

Graduate School Of Public Health
Educational Policies and Curriculum Committee
Agenda for February 12, 2015

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

A. New Business:

1. Course modification: BCHS 3004, Jeanette Trauth
2. Course modification: EPIDEM 2920, Janice Zgibor
3. Course modification: BCHS 3030, Patricia Documet
4. IPD policy, Robin Leaf for Eleanor Feingold
5. Evaluation of Academic Programs, Robin Leaf for Eleanor Feingold
6. Course evaluations, Robin Leaf for Eleanor Feingold
7. Program Termination: Preparedness Certificate, Robin Leaf for Eleanor Feingold
8. Review of fall core course evaluations, Candy Kammerer
9. Plans for EPCC this semester, Candy Kammerer
10. Approval of November minutes

B. Old Business:

None.

Next meeting: March 5, 1:30 p.m., Room 110 Parran

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

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 Candace Kammerer, Chair (cmk3@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

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

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

3. **Course designation:**

Course Number: **BCHS 3004** Title: **Integrative Research Seminar: Grant Writing** 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: **Jeanette Trauth**

* 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): **John Marx**

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.).

Every graduate of a doctoral program needs to know how to write a successful grant application to fund their work. Whether you are a senior manager leading a public health program in the public or non-profit sectors or you are a researcher working in an academic setting, you will need funding to support your work! We begin this doctoral seminar by asking the question, “How do you write a grant proposal that will attract the attention of a funding agency and convince them that your application is significant and should be a priority for funding”? Building on the ideas articulated in BCHS doctoral students’ Preliminary Examination, we will focus on writing the specific aims and significance sections for an NIH grant proposal. The students’ written work will be shared with and critiqued by other students and faculty participating in the seminar. Finally, we will review and critique examples of successful and unsuccessful grant applications— both program and research grants (especially research grants that the students will most likely be writing at the beginning of their academic careers—namely, RO-3s or R-21s).

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

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

The number of students eligible to take this required seminar will be determined by the number of students who pass the BCHS Preliminary Exam in any given year—usually between 4-8 persons.

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

- 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.

This grant writing seminar is required of all BCHS doctoral students—both DrPH and PhD. Students typically take this seminar during their fourth semester of full-time study after they have passed their preliminary exam. Passing the BCHS preliminary exam is a prerequisite for taking this seminar because it indicates that students have spent a considerable amount of time thinking about and developing a study from both a qualitative and quantitative perspective to address a problem of interest to them. Essentially, students who pass their preliminary exam have written the “approach section” of an NIH grant but they have not yet been asked to demonstrate that they can write the other challenging portions of a grant—namely, the “specific aims” and “significance” sections which are critical components of a grant application. Accordingly, this is the focus of this seminar.

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

- a. Number of course hours per session: **2** Sessions per week (**every other week**) Weeks/ academic term: **8**

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

Lectures _____ **Seminars 100%** Recitations _____ Field work _____ Laboratory _____
Other (specify): _____

- c. Term(s) course will be offered: Fall _____ **Spring X** Summer Term _____ Summer Session _____

9. **Grading of student performance:**

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

This is largely a discussion based seminar ...

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 seminar is required for every BCHS doctoral student. The BCHS doctoral program requires that every student know how to write a competitive grant application to fund their work. The following are the Learning Objectives for this course: After completing this seminar the student will be able to do the following:

1. write a strong Specific Aims page for a grant proposal based on your preliminary exam.
2. write a compelling statement of the Significance of your proposed research for a grant proposal based on your preliminary exam.
3. identify any needed changes to your Approach section based on your new Aims and Significance sections.
4. apply the five NIH mandatory review criteria (i.e. significance, investigators, innovation, approach and environment) to evaluate examples of successful and unsuccessful grant applications.
5. identify possible funding sources to which you might apply and explain why they would submit there.

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

The content of the grant proposals written by BCHS students tend to focus on issues related to the elimination of health disparities—by gender, race/ethnicity, sexual orientation.

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

Name/Title: **Jeanette Trauth, PhD Associate Professor, BCHS** Date: **1/29/15**

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

Integrative Research Seminar: Grant Writing

BCHS 3004 (2154)

1 Credit

Spring Term, January - April 2015

Select Tuesdays, 4-6pm in 210 Parran Hall

Jan. 20th, Feb 3rd & 17th, Mar. 3rd, 17th & 31st, April 14th & 21st.

OFFICE HOURS: by email appointment

Instructors:

Jeanette M. Trauth, PhD.
Associate Professor, BCHS
217 Parran Hall
Telephone: 412-624-0968
Email: trauth@pitt.edu

John Marx, PhD
Professor Emeritus, BCHS
203B Parran Hall
Telephone: 412-624-9157
Email: jmarx@pitt.edu

Administrative Assistant:

Summer Haston
Email: srhaston@pitt.edu
Telephone: 412-624-3106

Course Description:

Every graduate of a doctoral program needs to know how to write a successful grant application to fund their work. Whether you are a senior manager leading a public health program in the public or non-profit sectors or you are a researcher working in an academic setting, you will need funding to support your work! We begin this doctoral seminar by asking the question, *"How do you write a grant proposal that will attract the attention of a funding agency and convince them that your application is significant and should be a priority for funding?"* Building on the ideas articulated in BCHS doctoral students' Preliminary Examination, we will focus on writing the specific aims and significance sections for an NIH grant proposal. The students' written work will be shared with and critiqued by other students and faculty participating in the seminar. Finally, we will review and critique examples of successful and unsuccessful grant applications— both program and research grants (especially research grants that the students will most likely be writing at the beginning of their academic careers—namely, RO-3s or R-21s).

Course Rationale:

This seminar provides BCHS doctoral students with grant writing skills that they will need whether they pursue a career in academic research or public health practice. Senior public health practitioners and academics alike both need to secure funding for new and on-going public health programs and research.

This grant writing seminar is required of all BCHS doctoral students—both DrPH and PhD. Students typically take this seminar during their fourth semester of full-time study after they have passed their preliminary exam. Passing the BCHS preliminary exam is a prerequisite for taking this seminar because it indicates that students have spent a considerable amount of time thinking about and developing a study from both a qualitative and quantitative perspective to address a problem of interest to them. Essentially, students who pass their preliminary exam have written the “approach section” of an NIH grant but they have not yet been asked to demonstrate that they can write the other challenging portions of a grant—namely, the “specific aims” and “significance” sections which are critical components of a grant application. Accordingly, this is the focus of this seminar.

Course Learning Objectives: After completing this seminar you will be able to do the following:

1. write a strong Specific Aims page for a grant proposal based on your preliminary exam.
2. write a compelling statement of the Significance of your proposed research for a grant proposal based on your preliminary exam.
3. identify any needed changes to your Approach section based on your new Aims and Significance sections.
4. apply the five NIH mandatory review criteria (i.e. significance, investigators, innovation, approach and environment) to evaluate examples of successful and unsuccessful grant applications.
5. identify possible funding sources to which you might apply and explain why they would submit there.

Required Materials: The Grant Application Writer’s Workbook by Stephen W. Russell and David C. Morrison, National Institutes of Health version, revised October 2010.

Course Expectations & Requirements: The expectations for student performance in this seminar are as follows. Students are expected to read the material assigned for each week and complete various grant writing assignments by the specified due dates. It is also expected that students will actively engage in seminar discussions with participating faculty and their peers. Finally it is expected that students will attend all 8 sessions unless there are extenuating circumstances.

Grading: H, S, U

Important Dates: This 1 credit seminar will meet 8 times during the course of the semester for 2 hours. **We will meet on the following Tuesdays:**

January 20th

February 3rd and 17th

March 3rd, 17th and 31st

April 14th & 21st

University Policies:

Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Copyright Notice

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit

unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Week 1: January 20

- **Introduction to seminar**
 - Discuss the goals of the course: 1) to develop skills in presenting your specific aims and the significance of your proposed research in a clear and concise manner and 2) to develop skills in reviewing and critiquing examples of successful and unsuccessful grant applications
 - Explain the rationale for the completion of the Preliminary Exam as a prerequisite for the seminar—it provides a starting point for developing the other key elements of a grant proposal.
 - Discuss why the specific aims section is the most important part of a grant. Discuss how to “hook people”-- how to get them to fund your passion. Recognizing that failure is part of the process and the rewriting is always required.
 - Discuss the significance and innovation sections of a grant.
 - Explain that the seminar will focus on practicing how to write using a news reporter style which emphasizes a direct and succinct approach.
 - Explain that the seminar will be team taught and will rely on the expertise of faculty, post-docs and current doctoral students to present examples of their successful and unsuccessful grant applications.

- **Presenter: Steve Albert, PhD** will discuss 1) his perspective on how to develop great ideas for a grant application and 2) identifying the correct grant mechanism for their proposals (e.g. RO3 or an R21).

Reading: Chapters 1-3 in The Grant Application Writer's Workbook

Week 2: February 3

- **Developing a successful writing style**
 - Students will practice writing in a clear, journalistic style.
 - Students will practice writing lead paragraphs for a news story based on a given scenario.
 - Students will discuss what they write and get feedback from the seminar participants.
- **Presenter: Steve Hallock, PhD** Associate Professor of Journalism, Point Park University will speak on “basic news writing skills.”

Reading: Chapter 4: pp.22-27; Chapter 6: pp.56-59; Chapter 18: pp. 177-179

Week 3: February 17

- **Creating a bullet outline of the Specific Aims.**
 - The drafts of the students’ bullet outlines of specific aims will be shared on-line with others in advance of the Seminar.
 - During the Seminar we will discuss and critique each of the students’ bullet outlines.

Assignment: Students will create a draft bullet outline of a specific aims page for a proposal based on their preliminary exam.

Reading: Chapter 7: pp. 62-70.

Week 4: March 3

- **Presentation and critique of students’ Specific Aims**
 - **Two students will present** the final version of their specific aims from the draft bullet outline developed for week 3 to the seminar.
- **Presenters: Faculty members** who served on each of the student’s preliminary exam committees will come to the seminar and provide feedback on the student’s specific aims.

Assignment: Students will create a final version of their specific aims from the draft bullet outline developed for week 3.

Reading: Chapter 8: pp. 71-76.

Week 5: March 17

- **Presentation and critique of students' Specific Aims**
 - **Two students will present** the final version of their specific aims from the draft bullet outline developed for week 3 to the seminar.
- **Presenters: Faculty members** who served on each of the student's preliminary exam committees will come to the seminar and provide feedback on the student's specific aims.

Reading: Chapter 4: pp. 28-44 focusing on NIH review criteria.

Week 6: March 31

- **Developing the Significance and Innovation sections of grants**
 - During the seminar we will discuss and critique each of the students' statements of the significance of their proposed work based on their specific aims.
- **Presenter: Ron Stall, PhD** will discuss how to think about innovation in research.

Assignment: Students will draft a statement of the significance of their proposed work based on their specific aims.

Reading: Chapter 9: pp. 77-82.

Kilbourne, A., Switzer, G., Hyman, K., Crowley-Matoka, M. and Fine, J., "Advancing health disparities research within the health care system: A conceptual framework", *American Journal of Public Health*, 2006, 96(12): 2113-2121.

Week 7: April 14

- **Review and discuss examples of program grant applications**
 - During this week's seminar we will critique and discuss the grants written by several individuals who have written successful & unsuccessful grants to support the initiation of and/or on-going support for various public health programs.
- **Presenters:**
 - **Mary Hawk, DrPH** and **Suzanne Kinsky MPH** will discuss Mary's application to AIDS United to support the Open Door a local non-profit. Suzanne Kinsky, formerly with AIDS United will share her insights as to how the Foundation evaluates proposals.
 - **Dan Swayze, DrPH** will discuss program grants that he has written working at the Department of Emergency Management, UPMC.

Reading: Grant proposals written by Mary Hawk and Dan Swayze available in Courseweb.

Week 8: April 21

- **Review and discuss examples of research grant applications**
 - During this week's seminar we will continue to critique and discuss the grants written by several individuals who have written successful & unsuccessful grants to support their research.
- **Presenters:**
 - **Christina Mair, PhD** will discuss an R-21 grant application that she recently had funded. She will also discuss her work at the Prevention Research Center in California.
 - **James Egan, PhD** will discuss his successful R-34 application.

Reading: Grant proposals written by Dr. Mair and Dr. Egan available in Courseweb.

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

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 Candace Kammerer, Chair (cmk3@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

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

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

3. **Course designation:**

Course Number: 2920
Title: Grant Writing
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.

Not Applicable

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: Janice C. Zgibor, RPh, PhD (*tentative 80%*)

* 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): Anne B. Newman, MD, MPH (*tentative 20%*)

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

During this course, students will develop a grant proposal on a research topic of their choice. The proposal will be written in the format of the National Institutes of Health (NIH) National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31) grant application. The application will include specific aims and a research plan that includes significance, innovation, and approach. The proposal will also include a research training plan as required by the NIH. Students will also participate in a mock study section (grant review). Students are encouraged to use this opportunity to develop an application for submission to the NIH for support of their dissertation work.

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

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

Enrollment will be limited to 16. Students work in small groups of 4-5 and two faculty plus a TA can facilitate three to four groups effectively.

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

Not Applicable

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

EPI 2110 PRINCIPLES OF EPIDEMIOLOGY -Required

EPI 2185 INTRODUCTION TO SAS - Required

EPI 2180 EPIDEMIOLOGICAL METHODS 1 - Required

EPI 2160 EPIDEMIOLOGY INFECTIOUS DISEASES - Recommended

EPI 2170 CHRONIC DISEASE EPIDEMIOLOGY - Recommended

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

- a. Number of course hours per session 2 Sessions per week 1 Weeks per academic term 14

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

Lectures 50% Seminars _____ Field work _____ Laboratory _____

Other (specify): _____

50% will be devoted to peer evaluation and feedback of portions of the grant.

d. Term(s) course will be offered: Summer Term _____

9. **Grading of student performance:**

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

Letter grades assigned by percent of total points

≥90% - 100% = A

≥80% - 90% = B

≥70% - 80% = C

≥60% - 70% = D

≥50% - 60% = F

10. **On-line course delivery:**

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

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

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

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

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

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

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

- Enhancing or improving scientific writing including grant writing and peer review.
- Practical application of study design and analytic skills.

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

This course will address cultural and ethical issues regarding written scientific writing involving diversity

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

Name/Title: Janice C. Zgibor, RPh, PhD Epidemiology

Date: 2/5/2015

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.*

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complete the information detailed on page two for all instances.

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

Syllabus

Epidemiology 2920: Writing in Epidemiology: Manuscripts and Grants Summer 2015

Graduate School of Public Health
Department of Epidemiology

Tuesdays, 3:00-4:50 Location A522

Primary Instructor: Janice Zgibor, RPh, PhD
412 383 1942
edcjan@pitt.edu
Office hours: By appointment

Associate Instructor: Anne B. Newman, MD, MPH
412 624 3056
newmana@edc.pitt.edu
Office hours: by appointment

Teaching Assistant:

Objectives:

- To understand the NIH grant review process
- To write all of the elements of an NIH F31 predoctoral grant
- To participate in the peer review process
- To understand the process of responding to feedback

Description:

During this course, students will develop a grant proposal on a research topic of their choice. The proposal will be written in the format of the National Institutes of Health (NIH) National Research Service Award (NRSA) Individual Predoctoral Fellowship (Parent F31) grant application. The application will include specific aims and a research plan that includes significance, innovation, and approach. The proposal will also include a research training plan

as required by the NIH. Students will also participate in a mock study section (grant review). Students are encouraged to use this opportunity to develop an application for submission to the NIH for support of their dissertation work.

Prerequisites:

- EPI 2110 PRINCIPLES OF EPIDEMIOLOGY -Required
- EPI 2185 INTRODUCTION TO SAS - Required
- EPI 2180 EPIDEMIOLOGICAL METHODS 1 - Required
- EPI 2160 EPIDEMIOLOGY INFECTIOUS DISEASES - Recommended
- EPI 2170 CHRONIC DISEASE EPIDEMIOLOGY - Recommended

Student Performance Evaluation (Factors and Weights):

Assignment/Project Description:

Grant Writing: Students will review a sample proposal of a successfully funded research proposal and will also write an original research proposal of their own and present it to the class. Details on homework assignments are on the next page. A table with the assignment and due dates can be found on the last page of this syllabus.

Grading Scale: This is a graded course, and the grade will be based on class participation and completion of the assignments. There will be a total of 100 points. The breakdown follows:

Summary of Assignments and points:

1. Participation:	= 25 points
2. Research Proposal review	= 10 points
3. Research Proposal final presentation	= 20 points
4. Training Plan	= 20 points
5. <u>Research Proposal</u>	<u>= 25 points</u>
Total	= 100 points

Letter grades assigned by percent of total points

- ≥90% - 100% = A
- ≥80% - 90% = B
- ≥70% - 80% = C
- ≥60% - 70% = D
- ≥50% - 60% = F

Class Evaluations:

Course evaluations will be completed online.

CourseWeb/Blackboard Instruction

The instructor will be using the University CourseWeb (Blackboard) for instructional support. Reading material will be available for download from Blackboard. Students are expected to

download material and handouts prior to class and also to consult Blackboard for announcements.

Reading Requirements for Grant Writing- available on Blackboard:

- Woodford PF. Sounder thinking through clearer writing. *Science* 1967;156:743-745.
- Friedman GD. Be kind to your reader. *Am J Epidemiol* 1990;132:591-593.
- Gerin W. The scientific content. In: *Writing the NIH Grant Proposal: A Step-by-Step Guide*. Gerin W. ed. Sage Publications. Second Ed. 2010;61-109.
- Innouye SK, Fiellin DA. An evidence-based guide to writing grant proposals for clinical research. *Ann Intern Med* 2005;142:274-82
- NIH Grant Review Process (video)
<http://public.csr.nih.gov/Pages/default.aspx>
- Arnett DK. Preparing effective grant applications. *Circulation*. 2009;120(25):2607-2612. PMID:20026793. doi: 10.1161/CIRCULATIONAHA.107.752774
- Wittes, J. Sample Size Calculations for Randomized Controlled Trials. *Epidemiologic Reviews*. 2002; 24(1):39-53.
- Grants Process overview (http://grants1.nih.gov/grants/grants_process.htm)
Reviewer guidelines (https://grants.nih.gov/grants/peer/reviewer_guidelines.htm)
- Ogden TE, Goldberg I. *Research Proposals: A guide to Success*. Raven Press. Second edition 1995
- Gerin W. Human and animal concerns. In: *Writing the NIH Grant Proposal: A Step-by-Step Guide*. Gerin W. ed. Sage Publications. Second Ed. 2010;111-150.

Reading Requirements for Manuscript Writing- available on Blackboard:

- Nancekivell S. Writing a publishable journal article. *Science Next Wave*, May 2005.
- Kelner K. Tips for publishing in scientific journals. *Sciencecareers.org*. April 2007.
- Friedman GD. Please read the following paper and write this way! *Am J Epidemiol* 2005;161:405.
- Lewis SA, Antoniak M, Venn AJ, Davies L, Goodwin A, Salfield N, Britton J, Fogarty AW. Secondhand smoke, dietary fruit intake, road traffic exposures, and the prevalence of asthma: a cross-sectional study in young children. *Am J Epidemiol* 2005;161:406-411.
- Uniform requirements for manuscripts submitted to biomedical journals. www.icmje.org
- *Clinical Chemistry* Guide to Scientific Writing
http://www.aacc.org/publications/clin_chem/ccgsw/Pages/default.aspx#
- Schwartz RS, Curfman GD, Morrissey S, Drazen JM. Full disclosure and the funding of biomedical research. *N Engl J Med* 2008;358:1850 (Editorial)
- Henschke C. *N Engl J Med* 2008;358:1862 (Correspondence)
- Henschke C. *N Engl J Med* 2008;358:1875 (Correction)
- *Scientific American* article: <http://www.sciam.com/article.cfm?id=thousands-of-copycat-articles>
- Hammerschmidt DE. The Swiss cheese of peer review. *AMWA Journal* 2007;22:6-11.

