



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

## Curriculum Committee Meeting

Tuesday January 21, 2025

3:00 p.m.

Zoom:

<https://tulane.zoom.us/j/91479636213?pwd=bO7A2YJqmqz3VOtVlZnbabEXBbMwIes.1>

### Minutes

**Committee Members in Attendance:** Dr. Maya Begaliev (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, Dr. David Seal (DS) SBPS Rep.

**Ex Officio and Advising Attendees:**

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

**Other Faculty in Attendance:**

Shokufeh Ramirez (SR)

**SGA Representatives in Attendance:**

Jared Christian, SGA President

#### I. December 17, 2024, Curriculum Committee Meeting Minutes

- a) **DM made motion to approve the minutes. SRM seconded the motion, All in favor. (DS & KO were not in attendance to vote). Motion moved unanimously.**

#### II. Curriculum Review

##### A. Program Reviews

- a) **Public Health Minor in Healthcare Administration (Undergraduate PH program)** submitted by Arthur Mora. This was first submitted by Lizheng Shi and Joseph Keating for initial offering Fall 2024 and was tabled at the November 2023 CC meeting until additional materials are provided and required courses are submitted for review and approval. New materials have been submitted for initial offering Fall 2025. **The peer reviewers are David Seal and Samuel Kakraba.**

**Reviewers Comments:**

**SK comments**

- i. The submitted cover letter wasn't signed.
- ii. SK recommends that the syllabi should be on the new syllabus template which will make address some of the noted issues.
- iii. The MCOM course there were statements in the course description that did not appear clear (e.g., "successful business communication depends on the impact that" n) and ("you will learn to position value through your



ideas and relationship”) however, if that is the language in that area, fine. But clarity would be helpful.

- iv. Noticed the Learning Objectives (L/O) and the competency map wasn't in the syllabus but provided as a different document – for example SPHU 4260 – it is recommended that syllabus should be formatted to the new template.
- v. Organizational Leadership & Management course description repeats that it is a 3-credit course; the syllabus already states it is a 3-credit course it may not be necessary to have that statement a part of the course description.
- vi. The rubrics for full/partial credit should be more descriptive/clearer; what should a student do to have full credit for group dynamics and leadership paper and organizational analysis.
  - 1. Recommends that the rubrics becomes more clearer, specifying what grants full credit, partial credit or no credit at all.
- vii. Foundations of Healthcare Systems: it is recommended that the new template is used and to include the competency mapping.

**DS comments:**

- viii. Noted that we haven't fully adapted to the new template for the undergraduate programs, and this presents somewhat of a disconnect of what a program review like these details as we've been operating as a model versus what may still be existing requirements for a minor in the undergraduate program.
- ix. Suggested when an Area of Specialization (AOS) or Minor, or degree change is submitted that the approved syllabi be updated to current standards as part of the package. Therefore, critique of the syllabi wasn't done as it is believed they were all approved previously.
- x. It was difficult finding the alignment between the competency map because the syllabi didn't list the competencies, except maybe one; tried to match the wording to the L/O other than one class didn't see a direct correspondence in the way that CC have been analyzing things at the graduate level.
- xi. Some assignments just states “exams – there will be three exams” but it doesn't give specifics as have been required in CC.
- xii. Syllabi need to be revised to have a better alignment with the competency map.
- xiii. Suggested making sure the wording is there, whether it will be learning objectives or competencies listed that it be matched in wording; if not, fundamentally changing the course as a CC accepting cover letters stating the course has made changes in their language to create alignment; they don't need “re-review” it is a matter of letting the CC know.
- xiv. The minor states that it is 18 credits, 4 required classes and then there's an option class and an elective with MCOM 3010 listed as a mandatory class but not represented in the competency table.
  - 1. Questioned? What is it addressing towards the degree and should it be listed as required? This needs to be clarified or needs to be linked to a degree program, a minor degree competency



