

## Tulane University School of Public Health and Tropical Medicine

### Curriculum Committee Meeting

Reynolds Conference Room-2401

February 8, 2022- 10:00am- 12:00pm

Zoom: <https://tulane.zoom.us/j/95434937094>

### Minutes

#### **Committee Members in Attendance:**

Dr. Felicia Rabito (FR), Faculty Chair  
Dr. Amanda Anderson (AA), EPID Rep  
Dr. Assafa Abdelghani (AG), ENHS Rep  
Dr. Maya Begaliev (MB), SBPS Rep  
Dr. Yaozhong Liu (YZ), BIOS Rep  
Dr. Charles Stoecker (CS), HPAM Rep  
Dr. Latha Rajan (LR), TRMD Rep  
Dr. Dominique Meekers (DM), IHSD Rep  
Nnenna Ukpaby (SGA President)

#### **Other Faculty in Attendance:**

John Lefante  
Aubrey Madkour

#### **Not in Attendance:**

Susan Cantrell, Enrollment Manager

#### **Ex Officio and Advising Attendees:**

Dr. Katherine Andrinopoulos (KA), Dir. of Doctoral Programs  
Dr. Alicia Battle (DB), Assoc. Dean for Online Programs  
Dr. Angela Breckenridge (AB), Coordinator of Curriculum and Program Assessment  
Dr. Christine Arcari (CA), Sr. Associate Dean for Academic Affairs

- I. **January 18, 2022, Curriculum Committee Meeting Minutes-** FR recommended to take a vote for January minutes via email. The January minutes were in the January folder instead of the February folder and the CC was unable to locate the file to review. A Doodle poll was sent Thursday, February 10, 2022. All CC members approved January CC minutes.
- II. **Curriculum Review**
  - A. **Foundational Course Review**
    - a. **SPHL 6050- Biostatistics for Public Health, submitted by Yaozhang Liu for standard course review; Faculty, John Lefante.** MB commented the course is well established; the evaluations are excellent. However, learning objective #2 contains two verbs “select and perform”. CA added there is no issue with using two verbs. CS suggested changing the learning objective to “Perform the Appropriate test.” FR noted to let the meeting minutes reflect that it is ok to use two verbs in learning objectives. CA added when the two verbs are used, the signature activity should reflect both actions. LR added she does not see the students applying the knowledge of the foundational courses to scenarios in

other courses. LR deferred to the SGA President, Nnenna, to discuss the knowledge retention in foundational courses, especially BIOS and EPI. Nnenna agreed, especially for students that are not BIOS or EPI students, adding that most students only take the courses because it is a required foundational course. Nnenna suggested that when advertising or teaching the course to stress to students the importance of gaining quantitative skills from the foundational courses for Public Health related jobs. CS noted, in the syllabus, the learning objectives verbs do not match the signature activity actions. It was determined that the syllabus and course review's learning objectives did not match. John Lefante confirmed he will correct the syllabus to match the course review form and correct learning objective #2. LR made a motion to approve with minor changes, CS seconded the motion. Motion was carried unanimously.

## **B. Program Review**

- a. **PhD in Social, Behavioral and Populations Sciences (SBPS)- submitted by Aubrey Madkour for standard review for Fall 2022. The peer reviews are Yaozhang Liu and Amanda Anderson.** YZ commented the program is well structured but had a few comments and suggestions upon initial submission. YZ requested that Aubrey submit a cover letter as the appendix to the submission, which specifies the rationale for the revisions. YZ notes from the original submission included the curriculum totaled 49 credit hours which was inconsistent with the 48 credit hours as stated on page 3. On page 3, the "Pedagogy competency" was blank. Competency #2's description to "analyze" qualitative and quantitative data was requested to be replaced with a higher-level verb, such as "evaluate". Competency #4's description to "communicate" the results of SBPS research was requested to be replaced with a higher-level verb. YZ added, per the guidelines of Dean Arcari, the doctoral coursework may contain only 7000 or 8000 level courses. However, BIOS 6040 Intermediate Biostatistics is a 6000-level course. YZ suggested switching the position of this course with SBPS 7280 in Table A, so that Ph.D. Core Courses will contain only 7000 and 8000 courses. YZ added revisions were submitted but the Pedagogy Competency is blank in the revised review but all other revisions were made. Aubrey explained that she was waiting on shared language that is being used across the doctoral programs to complete the Pedagogy Competency. AA asked if the 6000-level course that is part of Table B for PhD courses was ok. CA added, this was ok because it is out of their department. CS asked if the program hours should be consistent with the 48 hours but this program is 49 hours. CA

commented the 1 hour is a seminar and this is allowed. YZ made a motion to approve. DM seconded the motion. Motion carried unanimously.

### III. New Business

- a. **Undergraduate New Course Offering Form and Syllabus Template-** The Undergraduate New Course Offering Form and Syllabus Template was emailed to the CC on Thursday, February 10, 2022. On Tuesday, February 15, all CC members agreed with the revisions. The form was submitted to Tara to post to the Intranet.

### IV. For the good of the order

- a. FR requested when a course or program is submitted that the faculty attaches a short cover letter providing background and why the course or program is being reviewed.
- b. AG asked how the 48 credit hour programs will affect current students. CA responded once the PhD program has undergone all approvals, current students will have the option to change from the 72-credit hours to the 48-credit hour program. Students that change to the 48-credit hour program must follow the new program of study, which will include new courses.
- c. FR inquired about the transfer credit process for the revised PhD programs. KA commented the PhD course transfer process is a course-to-course transfer. In planning for space for electives and upwards of 18 credit hours of foundational courses, the transfer credits can land around 30 credit hours as opposed to 24 credit hours. FR asked what is the process for transferring in a course and who approves this. CA confirmed there is no written policy to determine this, as of now but it is likely that the course advisor will approve course transfers.
- d. LR inquired about the level of courses for the revised PhD program. CA added TU's policy for doctoral level is 7000 and 8000. For accreditation purposes, it must show that the courses are not required in the Master's program to count them as advanced doctoral work; there must be at least 18 credit hours in each PhD of advanced doctoral work. It can be a 7000 or 8000 level, counting the advanced level doctoral category if it is not required for master's level degree program, in that discipline. For courses outside of discipline, a 6000-level course can be used.
- e. FR urged the CC to review all upcoming program reviews even if they are not assigned reviewers of the program.

**Next Curriculum Meeting – March 8, 2022, Reynolds Conference Room-2401, 10:00am-12:00pm**