

Graduate School of Public Health
Educational Policies and Curriculum Committee
February 7, 2019
1:30-3:30pm
1149 Public Health

1. New course: *HPM XXXX: HPM Professional Development Seminar*, (0 credit), Kevin Broom (HPM)
2. Modified course: *EPIDEM 2920: Grant Writing*, change in credits, Nancy Glynn for Lisa Bodnar (EPIDEM)
3. Vote on GRE Summary & Proposal, All
4. Approval of January Meeting Minutes, All

The proposed Professional Development Seminar is designed to optimally prepare students to enter the professional health industry workforce. This course would be required for all students pursuing our professional degree programs, the Master of Health Administration (MHA) and the Master of Public Health in Health Policy and Management (MPH-HPM). The course would fall in the first year of the MHA and MPH-HPM curricula, and would be taught as a 0-credit, pass/fail course. Thus, no changes are made to the overall number of credit hours required for the degrees, nor would there be any change to the mix of required and elective credit hours.

The primary goal of the Professional Development Seminar is to help ensure that all students fully utilize the career services provided by the university, are exposed to the broad array of settings and roles within the health industry, and gain exposure to health industry professionals from our key external stakeholder organizations. This proposed course addresses specific specialized accreditation criteria that are required through the MHA accreditation agency, the Commission on Accreditation of Healthcare Management Education (CAHME). The course is designed to enhance our graduation and placement outcomes that are also required to be reported by CAHME. The MPH-HPM Program Director feels strongly that the course would greatly benefit the MPH-HPM students, and the course also supports the attainment of the similar accreditation criteria required by the Council for Education on Public Health (CEPH).

Specific CAHME criteria of interest, addressed by this proposed course, are:

Criterion II.A.1. “The Program will make publicly available complete and accurate information regarding its mission; application process; the competencies that form the basis for its curriculum; the content and sequence of its curriculum; teaching, learning and assessment methods; outcomes measures including degree completion and employment rates; and differences among accredited degree offerings.”

The accrediting body requires us to publicly make publicly available our graduation rate and our placement rate. These outcomes are available for prospective students and prospective employers when judging the quality of the Master of Health Administration program. The Professional Development Seminar is designed to make the students more competitive for the job market upon graduation, which will help improve our placement rate (and thereby draw a stronger applicant pool and a larger network of prospective employers).

Criterion II.A.3. “The Program will ensure that all students are provided access to academic advising, career counseling, and other support services and that these services are evaluated regularly as a part of the Program’s continuous improvement.”

While all MHA students currently have access to career counseling and other support services, the students are not currently required to seek out these services. The Professional Development Seminar will enable us to coordinate directly with the Career Services Office to ensure that all students utilize the services, thereby remaining in compliance with the accreditation requirements. Ensuring that all students utilize career services in a coordinated and comprehensive manner (e.g. resume workshops, mock interviewing workshops, career and job search advice, networking skills, etc.) helps verify that our students are optimally competitive when entering the job market. Plus, this coordinated approach frees up valuable time to allow the

Career Services Office to focus on students within the other departments within the Graduate School of Public Health.

Criterion II.A.5. “The Program will ensure that graduates’ career preparedness is monitored, documented and used for continuous improvement.”

In particular, one of the review elements of this criterion seeks to determine if students obtain placements consistent with Program mission and goals. The Mission Statement for the MHA program is: “The mission of the Masters in Health Administration (MHA) Program is to provide students with the competencies necessary for early to mid-level management positions and to provide the foundation for subsequent professional development, leadership and executive management in organizations involved in the delivery or financing of health care services.” Historically, our students have focused on placements within hospital settings. The placement outcomes therefore do not align with the mission statement, as our students are not currently exposed to many subsectors within the “delivery or financing of health care services”. The Professional Development Seminar fills this void by giving students exposure to health insurance companies, long-term care organizations, physician practices, consulting firms, international healthcare organizations, etc. Gaining exposure to a broader range of organizations within the industry provides students with more options upon graduation. Creating more options assists students with more quickly identify the roles and companies that best fit their career interests, which can enable them to compete better for jobs (hence improving our placement rate).

Criterion III.B.3. “The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations.”

Lastly, the Professional Development Seminar exposes students to a greater variety of professionals and organizations than is currently addressed within the courses that make up the curriculum. The proposed course will provide exposure to providers, nursing staff, functional area experts (e.g. finance, supply chain, performance improvement, etc.), entrepreneurs, policymakers, analysts, etc. The proposed course will also provide exposure to nursing homes, assisted living centers, medical group practices, biotech firms, insurers, governmental agencies, policy think tanks, etc.

In short, the proposed course enriches the existing course infrastructure by helping meet the specialized accreditation requirements outlined in the accreditation standards of the Commission on Accreditation of Healthcare Management Education. Moreover, the proposed course enhances the professional development of our students, better prepares them for the workforce, makes them more competitive in the job market, and helps them find the most optimal fit within a large, complex industry that provides many options besides just hospital settings. It accomplishes these goals without placing additional academic requirements on the students, nor does it necessitate eliminating existing courses. This particular zero-credit course is structured in a manner consistent with peer programs around the country that are highly ranked and CAHME-accredited.