2. CA: Will contact CEPH and discuss this because the undergraduate and the graduate are a little different with how mapping works. She will determine from CEPH and clarify what is needed from the UG level.
- xv. CA: Syllabi that are not SPH courses – we don't have control of them, therefore, we will maintain the kind of syllabi we have although we do need to have clear lines for mapping.
- xvi. AM: the MCOM course at the time the Business School was undergoing a revision of their course; attaching a competency was the easy part, but we don't know what their assessment is going to be, and they can't tell us – we lose this link.
- xvii. AM: the question as to whether MCOM is essential for health administration; the competency – yes, we could have a competency around there – we couldn't tie them down to this (assessment component).
  1. AM: stated he and CA discussed and decided to leave off because there would be a hard time defending that for the data courses.
  2. Data courses: They've been helpful and shared their syllabi to which information was retrieved from their syllabi to plug in accordingly.
  3. MCOM syllabi wasn't received until after original paperwork was submitted after multiple attempts reaching out.
- xviii. AM: the direction has always been to try to incorporate programs from other schools (interdisciplinary approach); it does however make it hard to comply with our CC.
- xix. AM: Questioned: Do these go to a secondary committee? Is there a 2<sup>nd</sup> set of guidelines we will have to comply with?
- xx. CA: for graduate level submissions they are routed to the Grad Council – doesn't believe it will get routed to NTC. CA doesn't believe this will get down to the assessment level; the assessment mapping is different for the undergraduate and the graduate; this is what CA will confirm from CEPH
- xxi. AM: stated another challenge – they have asked for existing syllabi for the courses that would make up the minor not a proposed syllabus
  1. Questioned: If we propose a new syllabus, would we then need to go back and take an existing course back through CC because we have effectively made changes to it? There's also a question about process and sequencing, whether we're trying to take existing courses the way they are and use that to form a degree, or whether we're creating this degree from scratch which means we then go back to existing courses, have them go back through CC because we would change their competency and map it?
- xxii. CA: The idea is that we weren't going to change classes we were using existing classes and placing them in; we were expecting more specification in the cover letters to see what the differences are (e.g. adding to the competency map versus changing a learning objective).
  1. We need to have clear understanding in the cover letter in how major the change is.
    - a. If a competency map is added to an existing course there's no need to review the course



- b. If the course is changing Learning Objectives (L/O) and signature assessments etc., then the course needs to go in for a full reevaluation.
- xxiii. AM: Confirmed that CA will check the level of details that is needed for the UG courses in the minor to that which will impact the competency map and may remove the need for the assessment piece altogether.
  - 1. Questioned: Once this is approved it'll be contingent upon a submission of a cover letter and updated syllabi for the courses that will be used in this degree?
- xxiv. CA: We must discuss the classes when we talk about the minor.
  - 1. Are these existing courses? Are we using existing courses with some minor modifications? Or are there major modifications? If there's major modifications that are needed, we need to see that before the program is approved.
- xxv. AM: These are all existing courses with the most current syllabi (DS will provide AM with an example of an AOS cover letter that outlines changes)
- xxvi. SRM: NTC is concerned with overlap between degrees, specializations, and minors and those versions.
  - 1. The Step1 form has two SPHU courses, the communication course, the data options there are two and an elective, some of the electives are other SPHU courses.
    - a. Recommends having a traditional list that displays the mandatory courses, the options and then the selectives
    - b. Some of those SPHU courses and the double counting if someone had a BSPH and a minor may be an issue.
    - c. SPHU 1010 and 4010 are both required for the BSPH so there is a double dipping issue potentially
- xxvii. CA: Submitted question to the registrar's office as some overlap is allowed
  - 1. When this is sent over to NTC we need to ensure that we are clear about this as some sharing is allowed and if they're not sure they're going to have to take an extra elective.
  - 2. CA will confirm with registrar's office to ensure the correct language is used when it reaches NTC
- xxviii. SRM: if the required course is part of the core, then they can't count those additional required as part of the electives or selectives. There might be a statement to that impact. (CA thinks the share may be 6-credit hours)
- xxix. AM: believes the Registrar's office puts that language in there not left up to each minor proposal – this way the university stays compliant (SACS)
- xxx. CA: it doesn't hurt putting it into a proposal when we send it over – make sure that get into the proposal. CA will fwd. the answer she receives from the Registrar's office to AM.
- xxxi. MB: commented that one of the courses has 32 L/O which we cannot do anything about; there's SPHU L/O are very repetitive and all of them have described, discuss, and analyze – do we need to improve here?
- xxxii. CA: we need to standardize the course review process because of the level of work we can't take that on right now. We will standardize the review process coming in.
  - 1. Everything we do for the graduate level goes to the Grad Council and Grad Council is not a CC; if its MS or PhD degree it must be



approved by the Grad Council, any of our other degrees or professional degrees is basically a notice that we're doing this, and Grad Council doesn't approve, they acknowledge they have seen this

2. NTC is the same, not an approval our courses go through
  3. We will follow up to do a little more focusing on the undergrad.
- xxxiii. SRM: stated, NTC mostly focus on assigning attributes to courses, not much oversight where they are reviewing L/O of courses.
- xxxiv. CA: we want to review our UG courses which is a different coding system that needs to be understood better; Minors are important because it is our hope that students will take the minor that will then interest them to come to our MS programs.

