

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

Members Present: Doug Taren – Chair, Chris Cutshaw, Robin Harris, Mary Kay O’Rourke, Chris Tisch, Alan Beaudrie, Becky Corran, Kathleen Crist, Judy Goosherst, Erica Ortega, Sara Brinson-Soto and Nicole Wright.

Voting Members Absent: Lisa Staten, Nicky Teufel-Shone and Sylvan Green

Guests: Dr. Sukon Kanchanaraksa, The Johns Hopkins Bloomberg School of Public Health

November 5, 2008 Meeting Minutes:

The November 5, 2008 minutes were reviewed not approved, as there was not a quorum of voting members present during the first part of the meeting. Approval of the final November 5, 2008 Education Committee will be put on the January 7, 2009 meeting agenda.*

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

Chris Tisch initiated committee review and discussion regarding the current CPH internship policies and procedures. Chris informed the committee regarding new issues, which were raised at the November 21, 2008 College-wide Internship Advising Workshop. These issues are noted in blue below. (see statements: 2, 12 and 13).

Consolidated, Existing Internship Policy Statements**

1. All MPH students must complete an internship that is a required part of that concentration area curriculum. The final culminating* activity for the MPH program will be considered to be the internship, the presentation and the report.
2. To ensure against liability, students must sign up for a minimum of 1 credit hour of internship for any on-site activity.
3. The student's academic and internship advisors must be from the same Section to which the student is admitted.
4. Students select an internship advisor. A student's academic advisor may serve as the student's internship advisor. The student's internship advisor may not serve as the student's internship preceptor (site supervisor).
5. All MPH students must take the internship prep course; including IRB training and College project review, before starting their internship.
6. Students may not select an internship site that is under current US State Department travel advisory.
7. The student is required to develop written internship objectives and hold an initial committee meeting with his or her internship advisor, site supervisor and other committee member prior to starting the internship.
8. Students may start an internship after completing 3 core courses and any specific concentration area requirements. Information about concentration specific requirements is included in the Internship Manual. These prerequisite courses may not be taken concurrently with the internship.
9. It is the advisor's responsibility to monitor the student's progress toward fulfilling the internship prerequisites.
10. Each Concentration must document its specific requirements regarding the culminating experience in an appendix to the Internship Manual.
11. All MPH students must present at one of the three Internship Conferences held each year. The presentation may occur at any scheduled Internship Conference after the internship is completed and before graduation.
12. Prior to internship presentation at the internship conference, students must have a complete draft of the internship report approved by their advisor. The advisor's signature on the abstract indicates this preliminary approval has been provided.
13. Each semester the Office of Student Services will invite preceptors of presenting students to the internship conference.

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

14. The internship report may not be submitted until all core courses have been taken or are being taken during the semester of graduation. This will allow the student the opportunity to integrate all of the knowledge gained in the MPH curriculum to the public health issue encountered in the internship setting.
15. A comprehensive draft of the internship report must be submitted to the committee at least four weeks prior to the last day of classes during the semester they wish to graduate.
16. The format should be consistent across all reports, including a section that shows how public health is integrated into the report about the experience the student had in the community.
17. Additionally, the three core functions and ten essential areas of public health should be addressed in the internship report.
18. The presentation must include the final analyses and evaluation of the internship.

*EOH requires an internship (plus presentation and report) and a research project (plus defense and report). Together they comprise the culminating experience.

**Consolidated policies passed in past years are presented in Aril (Black). Times Roman items in blue (2, 12, 13) are additional motions that came out of the Internship workshop on 11/21/08.

Additional policy previously embedded in the internship policies:

All graduate students must complete IRB training and College project review prior to beginning research with human subjects or subject data.

The following key issues, comments and concerns were presented by committee members:

- Format of internship reports: Consistency – What format should be used? Should the College use most current examples of internship reports or have each section provide an example? Committee members feel this is a faculty/student issue, and therefore it is the faculty member’s responsibility to ensure that students use an acceptable format. All faculty need to be aware of the College expectations regarding review and acceptable formats for internship reports.
- Add clarity to statements 12 & 15 regarding what is a “comprehensive draft: and a “complete draft”.
- Regarding statement number 12: Take out the wording: “**complete draft**” and replace with “**complete preliminary draft**”
- Add statement number 19 to internship policies and procedures which states: Any exceptions to these policy statements must be approved by student’s advisor and the section chair.

