Graduate School of Public Health  
Educational Policies and Curriculum Committee  
December 6, 2018  
1:30-3:30pm  
1149 Public Health


2. Revisit discussion II of II on the optional school diversity statements for syllabi, in conjunction with the FDC, Tina Hershey (FDC co-chair) & Patricia Documet

3. New Course: HPM 3000 *Doctoral Research and Professional Development Seminar*, Wes Rohrer and Lindsay Sabik

4. New Course: IDM 3441 *Epidemiology and Control of Sexually Transmitted Infections*, Larry Kingsley

5. Confirmation of messaging to students who receive EPCC academic communications, Mary

6. Findings of Core Course Review for Diversity & Inclusion, Noble Maseru

7. Approval of November Minutes, All

8. Spring Meeting Dates (see tentative dates below), All

9. Continued discussion of GRE requirement, All

10. Revisit of Open Source discussion, All

11. Closed session: Summer 2018 Term Student Record Review (open only to voting members)

Tentative Spring EPCC Meeting Dates | To maintain 1st Thursday of the month
January 3  
February 7  
March 7  
April 4 (potential issue with date, date being held for Dean’s Day)  
May 2
Option 1:  
The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- the course instructor;
- the Pitt Public Health Associate Dean for Diversity at [ ];
- the University’s Office of Diversity and Inclusion at 412-648-7860 or https://www.diversity.pitt.edu/make-report/report-form (anonymous reporting form).

Option 2:  
The University of Pittsburgh Graduate School of Public Health respects the diversity of individual beliefs, backgrounds, and experiences represented by students, faculty, and staff. Pitt Public Health is committed to developing and supporting an inclusive and respectful culture in its classrooms, work environments, and at campus events. Any actions or behaviors that interfere with this culture are not acceptable.

If any conduct results in barriers to your educational experience, please contact any of the following:

- the course instructor;
- the Pitt Public Health Associate Dean for Diversity at [ ];
- the University’s Office of Diversity and Inclusion at 412-648-7860 or https://www.diversity.pitt.edu/make-report/report-form (anonymous reporting form).
REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. General Instructions:

   a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) by e-mail to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.

   b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs at least one week prior to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.

   c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. Review based on the following (check all which apply):

   ___ X New course, not previously approved   ___ Course modification (major)
   ___ Course title change   ___ Special topics course content
   ___ Cross-listing only   ___ Practicum, internship, field placement
   (Specify academic unit & course number): __________________________________________

3. Course designation:

   Course Number HPM 3000   Title Doctoral Research and Professional Development Seminar
   Credits 1.5 per term for two terms (3 credits total required for PhD students).

4. Cross-listing:

   If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

   Does not apply.

5. Course Instructors:

   (Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

   ____________________________________________________________________________

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
a. Principal instructor: Eric Roberts, PhD, Assistant Professor and Lindsay Sabik, PhD, Associate Professor (Co-Instructors: 50%/50%)

b. Co-instructors (if any):

6. **Statement of the course for Course Inventory.** Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

The purpose of this two-term Doctoral seminar is to provide a forum for HPM Doctoral and MS students to (a) gain exposure to current research in the field of health services research and policy and closely related disciplines, (b) develop and enhance professional competencies in preparation for post-graduate job search and career pathing, and (c) critically review and present topical articles in the field to faculty and peers. Doctoral students will be required to enroll for two terms (3 credits) of this seminar, typically during their 1st year in the Program. The course will consist of faculty research presentations and discussion, student presentations of journal articles and professional development workshops.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation.
      None
   b. If admission is by permission of instructor, state criteria to be applied.
      Does not apply.
   c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.
      None other than matriculation into the HPM Doctoral or MS in Health Services Research & Policy

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session _1_ Sessions per week _1_ Weeks per academic term _15_
   b. Approximate allocation of class time (hours or %) among instructional activities:
      Lectures _____ Seminars _100%_ Recitations _____ Field work _____ Laboratory _____
      Other (specify): ___________________________________________________________
   c. Term(s) course will be offered: Fall _X_ Spring _X_ Summer Term _____ Summer Session _____

9. **Grading of student performance:**
   Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.
   Satisfactory/Unsatisfactory

10. **On-line course delivery:**
    Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking
all of the options below which apply:

___X___ I plan to use the course management aspects of CourseWeb/Blackboard (or equivalent), e.g., grade book, announcements.

