1. Welcome to new student representatives, All

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

3. Discussion II of II of a Title IX sexual misconduct/ awareness statement for syllabi, in conjunction with the FDC, Tina Hershey (FDC co-chair)

4. Health equity issues in the curriculum, Noble Maseru (Director, Center for Health Equity)

5. Discussion on modularizing a 3-credit course, John Shaffer


7. GRE requirement discussion revisited, All

8. Revisit of Open Source discussion, All

9. Approval of July Minutes, All

10. Closed session: Summer 2018 Term Student Record Review (open only to voting members)
Suggested Diversity Statements for Syllabi at Pitt Public Health

**Option 1:** The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

**Option 2:** 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.

**Option 3:** This course covers multi-dimensional academic topics. You are expected to share your views and be respectful of others’ opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.
Including a diversity (or inclusivity) statement on your syllabus can set the tone for your classroom environment. It shows students that you value and respect difference in intellectual exchange, and are aware of current campus conversations surrounding diversity. (Adapted from Cornell's Center for Teaching Excellence resource, POD Network Conference, 2011.)

Sample Teaching Philosophy Statement
I bring a set of experiences and knowledge into the classroom, as does each and every student. You know things I do not know, and one of the pleasures of teaching is sharing in the knowledge and experiences that you bring to class. I believe in sharing the process of learning equally, so class participation will be a key factor in my success and yours. I value each of your contributions, and hope that you will always feel comfortable offering opinions, asking questions, and helping everyone around you get the most out of the course.

Sample Diversity Statement (American Society for Engineering Education)
I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Sample Diversity Statement (California State University, Chico)
Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Sample Safe Zone Statement (California State University, Chico)
I am part of the Safe Zone Ally community network of trained Chico State faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.
LGBTQ Equality Statement (California State University, Chico)

I am firmly committed to diversity and equality in all areas of campus life, including specifically members of the LGBTQ community. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

Inclusivity Statement (West Virginia University)

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu. [adopted 2-11-2013]

Inclusivity Statement (University of Central Florida)

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.
Suggested Syllabus Statement: Sexual Misconduct, Required Reporting, and Title IX

Sexual Misconduct, Required Reporting, and Title IX

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.]
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

   (Specify academic unit & course number):

3. Course designation:

   Course Number _EPIDEM 2019_____ Title __INTRODUCTION TO MULTIMODAL NEUROIMAGING AND APPLICATIONS IN POPULATION NEUROSCIENCE__ Credits __2__

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. We may request cross-listing with the Center for Neural Basis of Cognition (CNBC), specifically neuroscience and psychology. Some of the material for this course was included in the summer MNTP (multimodal neuroimaging training program), funded by the NIH. The MNTP course is now discontinued due to lack of funding.

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: Caterina Rosano, MD, MPH, Professor of Epidemiology. Anticipated effort: 20%

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* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
b. Co-instructor: Theodore Huppert, PhD Tenured Associate Professor of Radiology with secondary appointments in Bioengineering, the Clinical Translation Science Institute (CTSI) and Center for Neural Basis of Cognition (CNBC). Anticipated effort: 15%

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.).
There have been great advances in neuroimaging techniques, which allow neuroscientists to visualize molecular, cellular and system physiology and functions. The Introduction to Multimodal Neuroimaging Course will teach the underlying principles of neuroimaging techniques, including data modeling and visualization. Special emphasis will be on the discussion of the strengths and limitations of each technique, and on novel approaches to utilize complementary imaging modalities. The course will teach the principles and research applications of neuroimaging modalities via basic lectures and workshops that emphasize the integration of multiple imaging modalities.

7. Student enrollment criteria/restrictions:

a. Indicate any maximum or minimum number of students and provide justification for this limitation. Minimum of 4 students.

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

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. Knowledge of brain structure and function is required.

8. Course schedule and allocation of hours:

a. Number of course hours per session: 2 and ½; Sessions per week 2; Weeks per academic term 6

b. Approximate allocation of class time (hours or %) among instructional activities:
   Lectures __1____ Seminars _____ Recitations _____ Field work ______ Laboratory _____
   Other (specify): _1.5 for practical illustrations on use of neuroimaging in research

c. Term(s) course will be offered: Fall ____ Spring ____ Summer Term ___ Summer Session X

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.
   H, S, U

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.

