

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
OCTOBER 15, 2008

Members Present: Nicky Teufel-Shone – Chair, Robin Harris, Gary Hart, Mary Kay O’Rourke, Doug Taren, Chris Tisch, Becky Corran, Kathleen Crist, Judy Goosherst, Selena Myers, Sara Brinson-Soto, and Nicole Wright.

Voting Members Absent: Sylvan Green

September 3, 2008 Meeting Minutes: *(Nicky Teufel-Shone)*

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

Section Action Plans:

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.

Kathleen Crist will make these amendment changes to the Sept.3, 2008 minutes and post a copy of the final September 3, 2008 Education Committee Minutes to the Wiki Website*

The Committee asked all Section Chairs to work with their faculty in order to develop a Section Action Plan for the 2008-2009 academic year. It was determined that section chairs should send their completed Section Action Plans to Kathleen Crist by October 29, 2008 so that the plans can be emailed as attachments with the November 5, 2008 meeting agenda for committee information. Completed Section Action Plans will be reviewed and discussed at the November 5, 2008 Education Committee Meeting*.

Introductions:

Chris Tisch introduced Judy Goosherst, Program Coordinator, Sr. in the MEZCOPH Student Services Office. In addition, Selena Meyers and Nicole Wright were introduced as new student members of the MEZCOPH Education Committee.

Internship Advising Workshop: *(Nicky Teufel-Shone)*

The Committee discussed the need for a college-wide Internship Advising Workshop. Currently, the workshop has been tentatively scheduled for November 21, 2008 from 2:30 p.m. to 4:00 p.m.

FCH Request to Move CPH 682, Women & Child Health Policy: *(Nicky Teufel-Shone)*

The request to move CPH 682 from a fall semester course offering to a spring semester course offering beginning with the Spring 2010 semester was discussed. Nicky Teufel-Shone explained that the move to spring would allow a better sequencing for students in order to take CPH 586 in the fall semester, and CPH 682 in the spring. Currently, both of these courses are offered during the fall semester. Also, a new course

Final November 5, 2008

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offering time for CPH 682 is being proposed for Mondays from 1:00 p.m. to 3:50 p.m. The course conflicts associated with moving CPH 682 to a spring semester offering on Mondays from 1:00 p.m. to 3:50 p.m. are: CPH 532A, CPH 376, and EPI 573B.

The following issues, comments and concerns were presented:

- Timing of courses: CPH 586 & CPH 682, proposed semester change seems to look okay, in order for students to complete the coursework for the MPH/FCH in two years.
- FCH needs to look at whether students should be taking CPH 682 and EPI 573B at the same time.

Concerns were raised regarding possible course sequencing conflicts for DrPH students: How will moving this course from a fall to a spring semester offering impact the DrPH in Maternal and Child Health course sequencing, and should students be taking CPH 682 and EPI 573B at the same time? It was therefore recommended that the FCH section review the DrPH course sequencing, in order to determine how the conflict with EPI 573B will affect the completion of the DrPH –MCH requirements.* This request to move CPH 682 to a spring semester course offering on Mondays from 1:00 p.m. to 3:50 p.m. was tabled for a future Education Committee Meeting.

New Course Approvals: (*Doug Taren*)

The new course approval forms and syllabi for EPID/CPH 648, Analysis of High Dimensional Data and EPID/CPH 647, Analysis of Categorical Data, proposed by Chengcheng Hu, were reviewed. The following issues, comments and concerns were presented:

- Course sequencing regarding these two elective courses:
How will these course offerings affect the overall sequencing of MEZCOPH courses and the Biostatistics Section course sequencing?
- Equity Issues: Faculty teaching elective courses verses required courses; P & T issues: Junior faculty teaching elective courses.
- Doug Taren will raise the issues of course sequencing and P&T at the next Division Directors meeting.
- Should we have PhD students teach required courses and allow faculty to teach elective courses in their area of expertise?