___ I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

___ I have designed the course for remote (off-site) learning with little/no classroom attendance required.

___ I do not plan to use on-line instruction methods for this course (briefly explain)

11. Relevance of course to academic programs and curricula:

a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

Two terms of this course (3 credits) are required for students in the PhD Program and one term for MS students in the Department of Health Policy and Management. This course is viewed as providing the portal for both Doctoral and MS students in preparing for the eventual selection, design and development of research topics for their Doctoral dissertation and MS thesis, respectively. Furthermore, it provides a series of workshops to assist the student in developing professional competencies, planning their career paths and preparing for the job market. Finally, the requirement that students lead journal club sessions contributes to development of skills related to critical analysis of health policy research, and communication (including written and oral presentation) skills.

b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

Addressing obstacles to access to health care services based on socio-economic, gender, race, ethnicity, sexual orientation, age and other factors is a common theme and concern addressed in health services research, including the primary research themes in the Department. Such research is grounded in part by a recognition of and commitment to diversity as a positive value and criterion for healthy communities and the broader public welfare.

12. Signature and date of principal faculty member (include department/program) making request:

Name/Title: ____________________________________________                                   Date: _______________

13. Signature and date of endorsement of department chairperson:

Name/Title: ____________________________________________                                   Date: _____________

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: ____________________________________________                                   Date: _____________
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<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail</th>
<th>Included in Your Syllabus?</th>
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<td>Course Title*</td>
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<td>Course Meeting Time/Day of Week*</td>
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<td>Classroom Location*</td>
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<td><strong>Faculty Information</strong></td>
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<td>Email Address*</td>
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<td>Teaching Philosophy</td>
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<td>Teaching Assistant Contact</td>
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<td><strong>Student Expectations in Classroom</strong></td>
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<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
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<td>Recording of Lectures</td>
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<td>Learning Objectives*</td>
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<td><strong>Materials</strong></td>
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<td>Required Textbooks/Articles/Readings</td>
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<td>Required Software</td>
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<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
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<td>Recommended Material</td>
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<td>Availability of Software for Purchase and/or Use</td>
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<td><strong>Evaluation</strong></td>
<td>Grading Scale*</td>
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<td>Grading Criteria/Rubric</td>
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<td>Late Assignment Policy</td>
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<td><strong>Accommodation of Students with Disabilities</strong></td>
<td>Pitt Public Health Statement*</td>
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<td><strong>Academic Integrity Policy</strong></td>
<td>Pitt Public Health Statement*</td>
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<td><strong>Diversity/Inclusion Statement</strong></td>
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<td><strong>Schedule</strong></td>
<td>Topics by Session*</td>
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<td>Reading and Written Assignments by Session*</td>
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<td>Learning Objectives by Session</td>
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<td>Test Dates</td>
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<td><strong>Additional Resources</strong></td>
<td>Health Sciences Library Liaison Contact Information</td>
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<td>Writing Center Contact (if course is writing intensive)</td>
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**Required Information Not Included**

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<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
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Page 6 of 6
Co-Instructors: Eric Roberts, PhD          Lindsay Sabik, PhD
Office: A653 Crabtree Hall               A613 Crabtree Hall
Email: eric.roberts@pitt.edu              lsabik@pitt.edu
Phone #: 412-383-0439                     412-624-0273
Office Hours: By appointment (both faculty)
Class Schedule: Tuesday, 12:00 - 1:00 p.m.
Class Location: A622 Public Health
Course Credits: 1.5 each for two terms

Course Description

The purpose of this two-term Doctoral seminar is to provide a forum for HPM Doctoral and MS students to (a) gain exposure to current research in the field of health services research and policy and closely related disciplines, (b) develop and enhance professional competencies in preparation for post-graduate job search and career pathing, and (c) critically review and present topical articles in the field to faculty and peers.

Doctoral and MS students will be required to enroll for two terms (3 credits) of this seminar, typically during their 1st year in the Program.

Teaching Philosophy

Our teaching philosophy is to equip students to become active participants in the development and dissemination of health services research through critical reading of research papers, participation in research seminars, and professional development. Within the framework of the course, students are expected to independently access and read recommended articles and other resources, to actively participate in class discussions and presentations, and to engage with faculty.

TEACHING/LEARNING OBJECTIVES

Upon completion of the Doctoral Seminar students should be prepared to:

1. Develop familiarity with current topics in health services research, closely related disciplines, and research methods
2. Identify ongoing HPM faculty research and scholarly interests and potential research mentors
3. Interact with selected researchers and content experts outside HPM about their research.
4. Develop their communication skills by presenting and critiquing relevant journal articles to faculty and their peers.