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 6/7/2018)

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):**

- | | |
|---|---|
| <input checked="" type="checkbox"/> New course, not previously approved | <input type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| <input type="checkbox"/> Cross-listing only | <input type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____ | <input type="checkbox"/> Practicum, internship, field placement |

3. **Course designation:**

Course Number TBD Title HPM Professional Development Seminar Credits 0

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.

N/A

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: Kevin Broom, PhD, 75%, primary appointment in Health Policy and Management

b. Co-instructors (if any): Elizabeth Van Nostrand, JD, 25%, primary appointment Health Policy and Management

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 Professional Development Seminar is designed to optimally prepare students to enter the health industry workforce. This course will be required for all students pursuing our two professional graduate degree programs, the Master of Health Administration (MHA) and the Master of Public Health in Health Policy and Management (MPH-HPM). The primary goal of the Professional Development Seminar is to help ensure that all students fully leverage the career services provided by the university, are exposed to the broad array of settings and roles within the health industry, and gain exposure to health industry professionals from our key external stakeholder organizations.

The Professional Development Seminar consists of year-long, interactive sessions designed to prepare students to become successful leaders within the health industry upon graduation. Each semester consists of at least 10 sessions grouped into two major components that will collectively equip students with a set of essential skills: (1) Workforce Preparation and (2) Professional Development. Each session will include a 60-90 minutes of developmental activities, workshops, presentations and open discussions. Each session will be led by one or more facilitators, guest speakers, or moderators/panelists. Upon conclusion of the facilitated portion of each session, a 10-15 minutes of questions and answers, during which students are expected to ask pertinent questions and engage in the productive discussions aimed at enhancing your career preparedness.

This course design addresses specialized accreditation criteria required through the MHA accreditation agency, the Commission on Accreditation of Healthcare Management Education (CAHME). The course also supports the attainment of related accreditation criteria required by the Council for Education on Public Health (CEPH).

7. **Student enrollment criteria/restrictions:**

a. Indicate any maximum or minimum number of students and provide justification for this limitation.

Enrollment will be 30-40 students per year, with a targeted enrollment of 20-25 MHA and MHA/MBA students, and 10-15 MPH-HPM and JD/MPH-HPM students.

b. If admission is by permission of instructor, state criteria to be applied.

Students must be enrolled in the MHA, MHA/MBA, MPH-HPM or JD/MPH-HPM programs.

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.

No prerequisites.

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

8. **Course schedule and allocation of hours:**

- a. Number of course hours per session 1.5 Sessions per week 1 Weeks per academic term 10-12
- b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures 20% Seminars 70% Recitations _____ Field work _____ Laboratory _____
Other (specify): Interactive Workshops 10%
- c. Term(s) course will be offered: Fall Spring 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.

Pass/Fail

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)

The course will be face-to-face, with no online component.

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.

The course will be directly supportive of the MHA Competency Model, as required under Criterion III.A.1 of the Commission on Accreditation of Healthcare Management education. The course will support the attainment of the following competencies within the MHA Competency Model and the MPH-HPM Competency Model:

- Communication
- Systems Thinking
- Professionalism
- Self-Development
- Strategic Orientation

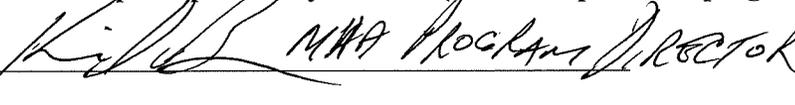
The course will be required for both the MHA and the MPH-HPM programs.

11. **Relevance of course to academic programs and curricula (continued):**

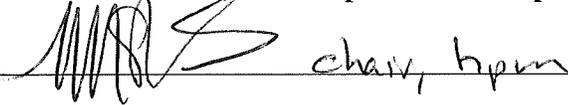
- b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

The course will serve as another primary avenue of exposing MHA and MPH-HPM students to health industry professionals across multiple diversity characteristics (gender, race, ethnicity, culture, disability, or family status). And, those professionals will be welcomed and encouraged to address diversity-related health issues during their talks. While students already gain exposure to these issues (and professionals) within their existing courses and their integrative experiences, their exposure could always be improved. This course provides many additional opportunities for exposure to diversity-related issues.

