

MEZCOPH EDUCATION COMMITTEE
FINAL MEETING MINUTES
APRIL 1, 2009

Members Present: Robin Harris – Chair, Doug Taren, Joe Gerald, Mary Kay O'Rourke, Nicky Teufel-Shone, Lisa Staten, Duane Sherrill (for Denise Roe), Chris Tisch, Becky Corran, Kathleen Crist, Judy Goosherst, and Salena Meyer.

Voting Members Absent: Denise Roe, Mag Byers, and Nicole Wright

1. **Introductions:** Doug Taren introduced Joe K. Gerald, MD, PhD, Assistant Professor Community, Environment and Policy. There were also introductions of the MEZCOPH Education Committee members.

2. **Minutes Approval:**

March 4, 2009 Meeting Minutes:

A motion was made and seconded to approve the March 4, 2009 minutes. The motion passed by a vote of 5-0; 2 abstentions. Kathleen Crist will post the final copy of the March 4, 2009 minutes to the Wiki and Intranet websites.*

2. **Announcements & Immediate Business:**

a. **Admissions:** (*Robin Harris*)

Robin Harris raised the issue regarding the review of applications for students applying to the MEZCOPH certificate program. Robin stated that the Epi section has faculty member x who do not want to participate in certificate application reviews and felt that the numerous faculty being required to review the applications is unnecessary. Not only is the process time consuming, but they feel if a certificate applicant meets the admission criteria, then they should be admitted and that this decision can be made by someone other than faculty. There was discussion regarding this issue and **a motion was put forth requesting** the following: Admission Policy for MEZCOPH Certificate Program: If certificate applicants meet the required admission criteria, they will be admitted to the program in the order of receipt of applications, until 20 certificate students have been admitted. All other applicants who meet the admissions criteria will be waitlisted. It was determined that further discussion regarding the certificate program admission policy be deferred to the May 2009 meeting agenda.*

b. **Biostatistics New Course Request:** (*Duane Sherrill for Denise Roe*)

The new course approval forms and syllabus for CPH 6XX, Theory of Linear Models, proposed by Bonnie LaFleur were reviewed. The committee voiced the following concerns:

- The Biostatistics section is requesting this course be required for the PhD in Biostatistics; however this change in the Biostatistics PhD curriculum has not been approved by the Education Committee.
- This course would serve the PhD students in Biostatistics and would also be required for the GIDP Statistics students, however what about MPH degree seeking students? How would this proposed “required” course impact these students? This course would also change the minor requirements.
- Duane Sherrill stated that he estimates the enrollment of this proposed new course to be approximately 6-8 students. The committee voiced concerns regarding a Junior Faculty

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member teaching a low enrollment course, as this would place the faculty member at a disadvantage.

- Duane also stated that the section would like to develop two other new biostatistics courses in the near future.
- The Biostatistics section needs to provide the Education Committee an outline which shows how newly proposed required courses would impact MEZCOPH academic degree programs and the College as a whole.
- Duane Sherrill stated that this proposed new Linear Models course would go into more depth than the General Linear & Mixed Effects Models course, EPID 684. Duane stated that he would like to stop teaching EPID 684. The committee voiced concerns regarding how this would impact other students outside of the PhD in Biostatistics. How will students get exposure to linear statistics?

Following the discussion, a motion was made and seconded that this new course, CPH 6XX, Theory of Linear Models, be approved, effective fall 2009. The motion passed by a vote of 6-0; with 1 abstention. This motion was amended by a committee vote of 7-0 to read: "A motion was made and seconded that this new course, CPH 6XX, Theory of Linear Models be approved as a **non-required course** (option, elective, in the graduate curriculum)."

Doug Taren will inform Denise Roe, Biostatistics Section Chair, that this course, CPH 6XX, Theory of Linear Models, was approved as a **non-required class**; however the committee's has expressed the following concerns: If the Biostats curriculum is to be changed, it must be approved by the Education Committee. The Biostats section will need to get the three course sequencing changes approved first and have these new courses in place before the curriculum can be changed. There was also great concern by the committee with the plan to stop teaching EPID/CPH 684, as there is no other course for non-biostats students to get basic information on linear models. Also, making a change in a section's academic program does have repercussions throughout the College. The committee would like the Biostatistics section to provide information regarding how the information in EPID 684 will be made available to other students if 684 will no longer be taught. The committee requested an outline of Biostatistics course sequencing changes, justification and feasibility.