5. Sustain their professional development and career planning by utilizing the School's career services and tools, including those relevant to the student’s individualized Career Development Plan and key milestones.

6. Contribute to the culture of joint commitment to research excellence, professionalism and peer support within the department.

**Required Texts:**

None, other than the articles assigned for Journal Club presentations and select seminars and career development sessions.

**COURSE REQUIREMENTS**

Course grading is on a satisfactory/unsatisfactory basis. To receive a grade of satisfactory in the course, students must complete the following requirements at a passing level:

- **Attendance and participation:** Regular attendance and active engagement are essential to successful performance in this course. Each student will be encouraged to share her/his own perspectives and express thoughtful opinions and raise relevant questions. If the student anticipates any absences, she/he should notify the instructors in advance.

- **Outside seminar attendance:** Students are required to attend at least 4 additional seminar presentations relevant to health economics and policy throughout the course of the semester. These may include, but are not limited to the following:
  - Center for Research on Health Care (CRHC) seminars: [https://www.crhc.pitt.edu/](https://www.crhc.pitt.edu/)
  - Other seminars in Public Health: [https://www.publichealth.pitt.edu/calendar](https://www.publichealth.pitt.edu/calendar)
  - Seminars sponsored by other Pittsburgh institutions (e.g. CMU, RAND)

  Within one week of attending the outside seminar, the student must write a 1-page maximum summary including the date, title, and presenter for the seminar and describing the seminar topic/research question(s), key findings or takeaways presented, and policy implications. Summaries must be submitted to the instructors via Courseweb.

- **Journal club:** Students must lead discussion in a journal club session at least once during their 2 terms enrolled in the course for credit, preferably more frequently. Journal club assignments will be made at the beginning of the semester based on the number of students enrolled and previous presentation.
When a student is the assigned journal club leader, she/he will be expected to present the paper and facilitate discussion among peers. In order to facilitate understanding and discussion of the paper, the discussant will write a summary of approximately 2 pages (single-spaced; outline or bullet points are acceptable). The first approximately one page should summarize the article (including the research question, methods, and key findings). The second page should include the presenter’s assessment/critique of the paper (i.e. what are the paper’s strengths and weaknesses), as well as at least three discussion questions related to the paper. The assigned student is expected to bring copies of the summary document to class and share electronically via CourseWeb.

COURSE POLICIES AND PROCEDURES

Grading Scale

Students will be graded as Satisfactory or Unsatisfactory based on the level and quality of participation in the class sessions, including the journal club presentations. Attendance of less than 85% of the sessions without justification will result in an Unsatisfactory grade requiring the student to register for another offering of the Seminar series.

Enrollment and Participation

Doctoral students in HPM are required to attend the seminar for at least 6 terms; they must register for the course in two terms for a total of 3 credits. Subsequently, Doctoral students who have completed the 3-credit requirement will be expected to attend the research presentations on a regular basis (as their schedule permits) until they have defended their dissertation. Attendance will be taken at all sessions both for students enrolled for credit and those attending who are not enrolled for credit. Lack of attendance will affect the course grade for enrolled students. If the student anticipates any absences, she/he should notify the instructors in advance.

Communication

Email is generally the best way to communicate with the course instructors, and messages will generally be responded to within 48 hours. If you encounter problems or issues related to the class, please communicate your concerns to the instructors. Open communication is important to ensuring a successful experience in the course.

Written Assignments

All written assignments should be submitted to the instructors via CourseWeb or email.

Late submission of assignments is not permitted without explicit approval from the instructor in advance of the deadline. All approved late submissions are subject to grading point deductions.

In-Class Conduct

Cell phones must be set to silent or vibrate during class meetings and texting will not be permitted during the class session. Should the student receive an emergency or mandatory on-call response, she/he should exit the classroom to complete the call. Audio recording of the class sessions is not
permitted without approval from the instructor in advance.

**Accommodation for Students with Disabilities**

If you have any disability for which you may require accommodation, you are to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union (412-648-7890) during the first two weeks of the term.

**Academic Integrity**

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 University and GSPH policies on academic integrity are available online at: [https://www.publichealth.pitt.edu/home/academics/academic-requirements/academic-integrity-and-plagiarism](https://www.publichealth.pitt.edu/home/academics/academic-requirements/academic-integrity-and-plagiarism). The policies include obligations for faculty and students, procedures for adjudicating violations, and other critical information.

