Graduate School Of Public Health
Educational Policies and Curriculum Committee
Agenda for July 21, 2016

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

A. New Business:

1. New Course: HUGEN 2023 – Bioinformatic Resources for Geneticists, Ryan Minister
2. New Course: EPIDEM XXXX – Population Neurosciences Seminar, Andrea Rosso
3. Professional Writing Course, Eleanor Feingold
4. Associate Dean for Education Updates, Eleanor Feingold
5. Programs for Undergraduates, Cindy Bryce
6. OMET Course Evaluation Question Discussion, Robin Leaf
7. Approval of EPCC June Meeting Minutes, All

Next meeting: August 4, 2016 | 1:30-3:30pm, Parran 110

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

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 title change
   ___ Cross-listing only
   (Specify academic unit & course number): _____
   ___ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement

3. **Course designation:**

   Course Number: *2023* Title: *Bioinformatic Resources for Geneticists* Credits: *1*

4. **Cross-listing**:

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

   None.

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:

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

Ryan L. Minster, Primary Appointment, 100% effort

b. Co-instructors (if any):

Guest lecturers from the Health Science Library System Molecular Biology Information Specialists

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 focus of this course is the online bioinformatic resources available to geneticists. Students will learn to locate and use such resources and interpret the data therein to inform the development of research questions, aid in clinical decision-making, and enhance the understanding and contextualization of research results. The course will be split between lectures on resources and hands-on activities to explore and understand them. There are no prerequisites for this course.

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

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

None.

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

Enrollment is restricted to matriculating Human Genetics students.

c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.

None.

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

a. Number of course hours per session: *1.5* Sessions per week: *1* Weeks per academic term: *14*

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

Lectures: *50%* Seminars: *0%* Recitations: *0%* Field work: *0%* Laboratory: *50%*
Other (specify): _____

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, etc.

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.

This course will be required for the three Human Genetics degrees offered: MPH, MS and PhD. This course contributes to the learning objectives of all the degree programs by formally introducing students to the resources, and the providing the experience in using them, that form the foundations of knowledge in modern genetics research, application and counseling.

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

The course, where appropriate, will introduce students to the aspects of the resources that allow will them to query allele frequency differences and genetic trait and disorder prevalences among different ancestry groups. Learning activities will incorporate examples from a variety of populations and that affect both genders.

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

Name/Title: _____ Date: _____

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

Name/Title: _____ Date: _____

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

Name/Title: _____ Date: _____

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

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

Required Information Not Included

List the Required Detail Not Included	**Reason for Not Including**

New Course: Bioinformatics Resources for Geneticists

Kammerer, Candace Marie

Thu 7/14/2016 3:46 PM

To: Minster, Ryan L <rminster@pitt.edu>;

Dear Ryan -

As Chair of the Curriculum Committee in the Deparment of Human Genetics, I am delighted that you have developed the course entitiled "Bioinformatics Resources for Geneticists" and thoroughly endorse your teaching of this course.

The faculty of Department of Human Genetics have performed an extensive Curriculum Review during the past year and we identified multiple strengths, weakensses and opportunities. The entire faculty agreed that the most serious weakness of our current program was the lack of a course in Bioinformatics. We faculty also agreed that the successful completion of such a course is necessary for all students in Human Genetics to be able to succeed both during their academic career and after they graduate. In addition, all of the other courses in our degree programs will expect students to use the knowledge and skills that students gain in this Bioinformatics course to facilitate their subsequent learning.

Thus, your course is a critical component of all degree programs in the Department of Human Genetics, as well as the future success of our students both before and after they graduate.

Best,
Candy

Candace M. Kammerer, Ph.D.
Director of Graduate Studies in Human Genetics
Director of Master of Public Health in Human Genetics Program
Director of Summer Edge in Public and Global Health Program
Chair, Department of Human Genetics Curriculum Committee
619 Parran
Department of Human Genetics
University of Pittsburgh Graduate School of Public Health
130 DeSoto St
Pittsburgh, PA 15261
tel: 412-624-7265
FAX:412-624-3020
cmk3@pitt.edu

Graduate School of Public Health
Department of Epidemiology
Course Number: TBD

- Course Title: **Population Neuroscience Seminar**
- Term/Academic Year: **Fall 2016.**
- Dates: **Monday 12-1, August 29 – December 5, 2016**
- Location: TBD
- Credits: **1, full term course, 1hrs/wk.**

Course director

Andrea Rosso, PhD, MPH
Office: 130 N Bellefield, #444
Phone: 412-383-1066
Email: alr143@pitt.edu
Office hours: by appointment

Summary of course:

Purpose of the course. This seminar focuses on the methods and current literature in population neuroscience. Population neuroscience draws from multiple fields, including epidemiology, neuroimaging, and cognitive psychology, to understand the intrinsic (e.g. genetic) and extrinsic (e.g. environmental) factors that contribute to brain structure and function in various populations (healthy, aging, and diseased).

