Curriculum Committee Meeting
September 16, 2024
12:00 p.m. – 2:00 p.m.

Zoom:
https://tulane.zoom.us/j/96561472839?pwd=VJXECKwhSsrEpbD3g7Ltyxs5p1UEYw.1

Minutes

Committee Members in Attendance: Dr. Maya Begalieva (MB), CC Chair; Dr. Samuel Kakraba (SK) BIOS Rep; Dr. Stephen Murphy (SAM), ENHS Rep: Dr. Aaron Hoffman (AH) EPID Rep; Dr. Arthur Mora (AM) HPAM Rep; Dr. Dominique Meekers (DM) IHSD Rep; Dr. David Seal (DS) SBPS Rep; and Dr. Sarah Michaels (SRM) TRMD Rep

Ex Officio and Advising Attendees:
Dr. Christine Arcari (CA), Sr. Associate Dean for Academic Affairs

SGA Representatives in Attendance:
Jared Christian, SGA President
Sneha Dev, SGA Secretary

I.   **May 14, 2024, Curriculum Committee Meeting Minutes**

      i.   DM made a motion to approve, AH seconded the motion. Motion carried unanimously.

II. **Curriculum Review**

  A. **Course Reviews**

    a) **SPHU 4180: Introduction to Qualitative Research Methods** submitted by Katherine Andrinopoulos to have an updated review is an undergraduate BSPH elective. **The peer reviewers are Sarah Michaels and David Seal. Reviewer's comments**

      i.   The syllabus is missing the Emergency Preparedness table, please include.

      ii.   For L/O (learning objective) use Bloom's Taxonomy levels 1 & 2.

      iii. Define the "IDI" abbreviation at least once for those who may not be familiar with the acronym.

      iv.   Include an AI statement.

      v.   Include a rubric assessing IDE, presentations, and article critique.

SRM made a motion to approve course with minor edits. JM seconded the motion. All in favor. Motion carried unanimously.

AM made a motion to remove prerequisite SPHU 3110. SRM seconded the motion. All in favor. Motion carried unanimously.

b) **SPHU 4340: Public Health Genomics** submitted by Astrid Engel to have an updated course review. **The peer reviewers are Arthur Mora and Dominique Meekers.**

Reviewer's comments

i. Replace the word "evaluate" in the L/O #3

ii. The 4th L/O says "*point out*" the verbs demonstrate/illustrate may be more consistent with expectations.

iii. Include an AI statement/policy

iv. Under the section, "Required Student Resources" the first sentence is confusing 'no textbook is required, as the available textbooks do not fit the design of the class nor include all topics covered in class."

v. Under the section, Required & Recommended readings – delete the first two sentences with recommended revision "all required reading materials available through Canvas" and include the list of readings.

vi. Professional conduct – please provide a link to the Honor Code

vii. Professional conduct: Bullet #2 – consider adding "except for students who are approved to sign in via Zoom will receive credit"

viii. Course Policies: suggestion to update #4 "Students are expected to bring an electronic device to participate in class exercises"

AM made a motion to approve course with minor edits. DM seconded the motion. All in favor. Motion carried unanimously.

c) **SPHU 4350: Zoonotic Infections** submitted by Sarah Michaels to have an updated course review. The course is an undergraduate elective course in the Bachelor of Public Health program. **The peer reviewers are Stephen Murphy and Samuel Kakraba.**

Reviewer's comments

i. Learning objective (L/O) #3 the word "apply" is used it was suggested to use "identify" or "outline" with the scope of the assignment.

ii. The quizzes section, it was suggested to input a period or semicolon after the term, "multiple choice"

iii. It was suggested to state the quizzes are worth a total of 5% and consider using a similar statement in the exam section's last sentence, "Exams are out of 100 points, each are worth 25% of the overall grade, 50% combined"

iv. Include an AI policy/statement.

v. Required student resources – The second sentence consider replacing the word "popular" with more relevant"

SM made a motion to approve course with minor edits. SK seconded the motion. All in favor. Motion carried unanimously.

d) **SBPS 8820: Advanced Program Planning & Grant Writing** submitted by Jennifer Makelarksi for initial offering Spring 2025. This is a required course for the DrPH program. **The peer reviewers are Aaron Hoffman and Sarah Michaels.**

Reviewer's comments

i. AH questioned if there is a reason the course is to be called grant writing when it doesn't appear to be within written assignments.

ii. JM stated that through lectures students will discuss how to tailor this PH program based on evidence and being able to communicate for funding proposal

iii. It was suggested to add a sentence to the description of assignments (e.g., The completion of all the assignments will culminate….". This is a way to separate this course from the grant writing course.

iv. List courses in Prerequisites; remove DrPH student status or permission from the instructor (a restrictor can be added when scheduling the course for Instructor Approval and/or enrollment limited to DrPH students only)

v. Competency mapping – it was suggested to remove assignment #2 – Critique of PH Programs from the first competency. This competency is "translate evidence-based research" as directly as it is by Assignment #3.

vi. Learning objective #5 please update typo: "Formulate an *outcomes* evaluation for a public health program"