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

Name/Title:  MHA Program Director Date: 2/1/19

13. **Signature and date of endorsement of department chairperson:**

Name/Title:  chair, hpm Date: 2/1/19

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____ Date: _____

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)

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	Recommended Detail * Required	Included in Your Syllabus?						
<i>Heading</i>	Course Number*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	TBD
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Course Meeting Time/Day of Week*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	TBD
	Classroom Location*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	TBD
<i>Faculty Information</i>	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Office Hours*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Phone Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Email Address*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Teaching Philosophy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>	
	Required Software	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	
	Recommended Material	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	
	Availability of Software for Purchase and/or Use	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>	

<i>Evaluation</i>	Grading Scale*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Grading Criteria/Rubric	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Late Assignment Policy	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Accommodation of Students with Disabilities</i>	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Academic Integrity Policy</i>	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Diversity/ Inclusion Statement</i>	Pitt Public Health Statement	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Schedule</i>	Topics by Session*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Reading and Written Assignments by Session*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives by Session	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Test Dates	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Additional Resources</i>	Health Sciences Library Liaison Contact Information	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Writing Center Contact (if course is writing intensive)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>

Required Information Not Included

List the Required Detail Not Included

Reason for Not Including

List the Required Detail Not Included	Reason for Not Including

Pitt Public Health Syllabus Template
Graduate School of Public Health | Educational Policies and Curriculum Committee (EPCC)
Current Version: December 2013 (updated October 9, 2018)

Graduate School of Public Health
Department of Health Policy and Management
HPM Professional Development Seminar
Course Meeting Day and Time TDB (Once weekly for 1.5 hours)
Class Location TBD
Credit Hours 0
Fall/Spring 2019-2020

Logistics/Contact Information (required)

Instructors:	Kevin Broom, PhD, MBA	Elizabeth Van Nostrand, JD
Office:	GSPH A626	GSPH A733
Phone:	412-624-0898	412-383-2231
email:	kevinbroom@pitt.edu	evannostrand@pitt.edu
Office Hours:	TDB	TDB

Course Description (required)

The Professional Development Seminar is designed to optimally prepare students to enter the health industry workforce. This course will be required for all students pursuing our two professional graduate degree programs, the Master of Health Administration (MHA) and the Master of Public Health in Health Policy and Management (MPH-HPM). The primary goal of the Professional Development Seminar is to help ensure that all students fully leverage the career services provided by the university, are exposed to the broad array of settings and roles within the health industry, and gain exposure to health industry professionals from our key external stakeholder organizations. This design of this course addresses specialized accreditation criteria required through the MHA accreditation agency, the Commission on Accreditation of Healthcare Management Education (CAHME). The course also supports the attainment of related accreditation criteria required by the Council for Education on Public Health (CEPH).

Over the past 50 years, America's health industry has evolved from a decentralized collection small practices and free-standing hospitals into an increasingly complex web of integrated or affiliated organizations providing medical care, public health services, insurance coverage, legal and consulting advice, pharmaceutical and medical supplies, and research and technological support for thousands of individuals. The transformation of the American health industry has greatly expanded the range of career opportunities for bright, aspiring professionals, from traditional roles as hospital administrators to an ever widening and diverse range of options across the entire health sector. Students preparing for health policy and management careers need to be well trained in the core areas of health management, health policy and public health. Succeeding in today's increasingly complex and challenging health environment requires students to develop the professional behavior, values and ethics necessary to transform into eager life-long learners. Additionally, students need exposure to a wide range of industry professionals from across many of the subsectors within the health industry. Historically, graduates from these two professional graduate programs pursued narrow career paths, mostly focusing on hospital settings and insurance companies. This course seeks to broaden industry exposure, thereby expanding the career options for our students.

Learning Objectives (required)

The course is designed to provide students with the practical skills and insights they need to successfully launch their careers, ensuring they land with organizations that are a good “fit” for their personal and professional goals, interests and values. As such, the six specific learning objectives of this course are:

1. Demonstrate the practical skills needed to secure their residencies and practica, as well as post-graduate jobs or fellowships, including:
 - a. defining their career goals
 - b. construct an effective resume
 - c. compose effective cover letters
 - d. demonstrate effective interviewing skills
 - e. apply effective networking skills
2. Compare and contrast the wide range of post-graduate career options and pathways available in the health industry;
3. Debate the impact of the ongoing changes in the health industry;
4. Articulate the qualities of outstanding health industry leaders.
5. Construct individual professional goals and interests from the experience and advice of successful professionals at various stages of their careers;
6. Compare/contrast the wide array of settings and roles in the health industry, and
7. Commit to engaging in lifelong learning;

Teaching Philosophy (optional)

The Professional Development Seminar consists of year-long, interactive sessions designed to prepare students to become successful leaders within the health industry upon graduation. Each semester consists of at least 10 sessions grouped into two major components that will collectively equip students with a set of essential skills: (1) Workforce Preparation and (2) Professional Development. Each session will include a 60-90 minutes of developmental activities, workshops, presentations and open discussions. Each session will be led by one or more facilitators, guest speakers, or moderators/panelists. Upon conclusion of the facilitated portion of each session, a 10-15 minutes of questions and answers, during which students are expected to ask pertinent questions and engage in the productive discussions aimed at enhancing your career preparedness.

Required Textbooks/Articles/Readings (required)

No textbook required. The Professional Development Seminar is not designed to be a traditional academic course, as it has no required readings or exams.