**Notes:** (1) Make sure the cover letter aligns with the program review and sign the cover letter (2) In the cover letter and program review – competencies only need to be mapped to courses – no signature assessments, (3) Competency mapping does not get included in individual course syllabi, (4) Only one (1) course can be shared between the major and minor. If there are two (2) or more courses that overlap, there needs to be more selective options.

**DS made motion of conditional approval contingent on making sure the signed cover letter aligns with program review and provide clarification of what is needed based on CA's inquiry (CEPH & Registrar's office). SK seconded the motion. All in favor. Motion carried unanimously.**

## **B. Area of Specialization**

- a) **Maternal and Child Health (MCH)** submitted by Shokufeh Ramirez. This is a new 12-credit Area of Specialization for residential graduate-level students for an initial offering of Spring 2025. **The peer reviewers are Aaron Hoffman and Dominique Meekers.**

### **Reviewers Comments**

- i. **AH comments:** several syllabi submitted supporting the AOS with changes made to better align to AOS. Three-part question.
  1. Have we approved all syllabi (courses)
  2. Are cover letters required?
  3. Can they be presented in batch form?
- ii. The competency map is organized by course which is confusing – organize by competency first, then the course/courses that would be addressing that competency followed by the learning objective (L/O) from that course followed by the signature assessment.



- iii.** Discrepancy between the objectives provided in cover letter and the objectives in the map itself – (is the competency map the correct version)
- iv.** CA: Competency map should be competency, course and assignment (CA); L/O no longer apart of competency
- v.** There's a discrepancy between the learning objectives provided in the cover letter and the objectives in the map itself.
- vi.** L/O are no longer part of the competency mapping; in the course syllabus it's the competency and the assessment; looking at the program overall needed is the course the competency is pulling from and what the assessment is
- vii.** Suggested to reorganize the competency map so that it is clear for review
- viii.** Suggested to submit the correct cover letter that has the correct mapping
- ix.** There's a note in the map "per instruction the 2<sup>nd</sup> set of selectives aren't mapped" but are expected to fill this competency?
- x.** CA: If there's a competency associated with 2 courses that a student can take one or the other (selective), it must be shown how both are mapping – will need the assessments for each of those courses.
- xi.** Competency mapping – SBPS 7510, under signature assignments, it states they will be working on a project, and then it states, briefly, outlined as one identify an emerging MCH issues of interest; and then for the second competency it states to "identify strategies to target your chosen issue etc."
  - 1.** To confirm, the project has different parts, the 1<sup>st</sup> part is to identify the issue; the 2<sup>nd</sup> part is to identify the strategies etc. but the parts are not graded separately therefore you cannot tell if the competency is being met or not. The rubric is also not separate.
  - 2.** Suggested to separate grading for parts that are meeting a competency
- xii.** Update overall AOS cover letter – there's a discrepancy between the cover letter, the materials, rubric- assessment of every assignment
- xiii.** A description of the changes that were made for each of the courses
- xiv.** Competency map needs to be organized by competency not by course



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- xv. Primary cover letter is using old competency language needs to be updated
- xvi. Moving forward, we need more detailed information in the cover letter of the changes being made

**DM made motion to approve AOS with minor changes. SK seconded the motion. All in favor. Motion carried unanimously. AM abstained from voting.**

### **Programs/Courses Updates**

- b) **MSPH – Environmental Health Sciences** program director changed from Tewodros Godebo to Melissa Gonzales with Godebo's resignation.
- c) **MPH – Social, Behavioral and Population Science** updated model schedule by moving SBPS 6340 from the 2<sup>nd</sup> fall semester to where SBPS 7250 was offered (semester 4) and replaced with SBPS 7250
- d) **SBPS 7220 Community Organization** course director was updated from Ilana Scherl to Caryn Bell (Scherl retired).
- e) **SBPS 8760 Social Epidemiology Social Determinants II** updated prerequisites from EPID 7120 or IHSD 8250 to students can take EPID 7120 or IHSD concurrently. Explanation: Most PhD students schedules work better to take both classes in the same semester.