

Graduate School Of Public Health
Educational Policies and Curriculum Committee
Agenda for February 18, 2016

1:30-3:30 p.m.
110 Parran Hall

A. New Business:

1. GSPH Writing Course Discussion, Steve Fine
2. EPCC Standard Operating Procedures, Patricia Documet & Robin Leaf
3. Intro to BIOST Class, Robert Krafty (2:30 p.m.)
4. EPCC Submission Web Form, Robin Leaf
5. Continued Syllabus Template Policy Discussion, All
6. Mapping Course Learning Objectives to Course Activities/Lectures, All
7. New Course Flyer Template, Quinten Brown
8. Approval of January meeting minutes, Patricia Documet
9. Closed Session (voting members- not open to student members), Eleanor Feingold

Next meeting: March 17, 2016 | 1:30-3:30pm, Parran 110

Writing at Work

A Practical Approach for Effective Workplace Communication

The ability to write clearly, persuasively and with understanding of purpose is a critical business skill, yet is a frequently overlooked aspect of most professionals' educations. At any organization, strengthening employees' writing capabilities enhances their ability to interact and communicate effectively with coworkers, customers, constituents and other stakeholders. A professional development program tailored to the specific writing challenges and skill level requirements of participants – and using customized materials that approximate actual writing assignments – adds even greater value by presenting a clear connection between the program content and job responsibilities.

Program Goals

Writing at Work offers your employees experience in a variety of writing styles encountered in the workplace and the thought processes behind these activities. The program teaches participants how to recognize communications issues and challenges, address them in writing, and improve writing skills. Participants will learn how to create a writing process to use throughout their careers, from composition and revision through editing and proofreading.

Writing at Work participants learn to:

- Consider different audiences and the consequences of writing for each, address specialized and non-specialized writing needs, identify bias, minimize jargon, and avoid information overload.
- Communicate effectively through common workplace documents such as reports, proposals, memos, email, instructions and procedures, presentations or speeches. We will query participants and training managers beforehand to identify specific content needs. Where practical and appropriate, we will use actual workplace writing assignments and documents to provide greater relevance, context and value.
- Revise what they write to improve content and readability. Participants will receive instructor and peer feedback on drafts. Editing and proofreading exercises will teach a process for effective revision and for creating error-free documents.
- Write with awareness of grammar, style consistency, clarity, brevity, organization, and structure.

Class Meetings & Program Content

Class will meet once a week over 6-8 weeks, at the discretion of your training manager. In addition to customized content, core topics may include:

- Articulating communications objectives and identifying target audiences
- Developing audience-specific messaging
- Utilizing storytelling to communicate more effectively
- Repurposing content for varying audiences and formats
- Recurring writing tasks
- Email communication, style and content
- Controlling and minimizing jargon
- Document organization and formulating a personal writing process that works
- Style consistency, proper grammar and sentence structure
- Proofreading and editing

The key to this program's value is customization. You can group participants based on job description, skill level and career objectives, and create a program to address specific skills deficits or needs. For example, the program for entry level employees can address writing basics and common genres such as email, letters, memos and reports, while program content for more experienced participants will address rhetorical issues encountered in proposals, presentations and employee reviews.

Writing is not a skill that can be taught effectively – or mastered – via a single, brief seminar. Writing is mastered by perfecting techniques through practice over time. Multiple meetings enable participants to focus on individual topics and apply the lessons learned week by week, building their skills more gradually – and completely.

A Plan for Career Writing Excellence

Participants learn and practice skills that enable lifelong improvement. They will develop a personal style and techniques for workplace writing that help ensure consistency, clarity and ongoing use of the lessons learned.

Program Materials

All attendees will receive a copy of materials including the PowerPoint decks, sample documents and other handouts.

Class Size

A recommended maximum class size of 10-12 participants enables better engagement in the material, discussions and projects, and ensures individualized attention. One-on-one coaching also is available.

Class Location

Writing at Work will be taught at your offices or another location of your choosing to make attendance convenient and to minimize disruption to the workday. Evening classes may be arranged if they are more convenient for participants. Your organization will provide meeting space, projection equipment and a projection screen or monitor.

Your Instructor

Steve Fine has served as an instructor in the University of Pittsburgh's writing and composition programs since 1991. He designed and taught *Public Relations Writing* and *Creative Corporate Writing* courses, and currently teaches *Written Professional Communication* within the Public and Professional Writing certificate program. His former students include senior communications managers of *Fortune* 500 companies, engineers, scientists, business professionals, health care professionals, educators and others working in a wide variety of industries. As his students and other clients will attest, Steve mixes relevance and an engaging teaching style with a passion for precise, clear writing that improves skills.

In addition to his teaching responsibilities, Steve is a marketing communications writer and consultant. He has worked as a senior consultant for Burson-Marsteller's technology and public affairs practice groups, and as an account manager with Ketchum Public Relations' corporate practice group.

