

Minutes

PHHP Curriculum Committee

Wednesday, December 9, 2015

2:00 pm to 3:00 pm, Room 4101

Present: Lori Altman, Lauren Hearn, Michelle Heeg (non-voting member), Michael Marsiske, Cindy Prins, Mary Ellen Young

Absent: Jason Beneciuk, Joseph Bisesi, Amy Blue (non-voting member), Daniel Estrada, Xiaomin Lu, Diana Rojas Alvarez (non-voting member)

1. (Voting Item) Revision of the Biostatistics PhD Curriculum

This submission was approved with no revisions.

2. (Voting Item) Large Data Analytics in Population Science course

This submission was not approved. The committee would like to review the submission again after the following comments and questions have been addressed:

On the UCC1 form

1. On item 22, the taxonomy in the rationale should be improved (e.g., “They will build a critical understanding...”).

On the Syllabus Guidelines form

1. This is a two-credit class that meets for 2.5 hours per week for five weeks. That amount of contact time is equivalent to a one-credit class, not a two-credit class. The formula for
2. The textbook links provide the user with a downloadable pdf version of the text and the committee really appreciated that you’re using free materials. Are these legitimate or has someone posted them without regard to copyright infringement?
3. The course is marked as being asynchronous but that can’t be true of a campus course. Since the course is not web-based, you don’t need to answer the asynchronous question.

UCC External Consultations form

1. External consultation from the Biostatistics department is needed.

Syllabus

1. On page 1 of the syllabus, please remove the "Relation to program outcomes" since it doesn't apply.
2. On page 2 of the syllabus, the Blended Learning Statement is included but this does not seem to be a blended course. Is it blended, and does the statement apply? If it's blended then please describe that. If not, then the statement should be removed.
3. On page 4 of the syllabus under assignment 2, the statement that "Special arrangements will be made for students who have disabilities" should be removed because that is covered by the "Accommodations for students with disabilities" section. The same statement should be removed from "Exam Policy" on page 5.
4. On page 4, there was confusion over the graded elements and the grading scale. The committee was concerned that there is only one exam that is weighted so heavily (75%). We were also confused because the exam appears to be worth 30 points but the whole course total is 30 points. Is there any other homework besides assignments 1 and 2?
5. On pages 6 and 7, the counseling and wellness contact information is merged with other support information (like library support) and this is confusing. There should be separate sections for counseling/wellness and academic support services, and the counseling and wellness information should be what is included in the syllabus template.
6. A more general question about the course was whether students would be carrying out any applied large data analysis during class periods, or whether this would be largely a lecture-based course.