The application of neuroimaging in epidemiologic studies has become very common very rapidly. Neuroepidemiological studies using neuroimaging have the potential to unravel the etiology and pathophysiology of diseases of the central nervous system, with tremendous implications for discovery of new treatments. To be successful, these studies must have rigorous study designs and sampling procedures. Naturally, our doctoral and master’s students in epidemiology have the potential to participate actively in this discovery process. This introductory coursework will provide our students with an initial understanding of the complex aspects of neuroimaging methodologies, so that they can be better equipped to engage in interdisciplinary research with neuroscientists and neuroimagers.

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

The lectures will describe how the conditions and diseases of the central nervous system vary depending on demographic and socio economic status.

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

   Name/Title: ______________________  Date: ___08/22/2018____________

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

   Name/Title: ______________________  Date: ___08/31/2018____________

   *(Maria Mori Brooks, PhD, Epidemiology Vice Chair for Education on behalf of Anne Newman, MD, MPH)*

14. (For cross-listing only)

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

   Name/Title: ______________________  Date: ______________

   *(Maria Mori Brooks, PhD, Epidemiology Vice Chair for Education on behalf of Anne Newman, MD, MPH)*
# 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.

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail * Required</th>
<th>Included in Your Syllabus?</th>
</tr>
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<tr>
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<tr>
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</tr>
<tr>
<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>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><strong>Course Summary</strong></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</td>
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<td>Evaluation</td>
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<td>Purchase and/or Use</td>
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<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>Pitt Public Health Statement*</td>
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<td>Academic Integrity Policy</td>
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<td>Pitt Public Health Statement*</td>
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<td>Diversity/ Inclusion Statement</td>
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<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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<tr>
<td>Pitt Public Health Statement</td>
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<tr>
<td>Required Information Not Included</td>
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**List the Required Detail Not Included**

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<tr>
<th>Reason for Not Including</th>
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Graduate School of Public Health
Department of Epidemiology

Course Number: EPIDEM 201

- Course Title: Introduction to Multimodal Neuroimaging
- Term/Academic Year: Summer 2019
- Dates: Monday and Thursdays 9:00-11:30, May 13th – June 22nd, 2019
- Location: GSPH, Room 530A
- Credits: 2, Summer course 6-week I, 5 hrs/wk.

Course co-directors
Caterina Rosano, MD, MPH  
Office: 5139 Parran Hall, GSPH  
Phone: 412-383-1294  
Email: car2350@pitt.edu  
Office hours: by appointment
Theodore Huppert, PhD  
Office 200 Lothrop St, PUH 8th flr  
Phone: (412) 726-8459  
Email: huppert1@pitt.edu  
Office hours: by appointment

Summary of course:
There have been great advances in neuroimaging techniques, which allow neuroscientists to visualize molecular, cellular and system physiology and functions. The Introduction to Multimodal Neuroimaging Course will teach the underlying principles of neuroimaging techniques, including data modeling and visualization. Special emphasis will be on the discussion of the strengths and limitations of each technique, and on novel approaches to utilize complementary imaging modalities. The course will teach the principles and research applications of neuroimaging modalities via basic lectures and workshops that emphasize the integration of multiple imaging modalities.

The course is comprised of:
- Introductory lecture on principles of magnetic resonance imaging. This lecture will include principles of MR safety.
- Neuroimaging lectures and workshops: a series of basic neuroimaging lectures will allow students to learn the basic principles and required instrumentation for the multiple imaging modalities. Each week, one neuroimaging modality will be addressed, and the following three components will be covered:
  a) basic principles of functional neuroanatomy (brain morphology, regional parcellations, major networks and tracts) and physiologic principles (e.g. cerebral blood flow prior to the ASL lecture; cerebral glucose metabolism, ligand/protein binding, and amyloid imaging for PET studies).
  b) technology of acquisition and underlying physics with practical illustrations;
  c) applications in current studies;
- Integration of multimodal neuroimaging lectures. To demonstrate the synergy of multimodal neuroimaging, we will have focused lectures lead by PIs of multimodal neuroimaging studies. Through these lectures, the students will understand the importance of multiple complementary imaging modalities to answer research questions. Synergy with other methods will cover: structural MRI for registration of PET images, MEG/EEG for obtaining neural activity while improving spatio/temporal resolution, physiological and structural measures to characterize early stages of small vessel disease. Demonstration of concurrent multimodal imaging and analysis will be offered during the individual neuroimaging lectures using images from several research projects.