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**You received this document because you enrolled in Steve Fine's WPC class.
Please review all pages.**

**EngCmp 0400 – Written Professional Communication
Fall 2015: Mon. & Wed. 4:30 – 5:45 PM 232 Lawrence Hall or
Wed. 6:00-8:30 PM 3415 Posvar Hall
Instructor: Steve Fine
smf11@pitt.edu 412-767-0411/412-805-3838
Office hours by appointment**

Course Description & Syllabus

Course Goals

Written Professional Communication offers experience in a variety of writing styles encountered by professionals and exposes you to the situations, analysis and other thought processes behind these activities. Our goals are to teach you to recognize communications issues and challenges, understand how they may be addressed in writing, and improve your skills as you learn to think and write like a professional. You must complete the prerequisite courses to take this course. You will create documents that showcase your ability to successfully enter the workplace. The class encourages you to create a writing process to use throughout your career, from composition and revision through editing and proofreading. A core course in Pitt's Public and Professional Writing (PPW) Certificate Program, WPC has five primary student goals:

Understand what it means to be a professional. You will read and analyze characteristics of and barriers to professional discourse. As you work to develop a professional identity, you will study ethical responsibilities and learn how to conduct research. You also will collaborate with classmates learn and the role of teamwork.

Consider a wide range of audiences and the consequences of writing. This class helps you create reader-centered texts for a variety of audiences. You will engage with issues such as multiple readers, specialized and non-specialized writing, bias, diversity, jargon, and information overload. You will work to develop your voice and tone in professional documents.

Communicate effectively through common workplace genres. You will produce at least 25 pages over the course of the term, including a larger project and a series of smaller assignments. Where practical, these assignments will focus on your career path. You will learn to communicate in a variety of forms that may include memos, letters, emails, employment search materials, reports, proposals, instructions and procedures, multimedia texts, and oral presentation materials.

Engage actively in the process of revision. In addition to my feedback, you will receive and provide feedback on drafts from classmates. Since much of the writing in WPC provides opportunities to focus on your own academic and professional goals and interests, many of the documents (often in the form of a professional portfolio) also may benefit you as you seek your first position and progress in your career.

Write with awareness of textual conventions. Like other courses in the PPW Certificate program, WPC helps you improve your ability to write according to accepted conventions of standard written English. You will practice writing with attention to grammar, style, clarity, conciseness, objectivity, organization, and effective sentence and paragraph structure.

Writing Assignments: This is a writing course and we will write every week. Although we discuss all aspects of the assignments in class to provide context, I grade primarily on the written product you create. Length is not as important as quality. In fact, I emphasize techniques that help reduce the length of documents while improving their clarity and ability to communicate. Accuracy and precision are required writing skills. Perfection is a worthy goal. Typos, misspellings, poor grammar and other mistakes affect your grade. Please see the grading guidelines.

Revising Assignments: If I believe it will help you to progress as a writer, I will assign rewrites of specific assignments, and we will work one-on-one to address writing issues. In addition, you will be asked to incorporate feedback from me and from classmates to revise assignments. Collaboration and revision are routine in the professional workplace and your ability to incorporate feedback to improve the quality of your work is an opportunity to improve your grade, as well as enhance your understanding and mastery of this type of writing.

Deadlines: Deadlines are a fact of life in every professional setting and in this course. I expect you to deliver quality work on schedule. All assignments are due by the stated deadline. If you are absent, you must submit the assignment *on time* via email (smf11@pitt.edu) on the day it is due. An assignment turned in late is penalized one letter grade. An assignment that is more than one week late receives a failing grade.

Formatting Assignments: Unless specified otherwise, all writing assignments must be typewritten, double-spaced, on plain white paper, and printed on one side of the page only. A submission that is not double-spaced or is printed on both sides of the page will be returned to you and will be considered late, and will be docked one letter grade. Margins must be at least 1 inch to allow room for comments. If the assignment is two or more pages in length, the pages must be stapled. Head the paper with your name, the assignment number, the date and the title of the assignment. If it is a rewrite, please indicate so at the top of the paper.

Style: There are two required texts for this course. We use *The Associated Press (AP) Stylebook* (this is different than APA) as a style guide. Following a standard style enables you to write with consistency and uniformity that makes your writing easier to read and understand. Another useful guide that we will use is *Elements of Style* by Strunk & White. Your ability to consistently follow AP Style guidelines for numbers, titles, quotations and other items will be factored into assignment grades. We will review specifics in class.

Attendance: Attendance is mandatory and you must be seated and ready by the designated start time. Since we make extensive use of written examples, business cases and class discussions to provide context and understand what constitutes good professional writing, your attendance will affect your ability to complete assignments successfully. **Three absences will result in a failing grade.** If you cannot make it to class, you are responsible for obtaining assignments and class notes from a classmate. My office number during the day is 412-767-0411.

Grading Weight: I assign the following weights to the factors that I use to determine your class grade. Assignments—65%; Final—25%; Class participation—10%.