Following discussion, **a motion was made and seconded that these two new Statistics courses, Analysis of High Dimensional Data and Analysis of Categorical Data be approved. The motion was passed by a unanimous vote of 6-0.***

New Course Approvals: (*Gary Hart*)

The new course approval form and syllabus for CPH 616, Public Health & Rural Policy Analysis, proposed by Gary Hart was reviewed. The Committee made the following recommendations regarding this course:

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- Correct lecture hours to read: 3 contact hours, and remove 1 discussion contact hour
- Under the heading “Grading” on the syllabus, correct Final written exam percentage to 25% and add verbiage regarding late paper submissions.

A motion was made and seconded to approve this course with the minor changes noted above. The motion was approved and passed unanimously by a vote of 5-0.*

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

1. Enrollment/Acceptance Data Rates (over the past several years)
2. Strengths, Weaknesses
3. Early Application Deadline vs. Late Application Deadline Stats

Chris Tisch distributed statistical handouts of MEZCOPH admissions and applicant data to the committee for review and analysis which illustrated the following:

- Applicants for Fall 2008 – Admissions Data and Statistics
- Overall MPH Admissions Statistics from 2002/03 to 2008/09 and by MPH Concentration
- 2008 SOPHOS Applicants’ Academic and Admissions Information Statistics (including early vs. late applicant comparisons)

The Committee reviewed the student statistical data in order to examine trends, identify strengths and weaknesses and remediate any issues relative to admissions, acceptance and enrollment. The committee concluded the following:

- Applications increased, however enrollment declined:
 - Increase of applications from SOPHAS, but difficulty in capturing students (may be due to lack of ability to offer financial support to incoming students and lack of local undergraduate program).
- Late applicants had better GRE scores and GPA’s than early applicants.
- Little difference between students’ undergraduate academic measures who applied at the early deadline date versus the late deadline date.

There was a discussion regarding the need for the College to initiate contact immediately when a student is admitted to MEZCOPH. The critical period is the time between when a student is admitted and when they actually enroll. We must make contact during this critical time period in order to recruit and capture more students for our programs. The committee suggested having faculty members call admitted students, as soon as they are accepted, to discuss their interests and opportunities at MEZCOPH (e.g. work as your learn, cost of living, etc.), and also to find out if they have received a scholarship or funding assistance from another institution.* We could then determine if the College could possibly match the financial aid offer or offer some other type of incentive, in order to recruit more students to attend MEZCOPH.

Regarding the comparison and review of data between MEZCOPH applicants applying to the early deadline versus the late application deadline, a motion was made and seconded to retain the January 1, 2009 early application date and establish March 1, 2009 as the late application deadline. The motion was unanimously approved by a vote of 6-0.

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Undergraduate Degree: New BSHS Major in Public Health (*Doug Taren*)

Doug Taren distributed a handout and gave an update regarding the latest revisions to the proposed draft of the fourth iteration of the new undergraduate curriculum for the Bachelor of Science in Health Science - Public Health Major ([see attachment 1](#)). The following revisions were proposed by the Undergraduate Workgroup members at the October 7 meeting:

- MEZCOPH will provide two tracks within its major: these are in the area of (1) Environmental and Occupational Health and (2) Public Health and Society. These two tracks will use currently offered Public Health undergraduate courses. Students will be required to complete at least one track (9 credits).
- Major Courses - 64 units: 37 Public Health Required credits; 9 track credits; 9 selectives and 9 electives

The following are comments and recommendations from the Education Committee members regarding the final draft proposal for the new BSHS – Public Health major:

- Add a required Economics course
- Add a Psychology or Sociology required course within the Gen Ed requirements
- Currently, GPA is 2.25 in order to come into the major. Do we want to increase GPA requirement?
- We have to teach the required Public Health undergraduate courses. However, some are cross-listed with other departments; therefore we do not have full control.
- Possible funding for Public Health PhD students: they could teach some of the required courses.
- Public Health Tracks: we can develop other track concept areas (e.g. PHPM, Economics), and they can be cross-sectional (e.g. Women’s Health Issues).
- Add a Health Professions track or Biology track in order to capture pre-med students, dental and other students who want to be affiliated with medical professions.
- With University approval, students could begin to enter the new Public Health major as early as the fall of 2009.