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 GSPH.

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 GSPH 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 GSPH Academic Integrity Hearing Board, a record will remain in the student’s permanent file.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1/8/19</td>
<td>Julie Donohue, PhD, “Diffusion of healthcare technologies using network analysis”</td>
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<tr>
<td>1/15/19</td>
<td>Professional development - preparing conference abstracts and posters</td>
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<tr>
<td>1/22/19</td>
<td>Lindsay Sabik, PhD “Impact of insurance expansions on cancer diagnosis and treatment: evidence from Massachusetts”</td>
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<tr>
<td>1/29/19</td>
<td>Journal Club: Article TBD</td>
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<tr>
<td>2/5/19</td>
<td>Marian Jarlenski, PhD, “OUD treatment for pregnant women in state Medicaid programs”</td>
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<tr>
<td>2/12/19</td>
<td>Professional development - secondary data sources for health policy</td>
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<td>2/19/19</td>
<td>Coleman Drake, PhD (Topic TBD)</td>
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<td>3/5/19</td>
<td>Speaker TBD</td>
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<td>3/19/19</td>
<td>Professional development - professional networking &amp; the elevator speech</td>
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<td>3/26/19</td>
<td>Invited Speaker: Brendan Saloner, PhD, Johns Hopkins Bloomberg School of Public Health: “Linking health and criminal justice databases in Maryland to improve opioid overdose prediction.”</td>
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<td>4/2/19</td>
<td>Journal Club: Article TBD</td>
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<td>4/9/19</td>
<td>Tumader Khouja, PhD candidate, “Spillover Effects of Adult Medicaid Dental Benefits on Children's Use of Preventive Dental Services”</td>
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<tr>
<td>4/16/19</td>
<td>Training activities- end of year wrap up/career &amp; summer research planning; job market session</td>
</tr>
</tbody>
</table>
REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. General Instructions:
   a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) by e-mail to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
   b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs at least one week prior to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
   c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. Review based on the following (check all which apply):
   __x__ New course, not previously approved  ___ Course modification (major)
   ___ Course title change  ___ Special topics course content
   ___ Pitt Public Health Core Course  ___ Practicum, internship, field placement
   ___ Cross-listing only  (Specify academic unit & course number): __________________________

3. Course designation:
   Course Number __IDM-3441 Title _Epidemiology and Control of Sexually Transmitted Infections (STIs)_
   Credits ___1

4. Cross-listing:
   If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

5. Course Instructors:
   (Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)
   a. Principal instructor: Lawrence Kingsley, Professor

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
6. **Statement of the course for Course Inventory.** Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

The purpose of this course is to provide students with an understanding of the major sexually transmitted infections (STIs) in the U.S. This course will focus on the underlying transmission dynamics, history, risk factors, public health impact and current strategies for control. The method of teaching will be to provide STI-specific lectures and promote critical discussion about the strategy and control limitations thereof. Approximately 50% of class time will be lecture and the remaining 50% will be devoted to a critical review of the assigned papers (2) for each class period.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation.
      
      10-30
   b. If admission is by permission of instructor, state criteria to be applied.
      
      Does not apply. This course is open to all GPPH degree students.
   c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.
      
      none

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session _1__  Sessions per week _1__  Weeks per academic term ___7___
   b. Approximate allocation of class time (hours or %) among instructional activities:
      
      Lectures _50%____  Seminars _____  Recitations ______  Field work _____  Laboratory _____
      Other (specify): _50% for critical discussion in class
   c. Term(s) course will be offered: Fall ____  Spring 2019 __X__  Summer Term ______  Summer Session

9. **Grading of student performance:**
   Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.

   Letter grade

10. **On-line course delivery:**
    Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:
I plan to use the course management aspects of CourseWeb/Blackboard (or equivalent), e.g., grade book, announcements.

I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

I have designed the course for remote (off-site) learning with little/no classroom attendance required.

I do not plan to use on-line instruction methods for this course (briefly explain)

11. Relevance of course to academic programs and curricula:

a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

This new course is not required for any GSPH degree program, rather it was designed to fill a gap in GSPH courses dealing with infectious diseases, as no current course focuses on STIs and methods to adequately address public health control measures.

b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

The current STD problem in the U.S. clearly impacts disproportionately on women, race, ethnicity and culture. Emphasis will be placed on the social and ethnic milieu that negatively impacts on STD acquisition and control.