Feedback: I am available before or after class to discuss your progress, class performance and ways to improve. You also are welcome to call anytime to discuss class matters. I read assignments carefully and edit thoroughly to help you improve your style, technique and understanding of the writing process. Please take my comments as they are intended—as constructive criticism. I also welcome feedback. If you feel that I am unclear in class, or if you are confused, please do not hesitate to ask questions in class, since others may have the same questions.

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Grading Guidelines

The written assignments for this course constitute 65 percent of your final grade. Assignments are graded using the following criteria:

- 1. Content:** The grade for a paper reflects how you fulfill the objectives of the assignment. Writing style and quality matter. You also must show that you recognize the context of the assignment, properly organize and present information, and show that you clearly understand assignment objectives, your target audience, messaging, etc.
- 2. Grammar:** Proper grammar, usage, etc. are critical elements of good writing and affect your grade. You must proofread and self-edit. This is a course in professional writing, and I require you to be meticulous in your application of the rules of grammar and punctuation. I deduct for:
 - Unclear sentence structure
 - Improper word usage
 - Lack of subject/verb agreement
 - Lack of tense agreement
 - Run-on sentences

Your ability to write with clarity and in an active voice and address other common writing challenges is essential.

- 3. Punctuation, proofreading and other matters:** Proper punctuation, correct spelling and other details also must become your obsession. Every multiple of three of the following will result in a deduction:
 - Improper or missing punctuation
 - Incorrect use of antecedents
 - Spelling errors
 - Typographical errors

Deadlines: Assignments are due on the indicated class date – usually the first class of the following week – unless I specify otherwise. An absence does not excuse you from turning in the assignment on time. Email it to smf11@pitt.edu as a double-spaced Word attachment. A late assignment may be turned in no more than a week from the original deadline and will be penalized one letter grade. Assignments that are more than one week late receive a failing grade.

Class Participation: Participation comprises 10 percent of your grade. I define participation as regular, ongoing, useful comments, questions, observations and other contributions that move discussions and learning along.

This is a college-level writing course. I expect mastery and consistent application of the rules of the English language. Also, I require you to make the effort – including self-editing, proofreading and rewriting – necessary to improve your work as the semester progresses.

If you have any questions or concerns about grading or difficulties fulfilling an assignment, we can review your work before or after class. Or call me at 412-767-0411 during the day.

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Assignments

Assignments are detailed in the separate Assignment Master document you receive in a zip file containing all course materials, and also may be found in the WPC file stored on my Box account. If you do not receive an email invitation to access the Box file, please notify me.

Here is a summary of each assignment, which we will fulfill in the following order.

Report on writing in the workplace – you will interview a working professional about the ways that writing factors into their job duties and helps them fulfill their professional responsibilities, how they identify and address various written communication issues, the risks and consequences of poor written communication, and how the ability to write well translates to career advancement and success.

Resume and cover letter – you will identify a job opportunity and produce an organized and properly formatted resume, along with a cover letter that you can use to apply for the position.

Mock job interview – using your resume and cover letter, you will participate in a brief mock job interview that will be reviewed and critiqued by the class.

Follow-up letter – based on the results of your interview, you will draft a follow-up letter to the interviewer, which you can use to provide additional information, address any questions or issues that arose during the interview, or reemphasize key points about your background and skills.

Instructions & presentation – you will select a task and produce a set of clear, comprehensive instructions in a proper format. You will then use the instructions along with visual support to demonstrate the task for your classmates in a presentation.

Message track – based on a specific scenario, you will identify target audiences and develop appropriate messaging that can be incorporated in other written documents to meet communications objectives.

Internal communications – using the message track developed in the previous assignment, you will act as a manager in a fictitious company and create a written memo that provides information and utilizes the messages to meet a specific communications objective.

Business research and presentation – you will create a fictitious product that competes with other, genuine products. You will research the marketplace and competing products, identify key differentiators, and offer strategic recommendations for a successful product introduction. You will deliver the report, with visual support, to the class.

We also will review and rewrite assignments to practice self-editing, and to enable you to learn how to incorporate feedback to improve a document.

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Additional Policies & Resources

Academic Integrity & Plagiarism: Cheating of any type including plagiarism will not be tolerated. Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others will receive sanctions appropriate to the violation(s). Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, or failure of the course. A minimum sanction of a failing grade for the assignment will be imposed, but the actual sanction will likely be a more severe. To view the College of Arts and Sciences academic integrity policy for students and faculty, visit <http://www.as.pitt.edu/faculty/policy/integrity.html>.

For Students with Disabilities: If you have a disability for which you are requesting an accommodation, contact both your instructor and Disability Resources and Services, 216 William Pitt Union, (412) 648-7890 or (412) 383-7355(TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations.

Email Communication – Your Responsibilities: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. *For Written Professional Communication, I will only communicate with students through their authorized Pitt email addresses.* This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., gmail, AOL, Yahoo). Students who choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

The Writing Center: Having difficulty with the writing requirements and assignments for this and other courses? The Writing Center provides a place for all University of Pittsburgh students, faculty, and staff to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. The services are free to all University of Pittsburgh affiliates. You can learn more about the Writing Center, including contact information, at <http://www.writingcenter.pitt.edu>.