The course is comprised of workshops and journal clubs:

1. **Workshops.** These are 1-hour long discussions led by either the students or the course director with a focus on methods used to assess scientific questions in population neuroscience.

2. **Journal Clubs:** These are 1-hour long journal clubs that will focus on cutting edge research in the field of population neuroscience. Open discussions led by individual students will focus on the scientific question and on application of methodologies. Journal articles will be chosen by the students with guidance from the course director.

Learning Objectives.

1. Develop an understanding of epidemiological approaches to study brain structure and function;
2. Discuss and demonstrate an understanding of the foundations of population neuroscience;
3. Distinguish between intrinsic and extrinsic determinants of health in relation to neurologic function.

Texts: Required

Population Neuroscience. Tomas Paus. ISBN: 978-3-642-36449-5 | Publication Date: 2013 | Edition: 1.
Textbook will be on reserve for the course at Falk Library. Copies will also available in the offices of the course director.

Supplemental Readings/Bibliography

1. Journal Articles: References will be provided for individual classes.

Prerequisite/Recommended preparation

Interest in neuroepidemiologic methods and their application to the study of behavior is recommended.

Course Requirements:

1. Attendance and participation in all workshops and journal clubs.
2. Leading at least one workshop and/or journal club.

Grading Scale:

A, B, C

Student Performance Evaluation:

50% Presentation when leading workshop/journal club
50% 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 an also 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.

SYLLABUS (1 hour/week)

DATE	TOPIC	Readings
8/29/16	Introduction to Population Neuroscience	Book Chapters 1 & 2
9/5/16	Labor Day, no class	
9/12/16	Journal Club	Journal article
9/19/16	Environment	Book Chapter 3
9/26/16	Genetics	Book Chapter 4
10/3/16	Journal Club	Journal article
10/10/16	Attend the invited lecture by Tomas Paus on Population Neuroscience; 10/11/16, 3:00-5:00	
10/18/16	Epigenetics	Book Chapter 5
10/24/16	ecular Phenotyping	Book Chapter 6
10/31/16	Systems Phenotyping/Neuroimaging	Book Chapter 7
11/7/16	Journal Club	Journal article
11/14/16	Cohorts in Population Neuroscience	Book Chapter 8
11/21/16	Challenges of Causality in Population Neuroscience	Book Chapter 9
11/28/16	Risk and Resilience Phenotyping	Book Chapter 10
12/5/16	Journal Club	Journal article
12/12/16	Summary and Future Directions of Population Neuroscience	

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   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 title change
___ Cross-listing only
(Specify academic unit & course number): _____
___ Course modification (major)
___ Special topics course content
___ Pitt Public Health Core Course
___ Practicum, internship, field placement

3. **Course designation:**

Course Number _____ Title ___ **Population Neuroscience Seminar** _____ Credits _1___

4. **Cross-listing**:

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

5. **Course Instructors:**

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

a. Principal instructor: Andrea Rosso, PhD, MPH; Assistant 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.).

Objectives:

1. Develop an understanding of epidemiological approaches to study brain structure and function;
2. Discuss and demonstrate an understanding of the foundations of population neuroscience;
3. Distinguish between intrinsic and extrinsic determinants of health in relation to neurologic function.

This seminar focuses on the methods and current literature in population neuroscience. Population neuroscience draws from multiple fields, including epidemiology, neuroimaging, and cognitive psychology, to understand the intrinsic (e.g. genetic) and extrinsic (e.g. environmental) factors that contribute to brain structure and function in various populations (healthy, aging, and diseased).

Prerequisites: Interest in neuroepidemiologic methods and their application to the study of behavior is recommended.