After committee review and discussion, a motion was made and seconded to approve the MEZCOPH Internship Policies and Procedure statements with minor additions, verbiage changes, and policy consolidations. The motion was approved by a vote of 3-0. Chris Tisch will make these changes and additions to reflect the committee consensus* (see attachment 1).

MEZCOPH Exit Survey for Graduating Students: (Chris Tisch)

Chris Tisch presented the newly revamped MEZCOPH Exit Survey for Graduating Students (with objective mapping). Chris and Lisa Staten have made changes to the existing questionnaire by incorporating the necessary items needed in order to assess the Education Committee’s progress on the Instructional Objectives, which were developed last spring.

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

The following are suggested recommendations by committee members:

- Many of the survey questions request a response to College shortcomings; negativity; change questions by asking students to “comment on strengths or suggest strategies for improvement”.
- Add a “General Comments” section at the end of the survey.
- Add SAFER (Student Epidemiology Response Team) as an option under question number 6, A field based course.

After committee review and discussion, a motion was made and seconded to approve the MEZCOPH Exit Survey for Graduating Students with the recommended committee changes. Chris Tisch will revise the survey with these changes ([see attachment 2](#))*. The motion was approved by a vote of 4-0.

FCH Section Request: Track Name Change: (*Doug Taren and Chris Cutshaw*)

Doug Taren initiated discussion regarding the FCH section’s request to change the name of the International Health track to Global Health, which had been tabled at the Nov. 5, 2008 Education Committee meeting, pending submission of any curriculum course change from the FCH Section associated with the Global Health Track name change. Doug stated that the long term goal of the College is to have the terminology “Global Health” move across the College and become a College-wide track.

The following issues and comments were presented by committee members:

- o The Global Health track does not necessarily need to reside in FCH.
- o The Global health curriculum is attractive to students. We need this track for recruiting purposes.
- o The Global Health track needs more depth (currently, track is stuck in one section). This is a College issue; needs to cut across the entire College. Each section needs to have a Global Health focus.
- o The College needs to provide a Global Health emphasis.

After committee discussion, a motion was made to approve FCH’s request to change the name of the International Health track to Global Health. However, the committee agreed that a broader, College-wide discussion needs to be held regarding the potential for Global Health tracks to be offered across all concentrations.*

Academic Program Reports/Updates: (*Doug Taren*)

- **Undergraduate Degree Program:**

Doug Taren distributed a handout to the committee outlining the required curriculum and teaching plan for the proposed Bachelor of Science in Health Sciences – Public Health Major ([see attachment 3](#)). Doug stated that he has been working on the curriculum (e.g. course sequencing and course name changes) with Alan Beaudrie, and would be filling in more details regarding the proposed undergraduate degree program. Doug informed the committee that the College has received approval from Patti King,

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

with the University’s Office of Academic Affairs, to move the new undergraduate degree implementation proposal forward; however we must also submit a request to the University in order to disestablish the old major. The plan for implementation of the proposed BSHS Public Health Major needs to be forwarded to the Undergraduate Council by January 15, 2009 for administrative review and approval. It will then be forwarded to ABOR. The committee requested that they would like to see the final implementation document before it is submitted to ABOR.* In addition, the committee requested that they also review the final implementation document for the Phoenix MEZCOPH Generalist/Executive MPH Degree program before submission to ABOR.*

- **Other Academic Updates from the Associate Dean’s Office:** (*Kathleen Crist*)

Kathleen Crist distributed a handout informing the committee regarding the status of new course approvals and other academic curriculum updates (*see attachment 4*).