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Educational Policies and Curriculum Committee
Standard Operating Procedures | 2015-16

COURSE CHANGES THAT MUST COME PAST EPCC

- COURSE TITLE
- COURSE DESCRIPTION
- CREDITS

Course Change Specifics	Course modification short form (to be developed and integrated into of Web form)	Course modification standard form (to be developed and integrated into Web form)
Title	X	
Learning Objectives	X	
Pre-requisites	X	
Number of credits		X
Course description		X
Course delivery mode		X
Add a main topic (half the course)		X
Delete/replace a major topic (i.e., half the course)		X

COURSE REVIEW RUBRIC

Result of review	Do this if the changes requested are:	Then, faculty member needs to	Highlight in re-submission
Approved No changes	None, except for typos	Submit final syllabus to EPCC staff	Nothing
Approved with conditional approval Minor changes requested	<u>Mostly clarifications (common examples):</u> - Verbs in Learning Objectives - Grading clarification - Modification of requirements - Addition of required sections (e.g., disability or plagiarism)	Re-submit syllabus to EPCC Chair and staff for review. Work with departmental student services staff to reserve a classroom.	Changes
Approved with conditional approval Moderate changes requested	<u>Addition of missing parts</u> - Learning Objectives - How Learning Objectives tie in with course assessment methods/ assignments - List of sessions - Assignments - Minimum reading list	Re-submit syllabus and Course Form to EPCC to be viewed at the next session.	Changes
Reject Major changes requested	All the above, plus - Documents have contradictory information in key areas - There is a need for explanation of how three or more of the Learning Objectives tie in with course assessment methods/ assignments	Recommend use of syllabus template. Re-submit syllabus and Course Form to EPCC to be viewed at the next session	Changes

COMMITTEE OPERATIONS

If the Committee Chair is absent a substitute at the meeting(s) can be made if it is a short term vacancy of the Chair. If not, an acting Chair can be elected by the committee members.

EPCC PROCESS FLOW FOR WEB FORM

There are five types of submission processes needed:

- new program,
- revised program,
- new course,
- revised course and
- other.

New program | A new Pitt Public Health degree or a certificate program

*[required fields *]*

- 1 – *Name of primary faculty sponsor of program: [text box or pull from Active Directory]
- 2 – *Department: [abbreviation from drop down box of Pitt Public Health departments]
- 3 – *Type of degree:[masters, doctoral or certificate - radio button for each]
*Specific degree type (i.e., MPH): [text box]
* Name of program: [text box]
- 4 – Will the program be a joint degree [radio button] or a dual degree [radio button]?
Specific degree type: (i.e., MPH) [text box]
University School: [text box or drop down menu]
University Department: [text box or drop down menu]
Sponsoring faculty name: [text box or pull from Active Directory]
Faculty Title: [text box]
- 5 – *Total number of credits in program: [number field – allow up to 3 digits]
- 6 - *Brief description of program: [text field]
- 7 - *Planned initial offering of program: [dropdown for semesters: fall, spring, summer & dropdown for four digit year]
- 8 – *Person submitting this proposal: *[or auto-complete via Active Directory]*
 - Name (if different from faculty sponsor): [text box]
 - Department: [abbreviation from drop down box of Pitt Public Health departments]
 - e-mail: [text box]
- 9 – *Upload of formal new program proposal required. [Browse box for document upload]
Outline of proposal minimum requirements available at: www.academic.pitt.edu/pb/proposal-guidelines.htm#New%20or%20Substantially%20Modified%20Program.

Academic planning proposals FAQ from Office of the Provost available at:
www.provost.pitt.edu/information-on/APP-FAQ.html.

Also required is a hard copy of the signed [Checklist for Academic Planning Proposals](#) to [Quinton Brown](#) before the program is added to the next EPCC meeting agenda. Completed proposals are due one week before the next EPCC meeting ([view EPCC meeting schedule](#)).

9 – cont.

For the complete approval process refer to the [Procedural Guidelines for Process of Review and Approval of New Academic Programs](#).

If you have questions or concerns, please contact:

[Eleanor Feingold](#) (regarding the proposal content)

[Robin Leaf](#) (regarding EPCC logistics and questions about this form and the requirements)

Revised program | A revision to a current Pitt Public Health degree or certificate program
*[required fields *]*

1 – *Degree: [populate plans from PeopleSoft for dropdown box]

2 – Check all that apply where there are revisions or changes to this program:

^ Constitutes a major revision

[checkbox] Name of program^: [text box]

[checkbox] Total number of credits in program^: [number field – allow up to 3 digits]

[checkbox] Required courses^

List current required courses: [text box]

List new required courses: [text box]

[checkbox] Elective courses

List current elective courses: [text box]

List new elective courses: [text box]

3 – Updated program description: [text field]

4 – *Revision will take effect: [dropdown for semesters: fall, spring, summer & dropdown for four digit year]

5 – *List proposed curricular changes to the program: [paragraph text box]

6 – *Person submitting this proposal: *[or auto-complete via Active Directory]*

- Name (if different from faculty sponsor): [text box]

- Department: [abbreviation from drop down box of Pitt Public Health departments]

- e-mail: [text box]

7 – Upload of formal modified program proposal or other supporting documents. [Browse box for document upload]

Review the outline of proposal minimum requirements to determine whether program will be considered substantially modified available at: www.academic.pitt.edu/pb/proposal-guidelines.htm#New%20or%20Substantially%20Modified%20Program.