Learning Objectives:
- Understand the underlying principles, potential, and limitations of structural magnetic resonance imaging (MRI), diffusion tensor imaging (DTI), functional MRI (fMRI), positron emission tomography (PET), magnetoencephalography (MEG), electroencephalography (EEG), functional near-infrared spectroscopy (fNIRS), and optical imaging.
- Be able to describe the principles of paradigms’ design, collection and processing of neuroimaging data
- Interpret the results of neuroimaging analyses.
- Present examples of multi-modal neuroimaging projects.
Textbook
No textbook required. Ad hoc literature provided by the lecturer in advance.

Prerequisite/Recommended preparation
Instructor permission required. Students should contact the instructor to discuss the level of knowledge of brain structure and function.

- 

Grading Scale:
Honors, Satisfactory, Unsatisfactory

Student Performance Evaluation:
25% Written review - Write a mini-review of at least two imaging modalities that can be used in combination to advance our understanding of the pathophysiology of a given neurological/neurocognitive disease. The student chooses the condition and the modalities. Students may choose to work in groups. Students will be assessed on the quality and completeness of their written presentation. Due on 6/22. Late assignment will be deducted 10 points.

75% Attendance and participation in all lectures and workshops. Students are allowed one excused absence with advanced notice. Any additional absences will need to be made up with a 2-page critical review of that session’s readings.

- Participation:

CourseWeb/BlackBoard Instruction
The instructors will be using the University’s CourseWeb (Blackboard) for instructional support: reading material will be available from download from the Blackboard. Students are expected to download reading material and handouts prior to each class and to consult the Blackboard for announcements.

Accommodation for Students with Disabilities
If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 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 GSPH policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online at http://www.publichealth.pitt.edu/interior.php?pageID=126. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

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

Schedule of Sessions and Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>5/13 1. Introduction, Basics of MRI</td>
<td>Rosano/Huppert</td>
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<tr>
<td></td>
<td>5/16 2. Structure I ($T_1$, $T_2$, ultra-high field).</td>
<td>Aizenstein</td>
</tr>
<tr>
<td>Week 2</td>
<td>5/20 3. Structure II (Diffusion weighted imaging, connectivity).</td>
<td>Verstynen</td>
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<td>5/23 4. PET</td>
<td>Cohen</td>
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<tr>
<td>Week 3</td>
<td>5/27 5. Perfusion</td>
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<td></td>
<td>5/30 6. fMRI task related</td>
<td>Erickson</td>
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<tr>
<td>Week 4</td>
<td>6/3 7. Spectroscopy</td>
<td>Hetherington</td>
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<td></td>
<td>6/6 8. fNIRS</td>
<td>Huppert</td>
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<tr>
<td>Week 5</td>
<td>6/10 9. Integration of Multimodal Neuroimaging: MEG/EEG</td>
<td>Guttman</td>
</tr>
<tr>
<td></td>
<td>6/13 10. Integration of Multimodal Neuroimaging to quantify small vessel disease in aging</td>
<td>Rosano</td>
</tr>
<tr>
<td>Week 6</td>
<td>6/17 11. Integration of Multimodal Neuroimaging to characterize the reward circuitry</td>
<td>Luna</td>
</tr>
</tbody>
</table>
Learning objectives for each session:

- **Introduction:** Overview of physics, MRI hardware and software. Anatomical localization via use of atlases (e.g., Talairach, MNI) will be covered. Safety issues surrounding the magnetic environment and human subject preparation will be discussed.

- **Structural MRI I:** The basics of MRI will be covered, including $T_1$, $T_2$, and $T_2^*$ contrast mechanisms, optimization of sensitivity and contrast, and common image artifacts. Additionally, we will demonstrate specialized MRI techniques including fluid-attenuated inversion recovery (FLAIR). Basic anatomical MRI image post-processing techniques will be discussed, including segmentation, co-registration, brain normalization for across-subject comparison, correction of shape distortions due to magnetic field inhomogeneity, quantitative brain morphometric, 3-D rendering, and susceptibility weighted imaging. Examples will include images acquired with 3 and 7 Tesla scanners.

- **Structural MRI II:** The lecture will cover the principles of diffusion-weighting, DTI, validities, limitations, and future directions. The use of commercial software packages for visualizing fiber connectivity will be described.

- **Perfusion Imaging:** The lectures will cover the basic principles of studying perfusion via endogenous arterial blood (ASL/ToF) and via exogenous contrast agents (Gd). Pros and cons of both types of MRI perfusion measurements will be reviewed.