The course is comprised of workshops and journal clubs:

1. **Workshops.** These are 1-hour long discussions led by either the students or the course director with a focus on methods used to assess scientific questions in population neuroscience.

2. **Journal Clubs:** These are 1-hour long journal clubs that will focus on cutting edge research in the field of population neuroscience. Open discussions led by individual students will focus on the scientific question and on application of methodologies. Journal articles will be chosen by the students with guidance from the course director.

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

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

None

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

None

c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.

None

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

a. Number of course hours per session _1__ Sessions per week _1___ Weeks per academic term __15____

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

Lectures __25%___ Seminars _75%____ Recitations _____ Field work _____ Laboratory _____

Other (specify): _____

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

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.

This course will be taught to any interested Master's or Doctoral level students in the School of Public Health or outside Schools. The course will address identification of key sources of data, research study design and application, appropriate methodological approaches, and interpretation of results in a causal framework. In addition, by having students lead individual class sessions, they will be building their communication skills. Journal club sessions will provide students with an opportunity to critically evaluate the epidemiologic literature. This course will be required for the specialization in neuroepidemiology.

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

This course will primarily cover methodologies to assess risk and protective factors that contribute to brain structure and function, including environmental and biological factors. Issues of diversity are not explicitly included but are inherent in these risk factors (for example, race and environment) and will inevitably be addressed when covering these topics.

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

Name/Title: _____ Date: __7/13/2016____

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

Name/Title: _____ Date: _____

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

Name/Title: _____ Date: _____

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

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

Required Information Not Included

List the Required Detail Not Included	**Reason for Not Including**

Graduate School of Public Health
Techniques for Professional Writing (working title)
PUBHLT XXXX
Day/ Time: TBD
Class Location: TBD
1 credit
Fall 2016

Instructor: Steve Fine
smf11@pitt.edu
412-767-0411/412-805-3838
Office hours by appointment

Course Description
Techniques for Professional Writing offers practical experience in a variety of writing styles encountered by professionals in the field and to the situations, analysis and other through processes behind these activities. You will learn to recognize communication issues and challenges, understand how they may be addressed in writing, and improve your ability to write effectively within your profession. This class encourages you to develop a writing process to use throughout your career, from composition and revision through editing and proofreading.

Learning Objectives
This course has several learning goals for participants:

Enhance your understanding of what it means to communicate as a professional. You will analyze and discuss characteristics of and barriers to professional discourse, including effective written communication. You also will collaborate with classmates to learn and the role of teamwork in producing effective written communications.

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

Communicate effectively through common workplace genres. You will produce a variety of documents common to professions in public health fields. You will learn to communicate in a variety of forms that may include memos, letters, emails reports, proposals, instructions and procedures, multimedia texts, and oral presentation materials.

Engage actively in the process of revision. In addition to my feedback, you will receive and provide feedback on drafts from classmates as a means of developing your personal editing style and skill. You will collaborate with classmates to improve their writing and, in the process, improve your writing, too.

Write with awareness of textual conventions. You will learn to write according to accepted conventions of standard written English. You will practice writing with attention to grammar, style, consistency, clarity, brevity, objectivity, organization, and effective sentence and paragraph structure.

Writing Assignments.
This is a writing course and we will write every week. Although we discuss all aspects of the assignments in class to provide context, I grade primarily on the written product you create. Length is not as important as quality.

Required Textbooks/Articles/Readings
Required Books

The Elements of Style
William Strunk Jr. and E. B. White
Edition: 4th
Publisher: Pearson
ISBN-13: 978-0205309023 ISBN-10: 020530902X

The Associated Press Stylebook 2016 and Briefing on Media Law
No Author
Edition: 47th
Publisher: The Associated Press
ISBN-13: 978-0465062942 ISBN-10: 0465062946

Recommended Book

On Writing Well
William Zinsser
Edition: 30th
Publisher: Harper Perennial
ISBN-13: 978-0060891541 ISBN-10: 0060891548

Required Software
The instructor will utilize Box to place articles and assignments. All students have access to Box (online cloud based file storage center) via My.Pitt.edu.