Doug stated that Iman Hakim would like the new Undergraduate Program Coordinator to sit on the MEZCOPH Education Committee.

The Committee requested the following amendments be made to the proposed new undergraduate Public Health Major curriculum:

1. Add a psychology or sociology required course within the Gen Ed requirements
2. Rename the Public Health and Society track to: Public Health Behaviors
3. Move 9 selectives; and 9 electives to the bottom of the Major Courses table and add the following verbiage: **Students will also need to take 9 selective units from any courses with a CPH prefix and 9 elective units.**

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Doug will make the recommended amendment changes to the BSHS Public Health major curriculum and then recirculate the revised document to the Education Committee.* **A motion was passed by a vote of 6-0 to approve the proposed BSHS-Public Health Major core curriculum framework and prescribed tracks with recommended amendments as noted above.** The document will then move forward for routing to the Undergraduate Council and other required administrative offices for review and approval.

New MEZCOPH Faculty Excellence in Teaching Award (Doug Taren)

Doug Taren distributed a draft of the proposed MEZCOPH Teaching Award criteria for committee review (see attachment 2). The following comments and suggestions were made regarding the draft teaching award criteria:

- o Shorten the criteria guidelines
- o Put an alumni on the committee

Doug will work on revising the MEZCOPH teaching criteria award and circulate to the Education Committee Meeting for final committee approval.* The deadline for the college awards to be submitted for inclusion in the University Awards Ceremony will be approximately mid March of 2009.

The meeting adjourned at 12:00 p.m. The next Education Committee Meeting is scheduled for **November 5, 2008**, 9:00 a.m. – 12:00 p.m. Drachman Hall, Room A326.*

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*Action Items:

- Incorporate the approved Section Action Plan amendments into the Sept.3, 2008 minutes and post the Final September 3, 2008 Education Committee Minutes to the Wiki and Intranet websites. (*Kathleen Crist*)
- Complete Section Action Plans, for review and discussion at the November 5, 2008 Education Committee Meeting. (*Section Chairs*)
- Confirm the date and time for the MEZCOPH Internship Advising Workshop (*Doug*)
- Review the DrPH course sequencing, in order to determine: Will moving CPH 682 from a fall to a spring semester offering impact the DrPH in Maternal and Child Health course sequencing, and will this move affect the completion of the DrPH –MCH requirements. (*Nicky Teufel-Shone and FCH Section*)
- Route Chengcheng Hu’s newly approved courses, EPID/CPH 648, Analysis of High Dimensional Data and EPID/CPH 647, Analysis of Categorical Data, through the University form link curriculum system for University approval and add this course to the MEZCOPH Spring 2009 Schedule of Classes. (*Sara Brinson-Soto*)
- Route Gary Hart’s newly approved course, CPH 617, Public Health & Rural Policy Analysis, through the University form link curriculum system for University approval and add this course to the MEZCOPH Spring 2009 Schedule of Classes. (*Sara Brinson-Soto*)
- Suggest to MEZCOPH faculty members that they contact admitted students, as soon as they are accepted into the College, in order to discuss their interests, financial aid options, and opportunities at MEZCOPH (*Chris Tisch and Doug Taren*)
- Incorporate recommended amendment changes to the BSHS Public Health major curriculum and then circulate the final iteration to the Education Committee. (*Doug Taren*)
- Revise MEZCOPH teaching criteria award and circulate to the Education Committee Meeting for final committee approval. (*Doug Taren*)

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ATTACHMENT 1”

Bachelor of Science in Health Sciences - Public Health Major
MEZCOPH Undergraduate Program
Adapted from Strategic Plan for 2009-2013
September 29, 2008