- **Functional MRI:** Task related. The lecture will cover the nature of BOLD response, optimizing pulse sequences for signal/contrast, inhomogeneity, and temporal/spatial resolution. The mechanisms and nature of the hemodynamic response will be presented with focus on implications for experimental design and data collection. Experimental design will be introduced, including block and event designs, within and between subject designs, and specialty designs (habituation, phase lag).

- **Positron Emission Tomography (PET):** Overview of physical principles, PET instrumentation, data acquisition, quantitative corrections (e.g. scatter, attenuation), and image reconstruction methods. Physiologic principles will be discussed to measure cerebral blood flow, cerebral glucose metabolism, ligand/protein binding, and amyloid.

- **Functional near-infrared spectroscopy (fNIRS):** Principles of data acquisition and interpretation of continuous wave, frequency domain, and diffuse correlation spectroscopy forms of fNIRS using commercially available as well as custom-built NIRS instruments. Data processing will be discussed, including image reconstruction of optical data.
August 17, 2018

RE: Dropping the GRE requirement for Admission to SOM graduate programs

Dear members of the SOM graduate faculty:

Until now, all PhD programs in the School of Medicine have required that applicants submit GRE test scores and we have used these scores as part of the admissions process. This approach has been standard practice in virtually all biomedical PhD programs throughout the United States. However, within the past two years this approach has changed rapidly. Now is the time to review our process. There are four strong reasons to drop the GRE requirement for admission to our PhD programs, effective immediately.

1. GRE scores are poor predictors of performance in graduate school
2. The GRE test presents a pointless obstacle to achieving diversity in the biomedical research workforce
3. NIH no longer requires the reporting of GRE data for T32 and F type NRSA training awards.
4. Top biomedical graduate programs – our competitors – have already taken the step of eliminating the use of GRE scores

These 2 papers examine the predictive value of GREs at Vanderbilt and UNC-Chapel Hill

The Limitations of the GRE in Predicting Success in Biomedical Graduate School
Liane Moneta-Koehler, Abigail M. Brown, Kimberly A. Petrie, Brent J. Evans, Roger Chalkley
Research Article | published 11 Jan 2017 PLOS ONE
https://doi.org/10.1371/journal.pone.0166742

Predictors of Student Productivity in Biomedical Graduate School Applications
Joshua D. Hall, Anna B. O’Connell, Jeanette G. Cook
Research Article | published 11 Jan 2017 PLOS ONE
https://doi.org/10.1371/journal.pone.0169121

This paper shows that GREs are strongly correlated with race & ethnicity and with sex

A test that fails.

One year ago after completing an exhaustive process, our colleagues at the University of Michigan changed their policy by dropping the GRE requirement in their PIBs program
https://medicine.umich.edu/medschool/sites/medicine.umich.edu.medschool/files/assets/PIBS_GRE_POLICY_2018.pdf
Programs that have dropped the GRE requirement include many of our peers. [source](https://docs.google.com/spreadsheets/d/1MYcxZMhf97H5Uxr2Y7XndHn6eEC5oO8XWQi2PU5jLxQ/edit#gid=0)

If we drop the GRE test, then how can we effectively modify our admissions process to achieve the goal of selecting highly qualified individuals? In short, the answer is holistic review. The Council of Graduate Schools, a national organization, addresses this issue through its 2016 report on holistic review in graduate admissions. [source](https://docs.google.com/spreadsheets/d/1MYcxZMhf97H5Uxr2Y7XndHn6eEC5oO8XWQi2PU5jLxQ/edit#gid=0)

NEXT STEPS

1. **General meeting of the training faculty** – Next week, on Thursday, August 23, there will be an open meeting of the graduate training faculty to discuss the GRE. The meeting will be at 4 PM in Lecture Room 3 in Scaife Hall. Please attend in order to learn more, raise questions and present your views. If you cannot attend, then speak with your graduate program director.

2. **SOM Graduate Council** – On Monday, August 27, there will be a regular meeting of the school’s graduate council. All the graduate program directors will discuss the GRE issue at this meeting and it will allow programs to make decisions about the policy they wish to adopt.

Thank you all for your continuing interest and dedication to research training through our graduate programs.

Sincerely yours,

John P. Horn, Ph.D.
Associate Dean for Graduate Studies

Cc: Arthur S. Levine, MD
    Ann Thompson, MD
Present: Jessica Burke, Mary Derkach, Ying Ding, Patricia Documet, John Fabisiak, Nancy Glynn, Summer Haston, Robin Leaf, Josh Mattila, Giovanna Rappocciolo, Kimmy Rehak, and Zsolt Urban.