Grading Scale (required)
Indicate the scale or other logic to be applied in grading, for example:
90-100% A
80-89% B
70-79% C
60-69% D
< 60% F

Proposed Outline of Topics
- Objective, audience & message
- How facts become messages
- Documents organization
- Editing to improve clarity, focus & flow
- Proofreading techniques
- Repurposing documents & information
- Storytelling- using anecdotal information
- Email etiquette & writing

Assignments:
- Organizing reports
- Writing abstracts
- Editing: Edit, reorganize, and rewrite a document (supplied) to clarify the writing and messaging, and make the document more readable.
- Email/Persuasion/Advocacy: Writing to your supervisor, make a case for or against a new technology, process or procedure. Recommend alternatives if appropriate. Write a second version targeting colleagues and soliciting their support for your recommendation.
- Status Reports: Sing the supplied scenario, summarize the progress (or lack of progress) for a project. Recommend necessary remedial action, delineate next steps and provide a timetable for completion.
- Proposal: Write a brief (300 words or less) pitch to a supervisor that summarizes your suitability to lead a new project.
- Instructions: Select a task and write step-by-step instructions that enables the reader to complete the task.
Facts vs. Messages: Using one of several scenarios (supplied), identify affected audiences. State a communication objective. Select an audience and use the background information to create a list of relevant messages. Then list relevant facts that attach to each message.
- Summarization: Write a brief (300 words or less) summary of a lengthier scientific article. Consider and write two versions, from the perspectives of a technical/ professional audience and from that of a lay/general public audience.
- Repurposing Information: Using an existing document, select and reuse information for another audience or purpose. For example, reuse information from a scientific article on a health issue or health-related research to write a self0help article for a general audience.
- Persuasive Writing II: Select an organization and study its website. Describe the organization's purpose, operations, services, successes or shortcomings (and the reasons). Write for a technical/professional audience.
- Persuasive Writing III: Rewrite the description for a non-technical donor audience to support a case for donations or a grant
- Presentations: Summarize a report, a program proposal, or program results and present it in PowerPoint.

Schedule of Sessions and Assignments [class day of week – TBD]
Provide a schedule of dates for each class sessions with:
- topic/focus of the session,
- learning objective of the session, (optional)
- assignments of readings and homework, (optional) and
- critical deadlines of projects/ papers, exams dates, holiday breaks (if any) and other key events.
If guest speakers are to be used, it is desirable to indicate this for the sessions affected.

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, 140 William Pitt Union (Voice or TTD 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. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook

(www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

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

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

From:	Feingold, Eleanor
To:	Leaf, Robin A; Brown, Quinten Cabot; Bryce, Cindy L; McCullough, Caitlin Emily; Mavero, Meredith Leigh; Driessen, Julia R; Youk, Ada; Krafty, Robert Todd; Carlson, Jenna Colavincenzo; John Wilson; Documet, Patricia Isabel; Terry, Martha A; Martinson, Jeremy James; Frank, Linda Rose; Lukin, Karrie Anne
Subject:	feedback requested - math test and review for incoming students
Date:	Sunday, July 17, 2016 9:04:52 AM

All,

I've had a chance to think about math testing and preparation for incoming students. I would like to propose the following.
This is obviously a starting point - I want input.
Please pass this message on to others who might be interested.
We can add this to the EPCC ageda for this week.

1) As discussed at EPCC, we won't require anything at the school level, but we will make available both testing and review resources that students can
be referred to or departments can require if they want. HPM already has their own whole system for this, so we'll need to make it clear to those
students that this is separate/different. I gather that IDM might be developing something as well.

2) I've started making a test in courseweb inside the grand rounds course. That makes it available to all incoming students, and we can easily add any other
student who wants to take it. The list of topics I'm thinking about is below. This is very similar to what is in the test HPM is using, but a little more slanted
toward calculation and less toward algebraic manipulation. I would love feedback from the biostat instructors on this list, and then on the test itself (or even
help making up questions if you guys want).

3) In terms of resources for review, I truly don't see a need for anything but Khan Academy. They have high quality videos, a few minutes at a time,
organized by subtopic. Videos for even the elementary concepts that are written at an adult learner level - they are not aimed at 5th graders.
I envision putting up a web page as a complement to the courseweb test that would list the topics, give a couple of example problems in each, and a link
to the relevant Khan Academy video. I think I can put the content for this together myself in a couple of hours, assuming Robin and Quinten do the web work.
If anyone has ideas about other links to add, we can do that. I guess I do have a couple of favorite algebra review books that I've given to students over
the years that I would add as overall references. Maybe the Khan Academy links can also go right inside courseweb as part of the feedback for each
question, but we'll have to test that. It's a little tricky since you have to set up an account to use Khan Academy. (Free - just give them your e-mail).