Additional References: (On Reserve in Falk Library)

- Zeiger M. *Essentials of Writing Biomedical Research Papers*. 2nd edition. McGraw Hill, 2000.
- Huth EJ. *Writing and Publishing in Medicine*. 3rd edition. Williams & Wilkins 1999.
- Day RA. *How to Write & Publish a Scientific Paper*. 5th edition. Oryx 1998.
- Browner WS. *Publishing and Presenting Clinical Research*. 2nd edition. Lippincott Williams & Wilkins 2006.

- American Medical Association. *AMA Manual of Style. A Guide for Authors and Editors*. 10th ed. Oxford: Oxford University Press; 2007
- Wager E. *Getting Research Published: an A to Z of Publication Strategy*. 2nd ed. Oxford: Radcliffe Publishing; 2010.
- Wolfe, Joanna. *Team Writing: A Guide to Working in Groups*. Bedford/St. Martins, 2010.
- Lang TA. *How to Write, Publish, and Present in the Health Sciences: A Guide for Physicians and Laboratory Researchers*. American College of Physicians, 2009.
- Lang TA, Secic M. *How to Report Statistics in Medicine: Annotated Guidelines for Authors, Editors, and Reviewers*. 2nd ed. American College of Physicians, 2006.
- Annesley TM. A series of articles with information about each section of an IMRAD paper can be found at: www.aacc.org/publications/clin_chem/ccgsw/Pages/default.aspx#
- Hale C. *Sin and Syntax: How to craft wickedly effective prose*. Broadway Books, New York, 1999.
- Matthews JR, Bowen JM, Matthews RW. *Successful Scientific Writing: A step-by-step guide for biomedical scientists*. Cambridge U Press. 2006.
- *** Moher D, Schulz KF, Altman DG for the CONSORT Group. The Consort Statement: Revised recommendations for improving the quality of parallel-group randomized trials. *Ann Intern Med* 2001;134:657-62. (***)Also available on Blackboard)
- *** Stroup DF, Berlin JA, Morton SC. Meta-analysis of observational studies in epidemiology: A proposal for reporting. *JAMA* 2000;283:2008-12. (***)Also available on Blackboard)
- *** Seals D, Tanaka H. Manuscript peer review: a helpful checklist for students and novice referees. *Advances Physiol Ed* 2000;23:52-8. (***)Also available on Blackboard)

Additional References: (On Reserve in Hillman Library)

- Fiske EH. *Guide to concise writing*. Websters New World. New York. 1990
- Pechenik J. *A short guide to writing about biology*. Harper-Collins College Publishers. New York. 2013.

NIH resources

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

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

Study section and review group descriptions:

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

Study section rosters and meeting dates:

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

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

F31 application instructions:

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

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

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

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

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

Enhancing Peer Review at NIH: <http://enhancing-peer-review.nih.gov/>

National Heart Lung and Blood Institute

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

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

Tips on Preparing Applications

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

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

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

R01 Sample Applications and Summary Statements:

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

New Investigator Guide to Funding:

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

Accommodation for Students with Disabilities: If you have any disability for which you are or may be requiring accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union at 412-648-7890 or TTY 412-383-7355 as early as possible in the academic term. This office will verify your disability and help you to arrange for reasonable accommodations for your full participation in this course.

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, which is based on the University policy, is available online at

http://www.publichealth.pitt.edu/Portals/0/Users/039/39/39/Pitt%20Public%20Health%20Academic%20Handbook%20-%20Part%20I%20F_AY2013-14.pdf

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.

**Epidemiology 2920: Writing in Epidemiology: Manuscripts and Grants
Summer 2015**

**Graduate School of Public Health
Department of Epidemiology**

Tuesdays, 3:00-4:50 Location A522

Class Schedule: Tuesdays 3:00 – 4:50 pm

May 5

Session 1: Basic Writing Guidelines and Introduction to Grant Writing

- a. Introductions
- b. Lecture: Introduction to Grant Writing
- c. Lecture: Basic Writing Guidelines

Homework (Due May 12):

- a. Read: (posted on Blackboard)
 - i. Woodford PF. Sounder thinking through clearer writing. Science 1967;156:743-745.
 - ii. Friedman GD. Be kind to your reader. Am J Epidemiol 1990;132:591-593.
 - iii. Gerin W. The scientific content. In: Writing the NIH Grant Proposal: A Step-by-Step Guide. Gerin W. ed. Sage Publications. Second Ed. 2010;61-109.
- b. Reviewer guidelines
https://grants.nih.gov/grants/peer/reviewer_guidelines.htm
[https://grants.nih.gov/grants/peer/guidelines_general/reviewer orientation.pdf](https://grants.nih.gov/grants/peer/guidelines_general/reviewer_orientation.pdf)
- c. Prepare a written list of ideas for a topic for a research proposal
- d. Read sample F31 proposals

May 12

Session 2: Understanding the Grant Writing Process

- a. Lecture: Anatomy of a research proposal, NIH Style
- b. Video, NIH Review process (website)
<http://public.csr.nih.gov/Pages/default.aspx>
<http://www.youtube.com/watch?v=IAOGtrOpM6Q>
- c. Class discussion: Ideas for research proposals
- d. Review of sample F31proposals

Homework (Due May 19):

- a. Read:
 - i. Innouye SK, Fiellin DA. An evidence-based guide to writing grant proposals for clinical research. Ann Intern Med 2005;142:274-82

- ii. Arnett DK. Preparing effective grant applications. *Circulation*. 2009;120(25):2607-2612. PMID:20026793. doi: 10.1161/CIRCULATIONAHA.107.752774
- b. Write first draft of specific aims. **Submit to TA by midnight on May 18.**

May 19

Session 3: Grant Writing: Significance and Innovation:

- a. Lecture: Significance and Innovation
- b. Overview of F31 format
- c. In class small group discussion of specific aims
- d. Pass out grants for mock Grant Review

Homework (Due May 26):

- a. Read background literature relevant to topic to develop rationale and background for student's proposal
- b. Write a revised set of specific aims and draft background and innovation. **Submit to TA by midnight on May 24.**
- c. Read assigned application and abstracts of the others

May 26

Session 4: Grant Writing: Approach

- a. Lecture: Approach
- b. Review of study design issues, key methods concerns
- c. Informal small group presentations and discussion of specific aims, background and innovation

Homework (Due June 2):

- a. Continue background reading
- b. Write a grant review and prepare to present an oral summary with notes (no PowerPoint) for mock grant review to be held next session
- c. Revise specific aims, background and innovation.

June 2

Session 5: Mock Grant Review (Drs. Newman and Zgibor):

- a. Mock grant review session
- b. Debriefing/Discussion of review process
- c. Turn in written grant review

Homework (Due June 9):

- a. Revise specific aims and background, write approach section. **Submit to TA by midnight on June 8.**
- b. Read:
 - i. Wittes, J. Sample Size Calculations for Randomized Controlled Trials. *Epidemiologic Reviews*. 2002; 24(1):39-53.

- June 9 **Session 6: Grant Writing: Hypotheses Linked to Sample Size and Analyses (Dr. Brooks):**
 a. Lecture with discussion: Sample size and power calculations
 b. Lecture with discussion: Aligning hypotheses and analyses
- Homework:**
 a. Complete analysis section and power calculations. **Submit to TA by midnight on June 14.**
- June 16 **Session 7: Anticipated results, barriers, and potential benefits (what to anticipate from the reviewers)**
- Homework:** Complete full draft of specific aims and approach. **Submit to TA by midnight on June 21.**
- June 23 **Session 8: Training plan with timeline and obtaining reference letters**
 a. Preparing the NIH Biosketch
 b. Goals for fellowship training and career
 c. Activities planned under the award
 d. Research experience
- Homework: Write training plan
Submit to TA by midnight on June 28.**
- June 30 **Session 9: Other parts of the proposal (human subjects, project summary, facilities, abstract, cover letter,)**
- Homework: Write other parts of the proposal
Submit to TA by July 5.**
- July 7 **Session 10: The SF424: Following the rules**
- Homework: Complete the relevant sections of the SF424
Submit to TA by July 12.**
- July 14 **Session 11: Proposal presentations and feedback**
- July 21 **Session 12: Proposal Presentations and feedback**

July 28 **Session 13: Proposal Presentations and feedback**

Homework: Submit final proposal by August 4.

August 4 **Session 14: TBA**

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

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 Candace Kammerer, Chair (cmk3@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):**

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

b. Description of modification:

We propose to increase the number of credits from 1 to 2. The basis for the request is that according to students and instructors, the course seemed rushed, more time is needed for hands-on exercises, and it is important to include topics previously not covered, such as how to write the measurement section of a grant proposal.

3. **Course designation:**

Course Number BCBS 3030 - Title: Measurement in the Social and Behavioral Sciences - Credits 1
(We propose to increase the number of credits to 2)

4. **Cross-listing:**

No.

5. **Course Instructors:**

- a. Co-instructor: Todd M. Bear, PhD – BCBS – 50%
- b. Co-instructor: Patricia I. Documét, MD, DrPH – BCBS – 50%

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 goal of this **two-credit** course is to provide students with fundamental skills to identify, use and create scales and indices for research and evaluation. The course will be primarily based on classical measurement theory, yet item response theory will be discussed as well. Validity and reliability will be explored. Communication of measurement issues to lay and scientific audiences will be addressed. Throughout the course, materials will highlight the influence that culture and socio-demographics have on measurement tools and their validity. Sessions will include traditional class instruction, discussions and several sessions in a computing lab classroom.

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

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

The maximum number should be 15 students to be able to provide individualized instruction.

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

Yes. The only reason to restrict it is to give preference to the BCHS doctoral students for whom it is a required course.

- 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.

BIOST 2011 or BIOST 2041 or equivalent

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

- a. Number of course hours per session 2 Sessions per week 1 Weeks per academic term 14

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

Lectures 35% Seminars _____ Recitations _____ Field work _____ Laboratory 35%
Other (specify): 30% Class discussions _____

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

d. Date and Time: Mondays 10am-12 pm in A216; some sessions in the Computing Lab

9. **Grading of student performance:**

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

Letter grade: Percentage	Grade
97.0% - 100%	A+
93.0% - 96.9%	A
90.0% - 92.9%	A-
87.0% - 89.9%	B+
83.0% - 86.9%	B
80.0% - 82.9%	B-
77.0% - 79.9%	C+
73.0% - 76.9%	C
70.0% - 72.9%	C-
<70%F	F

10. **On-line course delivery:**

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

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

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

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

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

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

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

This course is required for BCHS PhD students and can be an elective for DrPH and MPH students. It speaks directly to the following objective of the PhD in BCHS:

“Apply qualitative and quantitative methodologies in order to design and conduct rigorous and scientifically valid research at various levels of human activity including the intrapersonal, interpersonal, organizational, community, public policy domains.”

Another course with this content is not available in the Graduate School of Public Health, yet is required for BCHS PhD students. BCHS students have been attending a course in Clinical Research, which does not exactly match our requirements and recently has been closed to BCHS students.

Additionally, the course will be an elective for DrPH students. It matches at least one objective of the DrPH:

“Utilize social ecological frameworks to conduct applied research to evaluate public health programs and policies using qualitative and quantitative methodologies.”

As an elective for MPH students, it speaks to at least two competencies:

“Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.” (Social and Behavioral Sciences)

“Use information technology to access, evaluate, and interpret public health data.” (Communication and Informatics)

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

We are preparing students to conduct research among a variety of population sub-groups, especially those who are underserved. Throughout the course materials will highlight the influence that culture and socio-demographics have on measurement tools and their validity. While exploring reliability, we will use studies of the same scale in groups that have different culture, race, age, gender, or socioeconomic status to demonstrate how measures need to be tested before applying them to other cultures. We will also show how concepts could be understood differently or the same concept may have different dimensions across populations.

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

Graduate School of Public Health
Department of Behavioral and Community Health Sciences
BCHS 3030 Measurement in the Social and Behavioral Sciences

Monday 10 am – 12 pm
Class Location A216 or Computing Lab

Credit Hours: 2

Fall 2014

Primary faculty

Todd Bear, PhD

Office: 207G

Email: tobst2@pitt.edu

Phone: 412-624-3126

Office hours: Tuesdays 1-2 p.m. or by appointment

Co-instructor

Patricia I. Documét, MD, DrPH

Office: 223 Parran Hall

Email: pdocumet@pitt.edu

Phone: 412-624-1601

Office hours: Wednesdays 3-4 p.m. & Thursdays 10-11 a.m. or by appointment

Course Description

The goal of this two-credit course is to provide you with fundamental skills to identify, use and create scales and indices for research and evaluation. The course will be primarily based on classical measurement theory, yet we will discuss item response theory as well. We will also cover good measurement processes, including establishing and evaluating validity and reliability. We will address communication of measurement principles and applications to lay and scientific audiences. Throughout the course, materials will highlight the influence that culture and socio-demographics have on measurement tools and their validity.

Learning Objectives

By the end of this course, students will be able to:

- 1) Identify existing scales and indices to measure constructs for research and evaluation
- 2) Evaluate the validity and reliability of existing measures
- 3) Construct reliable and valid measures
- 4) Write a description of measurements for a grant proposal
- 5) Explain measurement issues in writing for a variety of lay and scientific audiences.

Required Textbooks/Articles/Readings

The face-to-face lectures and the slides are designed to complement –not to substitute for– the readings. Therefore, this course **requires that you read all assigned readings before working on each Unit**. Pertinent journal articles for each class will be provided in Courseweb or in e-Reserve. The textbook is

DeVellis, R.F., (2012). Scale Development. Theory and Applications. Los Angeles: SAGE.

CourseWeb/BlackBoard Instruction

Most of the material you need will be posted on Courseweb. You will use Courseweb to obtain lecture material and assignments, to ask questions, as well as to post assignments.

Required or Recommended Software

All software you need is available at the University's Computing Labs. You will need to use a statistical package, such as SPSS, SAS or Stata.

Class Expectations/ Behavior and Ground Rules

Attendance to class is expected. If you need to miss class, you need to email us beforehand. More than one justified absence will count against your participation grade. Emergency situations will be handled on a case-by-case basis.

We will communicate with you via Courseweb and Pitt email. You are expected to check your University of Pittsburgh email regularly. You should avoid using your cell phone in class. If you want to record a lecture, you are required to ask for permission of the instructor.

Grading Scale

We will assign grades using the following scale:

Percentage	Grade
97.0% - 100%	A+
93.0% - 96.9%	A
90.0% - 92.9%	A-
87.0% - 89.9%	B+
83.0% - 86.9%	B
80.0% - 82.9%	B-
77.0% - 79.9%	C+
73.0% - 76.9%	C
70.0% - 72.9%	C-
<70%F	F

Student Performance Evaluation

You are responsible for working on all units of the course and turning in homework on time. **Due dates for completion of work are provided in a table on page 4**. Unless there is an extenuating circumstance, all work will be penalized as follows: 1-7 days late: 10% off, 8-14 days late: 20% off, and so on.

The final grade will be determined by a combination of your Quizzes, Assignments, Project section drafts, Project, and Participation. The relative value of each component is as follows:

Component	Weight
In-class quizzes (n= 11)	30%
Assignments (n=3)	30%
Project section drafts (n=3)	10%

Final project	20%
Participation	10%

In-class quizzes: You are required to take eleven 10-minute in-class quizzes. The format of the quizzes will be multiple choice or short answer. The questions are designed to assess your knowledge of fundamental aspects of measurement.

Assignments: Assignment 1 is a reflection of your interests and how they intersect with measurement issues. Assignment 2 requires you to assess the reliability and validity of an existent measure of your choice. Assignment 3 requires you to write a measurement section for a grant proposal.

Project section drafts: These are drafts designed to build parts of your final project. You will get full grade if turned on time. We will give you feedback so you can adjust the content of your project.

Project: the project focuses on the creation of a new measure. You will develop and pilot a measure on a construct to be assigned. You will also propose a plan to establish reliability and validity of the measure.

Participation: This grade takes into account the number and quality of our participation in class, in the online discussion board, or during office hours. Attendance to class is expected. If you need to miss class, you need to email us beforehand. More than two justified absences will count against your participation grade. Emergency situations will be handled on a case-by-case basis.

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

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

Pitt Public Health Academic Integrity Statement

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 (mypublichealth.pitt.edu) > Students > Academics and Student Services > Academic Handbook. 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.

Health Sciences Library and Pitt Public Health Librarian

Identifying adequate measures for your research or evaluation projects is crucial for good quality work. Therefore we have devoted Unit 2 to learning how to locate measures with the help of a computer. A librarian will teach this unit. Additionally, Barbara Folb, MM, MLS, MPH, the school's dedicated librarian is available for consultation. Her office is in Room A716. She works with all Pitt Public Health faculty and students. Therefore, we recommended that you email her for an appointment first (folb@pitt.edu).

University Writing Center

For this course, you are required to write concisely and clearly. Poorly written assignments are difficult to read and to understand. Therefore, they may result in lower grades. If you need assistance with writing, the writing center on campus (www.composition.pitt.edu/writingcenter/) and a statement about your expectation or recommendation for students to utilize the services.

BCHS 2907- Fall 2015 – Calendar of classes and assignments

Month	Day	Unit	Meeting place	Work to be completed
August	31	1		Assignment 1 - How to use measurement in my career? Quiz 1 – in class
September	14	2		Quiz 2 – in class
	21	3	Falk Library classroom 2	
	28	4		Progress 1: List of initial items and construct definition Quiz 3 – in class
October	5	5	Computing Lab	Assignment 2 – Analysis of a measurement scale Quiz 4 – in class
	13 Tuesday	6	Computing Lab	Progress 2: Assessing reliability Quiz 5 – in class
	19	7		Quiz 6 – in class
	26	8	Computing Lab	Assignment 2 - Critical review of scales Quiz 7 – in class

November	2	9	Computing Lab	Progress 3: Assessing validity Quiz 8 – in class
	9	10		Quiz 9 – in class
	16	11		Quiz 10 – in class
	23	12		Quiz 11 – in class
	30	13		Assignment 3: Measurement section of a grant proposal
December	7	14		Project – Construction of a measure (due Dec. 8)

Schedule of Sessions and Assignments

Unit 1: Introduction to the Course and classic measurement theory

After this session, you will be able to

1. Explain the course rationale
2. Define the latent variable
3. Name the main assumptions of classical measurement theory
4. Differentiate between variables, scales and indices
5. Explain the relationship of theory to scale development
6. Explain why the level of specificity of a scale needs to match the research objectives.

Required readings:

DeVellis, Chapter 1: Overview & Chapter 2: Latent Variable

Thomson, M.D. and L. Hoffman-Goetz, *Defining and measuring acculturation: a systematic review of public health studies with Hispanic populations in the United States*. Soc Sci Med, 2009. 69(7): p. 983-91.

Armitage, C.J., et al., *Self-efficacy for temptations is a better predictor of weight loss than motivation and global self-efficacy: Evidence from two prospective studies among overweight/obese women at high risk of breast cancer*. Patient Educ Couns, 2014.

Unit 2: Identifying measurement instruments (Falk Library)

After this session, you will be able to

1. Use electronic resources to identify existing questions, scales and indices

Required readings:

None

Unit 3: Scale construction – getting started with content validity

After this session, you will be able to

1. Apply theory to scale development.
2. Explain the importance of concept definition to scale construction
3. Identify the characteristics of well-worded items (unidimensional, exclusive, exhaustive)
4. Identify common errors in item wording: double barreled, double negative, ambiguous sentence construction
5. Select an appropriate response format for individual items
6. Explain the importance of considering culture and educational level in scale construction
7. Define content validity and write a plan to evaluate a scale's content validity.

Required readings:

DeVellis, Chapter 5: Guidelines in Scale Development, pp 73-101

Johnson, T., et al., *The Relation Between Culture and Response Styles*. Journal of Cross-Cultural Psychology, 2005. **36**(2): p. 264-277.

Flaskerud, J.H., *Cultural bias and Likert-type scales revisited*. Issues in mental health nursing, 2012. **33**(2): p. 130-2.

D'Alonzo, K.T., *Evaluation and revision of questionnaires for use among low-literacy immigrant Latinos*. *Revista latino-americana de enfermagem*, 2011. **19**(5).