During the past 5 years, there has been an increased recognition to advance undergraduate education in the area of public health. This interest has developed from the growing acknowledgement that the issues being addressed by public health professionals are changing rapidly and the public itself does not understand or appreciate its role in society.⁽¹⁻³⁾ In response to these growing concerns, the Institute of Medicine, the Council of Colleges of Arts and Sciences and the Association of Schools of Public Health have developed documents that set out a strategy to improve academic public health education for training professionals in public health.⁽⁴⁻⁶⁾ It is within the framework for public health education being developed on the national stage and the local and state needs to have a trained public health professionals that the Mel and Enid Zuckerman College of Public Health (MEZCOPH) constituted a workforce to reconstruct its Bachelor of Science in Health Sciences program. The result of this work has been to develop a new major in Public Health which will replace its current community health, health education major.

In addition to responding the public health challenges for the 21st century, there are three additional reasons to support a new MEZCOPH public health undergraduate program. First, a MEZCOPH undergraduate education will provide a curriculum that will result in 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. The proposed curriculum addresses each of the previous three reasons in its structure and the academic competencies that are addressed within its courses.

The undergraduate program in public health will exist within its current Bachelor of Sciences in Health Sciences (BSHS) program. The major in Public Health, modified form the current major in community health, is designed to allow students to take courses so they gain a broad range of knowledge regarding the field of public health, to obtain a concentrated area of knowledge in one or two specific tracks offered by MEZCOPH and to obtain field experience that will allow them to be ready to enter the workplace.

Although students can advance their academic studies and public health careers by focusing in any of the tracks within the major, each track may offer an advantage to students as they plan for the next step they take in their professional lives. Currently, MEZCOPH will provide two tracks within its major: (1) Environmental and Occupational Health and (2) Public Health and Public Health Behaviors. All of the tracks will meet the goal of the undergraduate program to have an educated citizenry in the area of public health and will provide students the needed background to directly enter the public health workforce. More importantly, each track will provide some advantages to students if they want to have their BSHS program serve as a pre-professional degree. For example, the EOH track may help students to go to graduate school within the same area either for an MPH, MS or PhD degree. The Biology of Public Health track may help students enter graduate programs in medicine, pharmacy or nursing. The Health and Society track and the Public Health Policy and Management track will assist students who want to obtain an MPH degree.

The following tables outline the new BSHS major in Public Health.

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1. Fineberg HV, et al. Changing public health training needs: Professional education and the paradigm of public health. *Annu Rev Public Health* 1994, 15:237-57.
 2. Gostin LO, et al. The future of the public's health: vision, values, and strategies. *Health Affairs* 2004, 23(4):96-107.
 3. General competencies and accreditation in graduate medical education. 2002, 21(5):103-111.
 4. Rosenstock GK, et al. Who will keep the public healthy? Educating public health professionals for the 21st century. Washington, DC. National Academy Press, 2003.
 5. Riegelman RK, et al. The educated citizen and public health: a consensus report on public health and undergraduate education. Council of Colleges of Arts and Sciences, October 2007.
 6. ASPH Education Committee, the Undergraduate Public Health Education Taskforce. Statement on Recommended Content for an Introductory Undergraduate Public Health Course. <http://www.asph.org/document.cfm?page=977>.