4) Publicity - How do we want to get the word out about these resources? Through program directors/advisors?
Cindy and Caitlin - I'm still happy to do a session on this on the Wednesday night of orientation. I could take them through the quiz, show them
the courseweb grand rounds at the same time, and give them a pep talk about resources.
Is there other orientation content/materials/events that we're not too late to add this to?
I can add it to my orientation talk (with academic integrity module and writing resources), or we can send direct communication
to new students as we do for the academic integrity module if we want.

OK, so here's my list.

• Simple calculation of percents and decimals (e.g. what is 35% of 300?)

• order of operations and use of parentheses

• add fractions

• multiply and divide fractions

• calculate exponents, roots, and absolute values (fairly easy)

• substitute values into a mathematical expression (including reasonably hard ones)

• Summation notation

• solve a one-variable algebraic expression

• Solve a 2-variable algebraic expression for one of the variables

• Plot a point on a the coordinate plane

• calculate a mean and median

• A couple of word problems involving some of the skills above

Eleanor

MEMO

TO: Chairs, Program Directors, and Student Services Coordinators

FROM: Eleanor Feingold and Cindy Bryce

RE: Programs for recruiting Pitt undergraduates

DATE: 07/15/2016

This memo provides an overview of two University programs intended to introduce Pitt Public Health programs to talented undergraduates (currently through Arts & Sciences) and to create pathways for those students to apply to our programs. They are the guaranteed admissions (or "freshman guarantee") program and the early admissions ("3-2") program.

Attached please find brief descriptions of the two programs.

Based on these descriptions, you will see that the two programs target undergraduates at different points in time. The guaranteed admissions program identifies incoming freshmen and is limited to those indicating an interest in biological sciences or psychology. The early admissions program will be publicized to high school students interested in applying to Pitt, but it is also available to current undergraduates.

Undergraduates who pursue either of these options will need to work closely with the departmental admissions committees, the Office of Student Affairs, and their undergraduate advisors to ensure that admission and program requirements for both the undergraduate and graduate degrees are satisfied. (This will take some practice.)

We will be discussing these programs at upcoming committee meetings to provide you with information as to the rationale behind these programs and to answer any questions you may have. We do expect departments will receive inquiries from interested students as information about these programs is disseminated. Please contact us or Mary Derkach (derkach@pitt.edu) with any questions and also let us know of specific individuals interested in these programs so that we can make sure the necessary steps are completed and coordinated with Arts & Sciences.

I. The Guaranteed Admissions Program (or "freshman guarantee") for incoming freshmen at Pitt

Pitt Public Health is one of 18 schools/programs participating in Pitt's Guaranteed Admissions Program. Through the Office of Admissions and Financial Aid (OAFA), the University identifies incoming freshmen who:

- Graduated in the top 10% of their high school class, and
- Performed well on the SAT or ACT exams.

Incoming freshmen attending Dietrich School of Arts and Sciences who also choose "biological sciences" or "psychology" as their academic program will receive a letter from Pitt Public Health, signed by Dr. Burke. The letter informs students of their guaranteed admission to one of our participating master's programs, provided that the student maintains academic excellence while at Pitt, defined as follows:

- Maintains a QPA of 3.3 as an undergraduate;
- Completes the minimum coursework requirements (prerequisites) for admission into Public Health; and
- Performs well on the GRE placement exams (70^{th} percentile Verbal; 60^{th} percentile Quantitative).

Please note:

- It is the University's policy to provide qualified students with guaranteed admission to NOT MORE THAN ONE participating graduate/professional program. This is the reason we needed to indicate biological sciences and psychology as our academic programs of interest. We realize, of course, that these are not the only programs of interest to the School, but they are the only ones that we can "claim" at this time (and they are reasonable programs to choose, based on the undergraduate majors for our current students).
- The GRE thresholds are consistent with the thresholds specified by other participating programs.

The main goals of freshman guarantee program are to identify talented undergraduates as soon as they enroll as freshmen; to connect and communicate with them regularly; and to expose them to various degree programs, fields of research, and career paths that may be of interest to them.

For more information, see https://oafa.pitt.edu/explore/guaranteed-admissions-programs/.

