

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
MARCH 4, 2009

Members Present: Robin Harris – Chair, Doug Taren, Mary Kay O’Rourke, Denise Roe, Nicky Teufel-Shone, Chris Tisch, Becky Corran, Kathleen Crist, Judy Goosherst, Mag Byers, Salena Meyer, and Nicole Wright.

Voting Members Absent: Lisa Staten

1. **Minutes Approval:**

February 4, 2009 Meeting Minutes:

A motion was made and seconded to approve the February 4, 2009 minutes. The motion passed by a vote of 5-0. Kathleen Crist will post the final copy of the February 4, 2009 minutes to the Wiki and Intranet websites.*

2. **Announcements:**

a. **Admissions:** (*Becky Corran and Chris Tisch*)

Becky Corran distributed a handout and updated the committee regarding MEZCOPH’s 2009 admissions statistics (*see Attachment 1*). Becky also circulated a flyer of Tucson events, which is being sent to all newly admitted students. Becky will email a copy of the flyer to committee members for their reference. There was a discussion regarding the 2009 admission statistics and the following comments/suggestions were expressed:

- A telephone call to new graduate admits by MEZCOPH faculty and Deans provided good insight into students’ needs.
- Do telephone calls to new graduate admits give the impression that the College is desperate for admits? Not necessarily.
- We should correspond by email first, and then telephone the student if they do not respond to emails.

b. **On-line Course Standards/Policy** (*Doug Taren*)

Doug stated that he is currently putting together a workgroup in order to draft standards and policies for MEZCOPH on-line courses. Doug and Htay Hla recently met with UTC personnel to discuss these issues. Doug stated that the on-line course standards workgroup members would consist of MEZCOPH faculty, who teach on-line courses, Htay Hla, UTC personnel and other individuals on campus, who have put together exceptional on-line courses. Sukon Kanchanaraksa, Director of the Center for Teaching and Learning with Technology at Johns Hopkins Bloomberg School of Public Health, has given the College his advice/expertise regarding standards for on-line courses (e.g. course credits – how much effort is being put into an on-line course; mailing of exams to proctors, how course video is developed, etc.). Doug asked the committee for their input regarding on-line course standards and policies. There was a discussion and the following comments/suggestions were voiced:

- Add a certificate student representative to the workgroup who has completed an on-line course.
- Create separate standards for undergraduate and graduate on-line courses.
- Nicky Teufel-Shone stated that she would like to be part of the undergraduate section of this workgroup.
- On-line course development and standards would fit in nicely with TRIF grants.

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3. **Old Business:** (*Robin Harris and Doug Taren*):

a. **Internship Report:** Core Functions & Essential Services:

Doug Taren initiated discussion regarding the question raised at the Feb. Education Committee Meeting: Where are students getting the core functions and ten essential services of Public Health? Doug stated that he believes the students are getting this information from the following:

1. PHPM Core Course – CPH 574 – Public Health Policy and Management
2. Internship Prep Course – CPH 596N
3. MEZCOPH Orientation

A discussion followed and the following comments were expressed:

- There needs to be an exercise in application of the core functions and essential services.
- How do you reinforce these at the section level (e.g. sequencing of courses)? How do you build on the curriculum?
- The College need to have problem-based case studies at orientation; real world based; experiential.
- Possibly add a component to the MCH Urban course – CPH597A
- We should look at the study guide for the Certified Public Health Exam, as the questions test a student’s knowledge of the five core areas of public health and seven cross-cutting competencies in public health. We need to orient our students toward these areas in order to prepare them to take this exam.
- Epi and Biostats are forming a group to determine what they want from their student’s internships.
- Look at Johns Hopkins and Emory Schools of Public Health to see how much time they are spending on MPH internships/reports/experiences.
- Is our College’s process serving our students well?
- Look at what CEPH requires regarding field experience and culminating experience. The culminating experience could be the presentation and a report.
- We have too many pieces being added on; simplify the process in order to get students graduated. MPH degree should only take two years to complete.
- Is two years a realistic timeline to complete a MPH based on the current required expectations?
- The process needs to be readdressed. Look at the CEPH verbiage, and if needed, explain any variability to CEPH. They are concerned with large discrepancies (e.g. variability of units: 3 – 12 credits required, not 3-6 unit discrepancies).
- Are the current internship requirements yielding a better end product from the students or is it just busy work. Possibly survey recent alums regarding their internships experiences and if and how it has benefited their current job experiences.
- How should we proceed? Look at different models? Should models be section oriented (six different culminating experiences)? The culminating experience is the synthesis to the report.
- We have an internship report structure, however the trap that we have fallen into is that there in not a page limit for the internship report (e.g. have a ten page limit.

