



TULANE UNIVERSITY  
Celia Scott Weatherhead School of  
Public Health & Tropical Medicine

## Curriculum Committee Meeting

Friday, October 18, 2024

12:00 noon

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 (SM), ENHS Rep; Dr. Aaron Hoffman (AH) EPID Rep; Dr. Arthur Mora (AM) HPAM Rep; Dr. Dominique Meekers (DM) IHSD Rep; Dr. Ken Orié (KO) BSPH 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. September 16, 2024, Curriculum Committee Meeting Minutes**

**i. DM made a motion to approve. SK seconded the motion.**

**Motion carried unanimously.**

#### **II. Curriculum Review**

##### **A. Course Reviews**

**a) BIOS 6310: Introduction to Methods in Data Science** submitted by Samuel Kakraba for course reactivation to be offered in Spring 2025. **The peer reviewers are Stephen Murphy and Dominique Meekers.**

##### **Reviewer's comments**

- i.** Learning objectives (L/O) #1 “develop” programs would be more of an appropriate term.
- ii.** Update syllabus using the approved syllabus template also update credit hours to: 3.
- iii.** Provide brief explanation of “blend” so that students will know what this means.
- iv.** Competency mapping is not needed because BIOS 6310 is an elective course – this table should be removed



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- v. Assessment of learning, please specify what the minimum so that students will know ahead of time.
- vi. Expand the rubric by adding what is expected to get partial credit/no credit.
- vii. The right column of the course schedule doesn't match the L/O at the beginning of the syllabus.

**Recommended edits were made prior to the meeting.**

**DM made a motion to approve the course. SM seconded the motion. All in favor. Motion carried unanimously.**

**b) SPHL 7XXX (7230): Project Management for Public Health** submitted by Lu Yuan as an existing ENHS course (ENHS 7230) to become SPHL 7xxx (SPHL 7230) for an initial online offering in Summer 2025. **The peer reviewers are Aaron Hoffman and Samuel Kakraba.**

**Reviewer's comments**

- i. SPHL 7230 is an elective course therefore the competency mapping is not needed. Remove table.
- ii. This will be a required course in the MS in Disaster Management program.
- iii. The issue now is that there isn't competency mapping but mapping to the learning objectives. As of now, the MS in Disaster Management hasn't been approved yet.
- iv. The competency mapping will go back in with the competency for the program mapped to a signature assessment once the program (MS in Health, Security, and Disaster Management) is approved.
  - 1. Dr. Lu will work with Dr. Murphy to ensure he receives the competencies of the MS in Disaster Management
- v. The language (explain, define) in L/O are classified as Bloom's Taxonomy levels 1 & 2 which is low for a doctoral level course
- vi. The signature assessments need to be more specific. Signature assessments were difficult to match to the assignments that were described later. {For example, the first signature assessment for the first



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learning objective is shown as “Assignment on project management basics”. There are several assignments listed, but none of them clearly or obviously match this description. The same is true for the first assessments listed for learning objectives 2 and 3: “Assignment on project processes”, and “Assignments on project management knowledge areas”.

1. Consider clarifying which of the 8 assignments are being referenced for the three signature assessments and consider revising the verbs mentioned above.
- vii. Revise attendance policy: include the dates for the live sessions/presentations that are required for a grade should be stated clearly in the course schedule.
- viii. Revise late-missed assignment policy to include the dates and percentages for late submissions. (e.g. the policy is that there will be a 10% deduction which is already included consider adding “individual assignments will be addressed on a case-by-case basis” or something similar).
- ix. Provide a strong AI statement not being allowed if it is due to the honor system for example “Submitting an assignment with the assistance of AI, will be considered an academic dishonesty equivalent to plagiarism” to make it clear that there is no AI allowed.
- x. It has been suggested to remove SPHL 6020 as a pre-req and keep the course as no prereqs.