AH made a motion to approve course with minor edits. SRM seconded the motion. All in favor. Motion carried unanimously.

e) **TRMD 6340: Diagnostic Laboratory Methods in Microbiology** submitted by Maggie Silio for an initial offering in Spring 2025 with proposed credit hour change (2 credit to 3 credit). **The peer reviewers are David Seal and Aaron Hoffman.**
Reviewer's comments

i. Learning objective (L/O) #1 remove the words "students will" for consistency with the other descriptors

ii. "Learn" is a level 1 verb, committee suggested to refer to the Bloom's Taxonomy – however, "describe" and "examine" are levels appropriate for MPH courses (levels 3 & 4)

iii. "Perform" is a level 3 -consider rephrasing the use of the term within the L/O to avoid the term being stated at the beginning as much.

iv. Grading: suggestion to make the course worth 300 points overall with the exam being 2/3 of the overall grade and the non-exam assignments will have little more weight by distributing 40 points to non-exams.

v. Remove the phrase that follows the 'asterisk" that is located below the L/O table – the asterisk isn't listed anywhere else (*Not required for elective courses. All other courses should be mapped to foundational or program competencies. Indicate the program name or "foundational")

vi. Recommended readings: "On the canvas page" there is a typo

vii. Suggested L/O language:

1. Identify simple laboratory techniques applicable to developing and resource-poor countries
2. Describe, select, and perform appropriate staining procedures for common microorganisms
3. Recognize basic identification procedures and simple confirmatory tests for common microorganisms
4. Conduct white blood cell counts, differentials, red blood cell counts, and erythrocyte sedimentation rates

5. Identify [differentiate?] superficial and deep fungi and perform KOH stains
6. Examine stool samples for the presence of parasitic infections
7. Examine blood films to identify and quantify parasitic infections
8. Summarize the molecular techniques and procedures commonly used in clinical microbiology laboratories

AH made a motion to approve course with changes. JM (Jennifer Makelarski on behalf of DS) seconded the motion. All in favor. Motion carried unanimously.

f) **TRMD 7180: Immunoparasitology** submitted by Berlin Londono is a required graduate course with a prerequisite for an initial offering in Spring 2025 with proposed credit hour change (2-credit to 3-credit). The peer reviewers are Dominique Meekers and Stephen Murphy.

Reviewer's comments

i. Use the new syllabus format which have both the approved and required language

ii. Use levels 5 & 6 on the Bloom's Taxonomy for the Learning objectives (L/O)

iii. In the course schedule, please add an additional column to show which L/O is being addressed in each class (this is provided on the new syllabus).

iv. Under "Resource" please list the articles as well as list them on Canvas as additional resources

v. Grading: provide a percentage range which is the standard format.

vi. Please explain the Group Project on the syllabus

vii. Class participation is listed on the course review form, but not on the syllabus

1. Examinations: page 3, 2nd paragraph – the last sentence…is this part of the grade?

2. Course structure: the 2nd paragraph – last sentence, class participation is not part of the grade therefore it is not technically "expected"

viii. Header: Materials, Readings, Resources – it is suggested to make these separate (e.g., Require Readings, Recommended Readings etc.)

SM made a motion to approve course with minor edits and to remove prerequisite. SK seconded the motion. All in favor. Motion carried unanimously.

g) **TRMD 7350: Disease Control in Low Resource Settings** submitted by Latha Rajan and Maggie Silio for course review of new course number and name. This course was tabled at the May 2024 CC meeting. The peer reviewers are Arthur Mora and Samuel Kakraba.

Reviewer's comments

i. All suggested edits and changes were made.

SK made a motion to approve course. AM seconded the motion. All in favor. Motion carried unanimously.

B. **Program Updates**

a) **MSPH in Biostatistics**

i. Changed the first competency

1. Old: Incorporate knowledge of the core areas of biostatistics, epidemiology, environmental health, health systems management, and the behavioral, social, and cultural aspects of health in addressing and solving problems.

2. New: Implement appropriate statistical methods to establish associations and build predictive models for continuous and categorial outcome variables.

3. Assessment Opportunity of updated competency

a. BIOS 7060 - Homework #1 – assignment to develop predictive models for continuous outcomes in public health data for both continuous and categorical predictors.

b. BIOS 7150 – Homework #3 – use logistic regression models to analyze categorical outcome variables.

b) **MS in Epidemiology**

i. Removal of degree program competencies from 9 to 5

1. Define the concepts and contents of epidemiology

2. Formulate a research hypothesis. (**removed**)

3. Determine study aim, objectives and appropriate study design to address the hypothesis.

4. Identify risk and/or preventive factors that may contribute to outcomes and incorporate them into a research study.

5. Use computers to collect, manage and analyze data for evaluation of hypotheses.

6. Evaluate the use of questionnaires and measurement instruments in collection of data to maintain internal validity. (**removed**)

