	Community Health Sciences and Services (Rename to Public Health Sciences and Services a la Intro to Public Health)	4	Reinschmidt (AP) / PHPM
			CPH ###	Epidemiology	4	Epi PhD Student
			CPH 322	Health Education Ethics and Leadership (Rename to Public Health Ethics and Leadership)	3	Mullins
			CPH 433	Global Health	3	Taren
			CPH 376	Introduction to Health Statistics	3	Biostats PhD Student
			CPH 381	Health Education Intervention Methods (Rename to Public Health Intervention Methods)	3	Staten
			CPH 418	Introduction to Health Risk Assessment or CPH 489 Health Preparedness 1	3	Reynolds/Burgess
			CPH 449	Family Violence or CPH 487 Interpretation of Women's Health or CPH 438A Women's Health in Global Perspective	3	Koss / Antrho (CPH 438A) / Women's Studies (CPH 487)
			CPH 493A	Field Work in Health Education (Rename to Field Work in Public Health)	6	Undergraduate Program Coordinator
			CPH ###	Public Health Care Policy and Institutions	3	TBD
			N SC 301 to N SC 478	Nutrition Course	3	Nutritional Sciences
			CPH 498	Senior Capstone	1	Student's Advisor

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“Attachment 3”

Purpose of the Executive MPH Program

Competency Areas

1. Management
2. Quantitative Skills
 - a. Budgeting
 - b. Planning
 - c. Evaluation
3. Practice (examples)
 - a. Indian Health Service
 - b. Medicaid and Medicare
 - c. Hospital and Community Health Centers
 - d. Community Health Works, CHRs, Promotoras
4. Information Management

Phoenix MPH Program- Executive MPH Degree without concentration focus
Requirement is 42 credits (credits)

MPH CORE COURSES (22-25 cr.): On-line

CPH 573a Basic Principles of Epidemiology (3)

CPH 574 Public Health Policy and Management (3)

CPH 575 Environmental and Occupational Health (3)

CPH 576a Biostatistics for Public Health (3)

CPH 577 Sociocultural and Behavioral Aspects of Public Health (3)

CPH 596n Internship Preparation (1): On-line

CPH 909 Master's Report "Internship" (6-9)

REQUIRED COURSES OFFERED IN PHOENIX (9 credits)

CPH 569 Fundamentals of Health Budgeting and Financial Management (3)

CPH 6## Health Care Administration (3)

CPH 544 Fundamentals of Evaluation (3): On-line

ELECTIVES (8-11 credits)

OTHER MEZCOPH COURSES ABAILABE IN PHOENIX

CPH 599 Independent Study (3)

CPH 535 Multi Cultural Health Beliefs (3)

CPH 696 Seminar (1) On-line

CPH 596t Alcohol and Tobacco: Effects in Pregnant and Parenting Women (1): On-line

CPH 596u Alcohol and Tobacco: Effects in Infants and Children (1): On-line

CPH 596v Alcohol and Tobacco: Effects in Adolescents (1): On-line

COURSES UNDER DEVELOPMENT

CPH 586 Maternal and Child Health (3): On-line

CPH### Introduction to Public Health (1-2):On-line

CPH## Public Health Practice (3)

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“Attachment 4”