Guest Speaker: Dr. Sukon Kanchanaraksa: On-Line Instruction in Public Health Education – Distance Learning, Workforce Development and Academic Activities Discussion:

Doug Taren introduced Dr. Sukon Kanchanaraksa to the Education Committee members. Dr. Sukon Kanchanaraksa is the Director of the Center for Teaching and Learning with Technology (CTLT). He is also an Associate Scientist in the Department of Epidemiology and an Associate Chair of the Master of Public Health Program. He has taught both on-campus and online courses in epidemiology and has been instrumental in the development of the online programs at the Johns Hopkins Bloomberg School of Public Health.

Dr. Sukon Kanchanaraksa gave an overview of the online courses offered by the Johns Hopkins Bloomberg School of Public Health. Key points presented were:

- o Currently, there are 65 graduate courses fully online at the JHBSPH.
- o 33% of the students taking online courses are International students
- o At this time, JHBSPH does not have the resources to make online courses “culturally sensitive”.
- o JHBSPH offers a free, non-credit online course to anyone entitled, “Introduction to Online Learning”, which is a prerequisite for all online courses offered by the Bloomberg School of Public Health. Students are required to complete this course before enrolling in an online course.
- o Sukon invited faculty to take a look at the JGBSPH Distance Education website at the following URL: <http://distance.jhsph.edu/> in order to learn more about Internet based programs and courses.
- o In the past the Bloomberg School of Public Health offered faculty monetary incentives to teach online (10,000 given to Department Head for course development). However, today, teaching online is viewed just as equally as face-to-face.
- o 90% of faculty member’s salaries at JHBSPH are supported by research funding; soft money; however the culture must change. Faculty must teach in order to grow the student body and meet Promotion and Tenure requirements.
- o Sukon stated that he addresses issues of plagiarism by asking student to identify a reputable proctor for exams; he then personally mails the exam to the proctor to administer to the student.
- o JHBSPH requests that online students visit “a Johns Hopkins” campus at least twice during their enrollment in an online degree seeking program. Students can complete up to 80% of the degree requirements over the Internet. Subsequent visits to campus are scheduled by each individual student to

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

accommodate their schedules and academic goals to complete the remaining 20% of degree requirements.

- o JHBSPH faculty are provided excellent IT resources to support their online teaching of courses.

Unaddressed Items:

Reports/Announcements: Section Action Plans for 2008-2009 Academic Year (*Nicky Teufel-Shone*)

(Tabled for the January Education Committee Meeting*: Nicky proposing a template to be developed for consistency of section information).

The meeting adjourned at 12:00 p.m. The next Education Committee Meeting is scheduled for **January 7, 2008**, 9:00 a.m. – 12:00 p.m. Drachman Hall, Room A326.

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

*Action Items:

- Incorporate approved internship policies and procedures changes into the College of Public Health Academic Policies & Procedures Document (*Chris Tisch*)
- Post revised academic policies and procedures document with incorporated internship policies and procedures changes onto the Wiki and the College of Public Health Intranet Website (*Kathleen Crist*)
- Revise MEZCOPH Exit Survey for Graduating Students with the approved committee changes. (*Chris Tisch*)
- Provide Education Committee members a copy of the final BSHS – Public Health Major implementation document before submission to ABOR (*Doug Taren*)
- Provide Education Committee members a copy of the final Phoenix MEZCOPH Generalist/Executive MPH Degree program document before implementation. (*Doug Taren*)
- Carry forward agenda item, Global Health College-wide Emphasis, for discussion at a future 2008-2009 Faculty Assembly meeting (*Doug Taren*)
- Carry forward items not discussed to the January 7, 2009 Education Committee Meeting Agenda (*Kathleen Crist*)

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

“ATTACHMENT 1”

Consolidated MPH Internship Policy Statements

The following list of MPH internship policies have been compiled through a comprehensive review of the minutes of MPH Program Committee meetings, MEZCOPH Education Committee minutes, and MPH Internship Workshops. These consolidated statements represent the current MPH internship policies in effect as of January 2009.