Note: The committee requested that all sections provide updated course sequencing for committee review at the May Education Meeting (for 2009-2010 Catalog and Handbook updates. Education Committee needs to review, in order to identify any educational issues).*

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

- a. Writing Skills Improvement: Doug Taren announced that he would be scheduling a meeting with core course instructors, section chairs, the internship prep instructor and MEZCOPH students, during the month of April 2009, in order to discuss a writing skills improvement course.*
- b. Discussion: Should there be restrictions on Internship Sites and Data Presentation:
There was committee discussion regarding the issue of developing an internship policy statement regarding disclosure of internship information publicly. Currently some students, who do their internships with an Indian tribe and industry, are not permitted to present their internship

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data/results publicly. After discussion, **a motion was made and seconded to add the following statement to the MEZCOPH Internship Plan form: “The Internship Plan acknowledges the need/requirement for the student to present internship data at the internship conference and in the internship report. The motion was approved by a vote of 7-0.***

c. Certificate Program Policies/Development:

There was discussion regarding non-credit certificate program policies and development. The following issues were expressed:

- If there is **not credit involved** with the certificate; then no oversight by the Education Committee is required (including continuing education credits).
- Any courses, certificates, etc. (non-credit) for which the College charges money need to have College oversight, However they do not need to be reviewed by the Education Committee.
- Programs that use the MEZCOPH name/logo need to have oversight by the College. There needs to be awareness of copyright issues, as these decisions reflect on the College.

Doug Taren will take these issues to the College upper-administrative level for discussion and review.

3. Course Changes and Approvals:

a. Epidemiology Course Time Course Time Request: (Robin Harris)

The course time request for EPID/CPH 606, *Changing Health Policy: Cultural Understanding & Epi Analyses*, proposed by Kacey Ernst was reviewed. In looking at the course schedules for fall 2009, there are several course conflicts with the preferred Wednesday 9:00 a.m.-11:50 a.m. time slot, however there are no core courses being held at this time:

1. Elena Martinez – EPID 696B Cancer Prevention
2. Ralph Renger – CPH 532B Evaluation
3. De Zapien – CPH 565- Public Health Advocacy
3. Sherrill- EPID 684 – Mixed effects models

After committee discussion and review, **a motion was made and seconded to approve the course date and time for EPID 606, *Changing Health Policy: Cultural Understanding & Epi Analyses*, to Wednesday 9:00 a.m.-11:50 a.m., effective fall 2009. The motion was passed by a vote of 6-0.***

b. HBHP New Course Request: (Lisa Staten)

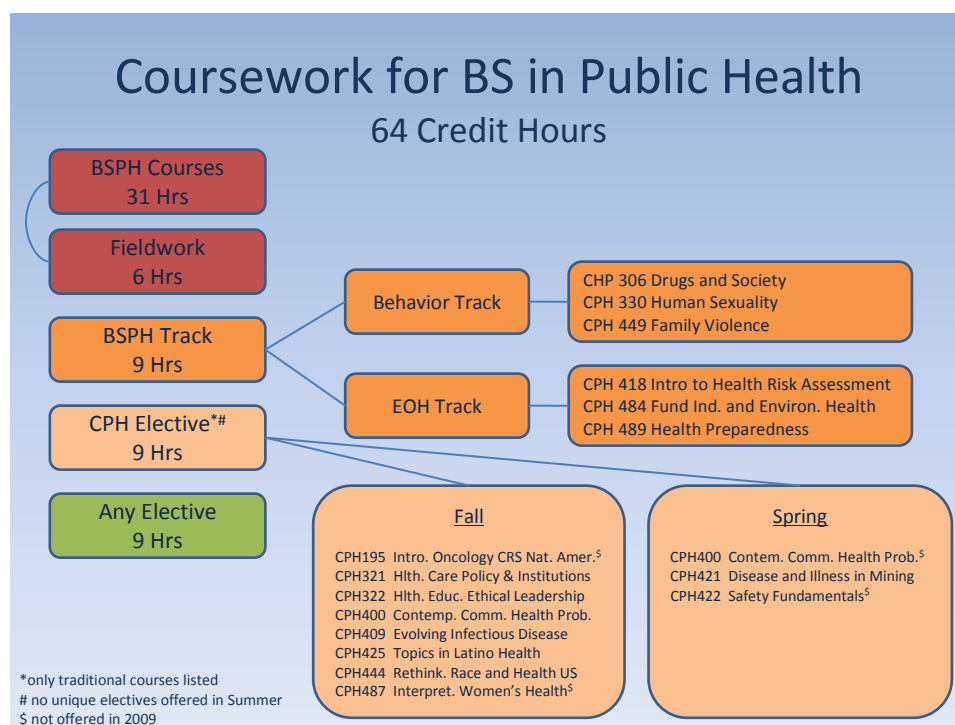
The new course approval forms and syllabi for CPH 5XX, Rural Health Service Learning Institute, proposed by Lynda Bergsma were reviewed. After committee review and discussion, **a motion was made and seconded to approve this new course effective Summer Session II 2009. The motion was passed by a vote of 6-0.***