Supplemental Readings/Bibliography (optional)

TBD

CourseWeb/BlackBoard Instruction (if applicable)

For some sessions, relevant materials may be posted on the course’s Blackboard web site. Students are expected to read the material and, when appropriate, check one or more designated and relevant websites prior to attending each session. The course will not have any online or hybrid components.

Required or Recommended Software (if applicable)

N/A

Required or Recommended Equipment (if applicable)

N/A

Class Expectations/ Behavior and Ground Rules (optional)

As aspiring health care leaders, students must always approach this course as professionals. Consistent with the course requirements and expectations, as well as the competencies the course is designed to help students develop, this includes arriving to sessions prepared and on time, remaining for the full session, dressing appropriately, paying attention, contributing thoughtfully to discussions, being respectful of and courteous to others, not eating or chewing gum, and being sure all electronic devices are silenced and not used during the session. Regular class attendance is an important part of one’s graduate education and professional development. Students are required to attend all sessions and are expected to come prepared, engage in each activity, and demonstrate they are keeping abreast of developments in the health industry by asking pertinent questions and participating in the discussions. Attendance will be taken at each class. To receive credit for attendance, students must sign the attendance sheet for each session. Exceptions must be brought to the attention of the faculty member before missing the session (i.e. proactively) or immediately upon missing a session (with a valid reason for missing out on a professional development opportunity).

Grading Scale (required)

The course is designed to be a Pass/Fail course.

Student Performance Evaluation (Assessments and Weights) (required)

Requirement	Weight	Remarks
Attendance	40%	Must attend 90% of sessions.
Session Participation	40%	Must actively participate in 50% of sessions.
Journal Reviews	20%	Two journals built over each semester of the seminar.

Assignments and Descriptions (optional)

TBD

Schedule of Sessions and Assignments (required)

	Week/ Session	Topic	Focus
Fall Semester	1	Professionalism	Professionalism and Workforce Preparedness
	2	Residency Matching Process	
	3	Communication Skills	
	4	Etiquette Dinner	
	5	Self-Awareness and Self-Promotion	
	6	Resume Writing	
	7	Fundamentals of Building a Network	
	8	Mock Interviewing Workshop	
	9	Networking and Career Planning	
	10	Outpatient Operations/Practice Management	
	11	Post-Acute Services and Long-Term Living	
	12	Finding a Career Pathway in Public Health	Reflection
	13	Journal Reviews and Group Discussion	
Spring Semester	1	Consulting	Professional Development
	2	Payers/Insurance	
	3	Hospital Operations	
	4	Hospital Diversity (AMCs, Rural, Community, Specialty, etc.)	
	5	Innovation/Entrepreneurship/Biotech	
	6	Performance Improvement	
	7	Hot Topics in Public Health & Health Policy	
	8	International Healthcare	
	9	Physician/Admin Relationships	
	10	Race and the Opioid Crisis	
	11	Pursuing Fellowships	
	12	Nursing/Admin Relationships	
	13	Journal Reviews and Group Discussion	Reflection

The semester schedule for the Professional Development Seminar avoids holidays, mid-terms, and final exam periods. Additionally, the Professional Development Seminar will avoid the week of ACHE in the spring semester.

Accommodation for Students with Disabilities (required)

“If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.”

Academic Integrity Statement (required)

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. 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 (required)

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

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
- 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

Diversity Statement (required)

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 412-624-3506 or nam137@pitt.edu;
- 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).

Copyright Notice (if applicable)

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)

N/A

University Writing Center (if applicable)

N/A

Sources: Center for Instructional Design and Distance Education (CIDDE) [current center name: University Center for Teaching and Learning], Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, and EPCC syllabus checklist.

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 6/7/2018)

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):

- | | |
|--|---|
| <input type="checkbox"/> New course, not previously approved | <input checked="" type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| <input type="checkbox"/> Cross-listing only | <input type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____ | <input type="checkbox"/> Practicum, internship, field placement |

3. Course designation:

Course Number EPIDM 2920 Title: Grant Writing _____ Credits 2 (change to 3)

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: Lisa Bodnar, PhD; vice chair of research and associate professor of epidemiology, 100% effort.

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

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.).

During this course, students will develop a grant proposal on a research topic that should be their dissertation topic. The proposal will be written in the format of the National Institutes of Health (NIH) R01 grant application. The application will include specific aims and a research plan that includes significance, innovation, and approach. Students will participate in small-group discussions to provide and receive peer feedback. Students must receive approval to enroll in the course from their academic advisor or dissertation chair and the course instructor.

7. **Student enrollment criteria/restrictions:**

a. Indicate any maximum or minimum number of students and provide justification for this limitation.

10 students due to the intensity of one-on-one work and group discussions.

b. If admission is by permission of instructor, state criteria to be applied.

Permission by instructor is required for admission. The faculty advisor or dissertation chair must email the instructor confirming that they have met with the student and they have approved the 3 Specific Aims the student drafted for their dissertation proposal.