**AH approved with major revisions pending resubmission. DM seconded the motion. All in favor. Motion carried unanimously.**

**c) TRMD 6450: Tuberculosis: Global Trends, Challenges, and Opportunities** submitted by Latha Rajan for standard review. **The peer reviewers are David Seal and Samuel Kakraba.**

**Reviewer’s comments**

- i. The last sentence on the course description is suggested to be changed to “optional visit to the Wetmore tuberculosis” to keep the course description within the word limit of 120 words.
- ii. Learning objectives: bring into alignment with Bloom’s Taxonomy
  1. two verbs are level 2 (undergraduate) – summarize and identify



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2. three verbs are levels 5-6 – generate, synthesize and revise
  3. one does not appear on the taxonomy – compose
- iii. LR stated the course, which is an elective, has been on the books for 20 years, and it was time for a review, moving to 3-credit hours and changing the title from “Tuberculosis Global Issues and Interactions with HIV and Public,” which was relevant 20 years ago when the course started. Now that HIV is under better control and no longer the biggest problem in the world, that part was removed from the course title to reflect what is taking place now.
- iv. CA confirmed that 6000-level courses are baseline courses that should use levels 3 and 4 of Bloom’s Taxonomy.
1. CA also reiterated that competency mapping is very strict, and we must show progression in our competencies for degree programs.
  2. Levels 1 & 2 is undergrad; 3 & 4 is masters; 5 & 6 is doctoral for competency mapping
  3. for L/O in, the course can be a little looser.
- v. Clean up extra spacing between headings throughout the syllabus

**MB made motion to approve subject to meeting with CA to make minor revisions. SK seconded the motion. All in favor. Motion carried unanimously.**

### **Program Reviews**

**a.) MPH BIOS:** submitted by Sudesh Srivastav for the new program review for the MPH in BIOS with the sunseting of the MSPH in BIOS. **The peer reviewers are Dominique Meekers and Stephen Murphy.**

- i. The mission and objectives listed under Goal 2 – reference developing statistical methodology...DM questioned if that was too broad and if there should be a term more focused along the lines of biostatistical methods
- ii. Program competencies: DM questioned if there’s a standardized language that should be used that comes directly from CEPH
  1. CA confirmed that CEPH provided foundational language and the foundational competencies for the MPH and the DrPH; also, every



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program must write at least five or more of their own competencies, and there is no guidance to do that.

2. The guidance is that this is a master's program, so they need to pull from levels 3 and 4
- iii. CA reviewed the competencies that were originally submitted and provided comments that were updated timely
- iv. The competency matrix, specifically the assessment – should be pulled from each course; it should be mapped to a specific assignment, and the assignments need to be detailed.
- v. Section 2 – Applied Practice Experience report, page 12, second paragraph “We assess each student’s competency attainment.” the word “attainment” should be changed to demonstrating use of competencies in the APE and demonstrating integration of competencies in the ILE
- vi. The revised document’s competency table and the final wording of the competencies are not updated

**SM motioned to approve subject to meeting with CA with suggested revisions and syllabi. DM seconded the motion. All in favor. Motion carried unanimously.**

- b. **MS Health Security and Disaster Management:** submitted by Stephen Murphy to replace the MPH in Disaster Management. **The peer reviewers are Arthur Mora and Sarah Michaels.**

**Reviewer’s comments**

- i. Convinced in the narrative of the program’s needs, this degree is being switched from MPH to MS and includes health security with climate change, the frequency providing compelling argument about the frequency and intensity of natural disasters.
- ii. The program’s competencies range from levels 3 to 6, recommended to set to the master’s level {e.g., change integrate to apply or demonstrate integrate is a level 6; evaluate is a level 5; conduct a capacity assessment rather than evaluate the capacity}.
  1. Recommends edits to the competency table to reflect levels 3 and/or 4.



- iii. Our policy is that the program should show the progression of learning from the introductory level to more advanced learning as shown through prerequisites. AM didn't see prerequisites listed for the courses on the step 2 form on page 5.
- iv. SRM interjected that some of the courses listed have prereqs that aren't listed.
- v. It was recommended to change the wording from electives to selective when referring to the list of courses students can choose from for both residential and online students with the modality that accommodates their needs.
- vi. CA confirmed that each department – each degree program needs to develop its own rubric
- vii. CA suggested the course can be made a prerequisite with permission of the instructor so that students are aware that there is a prerequisite
- viii. CA confirmed that if there aren't any changes to the syllabus and only renaming the course, that can be done with a change form for MB to review; any changes to the syllabus need to be reviewed by the CC.
  - 1. CC agreed on MS Health Security