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- Suggestion that we should look at five schools of public health in order to determine what they consider/require for their field and culminating experiences. Use a table format for comparisons.*
- Recommendation that each section drafts one page model/guidelines of their requirements for their internship report. Have students/alum attend section meeting for discussion and input.
- The internship report is an integrative piece that should be standard across all sections

The committee agreed that the way to move forward with this issue is to require a one page recommendation from each section regarding guidelines/requirements for internship reports.* These section recommendations will be reviewed and discussed at the May 6, 2009 Education Committee Meeting.*

b. **Writing Skills Improvement:** *(tabled for future meeting)**

c. **Discussion: Should there be restrictions on Internship Sites and Data Presentation:** *(tabled)**

3. **Course Changes and Approvals:**

- a. **Epidemiology Course Time Change:** *(Robin Harris) – (tabled)**
Epi Course Time Request EPID/CPH 606, *Changing Health Policy via Cultural Understanding and Epidemiological Analysis*, Instructor Kacey Ernst – *(tabled for April meeting, pending course time recommendations and course conflicts from instructor and Epi Section).*
- b. **CPH 577- Shifting On-line Course Offering from Fall to Summer Semester** *(Lisa Staten) – (tabled)**
(Tabled for April meeting, pending course time recommendations and course conflicts from instructor and HBHP Section)

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

- a. **MEZCOPH Undergraduate Degree Program Proposal:**

Bachelor of Science – Public Health Major:

Doug informed the Education Committee that the University's Academic Programs Subcommittee approved the request by the College of Public Health to implement a Bachelor of Science degree with a major in Public Health at the February 17, 2009 meeting. It was then put on the consent agenda for approval of the Undergraduate Council's Meeting scheduled for March 3, 2009, and should be scheduled to go to ABOR for approval this spring. Hopefully, undergraduates will be able to start in the new major this Fall 2009. There are approximately 10-20 students who are far enough along in the pre-health major who we could matriculate into the new major for Fall 2009. The faculty needs to begin work on renumbering and changing the names of some of the courses listed in the new undergraduate proposal

In addition, Doug informed the Education Committee that the University's Academic Programs Subcommittee approved the request by the College of Public Health to disestablish the Bachelor of Science in Health Science with a major in Health Education at the February 17, 2009 meeting.

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Doug Taren also updated the committee regarding proposed differential tuition for MEZCOPH courses. The proposal would drop current program fees; and add \$20 per credit for 300 & 400 level undergraduate courses and \$50 per credit for graduate courses (this would **excludes** thesis and dissertation units, but **includes** supplemental registration and research units). This would apply to all students who take MEZCOPH courses. A tuition advisory board will be established to decide how the differential tuition fee revenues will be used.

- b. Section Plans: (*Lisa Staten- absent*)- tabled for April 1, 2009 meeting agenda

Mary Kay O’Rourke initiated committee discussion regarding section action plans. The following comments and recommendations were expressed:

- Action plans are how we evaluate our educational programs. All actions map to and affect College planning and decisions. This committee oversees section educational decisions.
- The MCH section’s six year review should come before this committee this year.
- There are generic items that should be on all section plans (e.g. new academic course submission timeline, handbook and catalog updates, etc.).
- Should section plan formats be standardized (e.g. EOH is done by academic year schedule). Standardized section plan formats provide structure for timeline plans.
- It was recommended that all sections provide a version of their section action plans in a “timeline” structure. Doug Taren will work on a template of what is required academically (generic academic standards) in all section plans for review and discussion at the April 1, 2009 Education Committee Meeting.*
- Kathleen Crist will provide the committee a copy of the MEZCOPH Faculty, Section, & Education Committee Academic Integration of Timeline Plan ([see Attachment 2](#)).

