

Curriculum Committee Meeting
Reynolds Conference Room-2401
September 19, 2023
8:30am - 10:30am
Zoom: <https://tulane.zoom.us/j/95434937094>

Minutes

Committee Members in Attendance: Dr. Felicia Rabito (FR), CC Chair; Dr. Yaozhong Liu (YZ), BIOS Rep; Dr. Stephen Murphy (SAM), ENHS Rep; Dr. Aaron Hoffman (AH), EPID rep; Dr. Mark Diana (MD), HPAM Rep; Dr. Dominique Meekers (DM), IHSD Rep; Dr. Sarah Michaels (SRM), TRMD Rep; Emma Holsberg, SGA rep

Ex Officio and Advising Attendees:

Dr. Christine Arcari (CA), Sr. Associate Dean for Academic Affairs; Dr. Katherine Andrinopoulos

Other Faculty in Attendance: Andrea Kaniuka (AK), Megan Weemer (MW), Anastasia Gage (AG)

I. **July 26, 2023, Curriculum Committee Meeting Minutes.** DM made a motion to approve, MD seconded the motion. All in favor; motion carried unanimously.

II. **Curriculum Review**

A. **Course Review**

a. **SBPS 8770 Social Determinants of Health in Public Practice submitted by Megan Weemer for DrPH initial offering, Spring 2024. The peer reviewers are Aaron Hoffman and Yaozhong Liu.**

- i. **AH comments:** This is an initial offering and requirement for the DrPH program. LO #4 contains the word “critically” and this should be removed. LO#5 is being accomplished by the final project. AH suggested modifying the language—suggested language was provided in an email to MW. AH noted the SPHTM website lists the course as ‘SPHL 8770’ (this is an Academic Affairs update and will be modified). FR deferred to CA regarding LO#1. CA confirmed “assess” is Level 3 Bloom’s taxonomy; Level 5 and 6 are doctoral level verbs.
- ii. **MW responses:** LO#5 is the programmatic LO and competency and was provided by Susan Cheng. FR noted the LO can be changed as long as it is in line with competency and the course does not have to address every competency, only course assigned competencies.

- iii. **YZ comments:** It's an 8-week course and they meet once per week for 75 minutes, are the requirements being met? CA added it is intensive/double the time. Contact hours are not counted the same for online as it's done for residential courses. Online courses contact hours can include watching videos, readings, required activities, homework, etc. to make up for the lecture time.
- iv. **FR comments:** The course is an advanced epidemiological course and should have prerequisites. CA updated that SPHL 6060 or background in epidemiology is required and can be added as a course note but not specifically listing SPHL 6060 or any TSPHTM course. CA noted students must complete the 5 foundational courses before they are allowed to move on to the DrPH courses. Restructuring the DrPH has been discussed to offer a conditional admission to DrPH students, enforcing them to complete all 5 foundational courses upfront and receiving the PH certificate. CA suggested "Prior course in Epidemiology required" as note for prerequisite.
- v. CA noted most DrPH courses will have departmental call letters instead of SPHL, going forward. There was confusion around this topic since the DrPH is a schoolwide program, but it has been discussed with Dean LaVeist.

DM moved to approve with minor revisions; AH seconded the motion. All in favor. Motion carried by majority quorum (SM was not present to vote).

b. SBPS 8750 Social Determinants of Health 1: Concepts & Theories submitted by Andrea Kaniuka for DrPH initial offering, Spring 2024. The peer reviewers are Mark Diana and Dominique Meekers.

- i. **DM comments:** On both the Step 2 form, the Explanation of evaluation methods, it explains there are 2 parts, one for 40 points and one for 60 points, then in the criteria there were 3 rows listed, AK updated the discussion boards have 2 sub parts. For the initial discussion post the evaluation reads student receive 30 points if expectations are met and 15 if expectations are not met but the syllabus read differently. Under the final grade components, DM requested AK to clarify that there will be 7 discussion boards to explain how the points add up to 35% (it was on the

syllabus but not in Step 2). In addition, the exact comments were suggested for the evaluation criteria and AK clarified how the discussion boards are created. There was one more comment at the end of the syllabus regarding students' responsibility for changes, this was revised. All comments from DM were addressed.