**AM made a motion to approve with revisions and approved name change of program. DM seconded the motion. All in favor. Motion moved unanimously.**

- c. **MS Occupational and Environmental Health Sciences** submitted by Rustin Reed to replace the current MSPH in Industrial Hygiene. The program includes name changes to three courses (ENHS 6620, ENHS 7110, ENHS 7500) and one new course with an initial offering in Fall 2025 (ENHS 6970).  
**The peer reviewers are Sarah Michaels and David Seal.**

**Reviewer's comments**

- i. Taxonomy levels may be too high for an MS program
- ii. Confirmed 9980 – Master's Thesis research is 3 credit hours; it's not a 6 credit course. It's a 3-credit course that the student takes twice for a total of 6 credits.
- iii. It is suggested that the acronym (ABET) accreditation be spelled out for those who may not be familiar with the term.



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- iv. Update the graduation requirements section. The text says a condition of graduation is that all SPHTM foundational courses must be completed. Please clarify the requirements. DS suggested “all MS degree required SPHTM requirements must be completed”
- v. Under recruitment and retention, page 8 #3B shows this is an online degree program, which isn’t referenced anywhere else in the program review. RR said that verbiage in this area requires them to be mindful because the program requires them to be on campus for 1 week for a hands-on learning experience.
  1. RR confirmed the program is predominantly online but will clarify the 1-week requirement on-campus.
- vi. RR said the six-credit hour thesis was a misunderstanding and will make an update to offer selective.

Tabled to review updated syllabi at next meeting.

**d. Minor in Climate Change Planetary Practices:** (Undergraduate PH program) submitted by Melissa Gonzales/Joe Keating. This minor will be jointly offered by the Celia Scott Weatherhead School of Public Health and Tropic Medicine, the School of Architecture and Planning, and the School of Science and Engineering. **The peer reviewers are Aaron Hoffman and Arthur Mora**

**Reviewer’s comments**

- i. There are three schools involved, and the course requirements are such that it’s possible to complete the minor by taking courses in only two of the three.
  1. Suggested “select 2 courses across at least 2 different schools, including one course from the school not included among your foundational courses”
- ii. Will Public Health students be allowed to complete this with so many prerequisites in place?
  1. SPH students would have the same level, especially in the exploratory section



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2. The prerequisites undergraduates take are much broader than graduate students. We need a close look at the prerequisites.
  3. Are these prerequisites something our students will take, and if not, will this exclude our students?
  4. On the contrary, if SPH were leading the program, how much capacity would we have in our classes to accept students? The prerequisite answer is likely instructor approval.
  5. This needs to be clear; we must ensure our students can take this.
- iii. It's clear that SSE students, based on their coursework, would be able to complete the program, but it stands to limit some of the others.
  - iv. The name is an odd name for a minor. In addition, planetary is not within the vocabulary that public health uses, though it is vocabulary that other schools use.
    1. Not likely to attract the PH students
  - v. CA confirmed that the minor will not add credit hours to an undergraduate but that it's equivalent, actually 3 credit hours less. Primarily, how they choose to use the elective hours.
  - vi. There's an optional capstone, independent study thesis, senior seminar climate change, theme architecture studio, field course
  - vii. We only need to review this as a minor. If there are thoughts of developing a major later, they will need to come up with something and then evaluate that compared to the minor
  - viii. Questions/Comments
    1. Do the students need to take something from all three schools?
    2. We need to look at the prerequisites, and will this prevent our students from taking it because of the prereqs?
    3. Are the prerequisites common general requirements?
  - ix. The minor can't go through as is with our name on; it can't go through for approval through NTC with our name on it until our questions and concerns are answered to our satisfaction.

Tabled.



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**b.) Program Updates**

- a. EPID MS in Clinical Investigation:** program amendment submitted by Kirsten Dorans to update the Program Director from Joshua Bundy who left Tulane
- b. EPID Clinical Investigation, PhD:** program amendment submitted by Kirsten Dorans to change the required course from MSCR 7090 Grant Writing to SPHL 8400 Public Health Grant Writing.

Meeting adjourned 2:32 p.m.