NOTE: Some changes are required to be approved by EPCC and other University committees. EPCC would like to be made aware of minor changes to programs.

Academic planning proposals FAQ from Office of the Provost available at:

www.provost.pitt.edu/information-on/APP-FAQ.html

Completed proposals modifications are due one week before the next EPCC meeting ([view EPCC meeting schedule](#)).

For the complete approval process refer to the [Procedural Guidelines for Process of Review and Approval of New Academic Programs](#).

If you have questions or concerns, please contact:

[Eleanor Feingold](#) (regarding the proposal content)

[Robin Leaf](#) (regarding EPCC logistics and questions about this form and the requirements)

New course | New course offered at Pitt Public Health

*[required fields *]*

1 - *Proposed title of new course: [text box]

(PeopleSoft long title of 100 characters)

2 - Proposed short title of new course for PeopleSoft: [text box]

(PeopleSoft short title limit of 30 characters)

3 - *Department offering course: [abbreviation from drop down box of Pitt Public Health departments]

4 - Course number (if applicable): [number field:4 spots]

(Please consult your department's student services liaison to select a course number.)

5 - *Credits:

[radio button] Set credits: [number field: 2 spots]

[radio button] Variable credits: [number field] - [number field]

6 - Check all that apply about the course: [check boxes]

- School core

- Special topics

- Practicum/ field placement/ internship

- Cross-listed: Enter department [text box], school [text box], and course number [text box]

- Other [text box]

5 - *Primary course instructor: [text box or pull from Active Directory]

- Pitt Public Health primary departmental appointment: [abbreviation from drop down box of Pitt Public Health departments]

6 - Are there any secondary instructors (if applicable)?

- Name [text box or pull from Active Directory]

- Primary departmental appointment: [text box]

- School [text box]

- Justification for secondary instructors: [text box]

7 - *Course description [paragraph box]

8 - Course pre and/or co requisites (if applicable):

- Pre-requisite course(s): [text box]

- Co-requisite course(s): [text box]

9 - Course permissions (if applicable): [check boxes]

- instructor

- department

- other, please describe [text box]

10 - *Planned student enrollment cap: [number field]

If this course will be cross-listed, list the number of seats reserved for all course listings [text box]

11 - *Course schedule:

Hours a week class will meet [number field]
Number of session(s) per week [number field]

12 – *Class time spent in instructional areas (percentage equal to 100):

lecture [number field]
 seminar [number field]
 recitation [number field]
 lab [number field]
 field work [number field]
 other [number field]

For descriptions of these instructional areas please see descriptions from the Registrar's Office Web site at: www.registrar.pitt.edu/Reports/Course%20Type%20Table.pdf

13 – *Initial offering of course

semester [drop down box with: fall, spring summer] and year [number field – 4 digits]

14 – *Course offered

Fall semester
 Spring semester
 Summer semester (select term):
 summer term
 summer 12 week
 summer 6 week session 1
 summer 6 week session 2
 Other summer, specify: [text box]

Details from the Registrar's Office Web site at: www.registrar.pitt.edu/schedule_of_classes.html

15 – *Grading:

Letter grade (GLG)
 Letter grade and HSU (GO1)
 Letter grade and SU (GO2)
 HSU or SU (check boxes) (GS3)
Justification if HSU or SU is used: [text box]

16 – Online course delivery/ use of CourseWeb/ BlackBoard – select all that apply

Use CourseWeb/ BlackBoard course management features (i.e. grade book or announcements)
 Use CourseWeb/ BlackBoard interactive features (i.e. discussion board or wiki)
 Use other Web tools for this course
 - list and briefly explain tools [text box]
 Course is designed for remote off-site learning with little or no classroom attendance
 No planned use of CourseWeb/ BlackBoard or Web tools

17 – Would you like this course advertised to Pitt Public Health on the LCD or other communication platforms?

yes
 no

As a new Pitt Public Health course it will be announced in the Weekly Updates.

18 – Special topics course (if applicable)

course previously offered as a special topics course

list course number and title

course will be offered for the first time as a special topics course

19 – *Person submitting this proposal: *[or auto-complete via SharePoint]*

- Name (if different from faculty sponsor):

- Department: [abbreviation from drop down box of Pitt Public Health departments]

- e-mail:

20 – *Upload of course syllabus and EPCC syllabus checklist required. [Browse box for document upload]

Completed proposals are due one week before the next EPCC meeting ([view EPCC meeting schedule](#)).