In 2013, the University expanded the Guaranteed Admissions Program to include regional campuses: http://www.greensburg.pitt.edu/sites/default/files/OPTIONS%20GUARANTEES%20FOR%20GRADUATE-PROFESSIONAL%20SCHOOLS%202171.pdf

II. The Early Admissions Program (or "3-2 program")

This program enables undergrads to obtain their bachelor's and master's degrees in 5 years (3 years enrolled as a Pitt undergrad, and 2 years as a Pitt Public Health student – hence, the "3-2" moniker). This program was initially approved in early 2000s but struggled with pragmatic barriers and little/no marketing. It is being reinvigorated with the Dietrich School of Arts & Sciences; in the future, we may be able to also expand this program to other schools.

Students who are interested in this program will apply to Pitt Public Health during their junior year. One entrance requirement will be that they have completed a certain number of undergraduate credits. During their fourth year, they will primarily take graduate classes, although many will still be completing some requirements for their undergraduate majors. Graduate credits completed during the fourth year may be applied to the undergraduate degree as well. In the fifth year students will typically take exclusively graduate courses. In both the fourth and fifth years, students will register as Pitt Public Health students.

At this time (July 2016), some details of timelines and requirements remain to be worked out with the Dietrich School, as does the list of participating Pitt Public Health programs and the marketing approach. We will be working with you very soon on these issues.

School-wide OMET Course Questions | Suggested Edits

For EPCC Review/ Comment

General Comments:
- Are there still too many questions?

[Beginning at Section 3 of Current OMET Course Evaluation]

DELETE	3.1	Department in which you are enrolled: [*Note*: OMET can provide us with this data in aggregate form.]	
KEEP ?	3.2	I am taking this courses as an elective.	1 request do *not* keep question.
DELETE	3.3	Grade you expect in this course	
DELETE	3.4	Credit hours of coursework you have completed in GSPH [*Note*: OMET can provide us with this data in aggregate form.]	
DELETE	3.5	When did you receive your bachelor's degree?	
KEEP	3.6	Amount I learned in this course [*Note*: scale should be about the course only]	
KEEP	3.7	Course objectives were presented and discussed (Scale: *Hardly at all → To a very high degree*)	
KEEP	3.8	Stated objectives agreed with what was taught (Scale: *Hardly at all → To a very high degree*)	
KEEP	3.9	Course made a worthwhile contribution to my professional development (Scale: *Hardly at all → To a very high degree*)	
KEEP	3.10	Assigned work was appropriate to course level and credits (Scale: *Hardly at all → To a very high degree*)	
KEEP	3.11	Course content reflected recent developments in the field (Scale: *Hardly at all → To a very high degree*)	
KEEP ?	3.12	Course content duplicated that of other courses I have taken (Scale: *Hardly at all → To a very high degree*)	1 request to keep
KEEP ?	3.13	Would you recommend this course to other students? (Scale: *Hardly at all → To a very high degree*)	1 request to keep
ADD	**-----**	Faculty instructors were readily available and accessible to discuss course work during office hours or scheduled appointments (Scale: *Hardly at all → To a very high degree*)	
ADD	**-----**	The size of the course was conducive to my learning. (Scale: *Hardly at all → To a very high degree*)	
KEEP	3.14	Lectures	
KEEP	3.15	Discussions	

KEEP	3.16	Readings
ADD	**-----**	Audio-visuals
MODIFY	3.17-3.20	Assignments (to include: exams, projects, and written papers)
DELETE	3.21	Handouts
KEEP	3.22	Classroom activities
KEEP	3.23	Lab/recitation
KEEP	3.24	Guest lecturers avoided repetition of course material (Scale: *Hardly at all → To a very high degree*)
KEEP	3.25	There was continuity in content from one lecturer to the next (Scale: *Hardly at all → To a very high degree*)
KEEP	3.26	The team-teaching approach provided insights a single instructor could not provide. (Scale: *Hardly at all → To a very high degree*)
KEEP	3.27	Team-teaching was used effectively in this course (Scale: *Hardly at all → To a very high degree*)
KEEP	4.1	In future offerings of this course, what do you feel should be added or given more time or emphasis? Feel free to suggest ideas which you think would improve the course.
ADD	4.1	What is the most important thing you learned in this course?
KEEP	4.2	Are there sections or topics which you feel should be deleted?