12. Signature and date of principal faculty member (include department/program) making request:

Name/Title: Lawrence Kingsley, Professor, IDM and Epidemiology          Date: 11/26/2018

13. Signature and date of endorsement of department chairperson:

Name/Title: ____________________________________          Date: __________

14. (For cross-listing only)
Signature and date of endorsement of department chairperson:

Name/Title: ____________________________________          Date: __________
# SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

**Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM**

Objective to assist faculty to ensure syllabus contains the required and necessary elements to provide students with clear expectations of the course.

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included complete the information detailed on page two for all instances.

## Syllabus Area

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail * Required</th>
<th>Included in Your Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number*</td>
<td>Yes</td>
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</tr>
<tr>
<td>Course Title*</td>
<td>Yes</td>
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</tr>
<tr>
<td>Course Meeting Time/Day of Week*</td>
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</tr>
<tr>
<td>Classroom Location*</td>
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<tr>
<td><strong>Faculty Information</strong></td>
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<tr>
<td>Office Location*</td>
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<td>Office Hours*</td>
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<td>Phone Number*</td>
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<tr>
<td>Email Address*</td>
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</tr>
<tr>
<td>Teaching Philosophy</td>
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</tr>
<tr>
<td>Teaching Assistant Contact</td>
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</tr>
<tr>
<td><strong>Student Expectations in Classroom</strong></td>
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<td></td>
</tr>
<tr>
<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
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<td>x No N/A</td>
</tr>
<tr>
<td>Recording of Lectures</td>
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<td>x No N/A</td>
</tr>
<tr>
<td><strong>Course Summary</strong></td>
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<td></td>
</tr>
<tr>
<td>Course Description*</td>
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</tr>
<tr>
<td>Learning Objectives*</td>
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</tr>
<tr>
<td><strong>Materials</strong></td>
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<td></td>
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<td>Required Textbooks/ Articles/Readings</td>
<td>Yes</td>
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</tr>
<tr>
<td>Required Software</td>
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<tr>
<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
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<tr>
<td>Recommended Material</td>
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<td>Availability of Software for Purchase and/or Use</td>
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</tr>
<tr>
<td>Evaluation</td>
<td>Grading Scale*</td>
<td>Yes</td>
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</tbody>
</table>
|--------------------------------|---------------|-----|---|----|-----|-
|                                | Grading Criteria/Rubric | Yes | x | No | N/A |  |
|                                | Late Assignment Policy | Yes | x | No | N/A |  |
| **Accommodation of Students with Disabilities** | Pitt Public Health Statement* | Yes | x | No | N/A |  |
| **Academic Integrity Policy** | Pitt Public Health Statement* | Yes | x | No | N/A |  |
| **Diversity/ Inclusion Statement** | Pitt Public Health Statement | Yes | x | No | N/A |  |
| **Schedule**                   | Topics by Session* | Yes | x | No | N/A |  |
|                                | Reading and Written Assignments by Session* | Yes | x | No | N/A |  |
|                                | Learning Objectives by Session | Yes | x | No | N/A |  |
|                                | Test Dates | Yes | x | No | N/A |  |
| **Additional Resources**       | Health Sciences Library Liaison Contact Information | Yes | | No | N/A | x |
|                                | Writing Center Contact (if course is writing intensive) | Yes | | No | N/A | x |

**Required Information Not Included**

<table>
<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching assistant contact</td>
<td>none provided by Dept</td>
</tr>
<tr>
<td>Required software</td>
<td>None required</td>
</tr>
<tr>
<td>Availability of software</td>
<td>None required</td>
</tr>
<tr>
<td>Health Sciences Library Liason</td>
<td>Not required</td>
</tr>
<tr>
<td>Writing Center Contact</td>
<td>This course is not writing intensive, so this is not required</td>
</tr>
</tbody>
</table>
Sexually transmitted diseases such as syphilis, gonorrhea, chlamydia, human papilloma virus (HPV) and others have presented an important public health challenge for decades and have resulted in increased costs to our health care system. About 2.5 million incident cases of STIs were reported in 2017, most of which have had relatively unchanged or increased incidence over the past decade.

STI epidemiology is a discipline that utilizes a blend of quantitative, qualitative and critical thinking skills necessary to address the importance of adequate STI control in the community. Acquiring the knowledge and skills to make reasoned judgments to address inadequate control is the major goal of this course. One can argue that our lack of ability to control the incidence and prevalence of these diseases represents a major failure of public health policy. What can we do as public health professionals to address this problem?

