

Education Committee

Thursday, 7/23

930am-11am

Attendees: Chris Louis, Tim Callaghan, Jessica Leibler, Nikki Longe, Megan Healey, Sophie Godley, Gina Peloso, Candice Belanoff, Bill MacLeod, Andrew Stokes, Caitlin Brand

- Introductions
 - Welcome New Members (Tim Callaghan, HLPM)
- CEPH Follow up
 - CEPH to consider BUSPH review later this year, with response to partially met criteria thereafter
 - Partially Mets:
 - D5 OL MPH APE
 - D6 DrPH APE
 - D13 Program length (dual degrees/insufficient PH content)
 - D16 Masters degrees (capstone project for the MS in Biostatistics)
 - Sub change (MPH) and program closure (MS in Climate Change & Health) forms to be submitted this summer
 - Committee feedback:
 - Dual degrees: the current 42-credit structure with 8 credits of electives will need restructuring
 - Next steps:
 - SPH will submit response to CEPH and will receive final report in Dec/Jan
- Admissions Update
 - Discussion around shift in student preferences relative to in-person vs remote learning
 - Current deposit numbers:
 - MPH (in-person): 219
 - MS
 - MSAB: 4
 - MS Epi: 9
 - MS PHDS: 1
 - Doctoral
 - CHS PhD: 4
 - EH PhD: 4
 - Epi: 6
 - HSPR: 3
 - DrPH: 9
 - Impacts on Fall & Spring Courses
 - Fall course offerings are mostly set, with only a few exceptions regarding courses that will potentially be moved to every other year
 - Running certain courses 2x per year may not work for 2027. Chris and Nikki are putting together scenarios for consideration.
 - Committee feedback
 - Required advanced PhD level courses that are tied to training grants – administrative flexibility needed to consolidate content into other courses to adjust when there aren't always clear replacements
- Course evaluations
 - Moving to University-wide course evaluation system, Blue
 - Spring 2026 was the final semester where courses were evaluated via legacy system
 - Education Committee will no longer review qualitative survey data
 - Committee discussed proposal to remove legacy system content from the website while maintaining access to the underlying data for faculty who request it
 - Next steps:

- Caitlin to gather usage statistics from both the SPH website and the course system before making a final decision on removing legacy system content from website
- Education Taskforce Report Process Update
 - Report is currently under review by Dean's Cabinet
 - Next steps:
 - Faculty Senate review
 - Communication to faculty at large
 - Feedback on implementation is welcomed
 - Committee feedback:
 - Concerns raised around lack of consultation with Education Committee during development of task force recommendations
 - Discussion of holding potential Education Retreat in Nov/Dec
- Ideas for Incoming Fall students
 - Allow students to create "course clusters" that are groups of electives that they could put on resume in lieu of declaring context certificate
 - Committee Feedback:
 - Anecdotal evidence indicates that context certificates distinguish us from other schools - will this weaken our marketing strategy?
 - Faculty have long advised students include relevant coursework on resume
 - CAPDIE has a lot of overlap with context certificates. Are there ways to re-think some of the other context certificates to include other courses, modify syllabi to align, etc.
 - Concerns raised regarding the degree of information that's put out to internal student community vs prospective students since we can't guarantee courses will run
 - Committee discussed potential for creating student networks with clusters
- Education proposal deadlines reminder
 - Degree Modification proposals and Phase I course proposals due **Tuesday, 9/1**
 - Additional information [linked here](#)
 - Special topics course proposals and phase I course proposals will be paused unless previously approved
 - CAPDIE certificate considering change to title and certificate competencies
- Roundtable
 - Request for guidance on communicating w/incoming students without creating more anxiety around course availability while also communicating confidence in program
 - We can't say anything that we don't know, but we can reassure students that we will provide them with courses that will be sufficient
 - Advise them to plan for alternatives
 - Include AI as a standing EC agenda item going forward