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5. **Academic Program Reports/Updates:**

a. **MEZCOPH Undergraduate Degree Program : (Joe Gerald)**

Joe Gerald gave an update on the proposed new Bachelor of Science – Public Health Major. He presented the following key points of information for committee review and discussion:



Required Core Courses
(37 Hours)

#	Hrs	Title	Instructor
ENGL 308	3	Technical Writing	ENGL
CPH 300	4	Public Health Sciences and Services	Reinschmidt
CPH 376	4	Introduction to Health Statistics	Nuno
CPH 381	4	Public Health Planning and Evaluation Methods	Staten
CPH 433	3	Global Health	Taren
CPH 478	3	Principles of Nutrition in Health and Disease	Taren
CPH 493	6	Field Work in Public Health	
CPH xxx	4	Epidemiology	TBA
CPH xxx	3	Public Health Care Systems and Economics	Gerald
CPH xxx	3	Health Disparities and Inequalities	TBA

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Guiding Principles for Course Sequencing

- Where possible, offer courses during the same semester as currently offered (accomplished)
- New courses to be offered in Spring to allow maximum development time (accomplished)
- Where possible, 300 level courses in 1st year and 400 level courses in 2nd year (not accomplished)
- Allow field work to be completed in Fall or Spring, to avoid pushing all students into the community at one time (not accomplished for all students)
- Recommend CPH track and elective courses in Fall of 1st and 2nd year, as most CPH courses currently offered in Fall

Recommended Course Sequence BSPH Year 1

Fall 2009			Spring 2010		
#	Hr	Title	#	Hr	Title
CPH 300	4	Public Health Sciences and Services	CPH 376	4	Introduction to Health Statistics
CPH 3xx (New)	3	Public Health Care Systems and Economics	CPH 3xx (New)	4	Epidemiology
ENG 308	3	Technical Writing*	CPH 433	3	Global Health
CPH ???	3	Track Requirement 1	CPH ???	3	CPH Elective 2
CPH ???	3	CPH Elective 1	ANY ???	3	Any Elective 1
16		Core Track CPH Elect. Any Elect.	17		Core Track CPH Elect. Any Elect.

Track Options (Fall)

CPH 330 Human Sexuality
 CPH 449 Family Violence

CPH 484 Fund Industrial and Environmental Health
 CPH 489 Health Preparedness

Track Options (Spring)

CPH 306 Drugs and Society

CPH 418 Intro to Health Risk Assessment

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Recommended Course Sequence BSPH Year 2

Fall 2009				Spring 2010			
#	Hr	Title		#	Hr	Title	
CPH 381	4	Public Health Planning and Evaluation Methods		CPH xxx (NEW)	3	Health Disparities and Inequalities	
CPH 478	3	Principles of Nutrition in Health and Disease		CPH ???	3	Track Requirement 3	
CPH ???	3	Track Requirement 2		ANY ???	3	Any Elective 3	
CPH ???	3	CPH Elective 3 or Field Work		CPH ???	3	CPH Elective 3 or Fieldwork	
ANY ???	3	Any Elective 2 or Field Work		ANY ???	3	Any Elective 2 or Fieldwork	
16		Core	Track CPH Elect.	15		Core	Track CPH Elect.

Track Options (Fall)

CPH 330 Human Sexuality
CPH 449 Family Violence

CPH 484 Fund Industrial and Environmental Health
CPH 489 Health Preparedness

Track Options (Spring)

CPH 306 Drugs and Society

CPH 418 Introduction to Health Risk Assessment

* Has been offered in Fall and Spring

Note: Slide Correction Above: Should read: CPH 478, Maternal and Child Nutrition or NSC 310, Principles of Human Nutrition in Health and Disease

Other Thoughts on Sequencing

- The recommended sequencing as proposed does not necessarily
 - reflect the “ideal scenario”
 - reflect how most students will chose to meet their BSPH requirements
 - reflect reality
- Instead (at this point)
 - It demonstrates that it is possible to complete the BSPH requirements in 2 years if admitted as a Junior with all pre-Health prerequisites completed