7. Use existing databases to provide background or supportive data to address research questions. (**removed**).

8. Analyze data, interpret the findings and prepare a report of study result.

9. Perform ethical research. (**removed)**

c) **MHA – HPAM**

   i. Expanded competency map from 7 to 9

d) **MPH – Health Policy**

   i. Updated competencies from 4 to 5

      1. Apply economic and legal concepts and theories to the analysis of healthcare policy and management issues.

         a. Assessment opportunity: Long answer exam questions requiring application of economic, statutory (EMTALA, HIPPA, tax exemption, antitrust) and regulatory concepts to practical hypothetical scenarios that take place in hospitals or other settings

      2. Analyze the impact of health policies using fundamental research and analytical methods.

         a. Assessment opportunity: Empirical Paper Assignment: an analysis of applied health and social policy topics such as an evaluation of the ACA, health insurance coverage, health care access, demographic trends, public program participation, public program eligibility, health surveillance, or health disparities.

3. Illustrate how the evidence base in health policy literature supports a health policy.

    a. Assessment opportunity: Literature Review: critical literature review assessing the existing support for policy alternatives to a student-chosen problem

4. Communicate health policy issues effectively orally.

    a. Assessment opportunity: Presentation that communicates the issues (stakeholders, criteria, alternatives) around a chosen health policy.

5. Examine policy interventions that address social determinants of health, promote health equity, and reduce health disparities.

    a. Assessment opportunity: Memo that evaluates the impacts of policy interventions using a method (Bardach or other) for health policy analysis.

e) MPH – Health Systems Management

  i. Added a 5th competency

    1. Apply economic and legal concepts and theories to the analysis of healthcare policy and management issues.

       a. Assessment opportunity: Long answer exam questions requiring application of economic, statutory (EMTALA, HIPPA, tax exemption, antitrust) and regulatory concepts to practical hypothetical scenarios that take place in hospitals or other settings.

    2. Analyze the impact of health policies using fundamental research and analytical methods.

       a. Assessment opportunity: Emperican Paper Assignment: an analysis of applied health and social policy topics such as an evaluation of the ACA, health insurance coverage, health care access, demographic trends, public program participation, public program eligibility, health surveillance, or health disparities.

    3. Illustrate how the evidence base in health policy literature supports a health policy.

     a. Assessment opportunity: Literature review: critical literature review assessing the existing support for policy alternatives to a student-chosen problem.

4. Communicate health policy issues effectively orally.

     a. Assessment opportunity: Presentation that communicates the issues (stakeholders, criteria, alternatives) around a chosen health policy.

5. Examine policy interventions that address social determinants of health, promote health equity, and reduce health disparities.

     a. Assessment opportunity: Memo that evaluates the impacts of policy interventions using a method (Bardach or other) for health policy analysis.

f) MPH – SBPS

  i. Revised competencies to be aligned with Bloom's Taxonomy and peer institutions.

    1. Old: Construct multilevel models of health behaviors for health promotion interventions and research based on individual, community, and population level theories

      a. New: Employ social, behavioral, and population sciences theories across levels of a socioecological framework to inform interventions.

    2. Old: Plan research and evaluation strategies to answer key social behavioral science research questions and evaluate programming, with a community-informed lens.

      a. New: Develop a monitoring and evaluation plan for a community-based public health programs.

    3. Old: Apply appropriate data management and analysis methods for social behavioral science research in the social determinants of health, health systems, and health policy to promote health equities and reduce health disparities.

      a. New: Apply appropriate data management and analysis methods for social, behavioral, and population sciences.

    4. Old: Assess health inequities in the U.S. and globally through applying a social justice framework.

  a. New: Examine social justice and health equity frameworks as applied to public health practice and to professional development.

5. Old: Appraise one's own implicit biases and make a plan for minimizing their potential impact on personal and professional interactions.

  a. New: Utilize community-engaged research methods to improve social, behavioral, and population health.

6. Old: Formulate implications for research, policy, and practice from an interpretation of the results of social behavioral science research at the individual, community, and societal levels. (**removed**)

  ii. Updated SBPS program course requirements

1. Old: SBPS 6030, SBPS 7250, SPHL 6100: Choose 2 of the following: SBPS 6340, SBPS 6700, SBPS 7100

2. New: SBPS 6030, SBPS 7250, SPHL 6100, SBPS 6340, SBPS 7220

C. Other Business

a) Syllabus template

  i. The proposed new syllabus is not optional; it is a contract with the instructor and the student that contains information the instructor is required to share with students while meeting CEPH, SAACS etc. requirements.

  ii. Clarifications

1. Course descriptions must match catalog description (120 words); if an instructor would like to add more information it can be added under the description.

2. The 1st page of the syllabus down to the competency – **everything** needs to be positioned as is and in this order.

3. Required sections are noted- the sequencing can be moved around.

4. All courses must use this template starting for the Spring 2025 semester.

      a. Office of Academic Affairs will offer support to all faculty with this transition; if the instructor chooses to do the edits themselves, they will receive a date to submit their syllabi.

5. The syllabus must be downloaded in Canvas.

6. Any changes made to the syllabus must be properly communicated to the students and updated in Canvas with a note "subject to change"

Meeting adjourned at 1:30 p.m.