1. All MPH students must complete an internship that is a required part of that concentration area curriculum. The final culminating* activity for the MPH program will be considered to be the internship, the presentation and the report.
2. To prevent liability issues, students must enroll in a minimum of 1 credit hour of internship during any semester that they are involved in on-site internship related. activity.
3. Students select an internship advisor from the same Section to which the student is admitted. A student's academic advisor may serve as the student's internship advisor. The student's internship advisor may not serve as the student's internship site supervisor. The second member of the student's committee, who generally provides content expertise and who serves as the second reader of the internship report, may be a faculty member from any department or college at the University of Arizona.
4. All MPH students must take the internship prep course; including IRS training and College project review, before starting their internship.
5. Students may not select an internship site that is under current US State Department travel advisory.
6. A student may conduct his or her internship at the worksite, provided that the student's direct supervisor or other person who is above the student in the line of supervision does not serve as the student's internship site supervisor. The student must be assigned to a new area of responsibility for the duration of the internship; i.e., students may not receive academic credit for performing their regular job.
7. The student is required to develop written internship objectives and hold an initial committee meeting with his or her internship advisor, site supervisor and other committee member prior to starting the internship.
8. Students may start an internship after completing 3 core courses and all specific concentration area internship requirements. Information about concentration specific requirements is included in the Internship Manual. These prerequisite courses may not be taken concurrently with the internship.
9. It is the advisor's responsibility to monitor the student's progress toward fulfilling the internship prerequisites.
10. Each Concentration must document its specific requirements regarding the culminating experience in an appendix to the Internship Manual.
11. All MPH students must present at one of the three Internship Conferences held each year. The presentation may occur at any scheduled Internship Conference after the internship is completed and before graduation.

Consolidated MPH Internship Policies Page 1 of 2
1/7/2009

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

12. Prior to internship presentation at the internship conference, students must have a draft of the internship report and abstract approved by their advisor. The draft must include a discussion of analyses and results and all major sections of the report. The advisor's signature on the abstract indicates this preliminary approval has been provided.
13. Each semester the Office of Student Services will invite site supervisors of presenting students to the internship conference.
14. The internship report may not be submitted until all core courses have been taken or are being taken during the semester of graduation. This will allow the student the opportunity to integrate all of the knowledge gained in the MPH curriculum to the public health issue encountered in the internship setting.
15. A comprehensive draft of the internship report must be submitted to the committee at least four weeks prior to the last day of classes during the semester they wish to graduate.
16. The format should be consistent across all reports, including a section that shows how public health is integrated into the report about the experience the student had in the community.
17. Additionally, the three core functions and ten essential areas of public health should be addressed in the internship report.
18. The presentation must include the final analyses and evaluation of the internship.
19. A panel of faculty/AP judges will choose an outstanding presentation in each Internship Conference session.
20. Winners of the outstanding internship awards will be announced at the reception following each Internship Conference. Acknowledgement of Outstanding Internship Presentation winners will be made in the printed convocation program.

*EOH requires an internship (plus presentation and report) and a research project (plus defense and report). Together they comprise the culminating experience.

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

“ATTACHMENT 2”

**Exit Survey
Graduating Students
of
The University of Arizona Mel and Enid Zuckerman College of Public
Health**

This Exit Survey provides a mechanism for obtaining anonymous, continuous student feedback which is used by the College of Public Health to refine its curriculum and operations. Members of the faculty and administration are interested in hearing and understanding the students' perspective of the College's strengths and weaknesses. Aggregated data is presented to the faculty on an annual or every other year basis. Please take the time to make thoughtful comments where appropriate. All students are required to complete the Exit Survey as part of their graduation requirements. The College welcomes your input!

1. Please indicate the degree program and concentration or major, if applicable, from which you are graduating:

☐ Bachelor of Science in Health Sciences (BSHS)

drops down to

☐ School Health Education

☐ Community Health Education

☐ Master of Public Health (MPH)

drops down to

☐ Biostatistics

☐ Environmental and Occupational Health

☐ Epidemiology

☐ Family and Child Health

☐ Health Behavior Health Promotion

☐ Public Health Policy and Management

☐ MD/MPH

☐ Master of Science Epidemiology (MS)

☐ Doctor of Public Health (DrPH)

drops down to

☐ Maternal and Child Health

☐ Public Health Policy and Management

☐ Doctor of Philosophy (PhD)

drops down to

☐ Biostatistics

☐ Epidemiology

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

2. Date of Graduation: ☐ May
☐ August
☐ December

drop down of years 2008, 2009, 2010, 2011, 2012

Many of the drop downs will need to have the ability to have more choices added to them later.