Unit 4: Reliability and validity

After this session, you will be able to

1. Define reliability and validity and distinguish between the two concepts.
2. Explain the similitude among different forms of reliability: consistency, alternate forms, temporal stability, inter-rater
3. Explain the role of error in reliability.
4. Describe the relationship between measurement reliability and the statistical power of a study.
5. Align reliability tests with levels of measurement

Required readings:

DeVellis, Chapter 3: Reliability

Peters, R.M., et al., *Measuring African American Women's Trust in Provider During Pregnancy*. *Res Nurs Health*, 2014.

Unit 5: Reliability: LAB practice (Computing Lab)

After this session, you will be able to

1. Calculate commonly used reliability coefficients (e.g., Cronbach, Kappa, Intraclass correlation)
2. Calculate and interpret inter-rater reliability

Required readings:

Luszczynska, A., U. Scholz, and R. Schwarzer, *The general self-efficacy scale: multicultural validation studies*. *J Psychol*, 2005. **139**(5): p. 439-57.

Gjesfjeld, C. D., et al. (2007). *A confirmatory factor analysis of an abbreviated social support instrument: The MOS-SSS*. *Research on Social Work Practice*, 2008. **18**(3): 231-237, originally published online 30 November 2007.

Mujahid, M. S., et al. *Assessing the measurement properties of neighborhood scales: from psychometrics to ecometrics*. *Am J Epidemiol*, 2007. **165**(8): 858-867.

Unit 6: Validity (Computing Lab)

After this session, you will be able to

1. Distinguish between the different types of validity
2. Construct and interpret a multitrait multimethod matrix
3. Evaluate the behavior of a scale in terms of convergent and divergent validity
4. Use SPSS to calculate measures of association between two or more measures to characterize construct validity
5. Interpret scale adequacy in the light of all evidence (reliability and validity)

Required readings:

DeVellis, Chapter 4: Validity

Petrie, T.A., M.M. Tripp, and P. Harvey, *Factorial and Construct Validity of the Body Parts Satisfaction Scale-Revised: An Examination of Minority and Nonminority Women*. *Psychology of Women Quarterly*, 2002. **26**(3): p. 213-221

Minaker, L.M., et al., *Construct validation of 4 food-environment assessment methods: adapting a multitrait-multimethod matrix approach for environmental measures*. *Am J Epidemiol*, 2014. **179**(4): p. 519-28.

Unit 7: Scale construction – Evaluating the scale

After this session, you will be able to

1. Write a plan to empirically evaluate a scale's reliability.
2. Write a plan to empirically evaluate a scale's validity.

Required readings:

DeVellis, Chapter 5: Guidelines in Scale Development, pp 101-114.

Tian, L., M. Han, and E.S. Huebner, *Preliminary development of the Adolescent Students' Basic Psychological Needs at School Scale*. *Journal of Adolescence* *Journal of Adolescence*, 2014. **37**(3): p. 257-267.

Unit 8: Factor analysis (Computing Lab)

After this session, you will be able to

1. Define general applications and assumptions of Factor Analysis
2. Differentiate between various types of Factor Analysis
3. Conduct a basic factor analysis.

Required readings:

DeVellis, Chapters 6: Factor Analysis

Unit 9: Factor analysis (continued) (Computing Lab)

After this session, you will be able to

1. Decide which type of factor analysis to use, based on theory.
2. Interpret factor analysis results to decide the number of factors in a scale.
3. Interpret factor analysis results to decide what items to retain/discard.

Ngamake, S.T., S.E. Walch, and J. Raveepatarakul, *Validation of the Coping With Discrimination Scale in Sexual Minorities*. *J Homosex*, 2013.

Unit 10: Item response theory (IRT)

After this session, you will be able to

1. Describe item response theory.
2. Explain in what cases is IRT more advantageous than classical measurement theory.
3. Use IRT curves to interpret item difficulty, strength, and discrimination.

Required readings:

DeVellis, Chapter 7: An Overview to IRT

Unit 11: Scale Construction- piloting and optimization

After this session, you will be able to

1. Develop a plan to pilot new measures
2. Use analytic tools to optimize a scale's length.

Required readings:

Reading to be assigned

Unit 12: Communication to academic audiences

After this session, you will be able to

1. Explain measurement concepts to an academic audience.
2. Write the measurement section of a grant proposal or manuscript
3. Plan a presentation of a new measure for your peers.

Required readings:

Measurement portions of funded grant proposals.

Add 1-2 published articles with a good measurement section.

Add a reading about presentations.

Unit 13: Communication to lay audiences

After this session, you will be able to

1. Describe the principles of translating basic measurement concepts to a lay audience.
2. Write text explaining your project's measures to a lay audience

Required readings:

David E. Nelson, Bradford W. Hesse, and Robert T. Croyle. Making Data Talk: The Science and Practice of Translating Public Health Research and Surveillance Findings to Policy Makers, the Public, and the Press. Oxford Scholarship Online: September 2009. Chapter 3 Overcoming General Audience Tendencies and Biases to Enhance Lay Understanding of Data

Unit 14: Student project presentations

University of Pittsburgh Graduate School of Public Health
DRAFT Independent Development Plan policy
February 2nd, 2105

A Graduate Student Career Development Plan, also known as an Independent Development Plan (IDP), is a tool for helping students and advisors outline and discuss short-term and long-term objectives to guide the student's professional development. Graduate School of Public Health doctoral students and advisors are required to complete an IDP at least annually, typically timed to coincide with the required annual doctoral committee meeting. An IDP template is available at <http://mypublichealth.pitt.edu/Students/Resources/Career-Development-Plan>, but students and advisors may substitute any other form that meets the same purpose (e.g. department-specific templates or templates provided by professional societies).

Completed IDP forms should be kept in student files at the department level. They should be treated as confidential student records. The Report on Requirements form for the doctoral preliminary exam and dissertation overview includes a checkbox that the committee should use to certify that an IDP has been completed within the six months prior to the exam.

IDPs are intended as a career development tool, and are not a substitute for a GSR evaluation that assesses job performance. For students whose GSR is closely tied to their dissertation research, it may be possible to combine the two, but it is still necessary to assess academic development and job performance separately.

IDPs are not required for masters students, but they are highly recommended. The template at <http://mypublichealth.pitt.edu/Students/Resources/Career-Development-Plan> is suitable for masters students as well as doctoral students.



Dear Professor Vincent Arena:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PRINCIPLES STATISTICAL REASONING(BIOST-2011)-1010.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean ($av.$) and standard deviation ($dev.$) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Vincent Arena

PRINCIPLS STATISTICAL REASNING(BIOST-2011)-10102151_UPITT_BIOST_2011_SEC1010

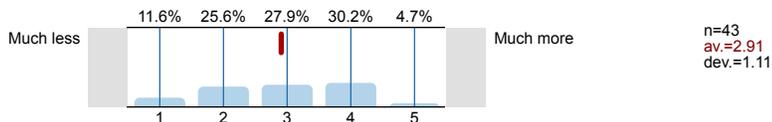
Fall 2014

44 RESPONDENTS = 55.7% OF NUMBER REGISTERED

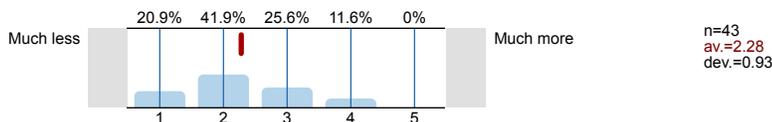


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

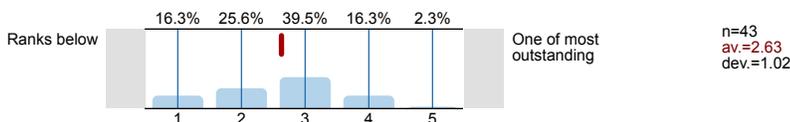


1.2) Amount this instructor increased your interest in the subject.

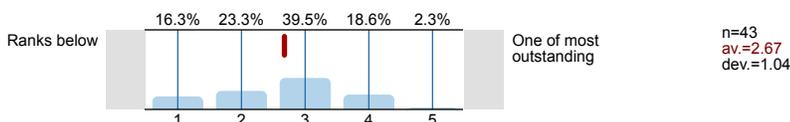


2. TEACHING EVALUATION

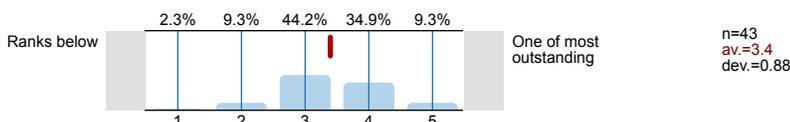
2.1) The instructor explained subject matter in a way that made it understandable.



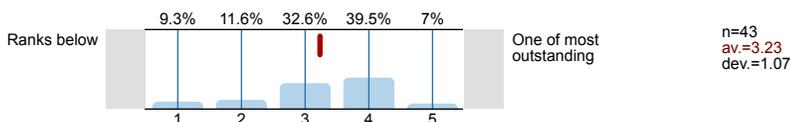
2.2) The instructor made good use of examples to clarify concepts.



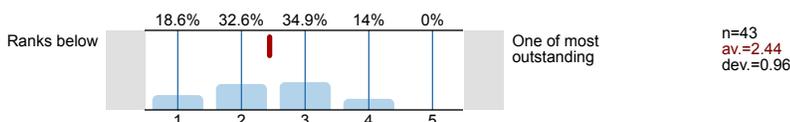
2.3) The instructor conveyed his/her knowledge of subject.



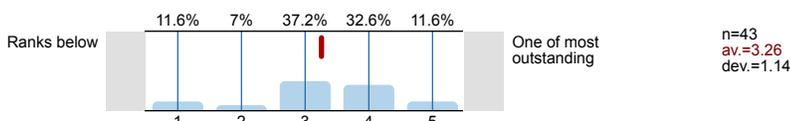
2.4) The instructor maintained an environment where students felt comfortable asking questions.



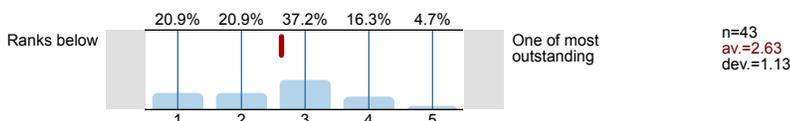
2.5) The instructor generated interest in the subject.



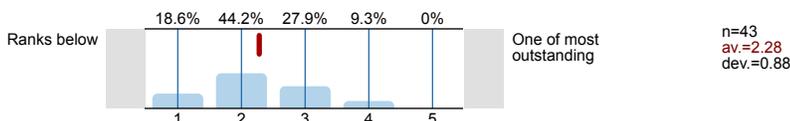
2.6) The instructor presented course content in an organized manner.



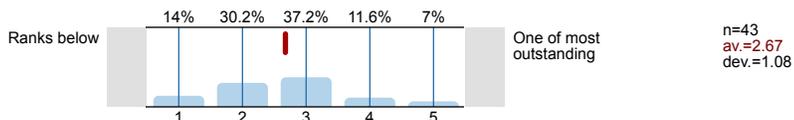
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



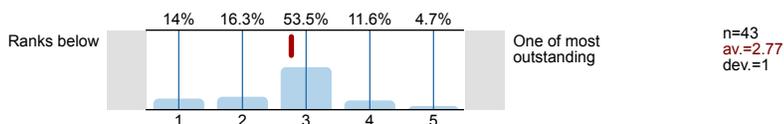
2.8) The instructor stimulated a desire to learn more about this subject.



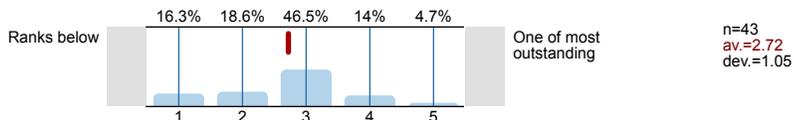
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

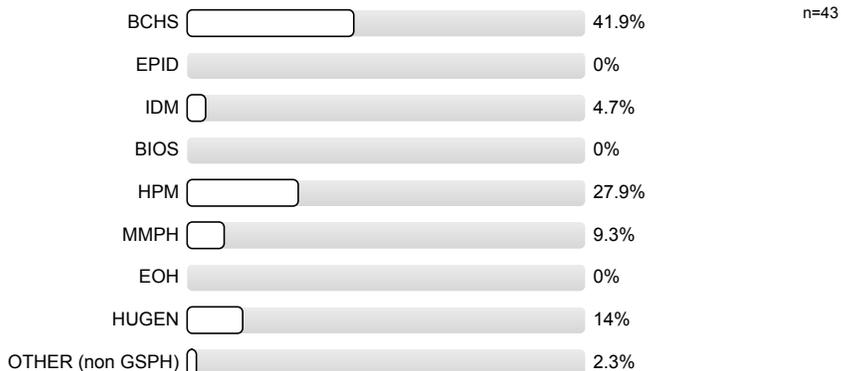


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

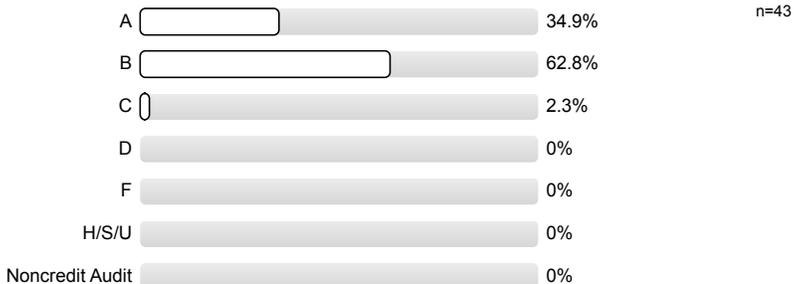
3.1) Department in which you are enrolled:



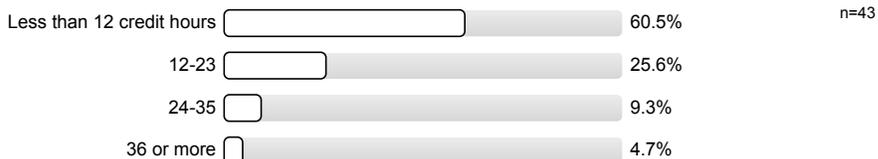
3.2) I am taking this course as an elective.



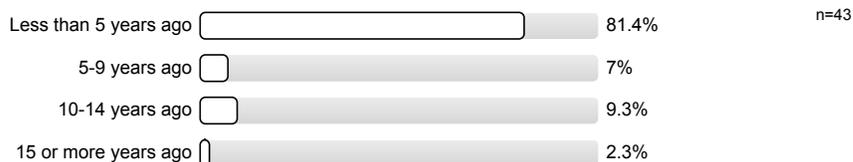
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



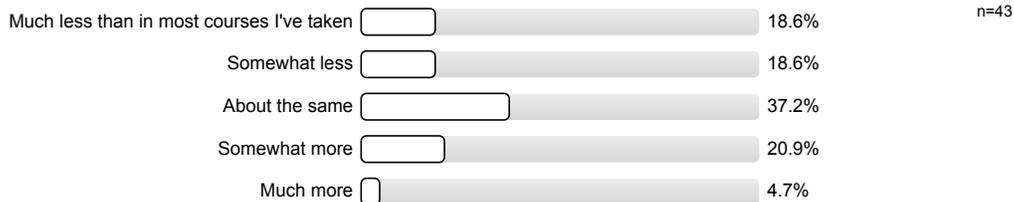
3.4) Credit hours of coursework you have completed in GSPH:



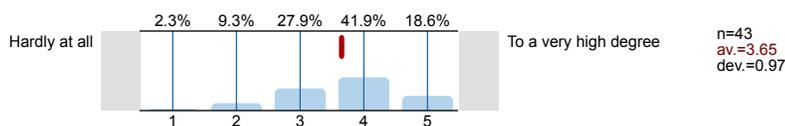
3.5) When did you receive your bachelor's degree?



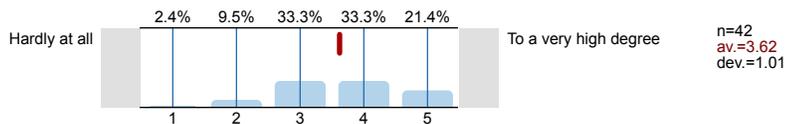
3.6) Amount that I learned in this course.



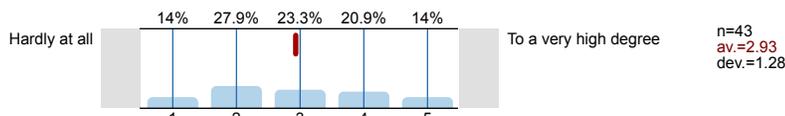
3.7) Course objectives were presented and discussed.



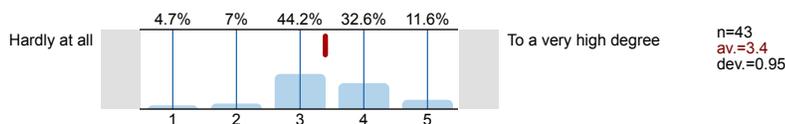
3.8) Stated objectives agreed with what was taught.



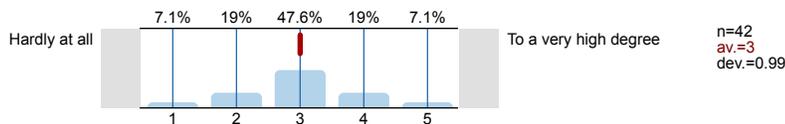
3.9) Course made a worthwhile contribution to my professional development.



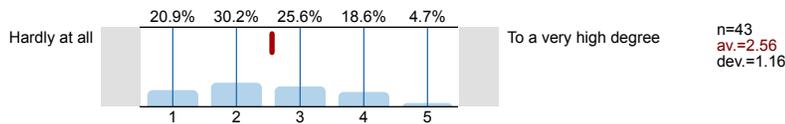
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



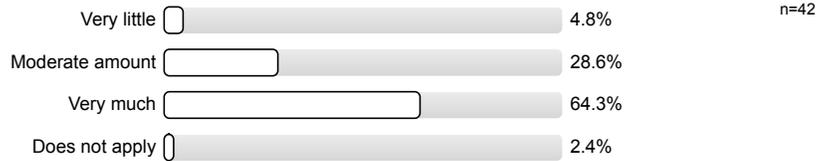
3.15) Discussions



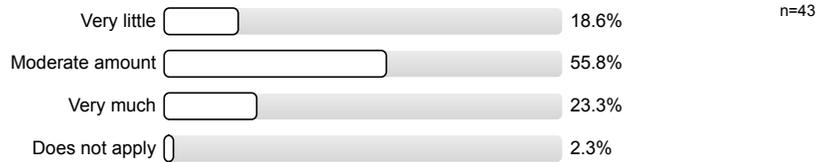
3.16) Readings



3.17) Assignments



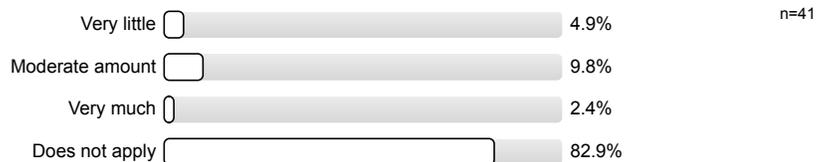
3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



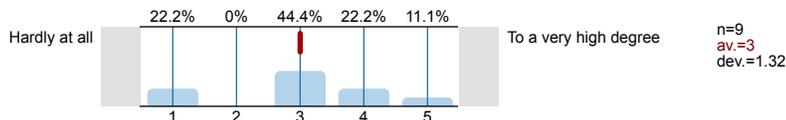
3.22) Classroom activities



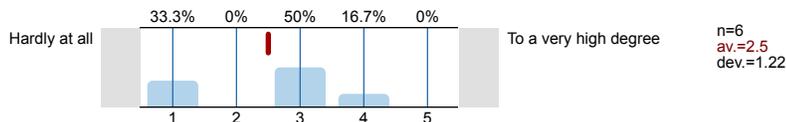
3.23) Lab/Recitation



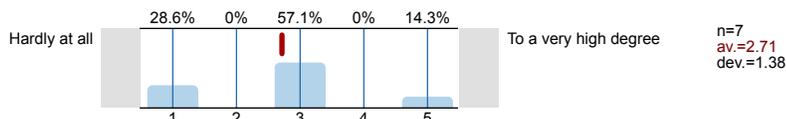
3.24) Guest lecturers avoided repetition of course material.