If you have questions or concerns, please contact:

[Patricia Documet](#) (regarding EPCC policies & procedures)

[Robin Leaf](#) (regarding EPCC logistics and questions about this form and the requirements)

Revised course | Revisions to a current Pitt Public Health course

[required fields *]

1 – Course subject [drop list of dept. abbreviations] and course number [number field – 4 digits]

Please select the box of all items that you are changing.

2 – [check box] Course title^ [text box]

3 – [check box] Credits^

[radio button] Set credits: [2 numeric spots]

[radio button] Variable credits: [number field]– [number field]

4 – [check box] Course will be cross-listed

[text box] department

[text box] school

[number field:4 spots] course number

5 – [check box] Change to primary course instructor: [text box or pull from Active Directory]

- GSPH primary departmental appointment: [drop down box of dept. codes]

6 – [check box] Changes or additions for secondary instructors?

- Name [text box]

- Primary departmental appointment: [text box]

- School [text box]

- Justification for secondary instructors: [text box]

Are there additional instructor changes?

[radio button] yes; please complete additional fields(*need to have the above 4 fields populate so that all faculty can be added*)

[radio button] no

7 – [check box] Course description [paragraph box]

8 – [check box] Change to course permissions:

[check box] instructor

[check box] department

[check box] other, please describe [text box]

9 – [check box] Change to student enrollment cap^: [number field]

If this course will be cross-listed, list the number of seats reserved for all course listings

[text box]

10 – [check box] Change to the course schedule:

Hours a week class will meet [number field]

Number of session(s) per week [number field]

- 11 – Change to class time spent in instructional areas (percentage equal to 100):
 lecture [number field]
 seminar [number field]
 recitation [number field]
 lab [number field]
 field work [number field]
 other [number field]

For descriptions of these instructional areas please see descriptions from the Registrar's Office Web site at: www.registrar.pitt.edu/Reports/Course%20Type%20Table.pdf

- 12 – Change to grading^:
 Letter grade (GLG)
 Letter grade and HSU (GO1)
 Letter grade and SU (GO2)
 HSU or SU (check boxes) (GS3)
Justification if HSU or SU is used: [text box]

- 13 – Change to the online course delivery/ use of CourseWeb/ BlackBoard – select all that apply
 Use CourseWeb/ BlackBoard course management features (i.e. grade book or announcements)
 Use CourseWeb/ BlackBoard interactive features (i.e. discussion board or wiki)
 Use other Web tools for this course
- list and briefly explain tools [text box]
 Course is designed for remote off-site learning with little or no classroom attendance
 No planned use of CourseWeb/ BlackBoard or Web tools

14 – Would you like this course advertised to Pitt Public Health on the LCD or other communication platforms?

yes

no

As a revised Pitt Public Health course it will be announced in the Weekly Updates.

15 – *Revision will take effect: [dropdown for semesters: fall, spring, summer & dropdown for four digit year]

16 – *Person submitting this proposal: *[or auto-complete via SharePoint]*

- Name (if different from faculty sponsor): [text box]

- Department: [abbreviation from drop down box of Pitt Public Health departments]

- e-mail: [text box]

17 – If the course has undergone major revisions an update course syllabus and the completed EPCC syllabus checklist is required at the time of submission. [Browse box for document upload]

Completed proposals are due one week before the next EPCC meeting ([view EPCC meeting schedule](#)).

If you have questions or concerns, please contact:

[Patricia Documet](#) (regarding EPCC policies & procedures)

[Robin Leaf](#) (regarding EPCC logistics and questions about this form and the requirements)

Other | For policies and procedures

*[required fields *]*

- 1 - *Describe policy or procedure needing the attention of the EPCC. [paragraph text box]
- 2 - *Person submitting this proposal: *[or auto-complete via Active Directory]*
 - Name (if different from faculty sponsor): [text box]
 - Department: [abbreviation from drop down box of Pitt Public Health departments]
 - e-mail: [text box]
- 3 - Upload of any supporting documentation requiring EPCC attention or approval. [UPLOAD - Browse box] and [Text box]

If you have questions or concerns, please contact:

[Patricia Documet](#) (regarding EPCC policies & procedures)

[Robin Leaf](#) (regarding EPCC logistics and questions about this form and the requirements)

EPCC Toolkit – Draft of Contents

Course type explanations – List: Clinical, Colloquium, Correspondence, Directed Studies, Independent Study, Internship, Laboratory, Lecture, Mass Media, Practicum, Recitation, Seminar, Thesis / Dissertation, Workshop - www.registrar.pitt.edu/Reports/Course%20Type%20Table.pdf

Course title (printable in catalog and in PS) 30 characters

Enrollment Control Options

- Departmental Consent: if you would like the student to seek Department consent before being able to register.
- Instructor Consent: if you would like the student to seek instructor consent before being able to register.
- Enrollment Capacity: max number of students allowed to enroll

Class Requisites:

Indicate the Requirement Group where all seats are reserved for a specific group of students. For example, an engineering class may want to be restricted to engineering students only.