This course is designed to introduce students to the fundamental epidemiologic patterns of specific STI transmission (U.S. centric), risk factors, and the current dogma of control and prevention strategies. Emphasis will be placed on review of data and studies to identify approaches and models for the improvement of current methods of control and prevention.

This course is open to all students from the departments in the Graduate School of Public Health including students from schools outside of the GSPH. As a result, this course may contain students from many different backgrounds, cultures with many different levels of understanding and expertise. Students are encouraged to take advantage of the opportunity to meet and work with others in the course.

Course Objectives:

Emphasis on diagnosis and treatment will be minimal because these topics are covered in IDM 2038 and other courses in the Graduate School of Public Health. Emphasis for IDM 3441 will be focused on evaluation of the weaknesses of our public health system to adequately control the major STIs.

This new course will include a strong focus on current topic-related papers designed to introduce students to the epidemiologic and statistical methods used to improve knowledge of interventions necessary to limit morbidity and mortality of STIs. In addition, skills will be acquired by the introduction and discussion of modeling some key infectious diseases.

Skills acquired by students will include the ability to identify inadequate STI control measures, compare/contrast the efficacy of specific STI control...
measures and to compare and contrast statistical and epidemiologic methods commonly used to draw appropriate inferences from real-world data.

Upon completion of this course, students will attain a level of knowledge and skills that will allow them to:

1. Describe the historical and current incidence and prevalence rates of major STIs.
2. Assess the epidemiological and statistical methods traditionally used to describe the impact of specific STI's designated for improved control.
3. Define the major risk factors and socio-demographic patterns of major STIs.
4. Compare and contrast the current control strategies for the major STIs.
5. Evaluate the fundamental reasons for our inability to adequately control these STIs.
6. Assess the importance of history (e.g. the Tuskegee Study) in the current public health efforts to control specific STI's.
7. Examine implications for further public health research

Course Structure:

1. The structure of the course is built principally on didactic instruction and eliciting critical thinking skills to understand the importance of control of STI's and the major areas of public health failures to do so.
2. Each lecture will include two required readings to serve as the basis for building student skills focused on epidemiological and statistical methods. Lectures will be approximately 50% of course time and the remaining time will be devoted to a review of the implications of the assigned papers and a critical review of the epidemiologic and statistical methods used.
3. The course will review historical or current topic-related papers designed to introduce students to the epidemiologic and statistical methods used to improve our understanding of interventions necessary to limit morbidity and mortality of STI's.
4. Each Wednesday in the Spring Term, (4-5:45 PM) in 2140 Lab Pavilion (10-30 students).
5. Instruction will be in traditional lecture format with a presentation (50%) and discussion (50%) to promote critical thinking about the weaknesses to control specific STD’s and learn the basic tools of descriptive and analytic epidemiology.
6. Each lecture will provide a set of lecture slides and examples. Students are expected to review the lecture slides prior to class to be aware of the fundamental objectives and material.

Course Requirements:
1. Active participation in all lectures. Students should feel free to ask questions when they arise.
2. Active participation in the discussion including critical review of the material.
3. Completion of a 5-8 page paper assessing the weaknesses of current public health control strategies to limit the control of a particular STD of interest to the student.
4. Complete final examination.

**Student Assessment:**

1. There will be one examination for the course, which will include a range of test item formats including short answers and multiple-choice questions. The exam aims to assess student mastery and synthesis of key lecture content and concepts. Students are required to discuss and explain how a major STI presents challenges to adequate control and why.
2. The final exam will be given following all course lectures to evaluate the level of mastery of the material presented. Laptops and cellphones will not be permitted for this final exam. There are no make-up exams except under extreme circumstances (i.e. death in the family).

**Grading Policy:**

Course requirements will be weighted in the following manner and comprise the final course grade.