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Potential Issues

- One potential issue that I see involves CPH 381 Public Health Planning and Evaluation Methods
 - Problem: If all students were expected to complete the recommended sequence as listed, all Field Work would have to occur in the Spring of the 2nd year
 - Magnitude of problem: minimal as long as students begin taking CPH course before their Junior year.
 - Possible solutions:
 - Allow CPH 381 to be taken concurrently with CPH 300
 - Allow CPH 381 to be taken concurrently with Field Work
 - Offer CPH 381 in the Spring
 - Problems with moving CPH 381 to Spring
 - doing so messes up the schedule

(Joe suggested dropping CPH 381 as a prerequisite to the Field Work Course).

Joe recommended forming an undergraduate committee to vet course and academic program issues. The Education committee suggested the following regarding the make-up of the B.S. in Public Health undergraduate committee:

- Individuals on the committee should be teaching PH undergraduate courses.
- One undergraduate committee representative from each section
- Should be a volunteer option
- Not fair for some individuals to “opt out”; creates inequities
- Need a charge for this committee

It was determined that the make-up of the undergraduate committee membership should go back to the section and divisions for further discussion. Division Director’s should make the final decision.*

- b. Section Plans: (Lisa Staten) - tabled for May 6, 2009 meeting agenda.*

Provide a version of their section action plans in a “timeline” structure for review and discussion at the May 6, 2009 Education Committee Meeting.*

In addition to section action plans, the committee requested that all sections provide updated course sequencing for committee review at the May Education Meeting (for 2009-2010 Catalog and Handbook updates. Education Committee needs to review, in order to identify any educational issues).*

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6. Evaluation Committee:

- a. Instructional Objectives Update/Feedback Tracking Forms; (*Lisa Staten*)- tabled for future meeting agenda*

7. New Business/Discussion Items:

- a. Student Credit Hours/Instructional Accountability: (*Doug Taren*)

Doug Taren initiated discussion regarding student credit hours and instructional accountability. Doug stated that MEZCOPH needs to come up with an instructional accountability policy and provided committee members with an example from the Dept. of Nutritional Sciences (see attachment 1). Doug explained that the University uses the following weighting system: the number of students in a course multiplied by the number of credits of the course = SCH/Student Credit Hours (e.g. 20 students x 3 units/credits = 60 SCH). A full workload for instruction varies dependent upon faculty FTE. Doug stated that MEZCOPH needs to come-up with a weighting system to determine the “weight” of our student credit hours. Our college can “weight” SCH differently dependent upon the academic activity:

Lecture	Lab
Research	Advising
Internship	Individual Studies
Thesis/Dissertation	On-line course
Service/Field	

Doug encouraged section chairs to talk with their faculty and bring comments/suggestions back to the Education Committee. Doug will send section chairs the concept of student credit hours rubrics.*

- b. Tenure Equivalency Criteria (*Doug Taren*) – tabled for May 6, 2009 meeting agenda*
- c. Student Progress/FERPA (*Chris Tisch*) - tabled for May 6, 2009 meeting agenda*

The meeting adjourned at 12:15 p.m. The next Education Committee Meeting is scheduled for May 6, 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 March 4, 2009 minutes to the Wiki and Intranet websites. (*Kathleen Crist*)
- Discuss certificate program admission review policy at the May 6, 2009 Education Committee Meeting (*Education Committee*)
- Route Bonnie LaFleur's newly approved course, CPH 6XX, Theory of Linear Models, through the University of Arizona Form Link curriculum system for University approval and add this course to the MEZCOPH Fall 2009 Schedule of Classes. (*Kathleen Crist*)
- Inform Denise Roe that CPH 6XX, Theory of Linear Models, was approved as a non-required course and of the concerns expressed by the committee regarding changes to the Biostatistics curriculum. (*Doug Taren*)
- Schedule a meeting with core course instructors, section chairs, internship prep instructor and MEZCOPH students, after April 17, 2009, in order to discuss a writing skills improvement course. (*Doug Taren and Kathleen Crist*)
- Add the approved statement to the MEZCOPH Internship Plan form: "The Internship Plan acknowledges the need/requirement for the student to present internship data at the internship conference and in the internship report". (*Chris Tisch*)
- Make the approved day and time changes to the MEZCOPH and University Fall 2009 Schedule of Classes for EPID 606, *Changing Health Policy: Cultural Understanding & Epi Analyses*, to Wednesday 9:00 a.m.-11:50 a.m., effective fall 2009. (*Kathleen Crist*)
- Route Linda Bergsma's newly approved course, CPH 5XX, Rural Health Service Learning Institute, through the University of Arizona Form Link curriculum system for University approval and add this course to the MEZCOPH Fall 2009 Schedule of Classes. (*Kathleen Crist*)
- Discuss the "make-up" of the Undergraduate Committee members with section faculty and Division Directors. (*Section Chairs*)
- Provide a version of their section action plans in a "timeline" structure for review and discussion at the May 6, 2009 Education Committee Meeting. (*Section Chairs*)
- Provide updated course sequencing for Education Committee review at the May Education Meeting (for 2009-2010 Catalog and Handbook updates. (*Section Chairs*).
- Provide a one page recommendation from each section regarding guidelines/requirements for internship reports to be reviewed at the May 6, 2009 Education Committee Meeting. (*Section Chairs*)
- Discuss MEZCOPH student credit hours and instructional accountability policy with section faculty (*Section Chairs*).