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.

- EPI 2110 PRINCIPLES OF EPIDEMIOLOGY
- EPI 2180 EPIDEMIOLOGICAL METHODS 1
- EPI 2183 READING, ANALYZING AND INTERPRETING PUBLIC HEALTH MEDICAL LITERATURE
- EPI 2185 INTRODUCTION TO SAS

8. **Course schedule and allocation of hours:**

a. Number of course hours per session 3 Sessions per week 1 Weeks per academic term 14

b. Approximate allocation of class time (hours or %) among instructional activities:

Lectures 35% Seminars _____ Recitations _____ Field work _____ Laboratory _____
Other (specify): _____ Group discussions 65% _____

c. Term(s) course will be offered: Fall x Spring _____ 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.

A, B, C letter grades

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.

Grant writing is an essential skill for our field. This is a required course for the doctoral degree programs in Epidemiology.

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

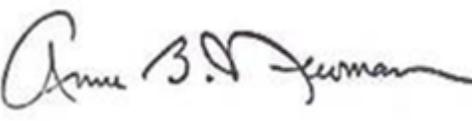
Diversity issues will be address when developing specific aims for the grant applications. Emphasis will be placed on diversity in study populations or the impact of these indicators on health outcomes.

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

Name/Title:  _____

Date: 01/29/2019

13. **Signature and date of endorsement of department chairperson:**

Name/Title:  _____

Date: 02/04/2019

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____

Date: _____

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)

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	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Meeting Time/Day of Week*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Classroom Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Faculty Information</i>	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Office Hours*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Phone Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Email Address*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Philosophy	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recommended Material	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>

	Availability of Software for Purchase and/or Use	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Evaluation	Grading Scale*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Grading Criteria/Rubric	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Late Assignment Policy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Accommodation of Students with Disabilities	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Academic Integrity Policy	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Diversity/ Inclusion Statement	Pitt Public Health Statement	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Schedule	Topics by Session*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Reading and Written Assignments by Session*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives by Session	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Test Dates	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Additional Resources	Health Sciences Library Liaison Contact Information	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Writing Center Contact (if course is writing intensive)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>

Required Information Not Included

List the Required Detail Not Included	Reason for Not Including

--	--

**Graduate School of Public Health
Department of Epidemiology
EPIDEM 2920: Grant Writing
Fall 2019
Mondays 9:00 am – 11:50 am; A216 Crabtree Hall**

Course instructor: Lisa Bodnar, PhD, MPH, RD
5129 Public Health
Phone: 412-624-9032
Email: bodnar@edc.pitt.edu
Office hours: by appointment

Objectives:

- To write a dissertation proposal in the format of an NIH R01 grant application.
- To present and defend the research plan to peers.
- To evaluate and provide feedback to peers during the grant writing process.

Description:

During this course, students will develop a grant proposal on a research topic that should be their dissertation topic. The proposal will be written in the format of the National Institutes of Health (NIH) R01 grant application. The application will include specific aims and a research plan that includes significance, innovation, and approach. Students will participate in small-group discussions to provide and receive peer feedback. Students must receive approval to enroll in the course from their academic advisor or dissertation chair and the course instructor.

Prerequisites:

Required

- EPI 2110 PRINCIPLES OF EPIDEMIOLOGY
- EPI 2180 EPIDEMIOLOGICAL METHODS 1
- EPI 2183 READING, ANALYZING AND INTERPRETING PUBLIC HEALTH MEDICAL LITERATURE
- EPI 2185 INTRODUCTION TO SAS
- All students must receive prior approval from the course instructor to enroll in the course. The student's dissertation chair or academic advisor must email the instructor stating that they student is ready to write their dissertation proposal, they have discussed the student's project, and they approve the student's draft Specific Aims that they will use for the course.

Recommended

- EPI 2160 EPIDEMIOLOGY INFECTIOUS DISEASES
- EPI 2170 CHRONIC DISEASE EPIDEMIOLOGY

Learning objectives:

During this course, students will:

1. Describe the elements of an NIH R01 grant proposal.

2. Identify the research questions their grant proposal will address.
3. Translate the research questions into clear Specific Aims that test the stated hypotheses.
4. Hypothesize results and expected outcomes of their proposed project.
5. Synthesize the extant literature supporting the rationale of the grant.
6. Develop a logical and compelling argument for the Significance, Innovation, and Approach of their grant proposal.
7. Participate as members of a writing community, offering feedback to peers throughout the writing process.
8. Reflect critically on their writing during conferences, making revisions in response to peer and teacher feedback.
9. Critique an R01 grant using the same approach that is currently used by an NIH study section.

Student Performance Evaluation

This is a graded course, and the grade will be based on class participation and completion of the assignments. The final grade will be weighted as follows:

	Percent of final grade
Final grant and mini proposal	60
Critique of NIH grant	10
Written critiques of students' work and class participation	30

Assignments are due at the time specified on the class schedule (see last page) unless otherwise specified. Assignments turned in late will receive a 10% deduction in the grade for each day they are late. Class participation will be based on consistent, active involvement in class discussions and group activities.