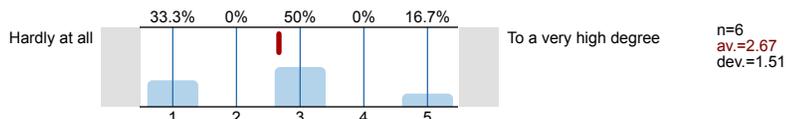
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=42	av.=3.00 md=3.00 dev.=0.99
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=43	av.=2.56 md=2.00 dev.=1.16
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=9	av.=3.00 md=3.00 dev.=1.32
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=6	av.=2.50 md=3.00 dev.=1.22
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=7	av.=2.71 md=3.00 dev.=1.38
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=6	av.=2.67 md=3.00 dev.=1.51



Dear Professor Vincent Arena:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PRINCIPLES STATISTICAL REASONING(BIOST-2011)-1015.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean ($av.$) and standard deviation ($dev.$) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Vincent Arena

PRINCIPLS STATISTICAL REASNING(BIOST-2011)-10152151_UPITT_BIOST_2011_SEC1015

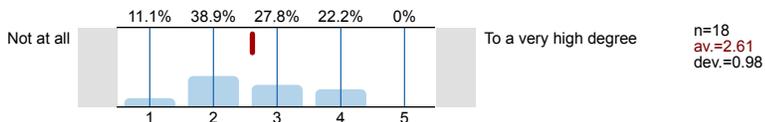
Fall 2014

18 RESPONDENTS = 40% OF NUMBER REGISTERED

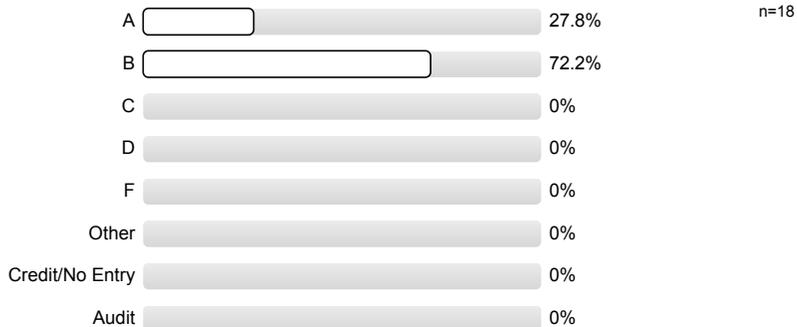


1. SELF RATINGS

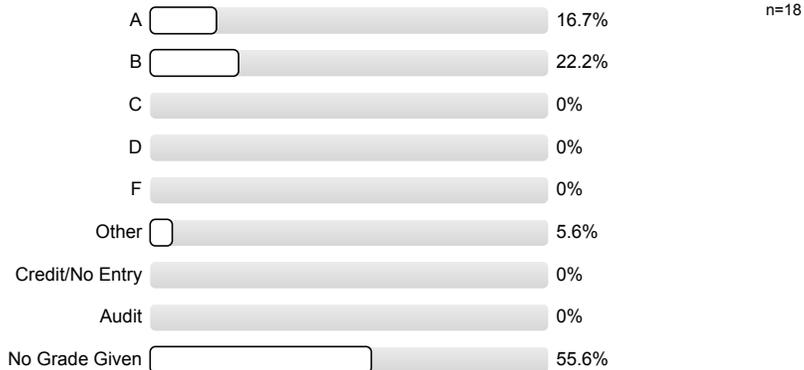
1.1) Did the labs contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this lab?

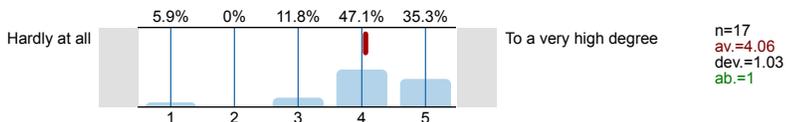


1.4) What percent of the labs did you attend?



2. COURSE AND LAB

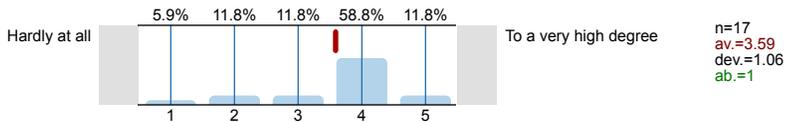
2.1) The material covered in lab is well connected to the lectures.



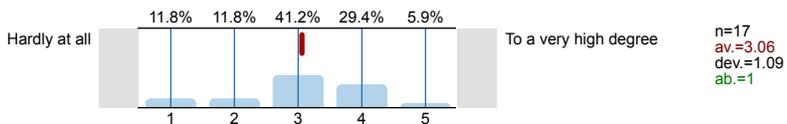
3. LAB INSTRUCTOR TEACHING EVALUATION

3.1) The lab instructor was well-prepared for the labs.		To a very high degree	n=17 av.=3.18 dev.=1.13 ab.=1
3.2) The lab instructor appeared knowledgeable about course subject matter.		To a very high degree	n=17 av.=3.47 dev.=1.01 ab.=1
3.3) The lab instructor clarified material covered in course lectures.		To a very high degree	n=17 av.=3.41 dev.=1.28 ab.=1
3.4) The lab instructor showed interest in helping students understand the material.		To a very high degree	n=17 av.=3.76 dev.=1.3 ab.=1
3.5) The lab instructor returned assignments within a reasonable amount of time.		To a very high degree	n=15 av.=4.2 dev.=1.01 ab.=3
3.6) The lab instructor was concerned about students' progress in the course.		To a very high degree	n=16 av.=3.44 dev.=1.26 ab.=2
3.7) The lab instructor provided helpful answers to students' questions.		To a very high degree	n=17 av.=3.53 dev.=1.28 ab.=1
3.8) The lab instructor treated students with respect.		To a very high degree	n=17 av.=4.35 dev.=1.11 ab.=1
3.9) The lab instructor provided constructive feedback on assignments.		To a very high degree	n=16 av.=3.44 dev.=1.26 ab.=2
3.10) The lab instructor maintained an environment in which students felt comfortable asking questions.		To a very high degree	n=17 av.=4 dev.=1.27 ab.=1
3.11) The lab instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>		To a very high degree	n=10 av.=3.9 dev.=1.29 ab.=8
3.12) The lab instructor communicates effectively.		To a very high degree	n=17 av.=3.41 dev.=1.28 ab.=1

3.13) The lab instructor comprehends students' communication.



3.14) The lab instructor led this lab effectively.



3.15) Would you recommend this lab instructor to other students who are going to take this course?

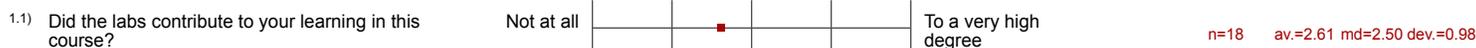


Profile

Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Vincent Arena,
 Name of the course: PRINCIPLS STATISTICAL REASNING(BIOST-2011)-1015
 (Name of the survey)

Values used in the profile line: Mean

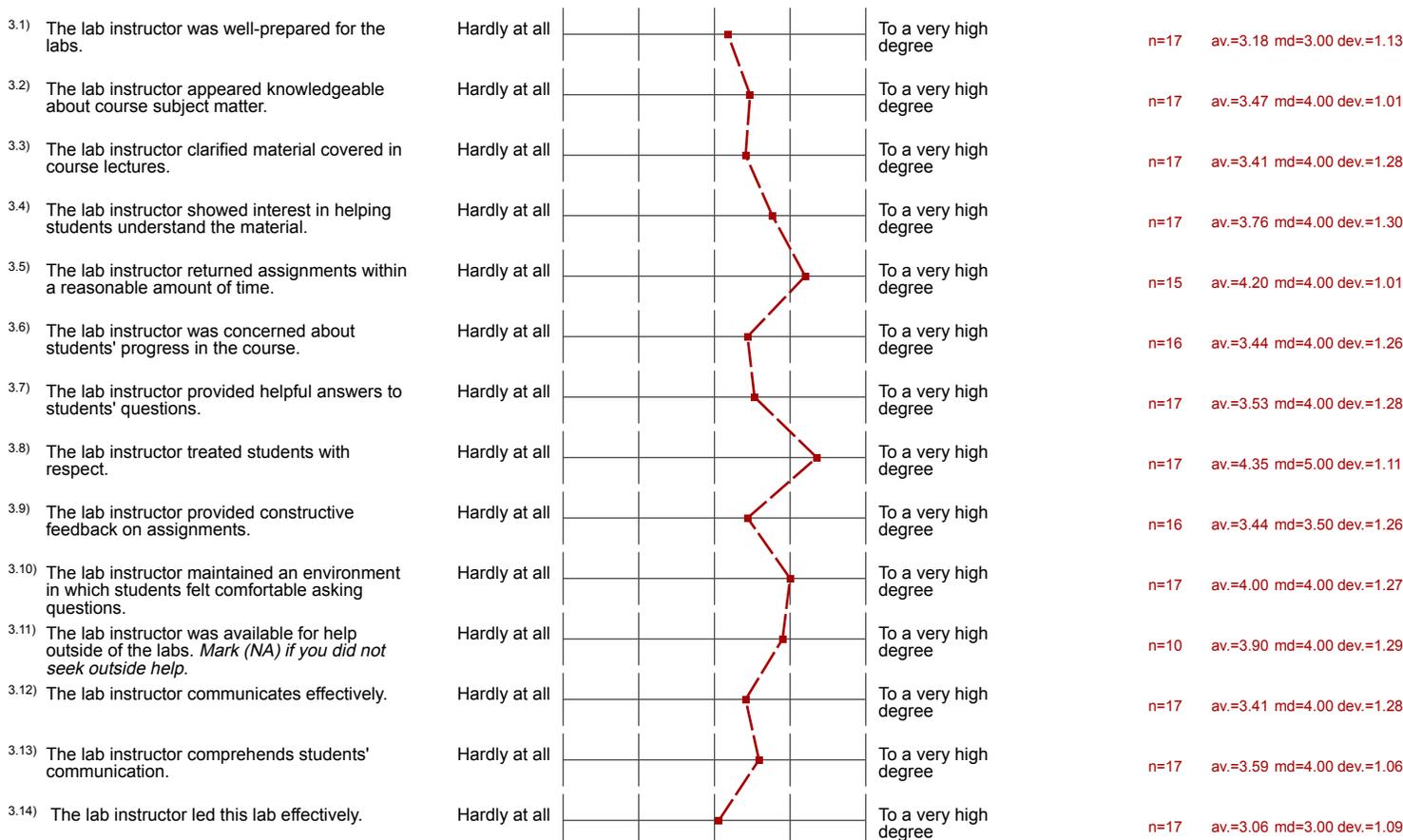
1. SELF RATINGS



2. COURSE AND LAB



3. LAB INSTRUCTOR TEACHING EVALUATION





Dear Professor Vincent Arena:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PRINCIPLES STATISTICAL REASONING(BIOST-2011)-1020.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Vincent Arena

PRINCIPLS STATISTICAL REASNING(BIOST-2011)-10202151_UPITT_BIOST_2011_SEC1020

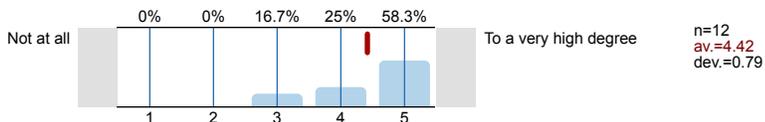
Fall 2014

12 RESPONDENTS = 35.29% OF NUMBER REGISTERED

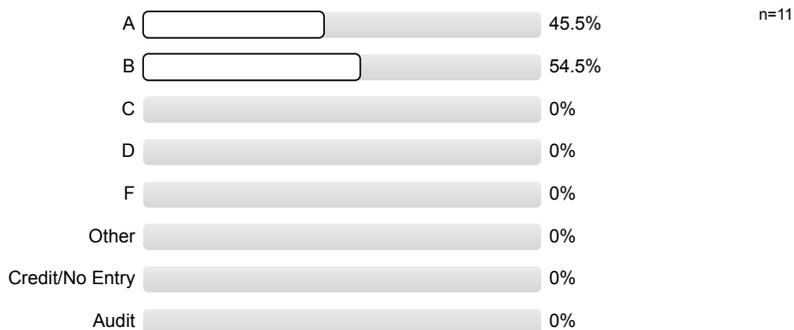


1. SELF RATINGS

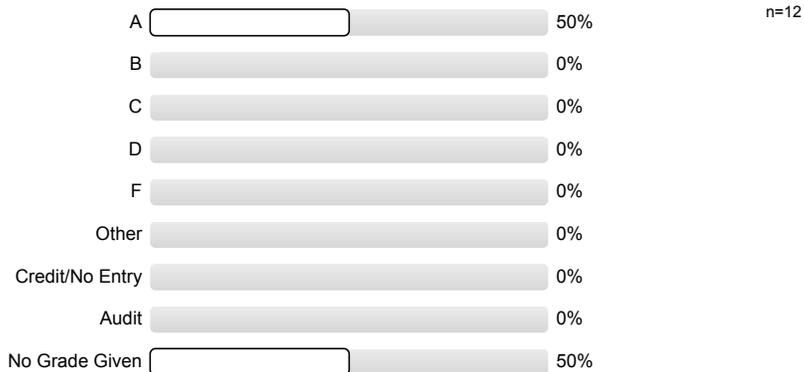
1.1) Did the labs contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this lab?

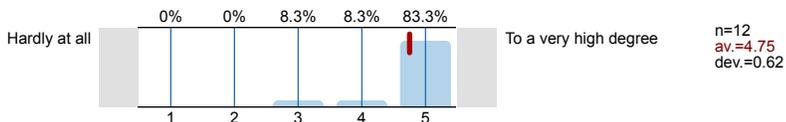


1.4) What percent of the labs did you attend?

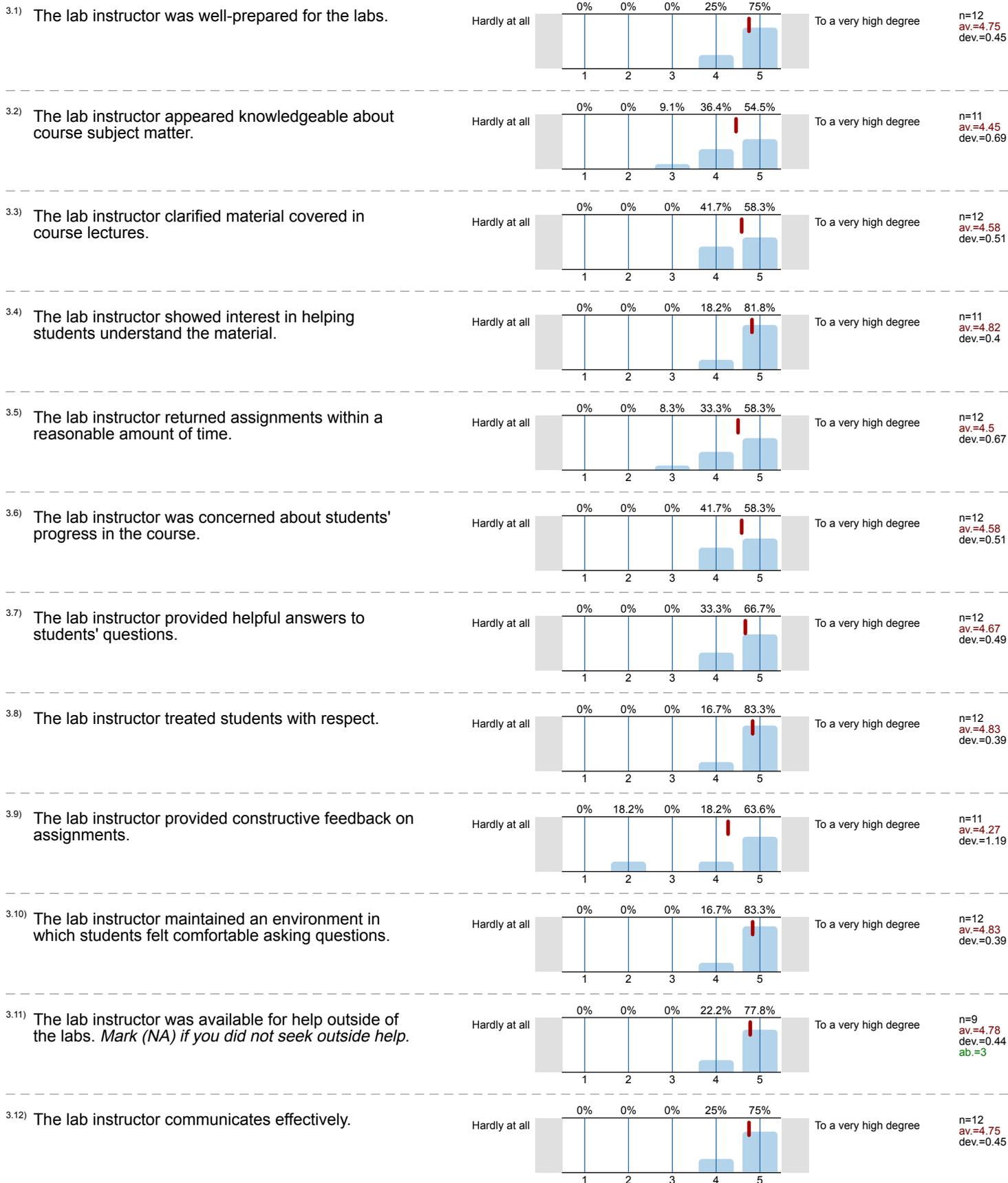


2. COURSE AND LAB

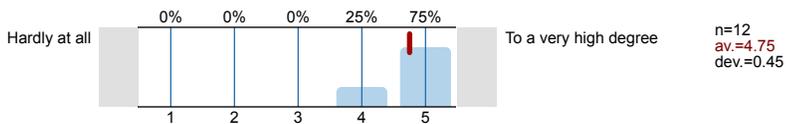
2.1) The material covered in lab is well connected to the lectures.



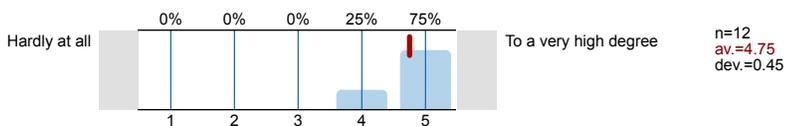
3. LAB INSTRUCTOR TEACHING EVALUATION



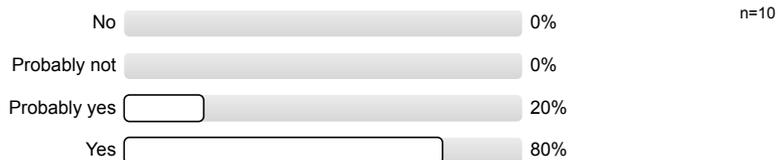
3.13) The lab instructor comprehends students' communication.



3.14) The lab instructor led this lab effectively.



3.15) Would you recommend this lab instructor to other students who are going to take this course?





Dear Professor Sally Morton:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRO TO STATISTICAL METHODS 1(BIOST-2041)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean ($av.$) and standard deviation ($dev.$) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

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The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Sally Morton

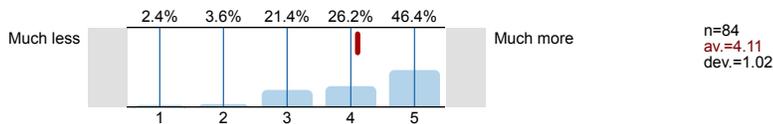
INTRO TO STATISTICAL METHODS 1(BIOST-2041)-10302151_UPITT_BIOST_2041_SEC1030
Fall 2014

84 RESPONDENTS = 59.57% OF NUMBER REGISTERED

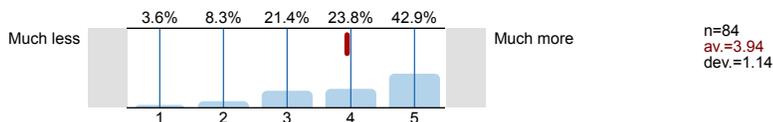


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

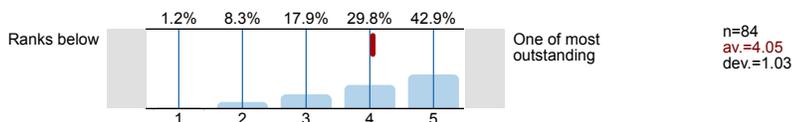


1.2) Amount this instructor increased your interest in the subject.

