

Curriculum Committee Meeting
Reynolds Conference Room-2401
July 26, 2023
10:00am- 12:00pm
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 (SM), ENHS Rep; Dr. Aaron Hoffman (AH), EPID rep; Dr. Mark Diana (MD), HPAM Rep; Dr. Dominique Meekers (DM), IHSD Rep; Dr. Sarah Michaels (Sarah), TRMD Rep; Akilesh Rahul, SGA rep

Ex Officio and Advising Attendees: Dr. Christine Arcari (CA), Sr. Associate Dean for Academic Affairs; Susan Cantrell (SC), Enrollment Manager

Other Faculty in Attendance: Dr. Maya Begaliev (MB--acting CC rep on behalf of David Seal); Dr. Andrea Kaniuka (AK), Dr. Jennifer Makelarski (JM), Nell Bond (NB), Dr. Joseph Keating (JK)

Not in Attendance: Dr. David Seal (DS), SBPS Rep; Katherine Andrinopoulos

- I. **May 3, 2023, Curriculum Committee Meeting Minutes.** DM made a motion to approve, MB seconded the motion. All in favor; motion carried unanimously.

- II. **Curriculum Review**

- A. **Course Review**

- a. **SPHU 2810 Pandemics and Public Health** submitted by Joseph Keating and Nell Bond for standard review. The peer reviewers are Yaozhong Liu and David Seal.

- i. MB provided feedback on behalf of David Seal. In the course description, move the word “learn” to item 1 to be consistent with the word “provide” in item 2. In EXPLANATION OF NEED FOR NEW COURSE: The first sentence may be too narrow. For example, if we get hit by another pandemic in the near future. Dr. Seal did not provide a specific recommendation and thought it may be ok as is since this can be amended, if need be, in the future. LO 3: The word “formulate” is a level 5 verb in Bloom’s taxonomy for doctoral courses. Competency 3: The word “develop” is a level 5 verb in Bloom’s Taxonomy, which is typically a doctoral level verb. Dr. Seal suggested deferring to CA on this matter or taking suggestions from the committee. In competency 5: The word “demonstrate” is a level 3 verb which is typically a master’s level verb and can be replaced with “review” or

“summarize.’ Dr. Seal noted these comments also apply to the syllabus. All comments were addressed.

- ii. MB comments included this is a great course. There is a discrepancy in the number of LOs between the syllabus (6 LOs) and review form (5 LOs). The signature assessments are cryptic—it reads “discussion” but there are no descriptions of the discussions. The signature assessments read “exam” and “discussion” but nothing else. JK added there should be a final paper as one of the assessments. The in-class discussions are based on the topic. When the module is done, there are 3-5 questions that the students complete at the end of each module and are addressed in the following class time. The students get credit for showing up and turning in their discussion paper.
- iii. CA suggested JK to be more specific on “in-class discussions”. In the competency mapping, for “in-class exercise” list the modules that map to the LO. Instead of “in-class exercises” the name would be the module name.
- iv. FR added if it’s a group project to be more descriptive. CA added it is important to assess the student individually within the group. The signature assessments need to be linked back to the individual within the group.
- v. FR asked if there was a description of the final paper. FR suggested adding a description for the final paper in the “Required Assessments, Projects, Discussions, Activities”. JK added the details are in a separate supporting document and it is depending on the pandemic topic. CA asked if there was a rubric. JK noted there is a rubric in a separate file listing the topics the student must address in the final paper. CA added the supporting documents do not need to be included in the syllabus, but it should be reviewed by the CC.
- vi. CA added there should be a rubric for the final paper, the homework assignments, in-class exercises, and the student should know what self-instructor assessment of in-class participation means. If the students are not graded on the in-class exercises, it needs to be stated how the student received this percentage of their grade. CA sent a rubric to JK and NB for reference.

Mark Diana made a motion to approve with suggested changes. DM seconded the motion. All in favor; motion carried unanimously.