Letter grades will be assigned as follows:

90% – 100% = A

80% – 89% = B

70% – 79% = C

Expectations of Students

The instructor believes that student participation is an integral part of the process of learning and developing competencies in scientific grant writing. Therefore, this course will be highly interactive. In addition to coming to class prepared and completing assignments, students are expected to attend class every week and be actively engaged in the learning at every class meeting. Laptops are not permitted in class unless this is arranged with the instructor in advance of class.

Communication with the Instructor

Office hours are held by appointment. Students may call or email the instructor to set up an appointment. Please be aware that students who “drop in” to the instructor’s office may not be seen by the instructor. Additionally, students who wish to communicate with the instructor using email should understand that emails sent after 4:00 p.m. will not be read and responded to until the following day. The instructor will not respond to email over the weekend.

Required Readings: none

Recommended Resources:

NIH resources

Center for Scientific Review (CSR) Website: <http://public.csr.nih.gov/Pages/default.aspx>

Applicant Resources: <http://public.csr.nih.gov/ApplicantResources/Pages/default.aspx>

Study section and review group descriptions:

<http://public.csr.nih.gov/StudySections/Pages/default.aspx>

Study section rosters and meeting dates:

<http://public.csr.nih.gov/RosterAndMeetings/Pages/default.aspx>

NIH Office of Extramural Research (OER) Website: <http://grants1.nih.gov/grants/oer.htm>

F31 application instructions:

http://grants.nih.gov/grants/funding/424/sf424_rr_guide_fellowship_verb.pdf

How to apply: http://grants1.nih.gov/grants/how_to_apply.htm

Peer Review process: http://grants1.nih.gov/grants/peer_review_process.htm

Funding Opportunities and Notices: <http://grants1.nih.gov/grants/guide/index.html>

New/Early Stage Investigator: http://grants1.nih.gov/grants/new_investigators/index.htm

Peer review policies and practices: <http://grants.nih.gov/grants/peer/peer.htm>

National Heart Lung and Blood Institute

NHLBI Funding and Research: <http://www.nhlbi.nih.gov/funding/index.htm>

NHLBI Staff Contacts: <http://www.nhlbi.nih.gov/about/staff-expertise.htm>

Tips on Preparing Applications

Planning Your Application: http://grants1.nih.gov/grants/planning_application.htm

Writing Your Application: http://grants1.nih.gov/grants/writing_application.htm

NIAID Grants Tutorials: <http://funding.niaid.nih.gov/researchfunding/grant/pages/aag.aspx>

R01 Sample Applications and Summary Statements:

<http://funding.niaid.nih.gov/researchfunding/grant/pages/appsamples.aspx>

New Investigator Guide to Funding:

<http://funding.niaid.nih.gov/researchfunding/grant/pages/newpiguide.aspx>

CourseWeb/Blackboard instruction

Students are expected to login to Blackboard to check for course announcements, turn in assignments, and retrieve peer review assignments. Grades will also be posted on Blackboard.

Accommodation for Students with Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Academic Integrity Statement

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. 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

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

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
- 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.]

Diversity Statement

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 412-624-3506 or nam137@pitt.edu;
- 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).

EPIDEM 2920 Grant Writing: Fall 2019 Schedule

Session	Week of	Assignment due Monday 9am	Monday lecture	Monday small group discussion	Assignment due Thursday 5pm
Session 1	August 26	--	<i>Specific Aims: Conceptual Framework</i>	<i>Dissertation topics</i>	-Outline of specific aims using Word doc template
	September 2	Critique of group's aims outline (due Tuesday 16 th)	NO CLASS – Labor Day	--	-Revised outline of specific aims
Session 2	September 9	Critique of group's aims outline	<i>Writing Specific Aims</i>	<i>Aims outline</i>	-Revised outline of specific aims
Session 3	September 16	Critique of group's aims outline	<i>Writing Specific Aims</i>	<i>Aims outline</i>	-Specific aims
Session 4	September 23	Critique of group's aims	<i>Significance</i>	<i>Specific aims</i>	-Revised specific aims -Outline of significance -Your advisor's comments
Session 5	September 30	Critique of group's revised aims and signif outline	<i>Innovation</i>	<i>Significance outline</i>	-Reflections on reading -Significance and Innovation
Session 6	October 7	Critique of group's significance & innovation	<i>Approach</i>	<i>Significance and innovation</i>	-Outline of approach -Revised signif, innov, aims
Session 7	October 14	Critique of group's grant to-date	<i>Sample Size Calcs, Analytic Plan (Maria Brooks, PhD)</i>	<i>Approach outline</i>	-Approach -Revised aims, signif. innov.
	October 21		NO CLASS – FALL BREAK		
Session 8	October 28	Critique of revised full grant	<i>Approach</i>	<i>Revised full grant</i>	-Revised grant
Session 9	November 4	Critique of revised full grant	<i>Abstract and Title</i>	<i>Revised full grant</i>	-Revised grant
Session 10	November 11	Critique of revised full grant	<i>NIH Grant Review Process</i>	<i>Revised full grant</i>	-Mini grant
Session 11	November 18	Critique of abstract and title (ALL students)	<i>NIH Criteria for Critiquing Grants</i>	<i>Abstract and title</i>	-Abstract and title
Session 12	November 25	Critique of mini grant; Exchange full grant	<i>Peer feedback</i>	<i>Mini grant</i>	n/a
Session 13	December 2	Full critique of a student's grant	<i>Peer feedback</i>	<i>Peer feedback</i>	n/a
Session 14	December 9	Final grant, abstract, and mini proposal	FINALS WEEK	--	n/a