Note: Robin Harris requested a copy of the MEZCOPH graduate program assessment report, which was sent to the Graduate College in February. Chris Tisch stated she would provide a copy of this report.*

6. **Evaluation Committee:**

- a. Instructional Objectives Update/Feedback Tracking Forms; (*Lisa Staten- absent*)- **tabled***

7. **New Business/Discussion Items:**

- a. T.C.E. Forms - (*Doug Taren*):

Doug Taren initiated discussion regarding Teacher Course Evaluation forms – long versus short forms and the effectiveness of each of these versions. The following comments and recommendations were expressed:

- Regarding co-taught course with more than one instructor, students may not want to fill out multiple forms for one course.
- Should we add questions to the short form for co-taught courses which ask specific questions regarding each instructor?

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- What does the T.C.E. really represent? Are we just counting beans or do we get relevant numbers?
- There is a difference between on-line and face-to-face TCE results, as the course formats are different.
- Recommendation to move T.C.E. drop box to Drachman Hall.
- Regarding the issue of a field course, instructors have the option of requesting an on-line T.C.E. for a course.

After committee discussion, Doug Taren proposed using the T.C.E. long form for individual instructors. For co-taught courses, Doug proposed using the short form and adding specific questions on the back that are relevant to each instructor. Doug's office will contact the T.C.E. office, in order to determine if each instructor can get individual feedback for a co-taught course, on a single T.C.E. form.*

b. SOPHAS Meeting Update: (*Becky Corran*)

Becky Corran reported that she had just recently attended a SOPHAS meeting in Boston. Becky stated that currently SOPHAS is recommending that admission reviews be done on-line, which would save approximately 4.5 million paper copies of admissions applications. By going GREEN, this would also save storage space of admission applications. Becky stated that she realizes there would always be cases where paper copies will need to be printed. In addition, Becky reported that as of next year, the front page of the SOPHAS application will include a synopsis of collective data regarding the applicant for reviewer's reference. Becky recommended that some concentrations in the College may want to consider accepting the GMAT scores, as an applicant writing sample can be provided with the admissions application. Becky will provide the committee with more information regarding the GMAT in the near future.* It was noted that the University of Arizona is the number six feeder school into other graduate schools of public health. Becky informed the committee that admission applications from the March 1 deadline will be ready for section reviews by next week. For applicants who do not meet the minimum admission's requirements, **a motion was made and seconded to agree with the recommendation of admission from the section (section standards), and re-visit this issue next year to determine how a student has progressed within the program. The motion was approved by a vote of 5-0.***

There was a request from the committee for a report from the MEZCOPH admissions office regarding the average GRE scores from each section admits. Becky will provide this report at the May Education Committee Meeting.* The question was raised regarding setting a timeline for review applications from the March 1 application deadline. The majority of sections will review by April 10 and the Epi section will review their applications by April. 16.

c. Certificate Program Policies/Development (*Doug and Robin*) – **tabled**

d. Incomplete Internships (*Chris Tisch*)

Chris Tisch initiated discussion regarding the issue of MEZCOPH students not completing their internships. It has been brought to Chris's attention that currently, approximately five students have not finished their internships, which could be detrimental to community relationships. It

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was suggested that advisers review student progress reports and meet with their students to ensure that students are making sufficient progress towards the internship completion. Internship expectations should be clearly conveyed to every student.