GRE/LSAT COMPARISON

	GRE (Source: ETS unless otherwise specified)	LSAT (Source: LSAC unless otherwise specified)
Cost	\$140 (plus additional fees for score reporting)	\$127 (plus additional fees for score reporting)
General Content	The General Test measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that are not related to any specific field of study. General Test scores can be used by admissions or fellowship panels to supplement undergraduate records and other qualifications for graduate study. The scores provide common measures for comparing the qualifications of applicants and aid in the evaluation of grades and recommendations.	The LSAT is designed to measure skills that are considered essential for success in law school: the reading and comprehension of complex texts with accuracy and insight; the organization and management of information and the ability to draw reasonable inferences from it; the ability to think critically; and the analysis and evaluation of the reasoning and arguments of others.
Verbal/Reading	Verbal Reasoning - analyze and evaluate written material and synthesize information obtained from it - analyze relationships among component parts of sentences - recognize relationships between words and concepts	Reading Comprehension Questions - These questions measure applicants' ability to read, with understanding and insight, examples of lengthy and complex materials similar to those commonly encountered in law school work. - The reading comprehension section contains four sets of reading questions, each consisting of a selection of reading material, followed by five to eight questions that test reading and reasoning abilities. - Contains four passages of about 400 to 600 words with 5 to 8 questions per passage for a total about 26 to 28 questions.
Quantitative/Logical	Quantitative Reasoning - understand basic concepts of arithmetic, algebra, geometry, and data analysis - reason quantitatively - solve problems in a quantitative setting	Logical Reasoning Questions - These questions are designed to evaluate applicants' ability to understand, analyze, criticize, and complete a variety of arguments. - Each logical reasoning question requires the applicant to read and comprehend a short passage, then answer one question about it. The questions test a variety of abilities involved in reasoning logically and thinking critically. - Comprised of two sections, includes short passages, statements, arguments, or discussion, followed by 1 or 2 questions. Each section contains between 24 to 26 questions.

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GRE/LSAT COMPARISON

	GRE (Source: ETS unless otherwise specified)	LSAT (Source: LSAC unless otherwise specified)
Cost	\$140 (plus additional fees for score reporting)	\$127 (plus additional fees for score reporting)
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Verbal/Reading	Verbal Reasoning - analyze and evaluate written material and synthesize information obtained from it - analyze relationships among component parts of sentences - recognize relationships between words and concepts	Reading Comprehension Questions - These questions measure applicants' ability to read, with understanding and insight, examples of lengthy and complex materials similar to those commonly encountered in law school work. - The reading comprehension section contains four sets of reading questions, each consisting of a selection of reading material, followed by five to eight questions that test reading and reasoning abilities. - Contains four passages of about 400 to 600 words with 5 to 8 questions per passage for a total about 26 to 28 questions.
Quantitative/Logical	Quantitative Reasoning - understand basic concepts of arithmetic, algebra, geometry, and data analysis - reason quantitatively - solve problems in a quantitative setting	Logical Reasoning Questions - These questions are designed to evaluate applicants' ability to understand, analyze, criticize, and complete a variety of arguments. - Each logical reasoning question requires the applicant to read and comprehend a short passage, then answer one question about it. The questions test a variety of abilities involved in reasoning logically and thinking critically. - Comprised of two sections, includes short passages, statements, arguments, or discussion, followed by 1 or 2 questions. Each section contains between 24 to 26 questions.

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“Attachment 5”

Academic Updates from the Associate Dean’s Office: (as of September 3, 2008)

New Course Approvals:

CPH 641 Advanced Health Care Administration, G. Barker (**approved** by Education Committee June 4, 2008) – Route completed in the U of A Form Link Course Approval System- Course Created on 8/13/08; will be listed on the Spring 2009 Schedule of Classes.

Biostatistics Required Seminar Course – MPH/Biostatistics

- **CPH 696S** (1 unit) – (Sylvan Green – Route completed through the U of A Form Link Course Approval System – Course created on 8/22/08, and listed on the Fall 2008 Schedule of Classes.

Courses Currently In Development:

PHPM Required Course – DrPH

- **CPH 696J**, Health Policy and Management Seminar Series (1 unit) - (Alison Hughes – Proposed for Fall 08 – Currently being routed through the U of A Form Link Course Approval System).

PHPM Required Course – MPH

- (New) Public Health and Rural Health Policy Analysis (3 units) (Gary Hart – Proposed for Spring 09 – pending paperwork approval by PHPM Section, Division Head, Academic Affairs Office and Education Committee).

Other Academic/Curriculum Updates:

- 2008-2009 MEZCOPH Academic Catalog Updates/Revisions: The 2008-2009 MEZCOPH academic catalog and academic degree web pages were finalized on August 22 for the 2008-2009 academic year.
- JD/MPH Dual Degree Proposal: Approved changes/revisions by the Education Committee were made to the proposal and a cover letter was drafted. Proposal was delivered to Jane Korn with the College of Law on Sept. 2 and is awaiting her signature approval. The proposal will then be forwarded to Diane Horgan with the Graduate College for Graduate College approval.