The meeting was called to order at 2:03pm by Dr. Patricia Documet, chair.

Report from the MPH Committee | Martha Terry

Dr. Martha Terry informed the committee of the recent work of the MPH subcommittee, including the new and revised courses for the MPH core curriculum that came through the EPCC committee for approval; revised practicum forms that include a learning agreement, deliverables and ways to evaluate said deliverables; and plans to pilot the new e-Portfolio system, with a group from BCHS.

ACTION: No action necessary.

Welcome and update to new committee members | Patricia and Robin

New members, Giovanna Rappocciolo and Josh Mattila, primary and back-up representatives, respectively, from IDM were officially welcomed to the committee.

ACTION: No action necessary.

Review of spring core course evaluations | Patricia

Core faculty members looked at the core course evaluations from the spring semester. Jessie Burke commented that PUBHLT 2016 evaluation scores are consistently lower than the school averages but suggested that the recent changes to the course content

ACTION: No action necessary.

Proposed revision and discussion to the school required academic integrity statement for syllabi | Patricia and Robin

In the past, the required academic integrity statement gave the option to use one of two statements or a customized one. The committee decided to come up with a mandatory academic integrity statement that faculty could add additional text to if they wish. Effective immediately, the academic integrity statement is required to be on all syllabi for classes in fall 2018.

ACTION: Robin Leaf will update the academic integrity statement and disseminate the revised policy.

Proposed revision and discussion to the duties of EPCC members | Patricia and Robin

Whether or not to require additional duties of EPCC members was discussed with additions including: updating their department of EPCC deadlines, looking at syllabi their department colleagues submit to EPCC before they are submitted, and communicating with student
advisors in the event of a student being named in the private student record review sessions. Dr. Nancy Glynn also asked that EPCC representatives be copied in any correspondence regarding EPCC actions to programs or courses in their department.

**ACTION:** The committee approved the additional duties. Educational Programs staff to update the duties on the EPCC Web site. Moving forward, EPCC representatives will be copied on responses to applications from their department.

**Update and discussion on test optional policies, including recent ASPPH webinar on holistic admissions** | Patricia and Robin

The committee revisited past discussion on dropping the GRE requirement for admissions, which was prompted by a report about test optional admissions procedures released earlier in this year (2018). Dr. Patricia Documet summarized the report, stating that it seemed a bit one-sided in favor for dropping standardized tests in an effort to boost admissions of underrepresented minorities into graduate programs and, in turn, add more diversity to the school. A few committee members reported on an ASPPH webinar that encouraged a holistic admissions process, which most representatives said their departments already follow. No changes were suggested at this time. The school requires the GRE, but the departments set the threshold; and everyone agreed that they did not want to admit students who are unable to do the required of them, which the GRE is meant to help to predict.

**ACTION:** Robin Leaf will keep an eye out for peer-reviewed studies on this topic and will circulate the report previously sent to the Dean. EPCC committee members will go to their departments to get a sense on where they stand on dropping the GRE requirement and report later.

**Update on university student government board approved using open texts** | Jessie Burke

Dr. Jessie Burke informed the committee that the university Student Government Board passed a resolution supporting the use of open texts as a way to have less expensive resources available for students.

**ACTION:** Representatives were to survey department colleagues to see how many classes require one text only, how many texts are required versus optional, etc. and report to the committee at the next EPCC meeting.

**Approval of June 7 Meeting Minutes** | All

Provided that the times to the July meeting are changed, the committee approved the June meeting minutes.

The meeting was adjourned at 3:24pm

**Upcoming meetings | Fall term schedule:**

September 6 [1:30-3:30 p.m.] – 1149 Public Health
October 4 [1:30-3:30 p.m.] – 1149 Public Health
November 1 [1:30-3:30 p.m.] – 1149 Public Health
December 6 [1:30-3:30 p.m.] – 1149 Pitt Public Health
Upcoming Deadlines:

Deadlines for Spring 2019 (2194) Courses

- Modified Courses | Last EPCC meeting date, October 4 for approvals, with EPCC forms and syllabus due by September 27. Official paperwork due to Office of Student Affairs by October 18 for Registrar’s Office deadline

- New Courses | Last EPCC Meeting date, December 6 for approvals, with EPCC forms and syllabus due by November 29. Official paperwork due to Office of Student Affairs by December 14 for Registrar’s Office deadline.