The meeting adjourned at 12:00 p.m. The next Education Committee Meeting is scheduled for April 1, 2009, 9:00 a.m. – 12:00 p.m. in Drachman Hall, Room A326.*

Changes or corrections to the minutes should be submitted to:

Kathleen Crist
Program Coordinator, Senior

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***Action Items:**

- Post the final copy of the February 4, 2009 minutes to the Wiki and Intranet websites. (*Kathleen Crist*)
- Look at five schools of public health in order to determine what they consider/require for their internship field and culminating experiences. Use a table format for comparisons. (*Chris Tisch*)
- Draft a one page recommendation from each section regarding guidelines/requirements for internship reports. Recommendations will be reviewed and discussed at the May 6, 2009 Education Committee Meeting. (*All Section Chairs*)
- Provide a template of what is required academically (generic academic standards) in all section action plans and send to section chairs. (*Doug Taren*)
- Provide a version of their section action plans in a “timeline” structure for review and discussion at the April 1, 2009 Education Committee Meeting. (*Section Chairs*)
- Provide a copy of the MEZCOPH graduate program assessment report to committee members, which was sent to the Graduate College in February. (*Chris Tisch*)
- Contact the T.C.E. office, in order to determine if each instructor can get individual feedback on a single form for a co-taught course. (*Kathleen Crist*)
- Provide the committee with more information regarding the GMAT in the near future. (*Becky Corran*)
- Provide the committee with more information regarding the average GRE scores from each section’s admits. (*Becky Corran*)
- Provide a report from the MEZCOPH admissions office regarding the average GRE scores from each section admits at the May Education Committee Meeting. (*Becky Corran*)
- Schedule a meeting with core course instructors, section chairs, internship prep course instructors, and MEZCOPH students, during the month of April 2009, to discuss writing skills improvement course. (*Doug Taren and Kathleen Crist*)
- Carry forward items tabled agenda items to the April 1, 2009 Education Committee Meeting agenda (*Kathleen Crist*)

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“Attachment 1”

Admissions Updates, March 4, 2009

	Applicants	Admits	Admit Rate	Enrolling	Notes	Est. New Applicants for R2
PhD Epi	18	8	44.4%	3		7
PhD Bios	13	7	53.8%	2	1 to CO	1
DrPH PHPM	4	2	50.0%			4
DrPH MCH	9	5	55.6%			7
MS Epi	7	6	85.7%			0
All MPH	190	151	79.5%		*9 Waitlisted	70
Bios	9	9	100.0%			5
FCH	41	36	87.8%			9
HBHP	43	28	65.1%		*9 Waitlisted (1 to Emory from WL)	23
Epi	57	46	80.7%			17
EOH	10	8	80.0%			3
PHPM	30	24	80.0%			13
All Programs	241	179	74.3%		*9 Waitlisted	89

	2009 Applicants	2008 Applicants	% Change
PhD Epi	18	14	22.2%
PhD Bios	13	7	46.2%
DrPH PHPM	4	9	-125.0%
DrPH MCH	9	2	77.8%
MS Epi	7	8	-14.3%
All MPH	190	172	9.5%
Bios	9	5	44.4%
FCH	41	48	-17.1%
HBHP	43	30	30.2%
Epi	57	51	10.5%
EOH	10	14	-40.0%
PHPM	30	24	20.0%
All Programs	241	212	12.0%

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“Attachment 2”