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FOURTH ITERATION FROM THE MEZCOPH UNDERGRADUATE PROGRAM WORKGROUP

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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Gen Ed and Mathematics	Pre-major	Major			
Gen Ed (24 credits) Required (3 units) 1) NEED: MATH 112 or 120R	1) Required: (29 units)	Major Courses-64 units: (37 Required Credits*; 9 Track Credits; 9 selectives; 9 electives)			
		Course #	Course Title	Units	Current Instructors
		ENG 308	Scientific Writing	3	English Dept.
			Community Health Sciences and Services (Rename to Public Health Sciences and Services a la Intro to Public Health)		Reinschmidt (AP) / PHPM
		CPH 300 [†]		4	
		CPH ####	Epidemiology (Intro. to Epi)	4	Epi PhD Student
		CPH ####	Health Care Systems	3	TBD
		CPH 376	Introduction to Health Statistics	3	Biostats PhD Student
			Health Education Intervention Methods (Rename to Public Health Planning and Evaluation Methods)		Staten
		CPH 381 [†]		4	
		CPH ####	Health Disparities and Inequalities	3	TBD
		CPH 478 or NSC 310	Maternal and Child Nutrition or Principles of Nutrition in Health and Disease		
		CPH 433	Global Health	3	Taren
		CPH 493A [†]	Field Work in Health Education (Rename to Field Work in Public Health)	6	Undergraduate Program Coordinator
		Total Required Credits	37		
	<i>Psych or Soc within Gen Ed</i>				
		[†] May require a change in the course number with a name change.			

Public Health Tracks (at least one)	
Environmental and Occupational Health	Public Health and Society
CPH 418 Introduction to Health Risk Assessment (3)	CPH 306 Drugs and Society (3)
CPH 489 Health Preparedness (3)	CPH 330 Human Sexuality (3)
CPH 484 -- Fundamentals of Industrial and Environmental Health (3 units)	CPH 449 Family Violence

Public Health Selectives: Another track or 9 credits that are from MEZCOPH and whose course prefix is CPH.
Electives: Any 300 or 400 level courses.

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MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH
FACULTY EXCELLENCE IN TEACHING AWARD
NOMINATION GUIDELINES

DRAFT-DRAFT-DRAFT FOR DISCUSSION

(October 2008) WHAT IS THE AWARD?

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) Faculty Excellence in Teaching Award was created to recognize and honor unusual dedication and outstanding performance by a member of the teaching faculty. The award is given annually, provided a suitable candidate is available. A plaque and a check for \$1,000 will be presented at the Annual University of Arizona Awards of Distinction reception and ceremony on April 15, 2009.

WHO CAN BE NOMINATED?

Any faculty member who meets the following eligibility requirements:

1. The nominee must be a member of the MEZCOPH teaching faculty who is teaching formal courses. Appointment must consist of more than 20% teaching.
2. The nominee must have taught formal courses for a minimum of two (2) consecutive years.
3. The nominee cannot have won this award within the last three (3) years.
4. In addition to formal course instruction, the nominee must be or have been involved in two or more of the following activities:
 - Student counseling and advising
 - Directing graduate student internships, theses and dissertations
 - Serving as faculty advisor to student clubs and activities
 - Developing and/or introducing innovative teaching methods
 - Participating in and/or directing new course and curriculum development

WHO CAN NOMINATE?

Nomination of candidates for this award may be made by any administrative head, faculty, staff or student organization in MEZCOPH. Divisions, sections and clubs should limit their nomination to a single faculty member.

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SELECTION PROCEDURE

A committee will review all nominations and make their selection based on the materials submitted.

Note: All non-winning nominees' applications will be held over and remain eligible for the following year. All nominees will be given the opportunity to update their application before review.

SUBMISSION OF MATERIALS

The original plus three copies of the nomination materials (4 total) should be stapled or held together with a sturdy clip. Do not use loose-leaf notebooks or three-ring binders. Bulky additional materials such as books, reprints, CDs, disks, or videotapes will not be accepted.

Required Materials: (For more information, see the instructions on the Nomination Form. Incomplete packets will not be reviewed.)

1. One recommendation letter from the administrative head or faculty member of the nominee's division.
2. One letter of support from a MEZCOPH student or student organization.
3. Completed Nomination Form (see attached).

HOW TO SUBMIT NOMINATIONS

Send all materials to Douglas Taren, Associate Dean, Office of Academic Affairs, PO BOX 245163, Campus. The deadline for submission will be announced annually as it may vary somewhat from year to year. Questions regarding the nomination process or event may be directed to Kathleen Crist, kcrist@email.arizona.edu; Phone: 520-626-8808.