Grade Options for GRAD classes

GLG Letter Grade

GO1 Letter Grade, Honors/Satisfactory/Unsatisfactory

GO2 Letter Grade, Satisfactory/No Credit

GS3 Honors/Satisfactory/Unsatisfactory

GSN Satisfactory/No Credit

Course subject is department specific i.e. BCHS for Behavioral and Community Health Sciences (add complete list of dept codes)

If new course a catalog number will be assigned at a later date by the GSPH Office of Student Affairs in conjunction with your departmental student services liaison.

If new course a class number (CRN) will be assigned at a later date by the University Registrar. A CRN is the unique identifying number for classes each semester they are offered. (typically numbers between 2000 - 2999 are used for Master Level Graduate classes and numbers between 3000 - 3999 are used for Doctoral Level Graduate classes)

Cross-listing courses: Cross-listed course sections must be offered at the same level. Courses must be offered at the same time, in the same classroom, by the same instructor, and must be the same course type. Course titles, credits, and grade options must be identical for all cross-listed course sections. No more than three course sections may be cross-listed. This assumes one course section is the base or primary section and up to two subordinate sections may be cross-listed, with the program paying most or all of the instructor(s) salary as the primary course. The appropriate dean(s) must approve all cross-listed course listings before they are added to the Course Inventory.

Course Meeting Times Guidelines: Three-credit courses scheduled for twice a week will have classes of 75 minutes duration for each meeting. Three-credit courses scheduled for once a week will have classes of 150 minutes duration for each meeting.

Pitt Public Health Syllabus Template
Graduate School of Public Health | Educational Policies and Curriculum Committee (EPCC)
Current Version: December 2013 (updated January 2016)

Graduate School of Public Health
Department of _____
Course Number and Title
Course Meeting Day(s) and Time(s)
Class Location
Credit Hours _____
Term/Academic Year

Logistics/Contact Information:

- Primary Faculty: Telephone number/email address/office location and office hours
- Co-Instructor(s) (if applicable): Telephone number/email address/office location number and office hours
- Teaching Assistant (if applicable): Telephone number/email address/office location and office hours
- Departmental staff/ student services liaison (if applicable): Telephone number/email address/office location and office hours

Teaching Philosophy (optional)

Feel free to insert your teaching philosophy statement here or write one for the first time. Some things to consider including here would be answers to the following questions:

- What is your teaching philosophy?
- What is it important that your students know on day one about your teaching style?
- What's important to you about being a teacher?
- What should be important to the students?

Course Description

The description of the course from the course catalog.

To locate: view the description in PeopleSoft, the Pitt Public Health Course Descriptions or Interactive Schedule (www.publichealth.pitt.edu/home/academics/courses) or contact your department's student services liaison).

Learning Objectives

Provide short specific statements of the primary teaching (or learning) objectives for the course (usually 3 to 8 will suffice). Preferably these statements are expressed in terms of potentially measurable, behavioral outcomes.

Required Textbooks/Articles/Readings

List the required texts, including bound Customized Course Materials (course packs); whether texts have been ordered through the University Book Center; and any other materials to be purchased, distributed in class, put on reserve by the instructor and/or are available online in CourseWeb or other sites.

CourseWeb/BlackBoard Instruction

Indicate whether the instructor will be using the University's CourseWeb (Blackboard) or other on-line system for instructional support; and if so, the instructor's expectations for student participation online.

Required or Recommended Software (if applicable)

List any required or recommended software programs that are necessary for students to complete assignments or other projects in the course. Be sure to mention whether the software is available for discounted purchase from the University's Software Licensing Service (details and list of software at: <http://technology.pitt.edu/software/for-students-software.html>).

Required or Recommended Equipment (if applicable)

List any required or recommended equipment necessary for students to complete assignments of other projects.

Supplemental Readings/Bibliography (optional)

If relevant to the course content and instructional methods, provide a listing of supplementary bibliographic and other references. This might include University library and Internet-based resources.

Class Expectations/ Behavior and Ground Rules (optional)

Detail your expectations of your students while in the classroom about cell phone and laptop usage, class attendance, and classroom participation. Also, insert here if you have a policy (against or stipulations) for students recording your lectures.

Grading Scale

Indicate the scale or other logic to be applied in grading, for example:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

Student Performance Evaluation (Factors and Weights)

Identify the factors to be used in the evaluation of student performance and their approximate weights, (for example: final exam 50%; homework problems 30%; and article review 20%). Although these may be changed with due notice and justification, this information is useful in shaping the student's expectations and priorities for her/his investment in the course.

Assignments and Descriptions

If the complexity of a student assignment(s) warrants detailed explanation, it is best to address this in the syllabus as well as in written or oral instructions accompanying the assignment.

Accommodation for Students with Disabilities (mandatory and must be included)

The language below is from the University's [Office of Disability Resource and Services](#) and must include at minimum the text below. The policy is to accommodate the needs of students with disabilities.