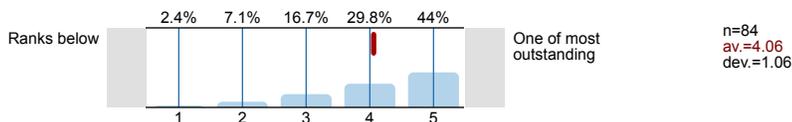


2. TEACHING EVALUATION

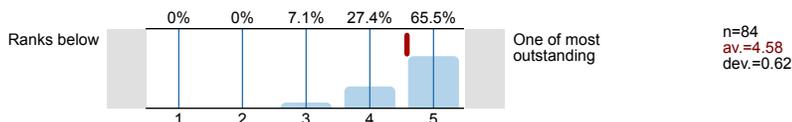
2.1) The instructor explained subject matter in a way that made it understandable.



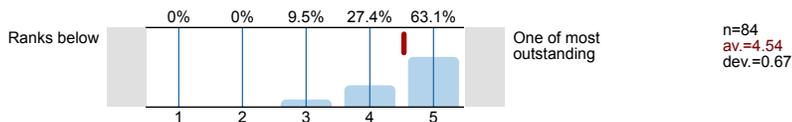
2.2) The instructor made good use of examples to clarify concepts.



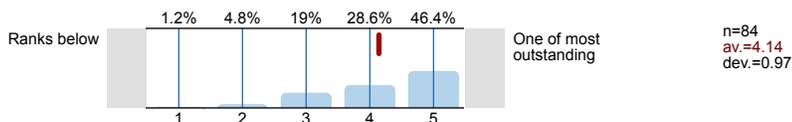
2.3) The instructor conveyed his/her knowledge of subject.



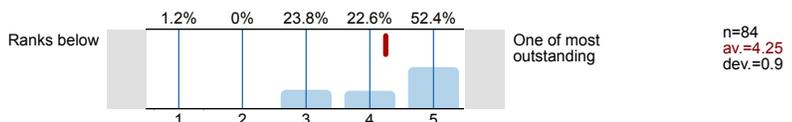
2.4) The instructor maintained an environment where students felt comfortable asking questions.



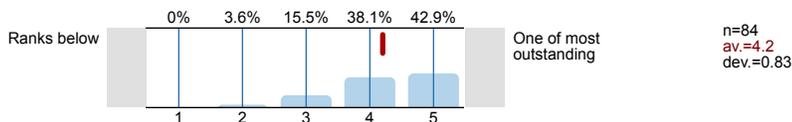
2.5) The instructor generated interest in the subject.



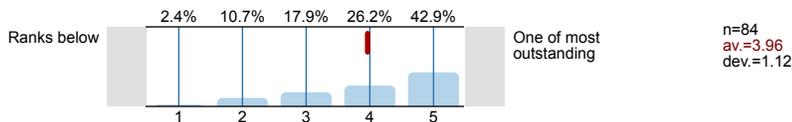
2.6) The instructor presented course content in an organized manner.



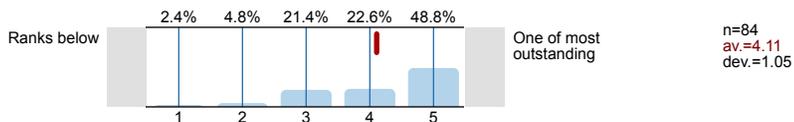
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



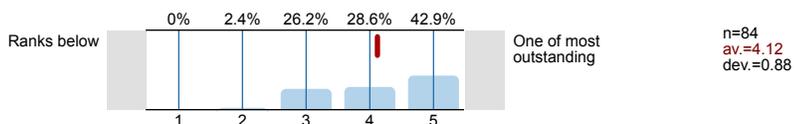
2.8) The instructor stimulated a desire to learn more about this subject.



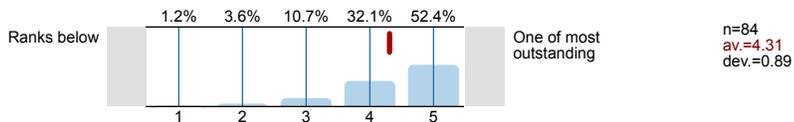
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

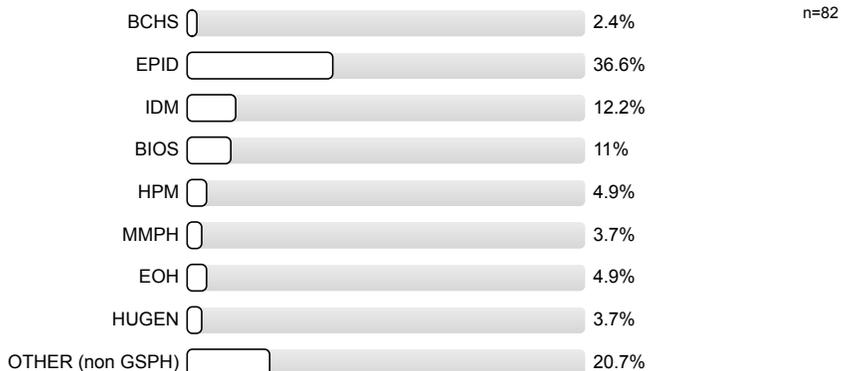


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

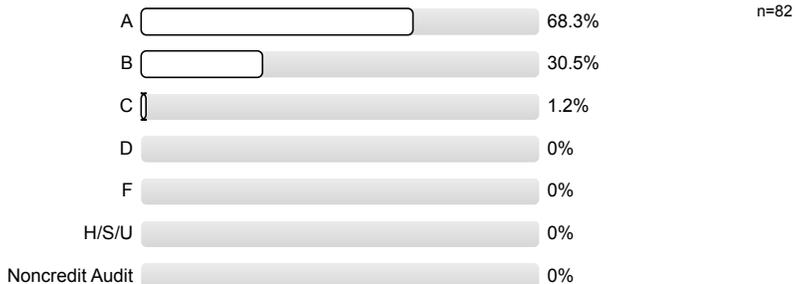
3.1) Department in which you are enrolled:



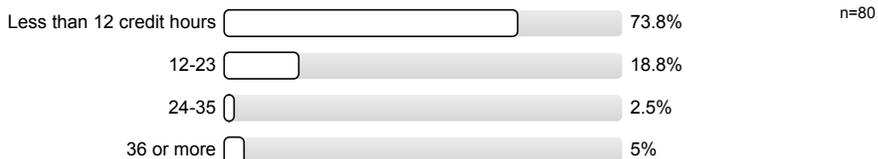
3.2) I am taking this course as an elective.



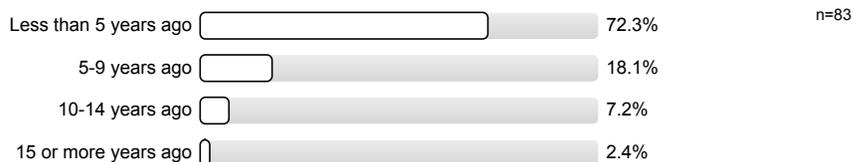
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



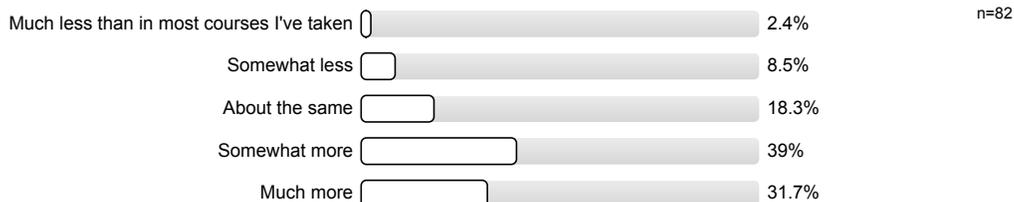
3.4) Credit hours of coursework you have completed in GSPH:



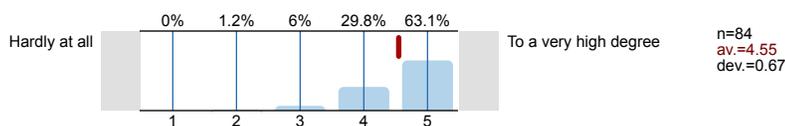
3.5) When did you receive your bachelor's degree?



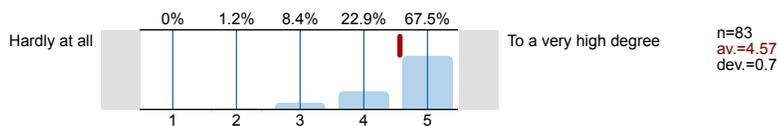
3.6) Amount that I learned in this course.



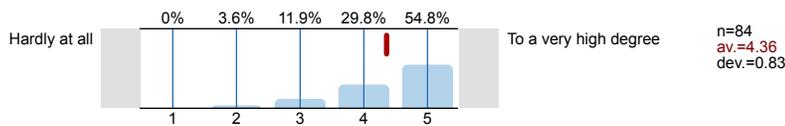
3.7) Course objectives were presented and discussed.



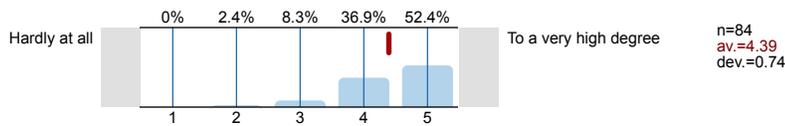
3.8) Stated objectives agreed with what was taught.



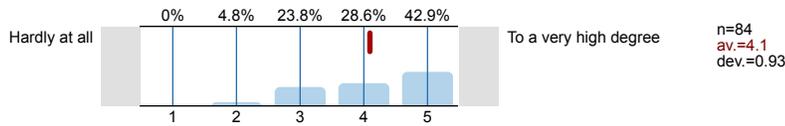
3.9) Course made a worthwhile contribution to my professional development.



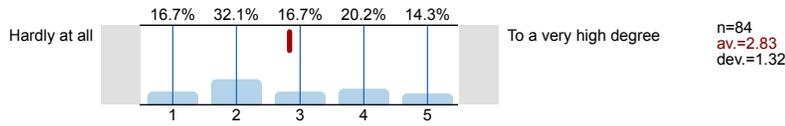
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



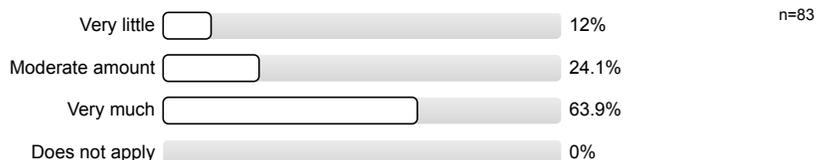
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



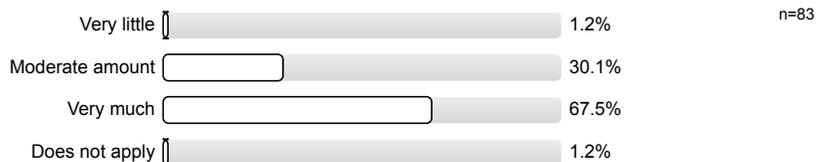
3.15) Discussions



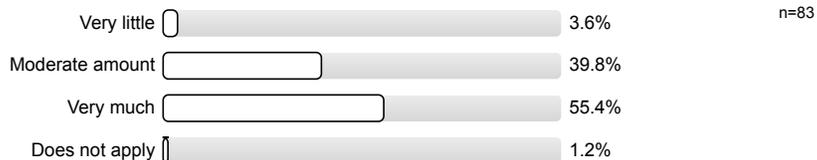
3.16) Readings



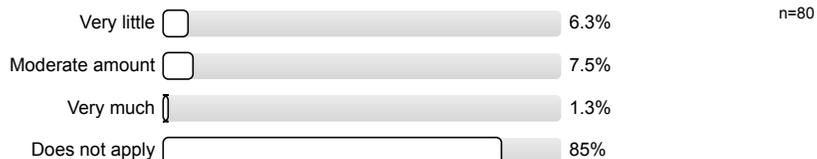
3.17) Assignments



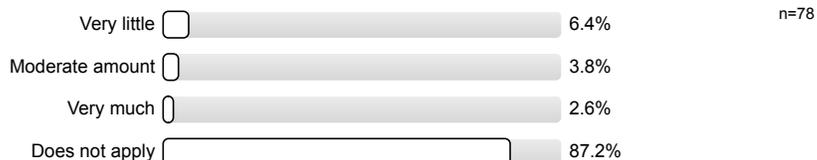
3.18) Exams



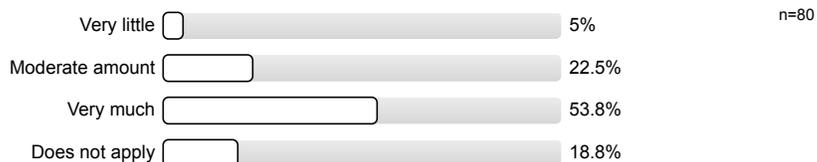
3.19) Projects



3.20) Written papers



3.21) Handouts



3.22) Classroom activities



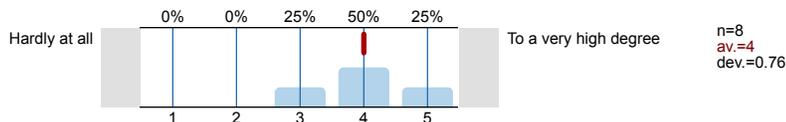
3.23) Lab/Recitation



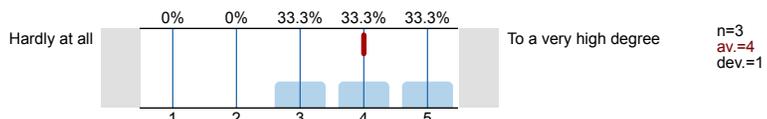
3.24) Guest lecturers avoided repetition of course material.



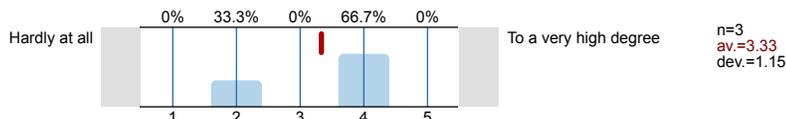
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.

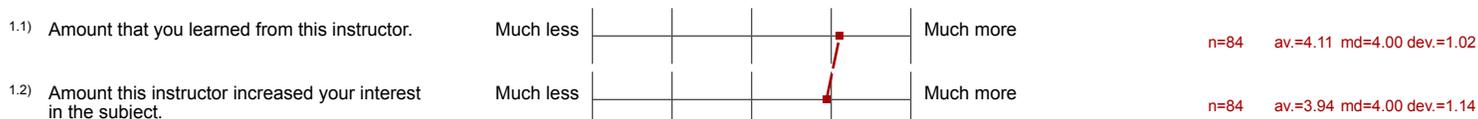


Profile

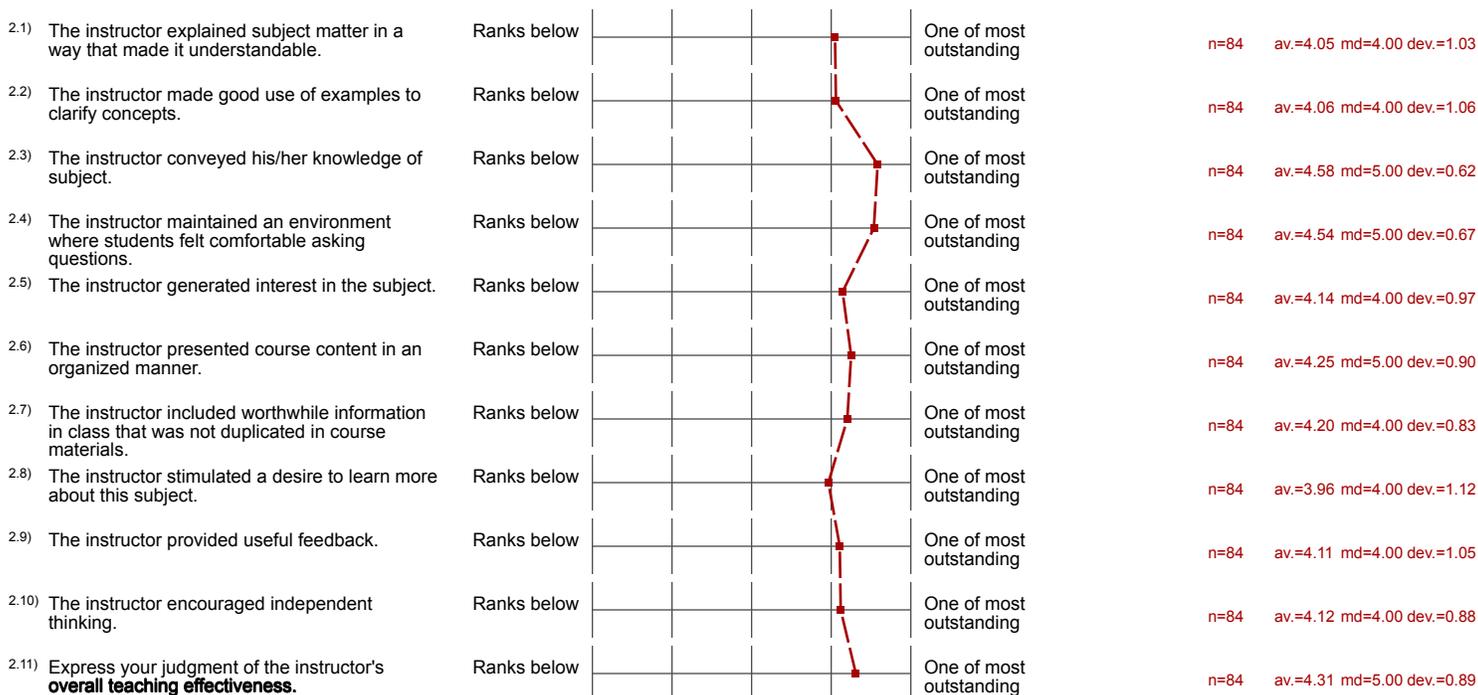
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Sally Morton,
 Name of the course: INTRO TO STATISTICAL METHODS 1(BIOST-2041)-1030
 (Name of the survey)

Values used in the profile line: Mean

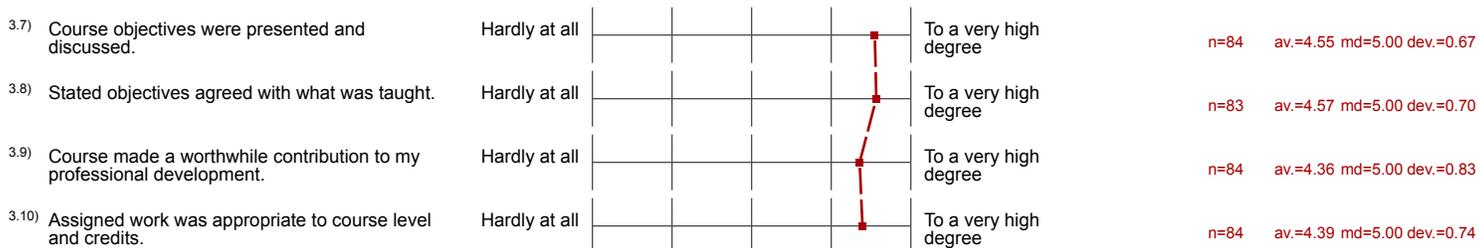
1. SELF RATINGS

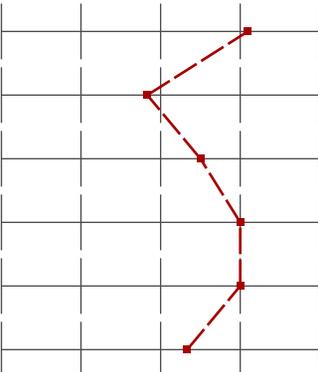


2. TEACHING EVALUATION



3. COURSE EVALUATION



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=84	av.=4.10 md=4.00 dev.=0.93
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=84	av.=2.83 md=3.00 dev.=1.32
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=10	av.=3.50 md=4.00 dev.=1.27
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=8	av.=4.00 md=4.00 dev.=0.76
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=3	av.=4.00 md=4.00 dev.=1.00
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=3	av.=3.33 md=4.00 dev.=1.15



Dear Professor Thomas Songer:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PRINCIPLES OF EPIDEMIOLOGY (EPIDEM-2110)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean ($av.$) and standard deviation ($dev.$) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Thomas Songer

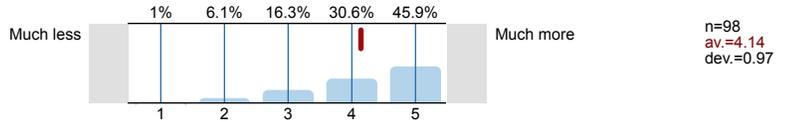
PRINCIPLES OF EPIDEMIOLOGY(EPIDEM-2110)-10302151_UPITT_EPIDEM_2110_SEC1030
Fall 2014

98 RESPONDENTS = 63.23% OF NUMBER REGISTERED

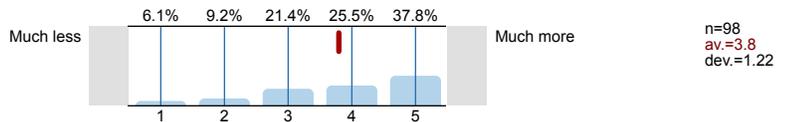


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

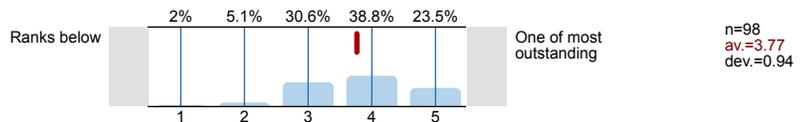


1.2) Amount this instructor increased your interest in the subject.