EPCC SUMMARY REPORT
GRE Requirement and Applicant Diversity – Report

Background and Initial Request – July 2018

This discussion was in response to the release of the article “Defining Access: How test-optional works”¹ as well as in anticipation of the dropping of the GRE requirement for at the University of Pittsburgh’s School of Medicine (September 2018) and the Graduate School of Public and International Affairs (October 2018).

The EPCC committee has discussed whether or not to require the GRE as an admissions requirement at the school level. If the requirement is dropped, Individual departments could still require the GRE test if they choose to do so.

Gathering of Information and Discussion – August 2018 – January 2019

Educational Programs researched which public health schools and/or programs do not require the GRE (see list in Appendix A). Most competitor schools are still requiring them as an admission requirement and many of the schools that have dropped the requirement are associated with medical programs.

We read several published articles on the requirement of standardized tests and their effect on diversity (Appendix C, not yet ready). Most of the articles show that the gold standard is “holistic admissions.” They also indicate that rather than GRE questions, it is stress surrounding the test and the ways it is administered that poses hardship for underrepresented students.

Dr. Cindy Bryce, Associate Dean for Student Affairs, presented demographic information from admissions data to the committee in November 2018 (Appendix B) and provided the committee with a report on the admissions perspective in December 2018, which included possible disadvantages of dropping the GRE and possible alternatives to dropping the GRE. Possible disadvantages include: difficulty for staff in processing additional applications and the loss of an admission criterion for the 3+2 program and the judging of Dean’s Scholarship awardees. Importantly, a large proportion of admitted applicants who are underrepresented minorities, first generation to college, or rural residents choose not to come to Pitt Public Health. This indicates that there is a group of admitted applicants that we can work in encouraging to matriculate.

Polling responses from the various departments: the Biostatistics and Epidemiology departments voted to keep the GRE with the latter concerned that dropping the GRE requirement could negatively impact the competitive reputations of its programs. The Human Genetics, Behavior and Community Health Sciences (BCHS), Health and Policy Management (HPM) and Infectious Diseases and Microbiology (IDM) departments having mixed opinions regarding whether to keep the test at the school level, with Human Genetics and HPM representatives stating that both of their departments would be willing to relax the requirement at the school level if need be. In particular, Dr. John Shaffer said that some in Human Genetics felt like “the writing is on the

¹ Syverson, S, Franks, V., Hiss, W. (2018). “Defining access: How test-optional works.” Retrieved from: <http://www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf>

wall” and with biomedical schools dropping the requirement, his department might have to drop the GRE test requirement to remain competitive. However, for now, the department wished to retain the requirement. This could also be a concern for the IDM department, in the future.

EPCC Response – February 2019

The EPCC will write a report for the dean with its decision after they vote on this issue at the February 2019 meeting. The report will contain the advantages of and concerns with dropping the GRE requirement and the committee’s recommendations from previous meetings, such as:

- advertising the school’s holistic admissions on its Web site,
- offering \$1000 scholarship incentives to accepted applicants in underrepresented groups,
- providing quicker responses to admissions decisions and faster replies to inquiries from prospective students, and
- providing financial aid information and guidance within acceptance packets.

The report will emphasize the need to revisit this issue periodically, in a proactive manner. If many public health schools drop the GRE requirement, we will need to follow suit to be competitive. That time is not now.

Appendix A

Schools that do not require GRE:

A.T. Still University College of Graduate Health Studies
American University of Beirut - Faculty of Health Sciences, Graduate Public Health Program
Central New York Master of Public Health Program (SUNY Upstate Medical University)
Charles R. Drew University of Medicine and Science MPH Program in Urban Public Health
Eastern Virginia Medical School - Old Dominion University MPH Program
National Institute of Public Health of Mexico (Instituto Nacional de Salud Publica)
National Taiwan University College of Public Health
New York Medical College, School of Health Sciences and Practice, and Institute of Public Health
St. George's University Department of Public Health and Preventive Medicine
Touro University - California MPH Program
Université de Montréal School of Public Health
University of San Francisco MPH Program
Walden University Master of Public Health Program

Appendix B

Demographic information	Admitted (n=539)	Matriculated (n=153)	Declined or Withdrew (n=386)	Percentage Declined or Withdrew
Underrepresented race/ethnicity	85	26	59	69.41
Military service (or eligible dependents)	7	4	3	42.86
Economically disadvantaged	55	13	42	76.36
First generation college graduate	84	24	60	71.43
Geographic region (isolated rural or small town)	97	38	59	60.82
TOTAL	328	105	223	67.99

**Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | January 10, 2019**

Present: Jessica Burke, Mary Derkach, Ying Ding, Patricia Documet, Julia Driessen (call in), David Finegold, Summer-Rae Haston, Robin Leaf, Kimberly Rehak, Josh Mattila, Emily Russell, John Shaffer.