- Class participation: 10%; Paper: 30%; Final Exam: 60%

Grades will be assigned using a letter grade as follows:

- A+: 97-100%
- A: 93-96%
- A-: 90-92%
- B+: 87-89%
- B: 84-86%
- B-: 80-83%
- C+: 77-79%
- C: 74-76%
- C-: 70-73%
- D: 60-69%
- F: <60%

Students who withdraw from the course must verify that they have been removed from the class roster maintained by the University Registrar. Otherwise, students who remain on the roster and do not complete the designated work will be assigned a failing grade.
Course Expectations:

As a student in this course, you can expect the following as requirements:

1. Attend all classes
2. Participate in discussion
3. Review course web for instructions, assignments or announcements
4. Complete required readings
5. Timely submission of required paper
6. Complete final exam

Academic Integrity:

Academic Integrity Statement for Pitt Public Health Course Syllabi (Approved by EPCC on 7/31/2018)

All students are expected to adhere to the school’s standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health’s policy on academic integrity, 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](http://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.

Sexual Misconduct, Required Reporting, and Title IX Statement

Sexual Misconduct, Required Reporting, and Title IX for Pitt Public Health Course Syllabi (Approved by EPCC on 9/5/2018)

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [www.titleix.pitt.edu/report/confidentiality](http://www.titleix.pitt.edu/report/confidentiality)

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources: Title IX Office: 412-648-7860.
Also: SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: www.titleix.pitt.edu/report-0
Statement from the Department of Gender, Sexuality, and Women's Studies
[This statement was developed by Katie Pope, Title IX Coordinator, in conjunction with GSWS instructors.]

Statement on classroom recording:

To insure the free and open discussion of ideas, students may not record classroom lectures and discussion. Any posting of lecture content on social media platforms is prohibited. Mobile phones must be turned off. There will be no need to use computers in class unless otherwise instructed by Dr. Kingsley

Diversity Statement:
In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our classes. We urge all to be respectful of others. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable, please feel free to approach me to discuss the situation.

Office Hours: Instructor:

Dr. Kingsley: Fridays, 3:00 – 4:30 pm

Lecture, Exam, and Assignment Schedule:

March 6, 2019: Lecture and discussion: Epidemiology and Control of Syphilis

Objectives:
1. Recognize the current epidemiology of syphilis in the U.S.
2. Describe barriers to syphilis control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:
3. PA Dept of Health Advisory: Historic increase in reported congenital syphilis. PAHAN-426-I0-17 2018:
March 20, 2019: Lecture and discussion: Epidemiology and Control of Gonorrhea

Objectives:
1. Recognize the current epidemiology of gonorrhea in the U.S.
2. Describe barriers to gonorrhea control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:

March 27, 2019: Lecture and discussion: Epidemiology and Control of Human Papilloma Virus

Objectives:
1. Recognize the current epidemiology of HPV in the U.S.
2. Describe barriers to HPV control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:

April 3, 2019: Lecture and discussion: Epidemiology and Control of Chlamydia

Objectives:
1. Recognize the current epidemiology of chlamydia in the U.S.
2. Describe barriers to chlamydia control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:
2. Chow JM, et al: What data are really needed to evaluate the population impact of Chlamydia screening programs? Sexually Transmitted Diseases. 43 (1); 9-11 2016
April 10, 2019, Lecture and discussion: Epidemiology and Control of HIV

Objectives:
1. Recognize the current epidemiology of HIV/AIDS in the U.S.
2. Describe barriers to HIV control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:

April 17, 2019: Epidemiology and Control of HBV and HSV

Objectives:
1. Recognize the current epidemiology of HBV and HSV in the U.S.
2. Describe barriers to control and eradication
3. Examine potential strategies for control
4. Illustrate the implications for public health research

Readings for this session:

April 24, 2019: Final Exam
I like Eleanor’s topic line

Sent from my iPhone

On Nov 2, 2018, at 8:37 PM, Feingold, Eleanor <feingold@pitt.edu> wrote:

How about “IMPORTANT - academic performance memo”

Eleanor

On Nov 2, 2018, at 8:25 PM, Derkach, Mary M <derkach@pitt.edu> wrote:

Good question. Is subject line "memo from Ed Pol and Curr Cmmttee" ok?
"memo from Ed Pol and Cur Cmtee: academic performance" ?

From: Feingold, Eleanor
To: Glynn, Nancy W
Cc: Patricia Documet; Derkach, Mary M; Burke, Jessica Griffin; Rehak, Kimberly M; Leaf, Robin A
Subject: Re: confirmation: email with stu academic problem notification

Seems fine to me too. I’m not sure that “embed” will necessarily look the way we expect depending on the student’s e-mail system.

I can’t remember if we also talked about the subject line? We should choose that carefully as well.