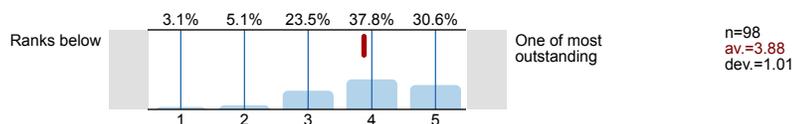


2. TEACHING EVALUATION

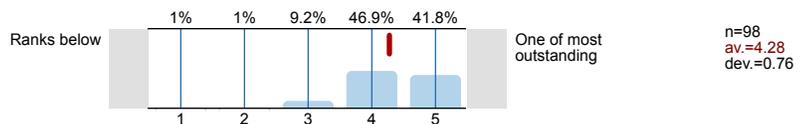
2.1) The instructor explained subject matter in a way that made it understandable.



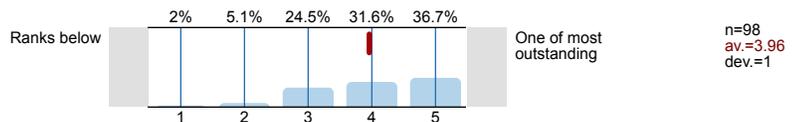
2.2) The instructor made good use of examples to clarify concepts.



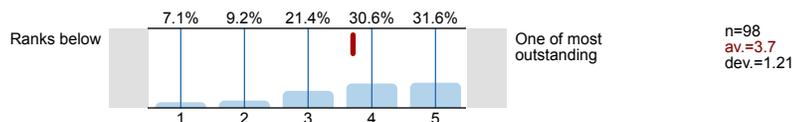
2.3) The instructor conveyed his/her knowledge of subject.



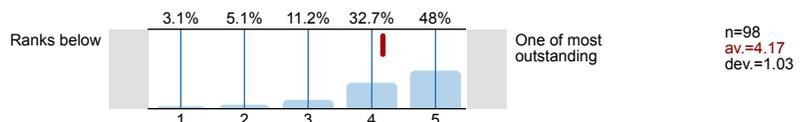
2.4) The instructor maintained an environment where students felt comfortable asking questions.



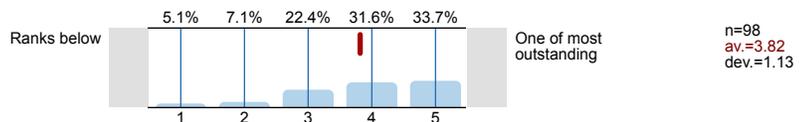
2.5) The instructor generated interest in the subject.



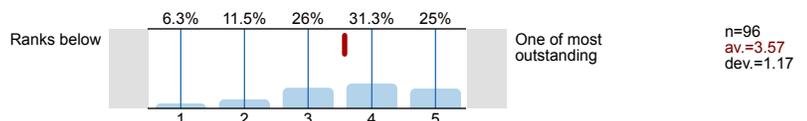
2.6) The instructor presented course content in an organized manner.



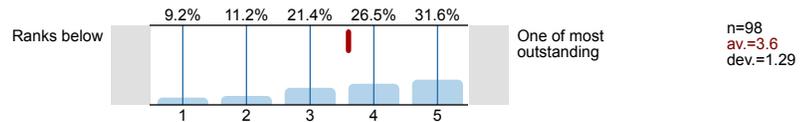
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



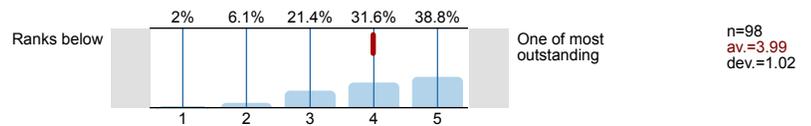
2.8) The instructor stimulated a desire to learn more about this subject.



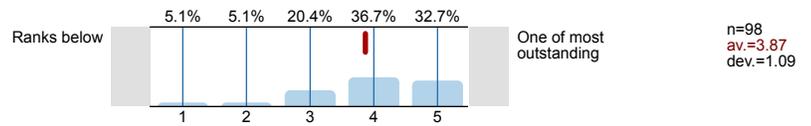
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

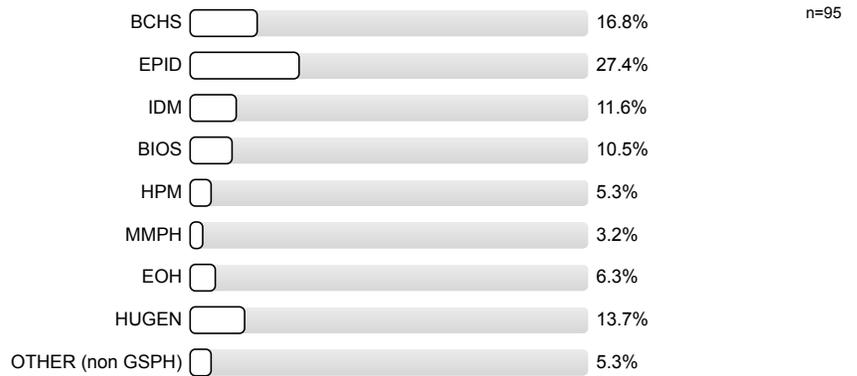


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

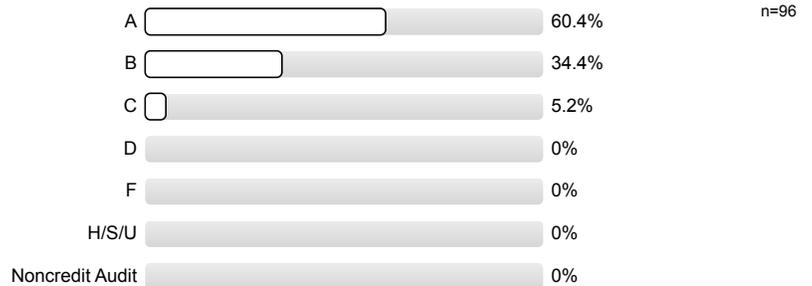
3.1) Department in which you are enrolled:



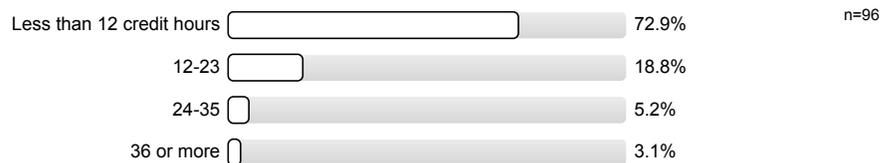
3.2) I am taking this course as an elective.



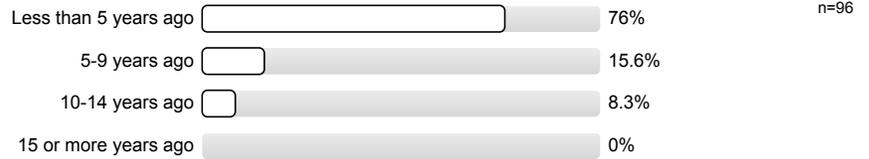
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



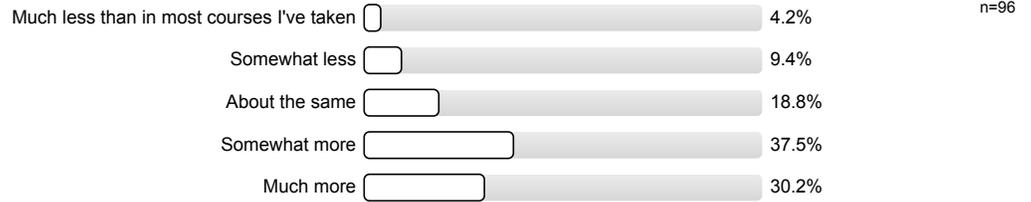
3.4) Credit hours of coursework you have completed in GSPH:



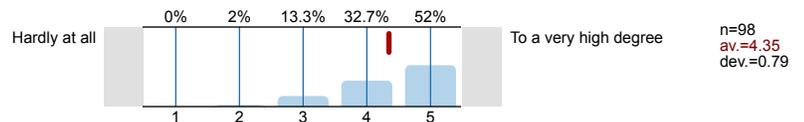
3.5) When did you receive your bachelor's degree?



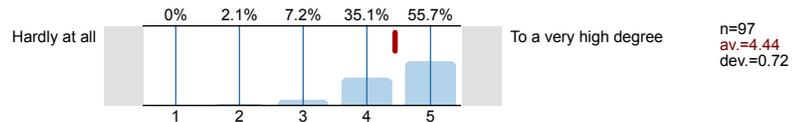
3.6) Amount that I learned in this course.



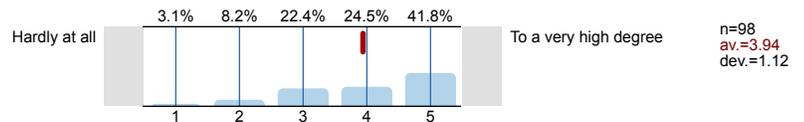
3.7) Course objectives were presented and discussed.



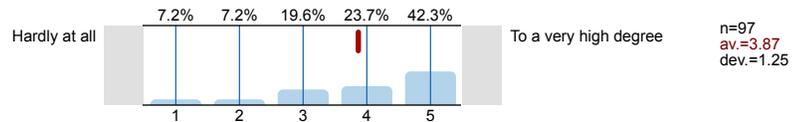
3.8) Stated objectives agreed with what was taught.



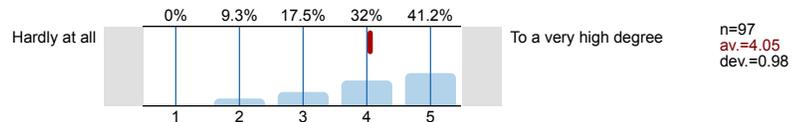
3.9) Course made a worthwhile contribution to my professional development.



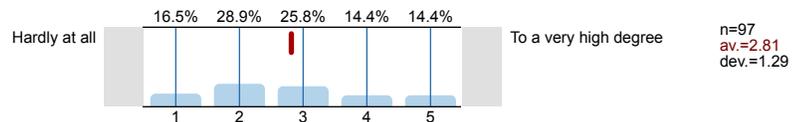
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



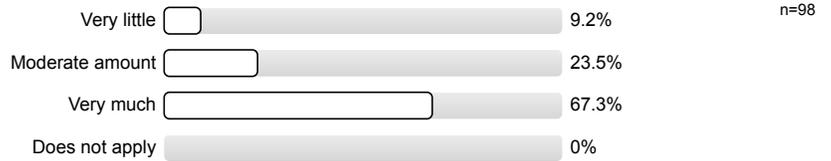
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



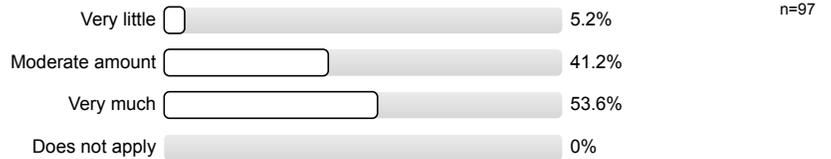
3.15) Discussions



3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



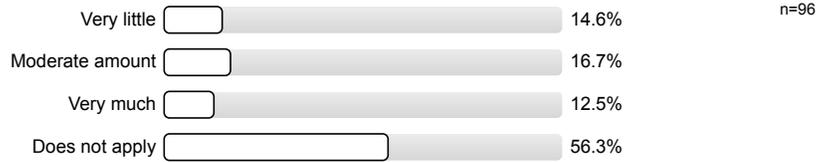
3.20) Written papers



3.21) Handouts



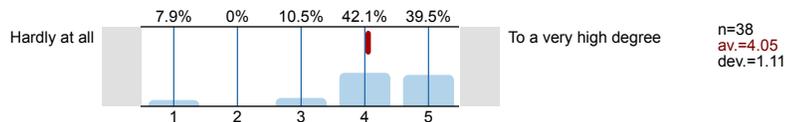
3.22) Classroom activities



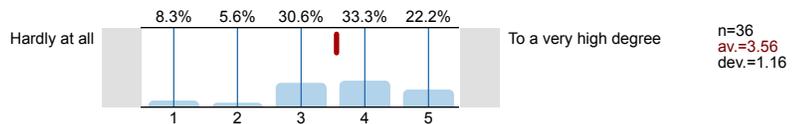
3.23) Lab/Recitation



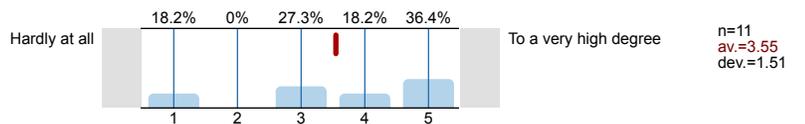
3.24) Guest lecturers avoided repetition of course material.



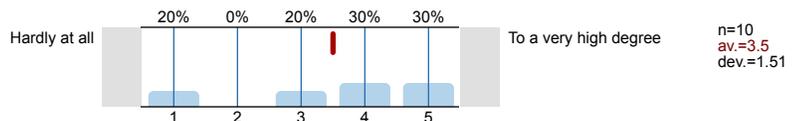
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

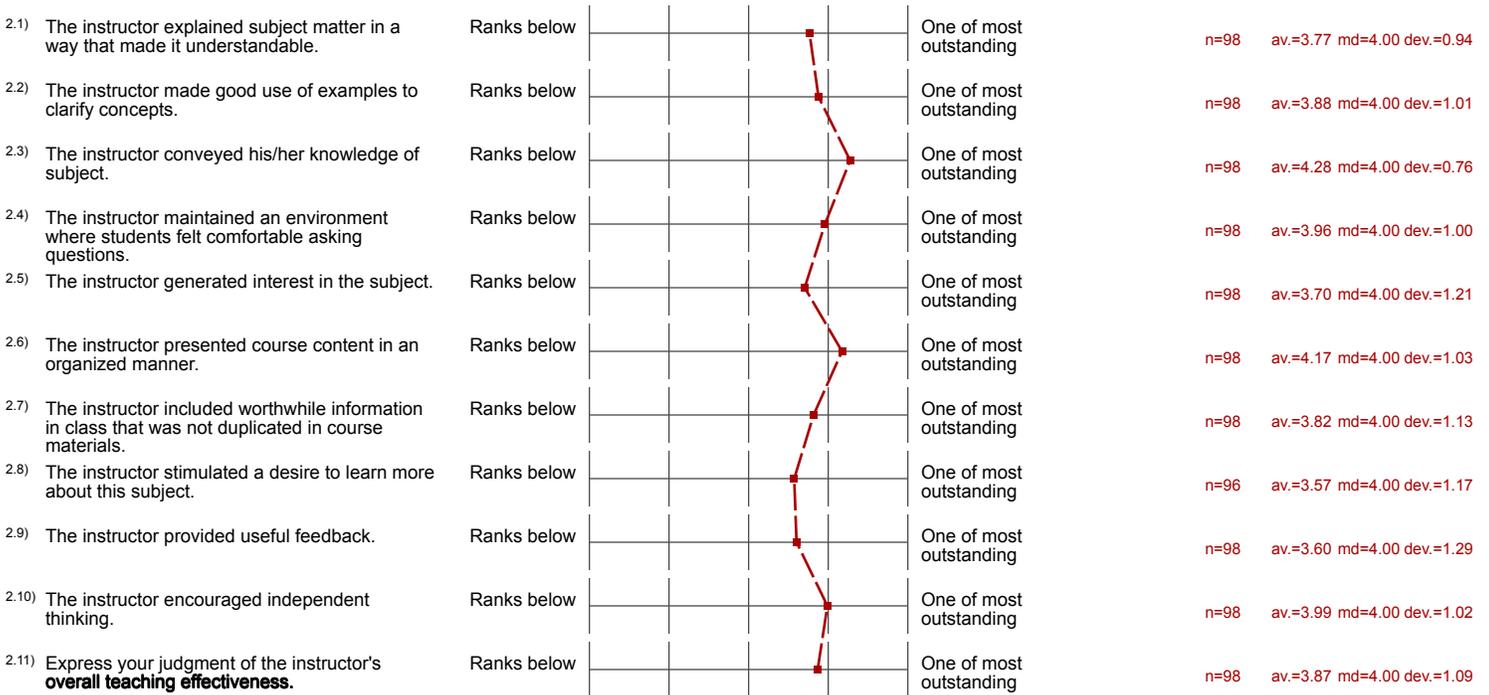
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Thomas Songer,
 Name of the course: PRINCIPLES OF EPIDEMIOLOGY(EPIDEM-2110)-1030 (2151_UPITT_EPIDEM_2110_SEC1030)
 (Name of the survey)

Values used in the profile line: Mean

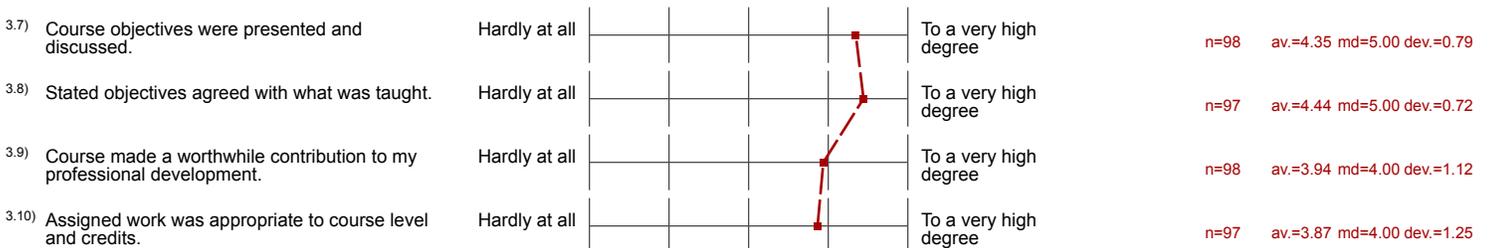
1. SELF RATINGS



2. TEACHING EVALUATION



3. COURSE EVALUATION



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=97	av.=4.05 md=4.00 dev.=0.98
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=97	av.=2.81 md=3.00 dev.=1.29
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=38	av.=4.05 md=4.00 dev.=1.11
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=36	av.=3.56 md=4.00 dev.=1.16
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=11	av.=3.55 md=4.00 dev.=1.51
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=10	av.=3.50 md=4.00 dev.=1.51



Dear Professor Alton James:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for HLTH POLC & MGT IN PUBLC HLTH(HPM-2001)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Alton James

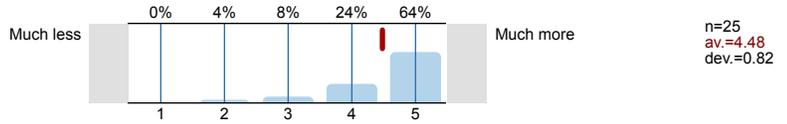
HLTH POLC & MGT IN PUBLIC HLTH(HPM-2001)-11002151_UPITT_HPM_2001_SEC1100
Fall 2014

26 RESPONDENTS = 60.47% OF NUMBER REGISTERED

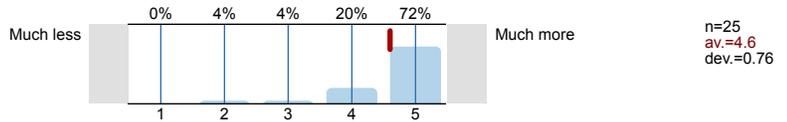


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

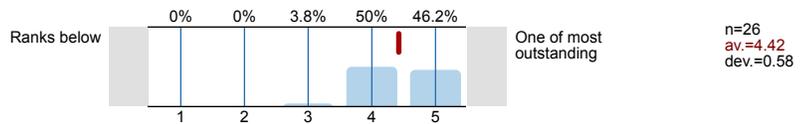


1.2) Amount this instructor increased your interest in the subject.