Suggestion to add questions:
- Textbook (add to section of questions between 3.14 & 3.23

Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | June 16, 2016

Present: Gerry Barron, Quinten Brown, Cindy Bryce, Yue Chen, Jane Clougherty, Mary Derkach, Ying Ding, Patricia Documet, Eleanor Feingold, David Finegold, Nancy GlynnRobin Leaf, John Shaffer,

Absent: Melanie Callahan, Kathleen Creppage, Hristina Denic, Julia Driessen, Taru Gupta

Guest: Martha Terry

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

Essay/Thesis Standardization Policy, Martha Terry

During MPH Committee meetings over the last several months there have been discussions related to issues surrounding the essay/thesis process. A common them immerged, which focused on the need for a standardized policy related to the essay/thesis process. A sub-committee was created from MPH Committee members to draft an Essay/Thesis Standardization Policy. The draft of this policy was presented to EPCC by Dr. Martha Terry.

Action – After the committee discussed the policy, it was decided that minor edits needed to be made to the policy. The edited policy will be sent electronically to the committee for a vote.

Quarterly MPH Committee Update, Martha Terry

Dr. Terry proceeded to give EPCC an update regarding other discussions that had taken place during MPH Committee meetings.

- Termination of PUBHLT 2014 | Overview

Action – Most topics covered in the course have been absorbed into other courses taught at Pitt Public Health. Further discussion will take place with the MPH Committee to ensure that all Overview topics will be covered in other courses.

- The Standardization of Practicum Forms

Action – The MPH Committee reviewed all departmental practicum forms that are currently used, with the goal of comparing and contrasting similarities and differences. Robin Leaf is working to draft a form/first page universally used by departments, while still having a departmental-specific second page.

OMET Update and Standard School Questions, Robin Leaf

Eleanor Feingold and Robin Leaf met with the OMET director to discuss the creation of new forms for evaluations. Specifically, the changing of the question structure was the focal point of the meeting, and the discussion during the EPCC meeting.

After reviewing the current evaluation, the committee discuss possible ideas to improve the questions, and the creation of questions to capture information specific to our school.

Action – EPCC committee members will review the current questions, and brainstorm questions that might better serve our specific school needs.

Action – Eleanor Feingold, Robin Leaf, and Patricia Documet will form a sub-committee, that will collect the responses from the committee, and create new school-specific questions.

2016-17 Workshop Ideas, Robin Leaf

Robin Leaf is in the process of creating the school-wide workshop schedule for the upcoming academic year. She is hoping to receive feedback from people in the school regarding potential workshops of interest.

Action – If committee members have an idea for a workshop, the should let Robin Leaf know.

Action – Robin Leaf will create an updated workshop list, highlighting the already confirmed workshops.

EPCC Web Form Process – Process Question for the Committee, Robin Leaf

Robin Leaf has been working with the IT staff to create a web form that will help facilitate the submission of new or modified courses to EPCC. The IT staff poised a question related to how the documents, with signatures, would be submitted. Robin provided four options for the committee to review.

Action – The committee chose the following option: The web form creates a paper signature form to be printed out, signed, and turned into Educational Programs for EPCC records.

Review Spring Core Course Evaluations, All

Action - Based on the evaluation for PUBHLT 2016, the committee has tasked Eleanor Feingold to speak to the instructor of the course regarding the evaluation.

Course Description Update Process, All

An administrative error caused this subject to be included on the agenda. This subject was not discussed.

Early Admissions/3-2 Program, Eleanor Feingold

While an early admissions program has been a program of record for some time in Pitt Public Health, interest, from an undergrad perspective, has really increased over the last couple of years. Leadership form our school has been working with the leadership from Arts and Sciences to create a 3-2 program. Students would complete their undergrad requirements in three years, and then transition to Pitt Public Health for their final two years. Some administrative issues need to be ironed out on the Arts and Sciences end, but all signs point to moving forward with the 3-2 program. Mostly all departments/programs in Pitt Public Health are able to participate in this program.

Action – Once everything becomes official, Pitt Public Health will begin strategically targeting specific undergraduate majors/programs for advertisements, and recruitment.

The May meeting **minutes were** approved, with two minor edits:

- Note that John Shaffer and Patricia Documet we absent from the May meeting.
- Note in the May minutes that the math bootcamp was not discussed, even though it appears on the agenda

The meeting was adjourned at 3:30pm by Dr. Documet.