Eleanor

On Nov 2, 2018, at 11:41 AM, Glynn, Nancy W <glynnn@edc.pitt.edu> wrote:

Looks good

Sent from my iPhone

On Nov 2, 2018, at 11:30 AM, Patricia Documet <documetp@gmail.com> wrote:

Hi!
The minutes we approved yesterday say that we embed teh letter with letterhead in th email.

Regards,

patricia

On Fri, Nov 2, 2018 at 11:16 AM Derkach, Mary M <derkach@pitt.edu> wrote:

All –

Would like to confirm the decision for future emails to stus from EPCC on academic problems:

*Dear xxx*

Attached is a letter from the Ed Pol Curr Cmmtt of the Gr Schl of Pub Hlth.
Please confirm receipt of this email.
Thank you.*
Text of memo to be pasted in body of email and also attached.

Please let me know if this is correct.
Thank you—md
New Course: BIOST 2053: *Constrained Statistical Inference with Applications* | Shyamal Peddada
Dr. Peddada submitted an application for a new course intended for master's-level Biostatistics students, however, anyone with a working knowledge of R and/or distribution theory would be eligible to take this course. The course will focus on how to conduct efficient inferences exploiting underlying constraints.

**ACTION:** The committee recommended formal approval of the course. However, they asked that Dr. Peddada submit a revised application form with clearer specifications as to how a “working knowledge of the programming language R” will be measured and that he be mindful that the prerequisites might dissuade students from disciplines other than Biostatistics from joining the course.

GRE requirement discussion re: recruitment and admissions | Patricia Documet & Cindy Bryce
The committee continued its discussion on what impact the GREs has on the diversity of the student body. Dr. Cindy Bryce presented admissions demographics on female, international, and under-represented minority (URM) applicants for the past five years of admissions, which show around a 25% increase in the last two years. Cindy also presented demographics from the 2018 admissions cycle with the number of matriculated students and those who either withdrew or declined broken down by category, noting that there might be some overlap in the categories, which include: URMs, those with military service (or eligible dependents), economically disadvantaged, first generation college graduates, and geographically from an isolated rural or small town. From these numbers, it shows that accepted applicants from the economically disadvantaged (76%), first generation college graduate (71%), and URM (69%) categories had the highest percentage of applicants who were accepted but did not matriculate. The conversation turned to ways to get those students to matriculate at Pitt Public Health.

Dr. Nancy Glynn asked if there was data on the number of applicants from Pennsylvania who did not accept admission offers. Cindy said they would look into that question. Nancy suggested that accepted applicants were not matriculating due to financial aid issues, as Pitt Public Health relies on the University’s Office of Financial Aid to disseminate financial aid information to incoming students. The impression was that OFA is more concerned with undergraduate students. Accepted Pitt Public Health students are not getting financial aid information and answers to inquiries, which was possibly causing applicants to choose to matriculate at other schools. Sometimes, applicants have said that nobody responds to their emails or do so late. The conversation turned to the possibility of Pitt Public Health should offer scholarships to students to diversify the student body. Dr. John Shaffer asked if there was a desire to increase the student body to which the committee agreed.
The GRE can be a deterrent due the cost and the stress that it causes. While the test is a requirement for Pitt Public Health, departments can set the percentage cut offs. In order to address the cost issue, the possibility of funding a post-baccalaureate slot was suggested as an option to help attract potential students.

Cindy raised an argument for keeping the GRE as an admission requirement because it is an eligibility criteria for the Dean’s Public Health Scholarship. It was also mentioned that the GRE is a good indicator of whether international students will succeed in the programs at the school.

While other exams are also considered in place of the GRE for certain programs and all departments use holistic admissions procedures, the latter might be not widely known and/or apparent from the Web site. Dr. Patricia Documet suggested adding a statement that stated these efforts on the Web.

**ACTION:** No action needed. However, the committee intends to look at the 3+2 program department expectations in relation to the GRE requirement. We will likely vote on the GRE issue in December or January.

**Updates from October 2018 meeting re: university testing policy and short term courses** | Kimberly Rehak

There does not seem to be a university-wide midterm and final exam make-up policy. According to the University Testing Center, make up exams were permitted for medical or family emergencies.

A mapping of Pitt Public Health’s 6- or 8-week classes for each term was included in the meeting documents as an FYI.

**ACTION:**

**Approval of October Minutes** | All
Provided that a typo in the first section of the minutes will be fixed (add “will” after “The class” at the beginning of the last sentence), the committee approved the October meeting minutes.

The meeting was adjourned at 3:03pm.