The meeting was called to order at 1:34 PM by Dr. Patricia Documet, chair.

Confirmation of messaging to students who receive EPCC academic communications |

Mary Derkach

Mary Derkach shared an updated communication strategy to inform students of academic performance issues. The plan moving forward is for students to receive an email with subject line "Response required: academic performance memo," a memo copy and pasted into the body of the email and attached in pdf form, and a call to action in the first sentence of the email body requiring students to reply to the email to confirm its receipt. The committee discussed who should receive a copy of this email. Presently, the chair of the student's department, the department student services representative and the EPCC representative are copied on the memo; and the student services representative forwards the email to the student's advisor. The committee decided it was more prudent for Mary and her staff to figure out who the student's advisor was and copy them on the original email.

ACTION: Mary will follow the communication strategy as detailed above.

Review of fall term 2018 core course evaluations | All

The committee reviewed the core course OMET evaluations for the summer 2018 and fall 2018 terms. Members discussed strategies of changes that have been implemented to help courses/instructors with lower scores improve and commended the improvements from past semesters for other classes.

ACTION: No action necessary.

Continued discussion of GRE requirement | All

The committee revisited its discussion on whether or not to require the GRE as an admissions requirement at the school level. Individual departments can still require the GRE test if they choose to do so. Dr. Cindy Bryce, associate dean for student affairs, provided the committee with a report from the admissions perspective, which included possible disadvantages of dropping the GRE and possible alternatives to dropping the GRE. Possible disadvantages include: difficulty for staff in processing additional applications and the loss of an admission criterion for the 3+2 program and the judging of Dean's Scholarship awardees.

Polling responses from the various departments: the Biostatistics and Epidemiology departments voted to keep the GRE with the latter concerned that dropping the GRE requirement could negatively impact the competitive reputations of its programs. The Human Genetics, Behavior and Community Health Sciences (BCHS), Health and Policy Management (HPM) and Infectious Diseases and Microbiology (IDM) departments reported that their departments had mixed opinions regarding whether to keep the test at the school level, with Human Genetics and HPM

representatives reporting that both of their departments would be willing to relax the requirement at the school level if need be. In particular, Dr. John Shaffer said that some in Human Genetics felt like “the writing is on the wall” and with biomedical schools dropping the requirement, his department might have to drop the GRE test requirement to remain competitive. However, for now, the department wished to retain the requirement. This could also be a concern for the IDM department, in the future.

The EPCC will write a report for the dean with its decision after they vote on this issue at the February 2019 meeting. The report will contain the advantages of and concerns with dropping the GRE requirement and the committee’s recommendations from previous meetings, such as: advertising the school’s holistic admissions on its Web site, offering \$1000 scholarship incentives to accepted applicants in underrepresented groups, providing quicker responses to admissions decisions and faster replies to inquiries from prospective students, and providing financial aid information and guidance within acceptance packets. The report will also emphasize the need to revisit this issue periodically, in a proactive manner. If many public health schools drop the GRE requirement, we will need to follow suit to be competitive. That time is not now.

ACTION: The committee will vote on whether to abandon the GRE requirement at the school level during the February 2019 EPCC meeting and receive comments on the list of actions to increase enrollment of disadvantaged students.

Revisit of Open Source discussion | All

The committee revisited a discussion about switching expensive required textbooks to Open Source replacements in an effort to save students money. As most departments reported that their classes do not require textbooks or fairly inexpensive ones for their classes, the committee decided this was a non-issue for the school and closed this discussion.

ACTION: No action necessary.

Approval of December Meeting Minutes | All

The committee approved the December 2018 minutes provided that the student name in the first agenda item be redacted and a change in the January meeting date from 9 to 10.

ACTION: The committee approved the December minutes.

Closed session: Fall 2018 Term Student Record Review (open only to voting members)

The meeting was adjourned at 3:28 PM.

Upcoming EPCC Meeting Dates | Spring 2019:

February 7 [1:30-3:30 p.m.] – A521 Crabtree
March 7 [1:30-3:30 p.m.] – 1149 Pitt Public Health
April 4 [1:30-3:30 p.m.] – 1149 Pitt Public Health
May 2 [1:30-3:30 p.m.] – 1149 Pitt Public Health