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MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH
FACULTY EXCELLENCE IN TEACHING AWARD
DRAFT-DRAFT-DRAFT

FOR DISCUSSION

(October 2008)

APPLICATION/NOMINATION FORM

IMPORTANT NOTE: All non-winning nominees' applications will be held over and remain eligible for the following year. All nominees will be given the opportunity to update their applications before review.

REQUIRED MATERIALS: The original plus three copies of the complete set of nomination materials (4 total) should be stapled or held together with a sturdy clip. Do not use loose-leaf notebooks or three-ring binders. Bulky additional materials such as books, reprints, CDs, disks, or videotapes will not be accepted. **The deadline for the 2008 Awards will be at 5:00 p.m. on Wednesday, February 14, 2009.** (The deadline for submission will be announced annually as it may vary somewhat from year to year.)

All materials submitted must be in the following order: (Incomplete packets will not be reviewed.)

1. One Letter of Recommendation from the MEZCOPH division director or faculty member of the nominee's division.
2. One Letter of Support from a MEZCOPH student or student organization.
3. Completed Nomination Form (see below).

Do not submit unsolicited letters or other materials. The selection committee will only read one letter from each category listed.

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MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH
FACULTY EXCELLENCE IN TEACHING AWARD

NOMINATION FORM: (This format may be copied into a word processing program.)

I. Please provide the following information:

- A. Today's Date
- B. Nominee's Name, Title, Division, Campus Address, Phone Number, E-mail Address
- C. Nominee's Degrees (include date and major)
- D. Nominator's Name, Title, Division, Campus Address, Phone Number, E-mail Address

II. Define Nominee's Appointment: (% instruction)

III. Formal Instruction Information

- A. **Teaching Quality Assessment** - The degree to which the nominee clearly demonstrates both recent and sustained excellence in teaching, as indicated by formal student and peer evaluations. Include reference to any awards and honors related to teaching.

Please send the **summary section only** from teacher course evaluation forms for all formal courses and seminars taught in the past four years. **This is the TCE comparison report for overall teaching effectiveness. Please do not regraph. If including student comments, only one page will be accepted.**

- B. **Philosophy of Teaching and Teaching Methodology** - This section should provide a succinct account of the nominee's philosophy on teaching and advising, what the rewards of teaching and advising are for the nominee, what problems may have been encountered and what improvements may have been made.
 - 1. Courses initiated, developed and presently being taught. (Include date, reason for initiation, and focus of development or innovations).
 - 2. Describe innovative practices other than course development.
- C. **Service to the Teaching Profession** - The degree to which the nominee provides leadership in promoting outstanding teaching at the college, division, section, university, regional and national levels. Consideration will be given to committee activity, publication, grants received, presentation and recognition.
 - 1. Describe curriculum development committee activities (University, college, division)

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2. Community Instructional Activities/Committees (e.g. high schools, community colleges)
3. Teaching Awards and Teaching Grants
4. Instruction Related Publications
5. List Professional and Honorary Societies (memberships, activities, offices)

D. Service to Students: Research Education/Graduate Academic Advising - The degree to which the nominee has an exemplary record of student service through such activities as academic and career advising, mentoring, supervising internships, placement of graduates, sponsorship of student associations, graduate committee service, etc.

1. Service on graduate student committees for whom you were NOT the major advisor (4-year period). List the year, student's name and whether MPH, MS, PhD, or DrPH.
2. Internships, Thesis/Dissertation Committee Chair and/or Major Advisor (4-year period). List the Student's name, topic, date and whether MPH, MS, PhD or DrPH.
3. List any research consultation with students outside your major area, not included above.
4. Undergraduate Academic Advising (4-year period). List the year and number of undergraduate advisees for the past four years.

E. Professional Growth and Competencies Development

1. List and describe informal courses (e.g. workshops, internships, continuing education) taught in the past three years, include event, dates and audience level:
2. List community organizations and student clubs involving advising, directing or instruction in the past three years, including dates, position and responsibilities (e.g. student clubs within the College or University):
3. List public speaking engagements for the past two years (e.g. Invited Speaker, Career Day Speaker, etc.)

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