The mission of the Mel and Enid Zuckerman college of Public Health is to promote the health of individuals and communities with a special emphasis on diverse populations and the Southwest.

- 3a. On a scale of 1-5, with 1 being poor, 5 being excellent, to what degree is cultural diversity supported by MEZCOPH?

Provide choice of 1,2,3,4,5.

- 3b. Please comment on the strengths and suggest strategies for improvement related to the College's support for cultural diversity. Please make one comment per text box. *Insert two 100 character text boxes*

4. On a scale of 1-5, with 1 being not at all prepared and 5 being very well-prepared, how prepared are you for a career in public health?

Provide choice of 1,2,3,4,5.

If answered 1 or 2, drop down one 200 character text box.

- 4.a. Please tell us why you don't you feel prepared?

5. On a scale of 1-5, with 1 being poor, 5 being excellent, and NA being non-applicable, how would you rate the following:

Drop down selection for BSHS only:

Provide choice of 1,2,3,4,5

- 5.a. ☐ Academic advising?

Please comment on the strengths or suggest strategies for improvement related to academic advising. Please limit your answer to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

Drop down selection for MPH, DrPH, PhD, MS only:

Provide choice of 1,2,3,4,5

- 5.a. ☐ Academic advising provided by faculty?

Please comment on the strengths or suggest strategies for improvement related to academic advising by faculty. Please limit your answer to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

Provide choice of 1,2,3,4,5

- 5.b. ☐ Office of Student Services and Alumni Affairs (OSSAA) student support activities, i.e. advising and assisting students; communicating deadlines; supporting student clubs; publicizing opportunities; academic event coordination; etc.?

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

Please comment on the strengths or suggest strategies for improvement related to OSSAA student support.

Insert two 100 character text boxes for every answer but N/A.

Provide choice of 1,2,3,4,5, or N/A.

5.c. ☐ Career advising provided by MEZCOPH Faculty?

Please comment on the strengths or suggest strategies for improvement related to career advising provided by MEZCOPH faculty. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer but N/A.

Provide choice of 1,2,3,4,5, or N/A.

5.d. ☐ Career services advising provided by the Office of Student Services and Alumni Affairs, i.e. job announcements via the website, resume workshops, counseling.

Please comment on the strengths or suggest strategies for improvement related to OSSAA career services advising. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer but N/A.

Provide choice of 1,2,3,4,5, or N/A.

5.e. ☐ Career advising provided by the University of Arizona Career Services Office.

Insert two 100 character text boxes for every answer but N/A.

Drop down for MPH students only:

Provide choice of 1,2,3,4,5.

5.f. ☐ Student's Internship Committee advising?

Please comment on the strengths or suggest strategies for improvement related to the advising by student's internship committee. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

Drop down for doctoral (PhD and DrPH) students:

Provide choice of 1,2,3,4,5.

5.f. ☐ Dissertation Committee Advising?

Please comment on the strengths or suggest strategies for improvement related to the advising by student's dissertation committee. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

6. Please indicate whether you participated in any of the following activities as a *Pre-populate this blank with student's academic program from question 1* student. Mark any and all that apply.

☐ A field based course [Maps to Objective 2.1](#)

Drops down to

☐ Border Service Learning Course

☐ MCH Rural Course

☐ MCH Urban Course

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

- ☐ DrPH Public Health Policy and Management Field Seminar
- ☐ SAFER (Student Epidemiology Response Team)
- ☐ Other course that takes place predominantly in a non classroom setting (not online course). Please indicate which course.