Section Planning		Section Action		Education Committee Consideration		Outcome	
Aug		Aug	1. Work on section review if selected	Aug (LS)	1. Consider Changes for MPH Admissions Criteria and process for next year 2. Review New Courses for Spring 3. Submit Section Action Plans and preceding years Action Plan Summary Report	Aug	
Sept	1. Call for paperwork related to new Section Courses to be listed for next Fall	Sept	1. Work on section review if selected	Sept (LS)	1. Resolve Changes for MPH Admissions Criteria and finalize process for next year 2. Resolve any outstanding issues on New Course Submission 3. Evaluate any fee proposal changes for students	Sept	1. Post Changes to Admissions Criteria For MPH Program
Oct		Oct	1. Work on section review if selected 2. Review proposed (Fall) course paperwork for submission to Education Committee	Oct (TS)	1. Evaluate Admissions procedure and criteria for new PH Certificate Students 2. Evaluation Committee Data Communication Regarding Education Goals and Objectives	Oct	1. Catalog Listing for New Spring Classes 2. Post any changes to PH Certificate Program
Nov		Nov	1. Finalize section review if selected	Nov (TS)	1. Review proposed (Fall) course paperwork submitted for January Catalog 2. Review of Variables on Student Annual Reports relative to Education goal evaluation 3. Formulation of Education Program Evaluation for December Retreat	Nov	1. Submit any student fee proposal
Dec		Dec		Dec (SG)	1. Resolve proposed (Fall) course paperwork for submission to Education Committee 2. Designated Section Review All programs	Dec	
Jan		Jan		Jan (SG)	1. Select Time and date for #1 Admissions Committee meeting	Jan	1. Catalog Listing for New Fall Classes
Feb	1. MPH Admission Review #1	Feb	1. Finalize Admissions List # 1; Identify Financial aid; Identify Advisors; Identify students referred to MPH Admissions Committee	Feb (RH)	1. Meet with Joint/Dual Program Representatives; Identify needed actions or share solutions	Feb	1. Notify Successful MPH Admissions List # 1
Mar		Mar		Mar (RH)	1. Probable Admissions Committee (list 1) Meeting for MPH	Mar	1. Notify Successful MPH Admissions issue List # 1

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Apr	1. MPH Admission Review #2
May	1. Call for paperwork related to new Section Courses to be listed for next spring 2. Formulate items for next academic year section Action plan
Jun	
Jul	
	Student Affairs Office for input to Education Committee
Aug	1. Identify issues related to MPH Admissions
Sept	1. Review PH Certificate Applicants Review Admissions procedure and criteria for new PH Certificate Students
Oct	
Nov	
Dec	
Jan	
Feb	

Apr	1. Finalize Admissions List # 2; Identify Financial aid; Identify Advisors; Identify students referred to MPH Admissions Committee 2. Review Catalog/Handbook and identify issues (By mapping course sequence; map non overlap of courses, identify ability to complete in 2 years, comply with program requirements (ie core course/internship relationships) that need to go to the Education committee for change (i.e., course time).
May	1. Review Summary of past years Action Plan accomplishments 2. Prepare Section Action Plan for Submission
Jun	1. Identify and review paperwork for new section Courses to be listed for next spring 2. Identify section issues with MPH Admissions
Jul	1. Work on section review if selected
	Assoc. Dean of Academic Affairs for input to Education Committee
Aug	1. Consider Changes for MPH Admissions Criteria 2. Formulate any new Fee proposal structure
Sept	
Oct	
Nov	
Dec	1. Prep Joint/Dual programs to identify issues and come with suggestions to resolve any problems
Jan	1. Invite/Remind Joint Programs regarding February meeting
Feb	

Apr (PH PM)	1. Select Time and date for #2 Admissions Committee meeting	Apr	1. Notify successful MPH Admissions List # 2
May (PH PM)	1. Probable Admissions Committee Meeting for #2 MPH admissions 2. Review needed changes to the handbooks and catalogs	May	1. Notify successful MPH Admissions issues List # 2 2. Notify PH Certificate students re: Admissions
Jun (MK)	1. Review PH certificate admissions criteria and admissions process 2. Resolve any additional catalog or handbook issues.	Jun	1. Post any changes to PH Certificate admissions or process 2. Prepare catalogs, handbooks and web sites for Orientation and new academic year
Jul	No Meeting		

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Mar	1. Distribute material for Catalog/handbook review by sections
Apr	
May	1. Review PH Certificate Applications, 2. Review PH admissions criteria and admissions process
Jun	
Jul	

Mar	
Apr	
May	
Jun	1. Designate Program Review in Dec
Jul	