- b. **SBPS 8220 Community Organizing for Social Change** submitted by Andrea Kaniuka for initial offering. The peer reviewers are Yaozhong Liu and Dominique Meekers.
 - i. DM comments included the strategy chart actually consists of two related activities: the chart and a reflection paper—DM asked for clarity. On the learning objectives tables, the signature assessments needed more explanation to show how these assessments link to the learning objectives. DM was concerned about the grading rubrics. The rubrics include a detailed list of components, but for each component a student can get either full credit (all the points) or zero points. DM suggested clarifying this by detailing what the students need to do to earn the points. All comments were addressed.
 - ii. YZ comments included a typo in your final letter grade distribution in the syllabus. B plus should be 85-89% rather than 85-59%. A rubric was provided for Discussion Board Question; YZ requested AK to provide general rubrics for other assessments, such as Advocacy Project, Community Analysis Proposal, etc. All comments were addressed.
 - i. YZ added there were no prerequisites listed for the course, which is unusual for an 8000 advanced course. YZ recommend that to add at least one or two prerequisite courses for this course so that students can be well prepared before taking it. CA added since this course is only designed for DrPH students, there are no prerequisites. To remedy this, the pre-req field should read “must be enrolled in DrPH program”.
 - ii. FR and MB asked if the course could be offered to any other students not in DrPH. CA commented only if necessary, and this would be a special case.

DM made a motion to approve minor changes adding in language to prerequisite field. YZ seconded the motion. All in favor. Motion carried unanimously.

- c. **SPHL 8250 Study and Evaluation Methods in Public Health** submitted by Jennifer Makelarski for initial offering. The peer reviewers are Dominique Meekers and Yaozhong Liu.

- i. YZ comments included for LOs 1 and 2, he recommended using the Bloom taxonomy verbs to replace “compose” and “propose” (David Seal provided a list of Bloom’s verbs). The criteria for rubric for Discussions do not add up to 100%. In the syllabus, the final letter grade distribution contained a “D”. The standard levels are A, A-, B+, B, B-, C and F. All comments were addressed.
- ii. DM comments included clarifying how each assessment links to the relevant LO in the learning objectives table. In the grading rubric, DM requested to add points to this to clarify how students obtain a grade of excellent/satisfactory/needs improvement. DM added the CITI Certificate was added as 5 points and he asked what if a student has this certificate. JM addressed the issue by providing feedback if the student has a certificate prior to enrolling in the course, the student should provide the certificate and will receive credit. The syllabus schedule was linked to the LOs but one of the learning objectives was not addressed. On the syllabus, the course policy section (page 8) notes that attendance can count toward the participation grade, but the grading policy does not include anything about attendance or participation.
- iii. CA updated the language for live session is already in the syllabus.
- iv. JM noted she will remove listed pre-requisites and add information as discussed, “must be enrolled in DrPH program”. FR suggested adding to ‘Attendance’, “This course is intended for DrPH students.”
- v. CA added “selected” is lower than “proposed” and she prefers her to go back to “selected”—CA is ok with this. JM added there are many variants of Bloom’s taxonomy, and it would be great to have a standardized version only used by SPHTM.

Dm made a motion to approve with minor change adding modified language in prerequisite field. YZ seconded the motion. All in favor; motion carried unanimously.

III. New Business

a) ENHS changes

- i. **Occupational Health and Safety Management certificate** closed as department consolidates certificate offerings.

- ii. **Online MPH in Occupational Health and Safety Management** closed as department transitions to a single MPH program offering.
- iii. **Occupational and Environmental Health Certificate** closed as department consolidates certificate offerings.
- iv. **Online MPH in Occupational and Environmental Health** closed as department transitions to a single MPH program offering.
- v. **Environmental Health certificate** closed as department consolidates certificate offerings.
- vi. **Disaster Management certificate**, previously only open to online students, is now open to residential and online students.

b) HPAM changes

- i. **SPHL 7950: Integrative Learning Experience** (0 credit hour) has been removed from the MHA program. This was revised to reflect the current plan of study. CAHME does not require ILE experience but does require integrated learning. This is fulfilled by a semester long integrated project in HPAM 7170 Strategic Management.

c) IHSD Changes as a result of new faculty.

- i. **SBPS 7200: Development Issues, Theory, and Measurement** has been changed to **IHSD 7230: Development Issues, Theory, and Measurement**.
- ii. **SBPS 7340: Population Mobility and Health** has been changed to **IHSD 7340: Population Mobility and Health**.

- d) CIM Training** for Curriculum Committee Reps in August—Avery will send a poll to the CC soon.

IV. For the Good of the Order

- a) FR proposed a list of Bloom's taxonomy verbs that the CC prefers to be posted on the CC site.