- ii. MD did not have any comments.
- iii. CA noted SBPS 8770 is part 2 of this course (SBPS 8750). There is an SBPS 8750 residential course designed for a different audience but is heavy on methods. Both courses SBPS 8750 and SBPS 8770 were designed for the DrPH.
- iv. AK worked with Jeni Stolow. There are some alignments with readings from the residential course. AK was asked by Dr. Dulin to update the reading lists for this course because the residential course did not have recent articles. The assignments are the same other than some delivery format pieces. AK also provided a course mapping document to show how she condensed the 16 weeks of content into an 8-week format. The assessments, materials, and what students are learning about social determinants of health are the same but modified for the 8-week sessions and DrPH students. The course description and learning objectives are identical. The biggest difference is the LOs are mapped to the DrPH competency. AK has shared the readings with Jeni to update the residential course. However, Jeni's course is currently being offered so the new readings are not being used for Fall 2023.

DM made a motion to approve; MD seconded the motion. All in favor. Motion carried unanimously.

c. IHSD 7300 Implementation Research and Practice submitted by Anastasia Gage for initial offering, Spring 2024. The peer reviewers are Stephen Murphy and David Seal.

- i. **SAM comments:** Immediate concerns included Bloom's taxonomy and the objectives lining up with the levels. In addition, the grading scale was a discussed. All comments were addressed.

- ii. **DS comments:** Update 3 of the verbs to make them level 3 or 4. In addition, on number #4 place an “X” under the master’s level course so it’s clear that the verbs align with an MPH level course.
- iii. DS suggested a standard grading scale for SPHTM.

DS made a motion to approve; SAM seconded the motion. All in favor. Motion carried unanimously.

B. Certificate Review

a. Disaster Management Certificate submitted by Stephen Murphy for review. The peer reviewers are Dominique Meekers and Sarah Michaels.

- i. **SRM:** There was a question regarding the total credit hours. The certificate review form read 12 but one of the two cover letters read 15. The old cover letter dated in May was eliminated and it is clear that the certificate is a total of 12 credit hours.
- ii. **DM comments:** The description referred to departments that no longer exist. SAM updated the language. There was a question regarding the blended option. The listed assessments included a number of in-class activities. It was unclear whether all activities are graded, DM noted CEPH checks this. Lastly, DM suggested double-checking to ensure that all listed activities are graded and to remove any that are not. SAM updated grades on all activities/assessments.
- iii. **FR comments:** SAM was advised to add the competency table from the syllabus and to map the certificate competencies.

DM made a motion to approve with revisions to #9; SRM seconded the motion. All in favor. Motion carried unanimously.

III. New Business

- a. CIM Training
 - i. All faculty that plans to submit courses must complete CIM training. CIM training will be offered weekly, and CA will notify faculty at upcoming retreat and send announcement via email training scheduled is determined.
- b. CA Update on Certificates from the Registrar--There are 2 types of certificates. Big “C” and little “c” certificates. Big C Certificates appear on the official transcript. All

our current certificates are in this category. Only 3 credit hours can be double counted with a degree program. We will refer to the Big C Certificates as Certificates. For example, if you have an MPH student and they want to take a certificate that is 15 credit hours. The MPH degree is 45 credit hours, they can double count 3 credit hours, the student is going to need to take 57 credit hours to be awarded both the MPH degree and the big C certificate.

We are remodeling our MPH programs to allow for 12 credit hours of electives that can be used for a little c certificate. The credit hours will be able to double count. To clarify moving forward, we will be referring to little c certificates as areas of specialization. For students currently enrolled in a Certificate and degree program, I'm working with the registrar to try and "grandfather" these students so they can receive a certificate with shared credit hours.

What is the difference between a certificate and area of specialization? First, the Certificate is listed on the transcript. Second, if a student wants a formal letter stating they completed a Certificate, they can contact the Registrar's office and get a letter. For an area of specialization, they will have to contact SPHTM to get a letter. We can advertise and market areas of specialization just as we can get a certificate. A student can list it on their resume or CV, just like a certificate. The only differences are notation on the transcript and whom a student must ask for an official letter of completion. The Registrar has agreed to work on adding an area of specialization to the transcript. This will probably take about 2 years and may not be granted.

Meeting Adjourned – Next CC Meeting, Tuesday, October 17, 2023, 8:30am-10:30am