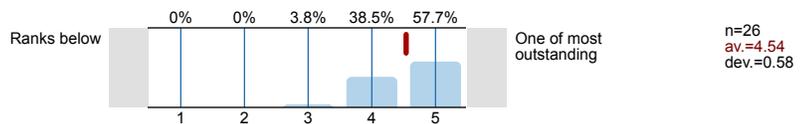


2. TEACHING EVALUATION

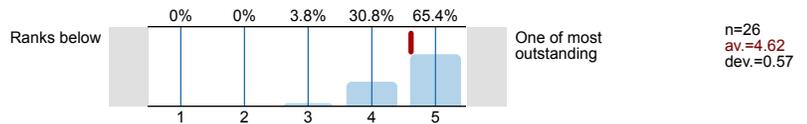
2.1) The instructor explained subject matter in a way that made it understandable.



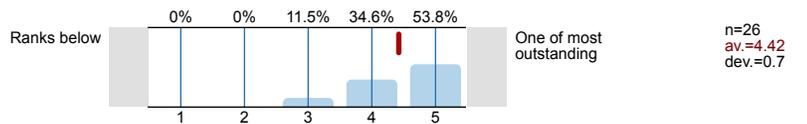
2.2) The instructor made good use of examples to clarify concepts.



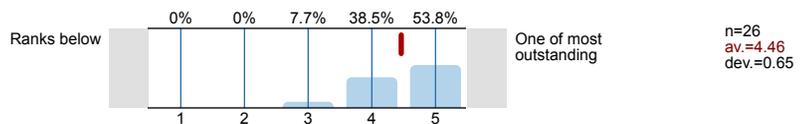
2.3) The instructor conveyed his/her knowledge of subject.



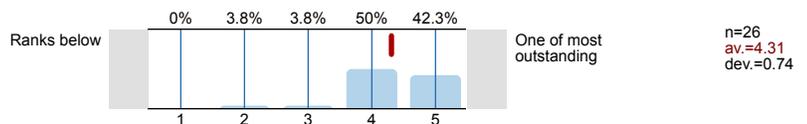
2.4) The instructor maintained an environment where students felt comfortable asking questions.



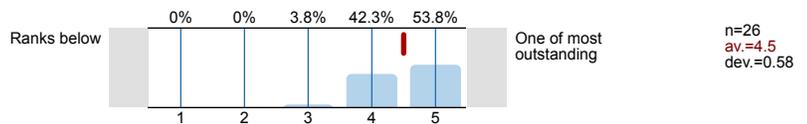
2.5) The instructor generated interest in the subject.



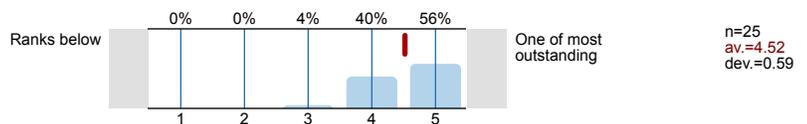
2.6) The instructor presented course content in an organized manner.



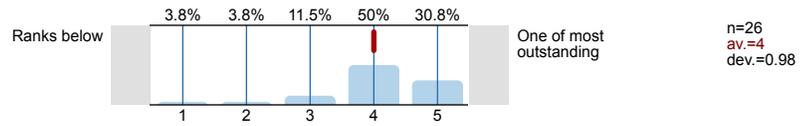
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



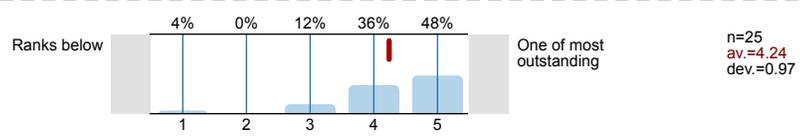
2.8) The instructor stimulated a desire to learn more about this subject.



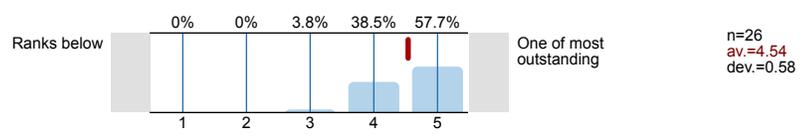
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

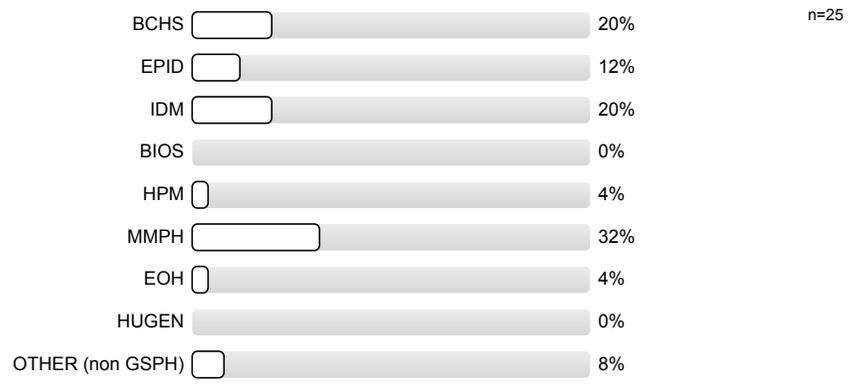


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.

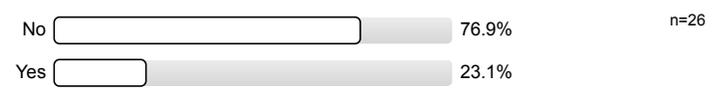


3. COURSE EVALUATION

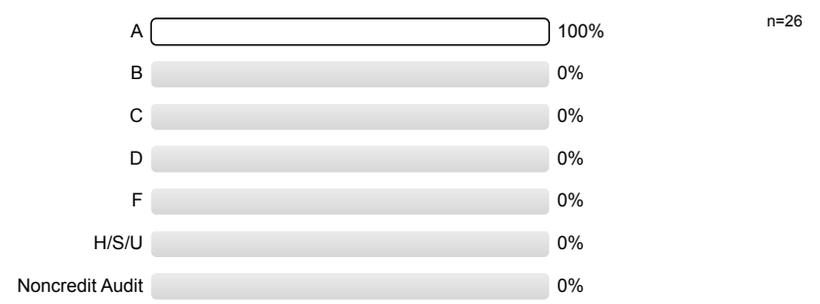
3.1) Department in which you are enrolled:



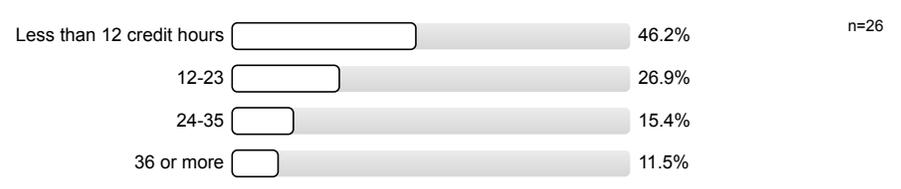
3.2) I am taking this course as an elective.



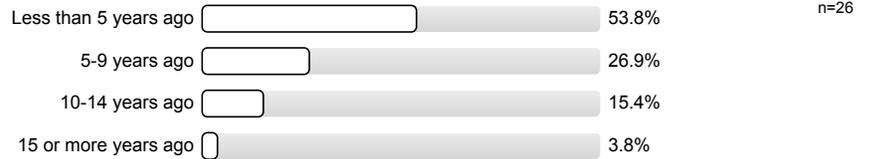
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



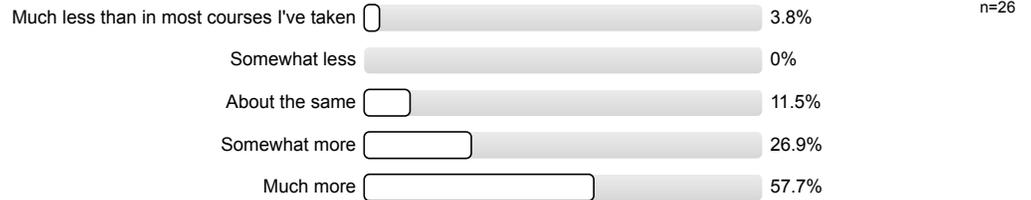
3.4) Credit hours of coursework you have completed in GSPH:



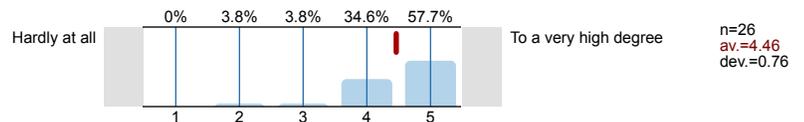
3.5) When did you receive your bachelor's degree?



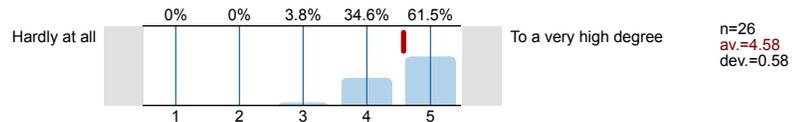
3.6) Amount that I learned in this course.



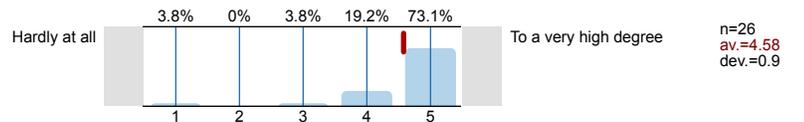
3.7) Course objectives were presented and discussed.



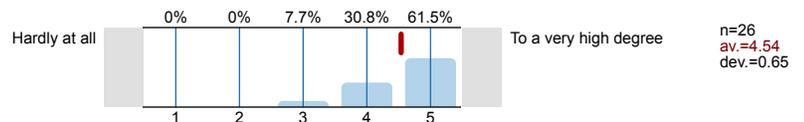
3.8) Stated objectives agreed with what was taught.



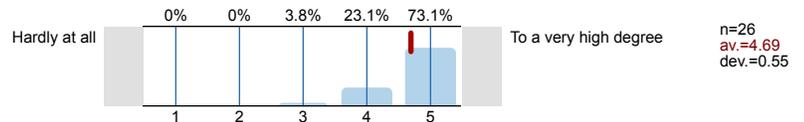
3.9) Course made a worthwhile contribution to my professional development.



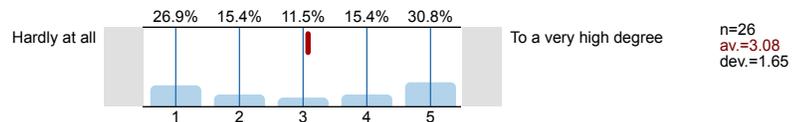
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



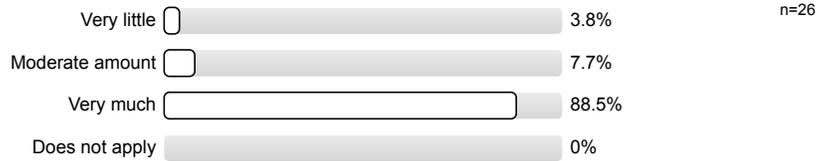
3.12) Course content duplicated that of other courses I have taken.



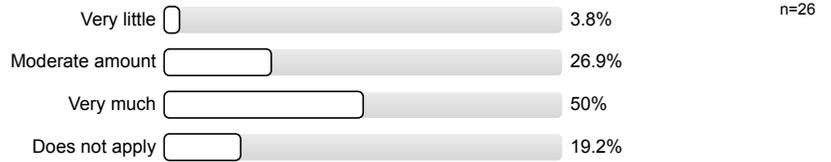
3.13) Would you recommend this course to other students?



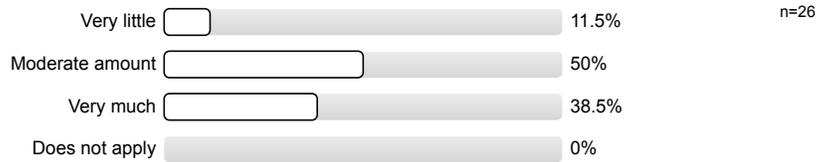
3.14) Lectures



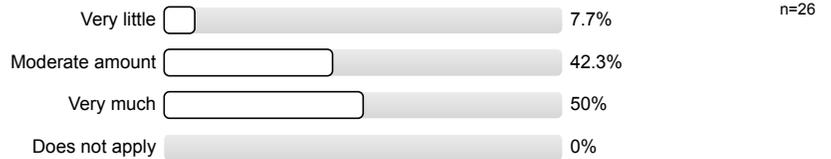
3.15) Discussions



3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



3.20) Written papers



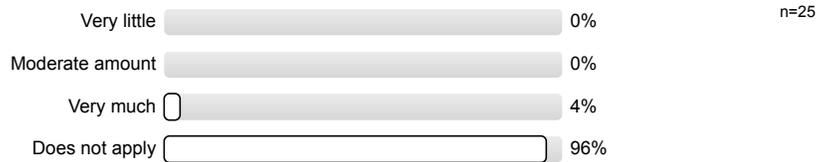
3.21) Handouts



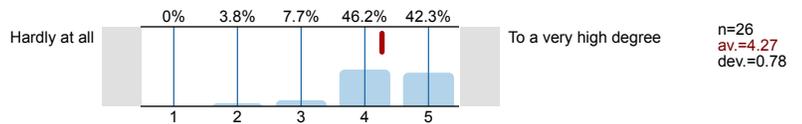
3.22) Classroom activities



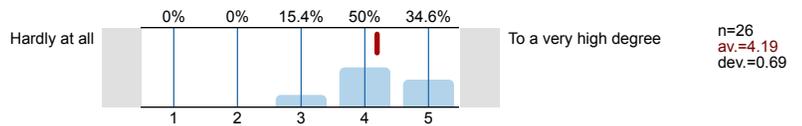
3.23) Lab/Recitation



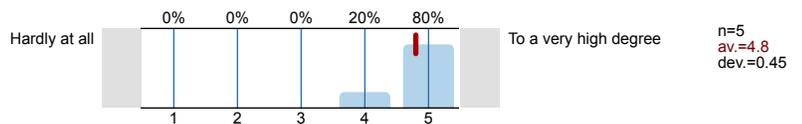
3.24) Guest lecturers avoided repetition of course material.



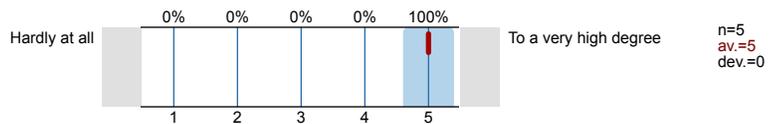
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.

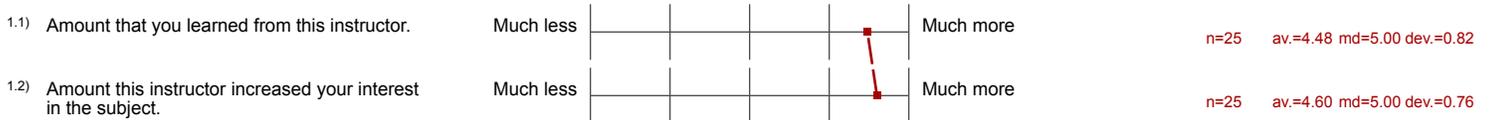


Profile

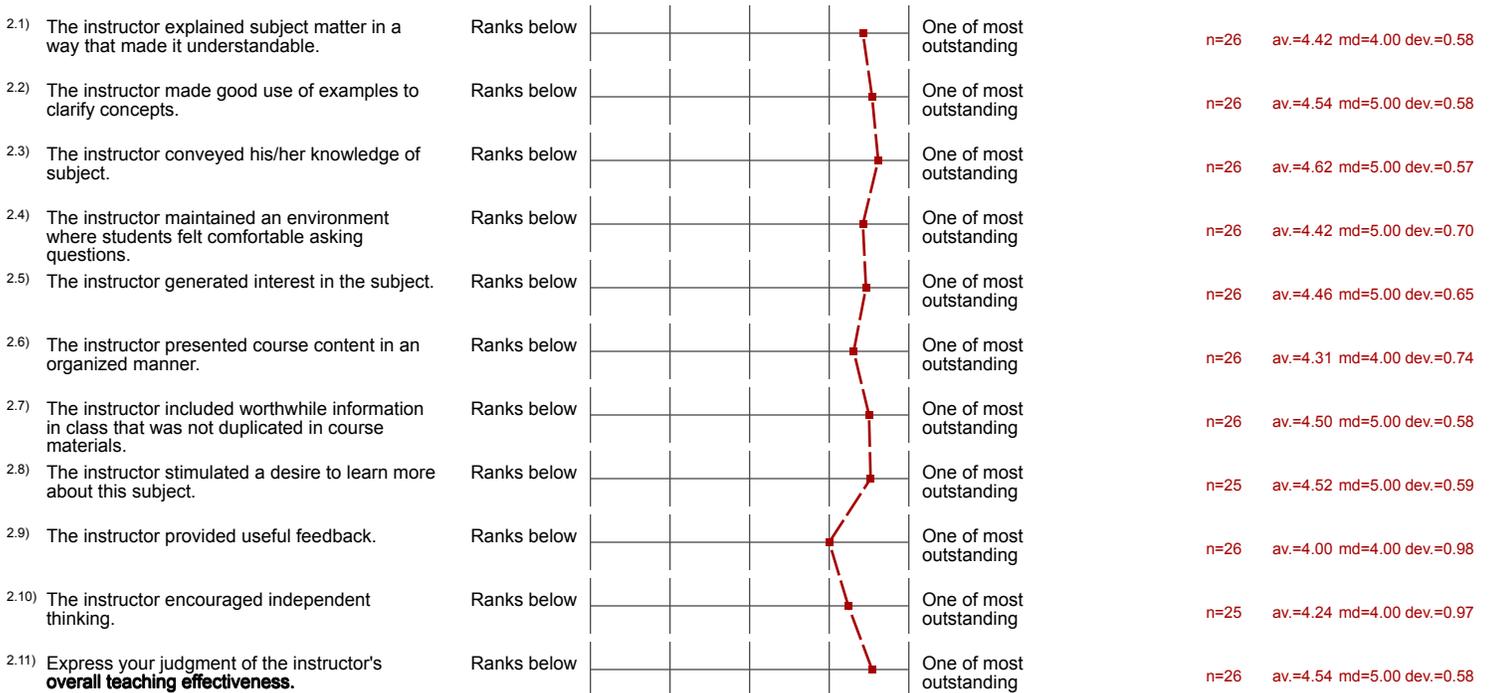
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Alton James,
 Name of the course: HLTH POLC & MGT IN PUBLIC HLTH(HPM-2001)-1100
 (Name of the survey)

Values used in the profile line: Mean

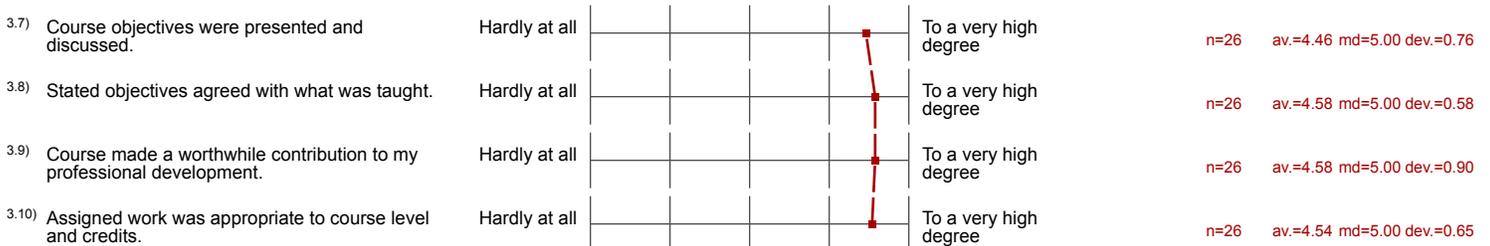
1. SELF RATINGS



2. TEACHING EVALUATION



3. COURSE EVALUATION





Dear Professor Jeremy James Martinson:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Jeremy James Martinson

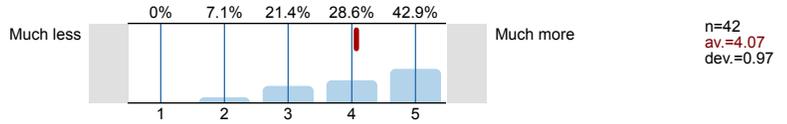
PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-10302151_UPITT_PUBHLT_2015_SEC1030
Fall 2014

42 RESPONDENTS = 60% OF NUMBER REGISTERED

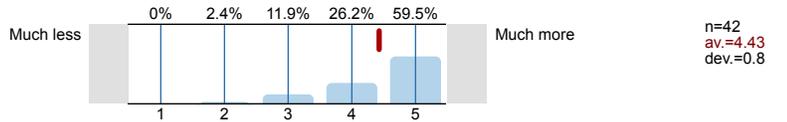


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

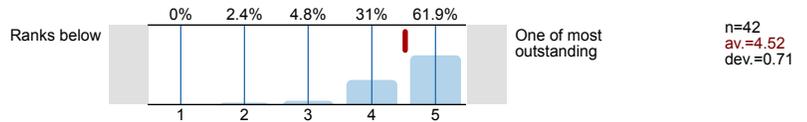


1.2) Amount this instructor increased your interest in the subject.