Drops down to 100 character text box

☐ Laboratory based activity [Maps to Objective 2.1](#)

☐ Experiential activities within courses such as working directly with community agencies, i.e. developing needs assessments, performing statistical consulting, etc. [Maps to Objective 2.1](#)

☐ Internship project that was directly linked to a community, organization or other group external to MEZCOPH [Maps to Objective 2.2](#)

☐ Research project (outside of coursework) [Maps to Objective 2.3](#)

☐ Providing public health instruction, by serving as [Maps to Objective 2.4](#)

Drops down to:

- ☐ Teaching Assistant (TA)
- ☐ Course Instructor
- ☐ Instructor of public health education (outside academic community)

☐ Presented at a conference or professional meeting outside of MEZCOPH.
[Maps to Objective 3.2](#)

☐ Joined a professional public health organization, such as American Public Health Association (APHA), Arizona Public Health Association (AZPHA), American College of Epidemiology (ACE), or others. [Maps to Objective 3.3](#)

☐ Provided extramural (outside of course work) service to community organization. Indicate the agency type in 1st text box and description of project in 2nd text box. [Maps to Objective 3.4.](#)

Drops down to two 100 character text boxes

☐ Applied for external funding awards (scholarships, meeting support scholarships, fellowships, etc.)
[Maps to Objective 3.10](#)

Drop down selection for MPH, MS, PhD or DrPH graduates from question 1:

☐ Authored or co-authored a [Maps to Objective 3.5 and 3.6](#)

- ☐ Policy brief
- ☐ White paper
- ☐ Poster
- ☐ Peer-reviewed manuscript

Drops down to

Was it published? Yes, No, In Press

Indicate 3 choices Yes, No, In Press

☐ Non peer-reviewed manuscript

Drops down to

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

Was it published? Yes, No, In Press

Indicate 3 choices Yes, No, In Press

7. How much debt did you incur in the pursuit of this pre-populate with student's degree program (from question 1) degree? Do not include debt from previous degrees.

- ☐ \$0 - \$5,000
- ☐ \$5,000 – \$9,999
- ☐ \$10,000 - \$19,999
- ☐ \$20,000 - \$39,999
- ☐ \$40,000 - \$59,999
- ☐ \$60,000 - \$79,999
- ☐ \$80,000 +

7.a. How did you finance your pre-populate with student's degree program (from question 1) Program? Check any and all that apply.

[Maps to Objective 3.9](#)

☐ Loans

Drops down to

- ☐ Family
- ☐ Private lenders (banks and/or other lending institutions)
- ☐ Federal

☐ Scholarships

Drops down to

- ☐ Merit Based
- ☐ Need Based

☐ Graduate Assistantships

Drops down to

- ☐ Teaching
- ☐ Research
- ☐ Other

☐ Job

Drops down to

- ☐ Full time
 - Drops down to*
 - ☐ Public health related job
 - ☐ Non public health related job
- ☐ Part time
 - Drops down to*
 - ☐ Public health related job
 - ☐ Non public health related job

MEZCOPH EDUCATION COMMITTEE

“FINAL” MEETING MINUTES

DECEMBER 3, 2008

☐ Student employment (not assistantship)

Drops down to

☐ Public health related job

☐ Non public health related job

☐ Other support (Please describe) *(Insert 100 character text box)*

Provide choice of 1,2,3,4,5.

8. ☐ On a scale of 1-5, with 1 being poor, 5 being excellent, how would you rate your access to College and Program alumni?

Please list strengths and strategies to improve students' access to alumni. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

For BSHS and MPH students only

Provide choice of 1,2,3,4,5.

9. ☐ On a scale of 1-5, with 1 being poor, 5 being excellent, to what extent did your internship provide an opportunity to synthesize and apply knowledge gained in the classroom?

9.a. List strengths of and/or strategies to improve the internship experience. Please limit your answers to one strength or suggestion for improvement per textbox.

Insert two 100 character text boxes for every answer.

9.b. Did you receive financial compensation for your internship project? Yes/No

Provide Yes/No choices

9.c. If yes, what was the total compensation you received?

drops down to number field

\$ _____

Also drops down to question

9.d. In what form did you receive the internship payment?

drops down to

☐ Scholarship

☐ Fellowship

☐ Salary specific to internship

☐ Travel funding

10. What other comments or suggestions to you wish to provide MEZCOPH?

Drops down to 200 character text box

Congratulations, you've completed this graduation requirement! Please keep in touch with the College and periodically let us know where you are and what you're doing. We wish you good fortune in your public health career!