If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

Pitt Public Health Academic Integrity Statement (mandatory and must be included)

The statement below is the school's academic integrity statement and must be on every Pitt Public Health syllabus in its entirety.

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Diversity Statement (encouraged)

Three options of a statement on overall diversity and respect for classroom behavior are available on the Governance > EPCC section of the Web site (insert link when available). If any of the options are not used faculty are encouraged to draft and include their own statement.

Copyright Notice (if applicable)

The statement below is the suggested language about copyright material from the Center for Instructional Design and Distance Education.

Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Health Sciences Library and Pitt Public Health Librarian (if applicable)

If the course is research intensive, it is strongly recommended to include the information for the Health Sciences Library (www.hsls.pitt.edu) and the school's dedicated librarian (Barb Folb - www.hsls.pitt.edu/about/staff/profile?name=folb) and a statement about your expectation or recommendation for students to utilize the services and facility.

University Writing Center (if applicable)

If the course is writing intensive, it is recommended to include the information for the writing center on campus (www.writingcenter.pitt.edu/) and a statement about your expectation or recommendation for students to utilize the services.

Schedule of Sessions and Assignments

Provide a schedule of dates for each class sessions with:

- topic/focus of the session,
 - learning objective of the session,
 - assignments of readings and homework, and
 - critical deadlines of projects/ papers, exams dates, holiday breaks (if any) and other key events.
- If guest speakers are to be used, it is desirable to indicate this for the sessions affected.

Sources: Center for Instructional Design and Distance Education (CIDDE) Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, EPCC syllabus checklist.

Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | January 21, 2016

Present: Robin Leaf, Mary Derkach, Quinten Brown, Yue Chen, Patricia Documet, Eleanor Feingold, Nancy Glynn, John Shaffer, Jane Clougherty, Ying Ding, Hristina Denic

Absent: Melanie Callahan, Kathleen Creppage, Cindy Bryce, and David Finegold

The meeting was called to order at 1:30pm by Dr. Patricia Documet, Chair.

Closed Session – Student Record Review

The January EPCC meeting began with a Student Record Review from the fall 2015 semester. This session is a closed session, so the present student representative, and Quinten Brown did not participate in the review.

Options for Math Remediation, Eleanor Feingold

More so than in previous years, students are having difficulties with the core math courses offered by Pitt Public Health. There have been several discussions regarding how to remediate this problem. Several options are being discussed, such as:

- Self-identifying math assessment tests – Students would be given the option to take an assessment test before they arrive for their first semester at Pitt Public Health. Those individuals who are not happy with their math preparedness would have the option of participating in a “Math Boot Camp”, modeled after what is done during HPM orientation.
- Placement test – Similar idea to the self-identifying assessment test, with the main difference being this placement test is mandatory.
- Use GRE scores to identify potential math-deficient students – The score requirement would be departmentally-based.

Action: Dr. Feingold will draft the EPCC plan of attack for the math issue.

Draft Policy for Syllabi Review, Eleanor Feingold

There is a need to implement a school;-level mandate with regard to all syllabi being reviewed. During the meeting, Eleanor Feingold used the opportunity to collect feedback from the committee members. One suggestion was that the course submission checklist could be modified to more closely fit the syllabi needs/requirements. Another idea was to have the EPCC

reps become more active in their departmental Curriculum Committees. Eleanor took the feedback gained from the committee and will incorporate the feedback into a revised policy. This policy will then be distributed to the committee electronically, and a vote will be taken. Proceeding this way will ensure that this policy will be on the docket for the next council meeting.

Action: Robin Leaf will modify the checklist.

Course Attributes, Mary Derkach

Action: Mary's email will be resent, and Eleanor Feingold will continue to collect information pertaining to this subject.

Continued WritePlacer Discussion, All

In order to best serve our students, the WritePlacer exam was instituted to identify potential students with writing difficulties. The reactions to this process have been a mixed bag.

WritePlacer has not been an overwhelming success, so other options are being evaluated.

Action: Steve Fine, who teaches a writing course, will come speak to EPCC during the February meeting.

Review of Fall Core Course Evaluations, Patricia Documet

EPCC reviewed the core course evaluations from the fall 2015 semester. The committee is looking for scores above a 4.0, with 3.5-4.0 falling into an acceptable range for a score. The Public Health Overview course is a course that is going to be discussed during the February MPH Committee meeting. A larger discussion about the relevance of this course may be in the works. The committee also noticed a low response rate in the Capstone course. An idea to raise the participation level for not only this course, but for all course evaluations, is a discussion that will have to take place with OMET.

Updated SOP Document, Patricia Documet & Robin Leaf

This discussion was tabled until the February meeting.

Approval of December Meeting Minutes

Approved

The meeting was adjourned at 3:29pm.

The next meeting is Thursday, February 18, 2016, 1:30-3:30 p.m. in room 110 Parran Hall.

Future items for discussion/ action at upcoming meetings:

EPCC SOP