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- Send section chairs the concept of student credit hours rubrics for instructional accountability (Doug Taren)
- Carry forward items tabled agenda items to the May 6, 2009 Education Committee Meeting agenda (*Kathleen Crist*)

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“Attachment 1”

POLICY ON INSTRUCTIONAL ACCOUNTABILITY

A primary mission of the Department of Nutritional Sciences is excellence in our academic programs. To achieve this, the program must provide students with ongoing individual advising to help them set academic goals, acquire needed resources, navigate the academic environment and take advantage of opportunities to further their training. Academic program excellence also requires exceptional teaching in the classroom coupled with rigorous practical, applied laboratory experiences that consist of both individual and group learning and occur in the classroom, in the research laboratory and in the community. Finally, students must be encouraged to participate in clubs and civic organizations that offer opportunities to learn in other venues and to acquire additional professional skills. In our department, academic program excellence requires the full participation of faculty, program coordinators and staff. The faculty administers and executes the programs, teaches courses and provides oversight of the individual learning environment for training in research and education for undergraduates, graduates and research associates. They participate in curriculum review and development, assess program requirements, oversee the use of program resources and provide information for successful national program reviews and accreditations. Our instructional accountability policy recognizes and reflects the importance of all of these factors to the excellence of our academic programs.

Academic Program Activities That Contribute to Instructional Accountability

A full workload for instruction will consist of 24 credit hours of instruction per year defined as four undergraduate lecture courses with an enrollment of 60 or less students per semester. The credit hour equivalency will be adjusted as follows.

- 1) An additional 0.1 credit hour for every additional 10 students enrolled
- 2) An increase of 20% to the designated course credit hours for online or honors
- 3) An increase of 50% to the designated course credit hours for a graduate course
- 4) An increase of 100% to the designated course credit hours for laboratory courses or sections
- 5) Credit hours also are granted for the following academic program activities.
 - a) Chair of Journal Club: .5 credit hour/semester
 - b) Guest Lecture or Seminar: .1 credit hour per presentation
 - c) Independent Study: .5 credit hours/unit/per semester
 - d) General Graduate Program Student Advising/ .12 credit hour per semester per student
 - e) Undergraduate Student Advising: .06 credit hour/student/per year
 - f) Outreach major advisor: 1 credit hour per semester g) TA training: .5 credit hour/TA/per semester
 - h) Graduate Student Major Advisor: 1 credit hour/per semester/per student
 - i) Post doctoral mentoring: 1 credit hour/semester/per associate

Curriculum/Course Development (1-3 credit hours/semester)

- 1) New Course Development
- 2) Taking an existing course to distance learning
- 3) Writing chapters for an education text
- 4) Textbook development
- 5) Development of a Cross Department Course

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6) Community Cooking Classes or Demonstrations

Mentoring (1-3 credit hours/semester)

- 1) Honors students
- 2) Undergraduate research or community laboratory students
- 3) Graduate Laboratory Rotations
- 4) MARC advising/underrepresented minorities
- 5) Nutrition-related Club Advising

Administration (chair only; 1-3 credit hours)

- 1) Graduate Program
- 2) Curriculum
- 3) National committees (ADA and ASN)
- 4) Director of the Dietetics Program
- 5) Educational Grants
- 6) Training Grants
- 7) Workshops
- 8) QA/AC tracking of graduate and undergraduate programs
- 9) Outcomes Assessment of graduate and undergraduate programs