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

ATTACHMENT 3”

BACHELOR OF SCIENCE IN HEALTH SCIENCES - PUBLIC HEALTH MAJOR

Gen Ed and Mathematics	Pre-major	Major			
Gen Ed (24 units)* Required (3 units) 1) NEED: MATH 112 or 120R * Gen Ed courses must be from the list approved by the program.	1) Required: (29 units) CHEM 151 CHEM 152 COMM 119 CPH 178 MCB 181R MCB 181L N SC 101 PSIO 201 PSIO 202	Major Courses-64 units: (37 Required Units* and 9 Track Units).			
		Course #	Course Title	Units	Current Instructors
		ENG 308	Scientific Writing	3	English Dept.
		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 ###	Public Health Care Systems and Economics	3	TBD
		CPH 376	Introduction to Health Statistics	4	Biostats PhD Student
		CPH 381 [†]	Health Education Intervention Methods (Rename to Public Health Planning and Evaluation Methods)	4	Staten
		CPH ###	Health Disparities and Inequalities	3	TBD
		CPH 433	Global Health	3	Taren
		CPH 478 or NSC 310	Maternal and Child Nutrition or Principles of Nutrition in Health and Disease	3	Taren or Nutritional Sciences
		CPH 493A [†]	Field Work in Health Education (Rename to Field Work in Public Health)	6	Undergraduate Program Coordinator
			Total Required Units	37	
		[†] May require a change in the course number with a name change. Students will also need to take 9 selective units from any courses with a CPH prefix and 9 elective units.			

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

Option A: 1 Field Work Experience at end of curriculum with no summer courses

A. Required Prior to Admissions into Major (Prior to Junior Year)

Gen Ed, Mathematics and Pre-Health Major Courses

B. Suggested Courses to Take Prior to Admissions into Major and Required for BSHS

Eng 308 Scientific Writing (3)

Elective 1(3)

C. Prior to Required Field Course Students Must Take:

CPH 300 Public Health Sciences and Services (4)

CPH 376 Introduction to Health Statistics (4)

CPH ### Epidemiology (4)

CPH 381 Public Health Planning and Evaluation (4)

CPH ### Public Health Care Systems and Economics (3)

Track Courses

Fall 1 (14 or 17) Year _____	Include Cumulative Credits for Track, Selective, Elective		
CPH 300 Public Health Sciences and Services (4)			
CPH 376 Introduction to Health Statistics (4)			
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
Spring 1 (13 or 16) Year _____			
CPH ### Health Disparities and Inequities (3)			
CPH 433 Global Health (3)			
CPH ### Epidemiology (4)			
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
Fall 2 (13-16) Year _____			
CPH 478 Maternal and Child Nutrition or NSC 310 (3)			
CPH 381 Public Health Planning and Evaluation (4)			
CPH ### Public Health Care Systems and Economics (3)			
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
Spring 2 (12-15) Year _____			
CPH 493A Field Work in Public Health (6)			
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
CPH Course:	Track _____	Selective _____	Elective _____
Graduate			

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

Option B: 2 Field Work Experiences: one at end of 1st year and 2nd at end of curriculum

A. Required Prior to Admissions into Major (Prior to Junior Year)

Gen Ed, Mathematics and Pre-Health Major Courses

B. Suggested Courses to Take Prior to Admissions into Major and Required for BSHS

Eng 308 Scientific Writing (3)

Elective 1(3)

C. Prior to Required Field Course Students Must Take:

CPH 300 Public Health Sciences and Services (4)

CPH 376 Introduction to Health Statistics (4)

CPH ### Epidemiology (4)

CPH 381 Public Health Planning and Evaluation (4)

CPH ### Public Health Care Systems and Economics (3)

Track Courses

Fall 1 (15 or 18) Year _____	Include Cumulative Credits for Track, Selective, Elective
CPH 300 Public Health Sciences and Services (4)	
CPH 376 Introduction to Health Statistics (4)	
CPH 381 Public Health Planning and Evaluation (4)	
CPH ### Public Health Care Systems and Economics (3)	
CPH Course:	Track _____ Selective _____
Spring 1 (13 or 16) Year _____	
CPH ### Health Disparities and Inequities (3)	
CPH 433 Global Health (3)	
CPH ### Epidemiology (4)	
CPH Course:	Track _____ Selective _____
CPH Course:	Track _____ Selective _____
Summer Year (6) _____	
CPH 493A Field Work in Public Health (6) as Elective	Elective _____
Fall 2 (9-12)	
CPH 478 Maternal and Child Nutrition or NSC 310 (3)	
CPH Course:	Track _____ Selective _____
CPH Course:	Track _____ Selective _____
Spring 2 (9-12)	
CPH 493A Field Work in Public Health (6)	
CPH Course:	Track _____ Selective _____
CPH Course:	Track _____ Selective _____
Graduate	

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

MEZCOPH UNDERGRADUATE TEACHING PLAN

FALL COURSES	Section	Instructor
Required Courses		
CPH 300 Public Health Sciences and Services (4)	HBHP	
CPH 376 Introduction to Health Statistics (4)	BIOSTAT	
CPH 381 Public Health Planning and Evaluation (4)		
CPH ### Public Health Care Systems and Economics (3)	PHPM	
CPH 478 Maternal and Child Nutrition (3) or NSC 310	FCH	
Track Courses		
CPH 489 Health Preparedness (3)	EOH	
CPH 484 Fundamentals of Industrial and Environmental Health (3)	EOH	
CPH 330 Human Sexuality (3)	HBHP	
CPH 449 Family Violence (3)	FCH	
Other CPH Courses (Selectives)		
CPH 178 Personal Health and Wellness	HBHP	
CPH 407 Biology of Public Health		
SPRING COURSES		
Required Courses		
CPH ### Health Disparities and Inequities (3)	HBHP	
CPH 433 Global Health (3)	FCH/HBHP	
CPH ### Epidemiology (4)	EPI	
Track Courses		
CPH 306 Drugs and Society (3)		
CPH 418 Introduction to Health Risk Assessment (3)	EOH	
Other CPH Courses (Selectives)		

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
DECEMBER 3, 2008

“ATTACHMENT 4”



Mel and Enid Zuckerman
College of Public Health

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

New Course Approvals:

- **EPID/CPH 648**, Analysis of High Dimensional Data, proposed by Chengcheng Hu, Instructor (**approved** by Education Committee on October 15, 2008) –Route completed in the University Form Link course approval system. Course created; currently listed on the Spring 2009 Schedule of Classes.
- **EPID/CPH 647**, Analysis of Categorical Data, proposed by Chengcheng Hu, Instructor (**approved** by Education Committee on October 15, 2008) – Route completed in the University Form Link course approval system. Course created; currently listed on the Spring 2009 Schedule of Classes.
- **CPH 616, Public Health & Rural Policy Analysis**, proposed by Gary Hart, Instructor (**approved** by Education Committee on October 15, 2008). Route completed in the University Form Link course approval system. Course created; currently listed on the Spring 2009 Schedule of Classes.
- **MEDP 872/CPH 572** – Cross-listing with COM, Phoenix – Applied Public Health Practice – Currently on route in University Form Link course approval system. Pending for Spring 2009 (Doug Campos-Outcalt). Location: Phoenix (MD/MPH and MPH elective).

Other Academic/Curriculum Updates:

- 11/3/08: Request/Proposal to establish a MS/PhD degree in Environmental Health Sciences forwarded to Diane Horgan, Graduate College.
- 11/21/08: BSHS Public Health Major Curriculum: Approval from the University of Academic Affairs to move forward with creating new undergraduate program in Public Health. Need to disestablish our program in health education.
- 11/20/08: Request from the Eller College of Management to establish a Dual Degree with MEZCOPH: MBA/MPH