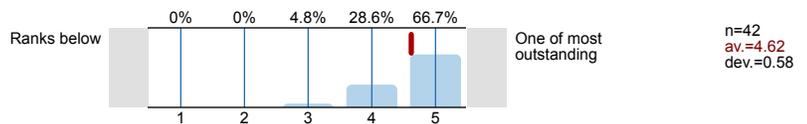


2. TEACHING EVALUATION

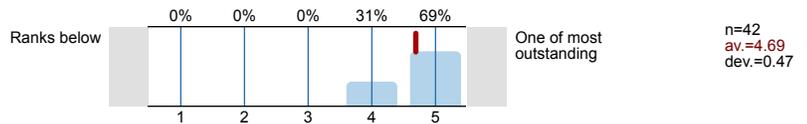
2.1) The instructor explained subject matter in a way that made it understandable.



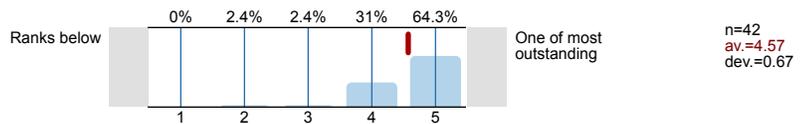
2.2) The instructor made good use of examples to clarify concepts.



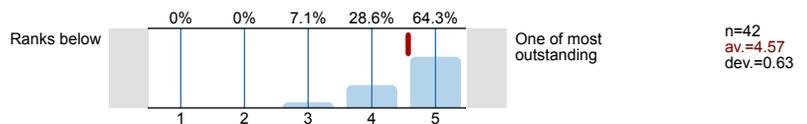
2.3) The instructor conveyed his/her knowledge of subject.



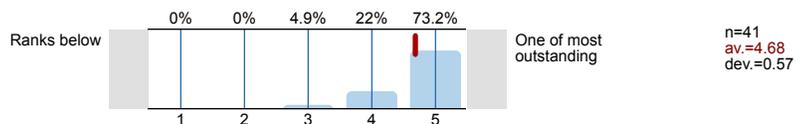
2.4) The instructor maintained an environment where students felt comfortable asking questions.



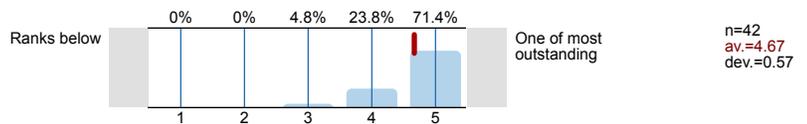
2.5) The instructor generated interest in the subject.



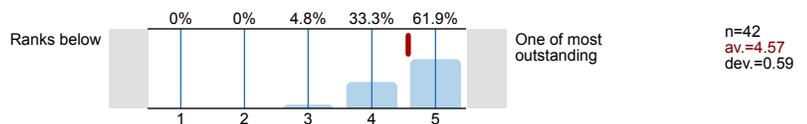
2.6) The instructor presented course content in an organized manner.



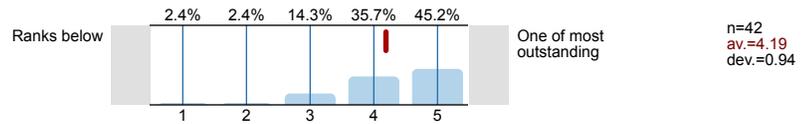
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



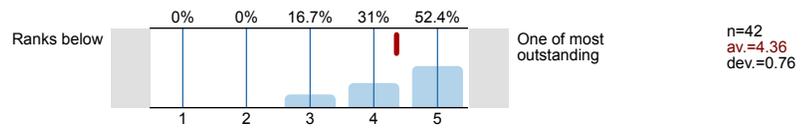
2.8) The instructor stimulated a desire to learn more about this subject.



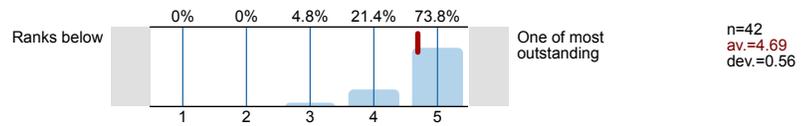
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

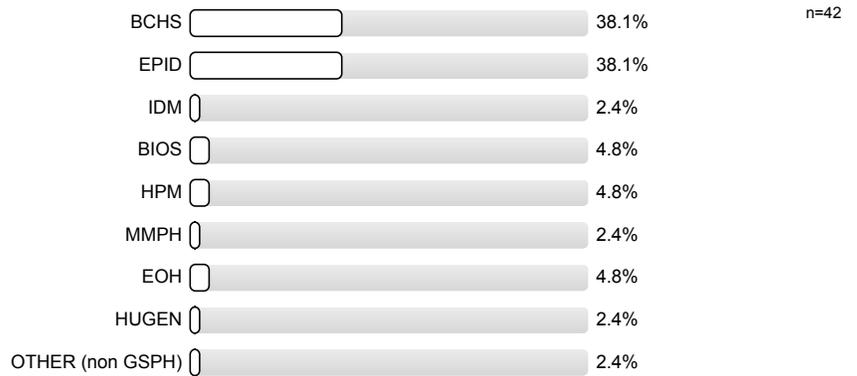


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

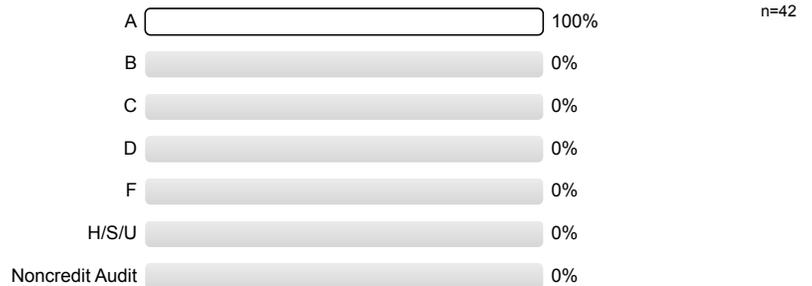
3.1) Department in which you are enrolled:



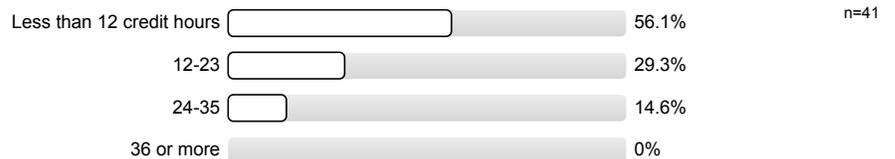
3.2) I am taking this course as an elective.



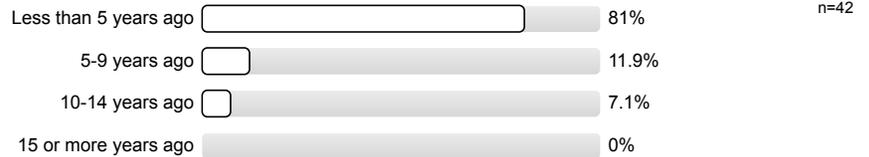
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



3.4) Credit hours of coursework you have completed in GSPH:



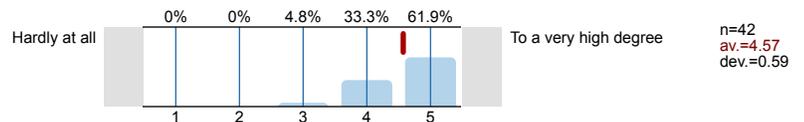
3.5) When did you receive your bachelor's degree?



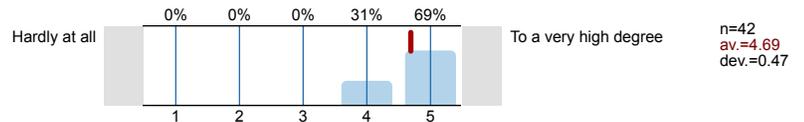
3.6) Amount that I learned in this course.



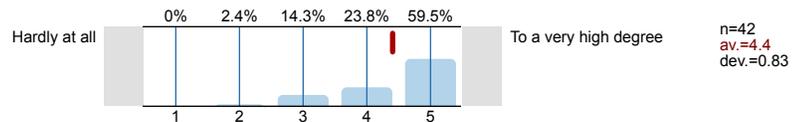
3.7) Course objectives were presented and discussed.



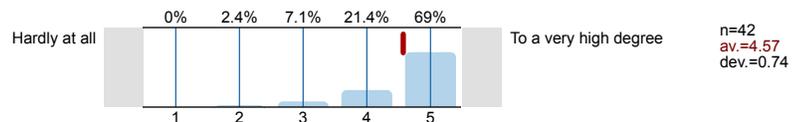
3.8) Stated objectives agreed with what was taught.



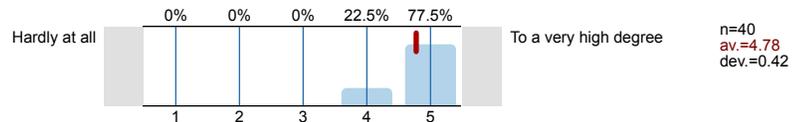
3.9) Course made a worthwhile contribution to my professional development.



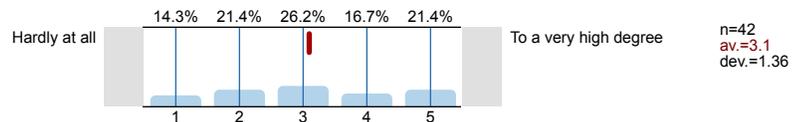
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



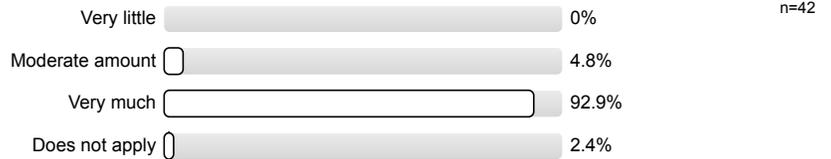
3.12) Course content duplicated that of other courses I have taken.



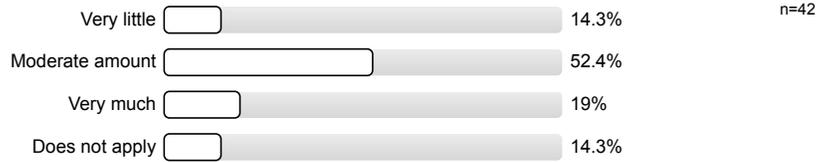
3.13) Would you recommend this course to other students?



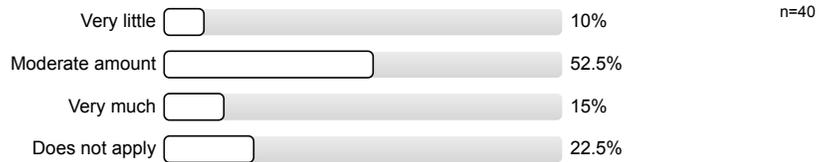
3.14) Lectures



3.15) Discussions



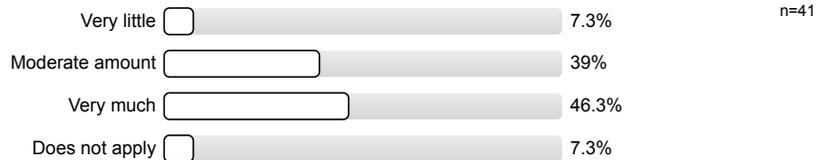
3.16) Readings



3.17) Assignments



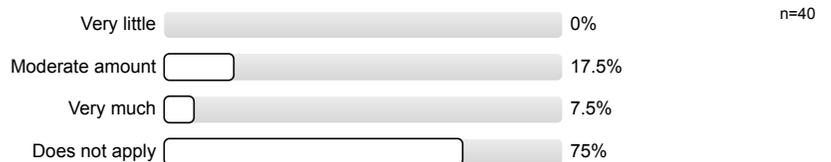
3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



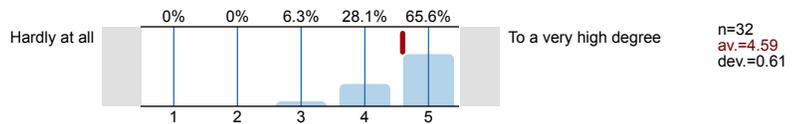
3.22) Classroom activities



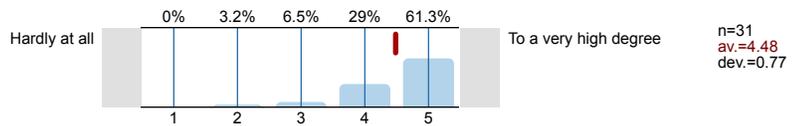
3.23) Lab/Recitation



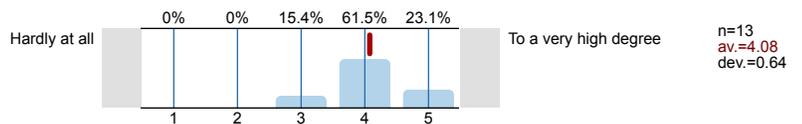
3.24) Guest lecturers avoided repetition of course material.



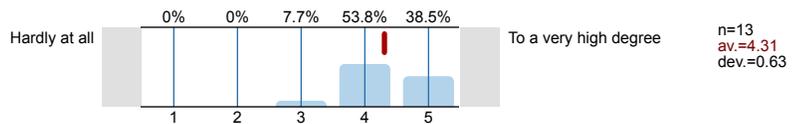
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.

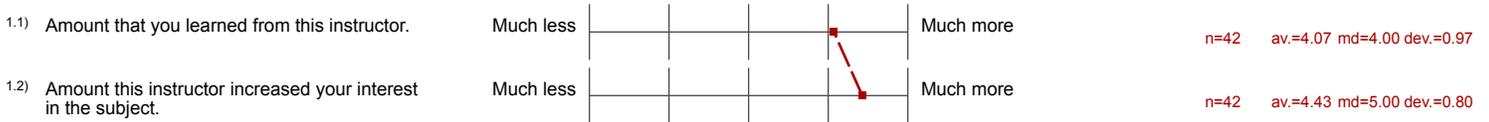


Profile

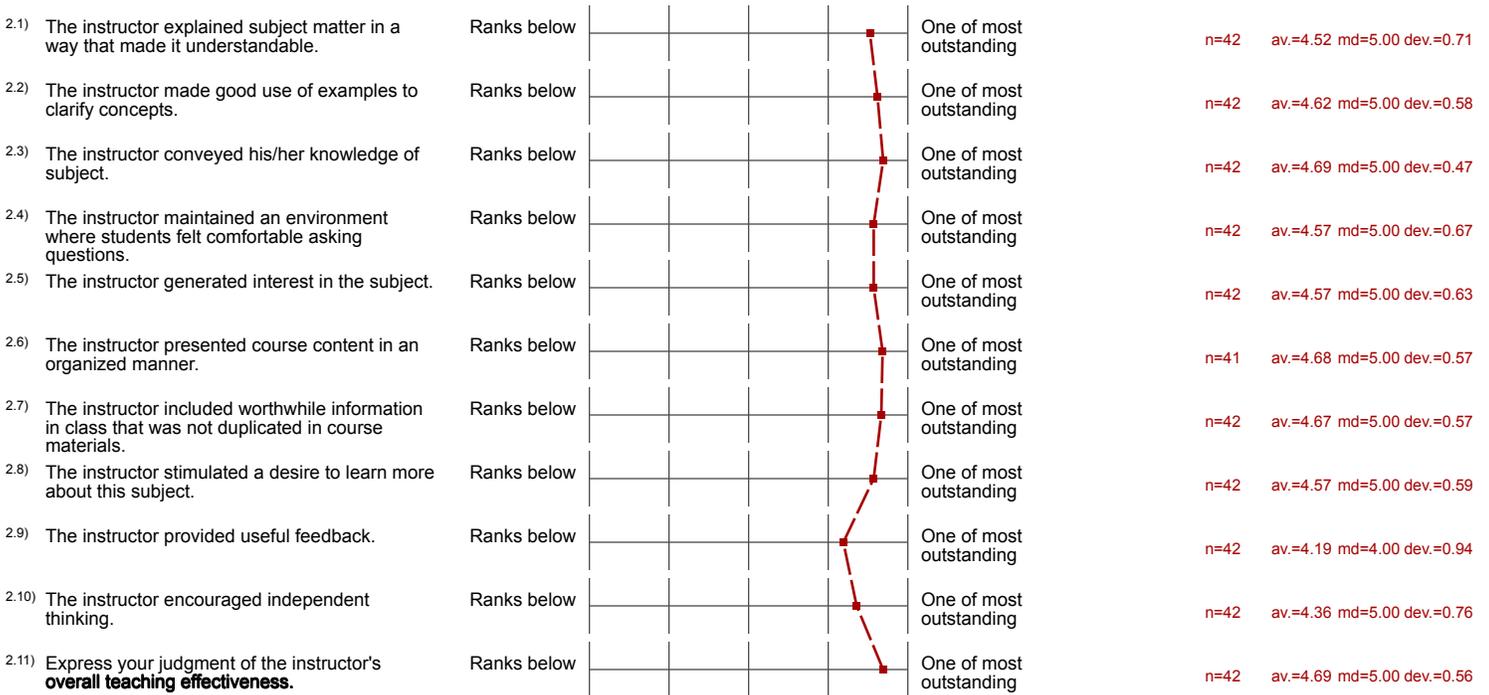
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Jeremy James Martinson,
 Name of the course: PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030
 (Name of the survey)

Values used in the profile line: Mean

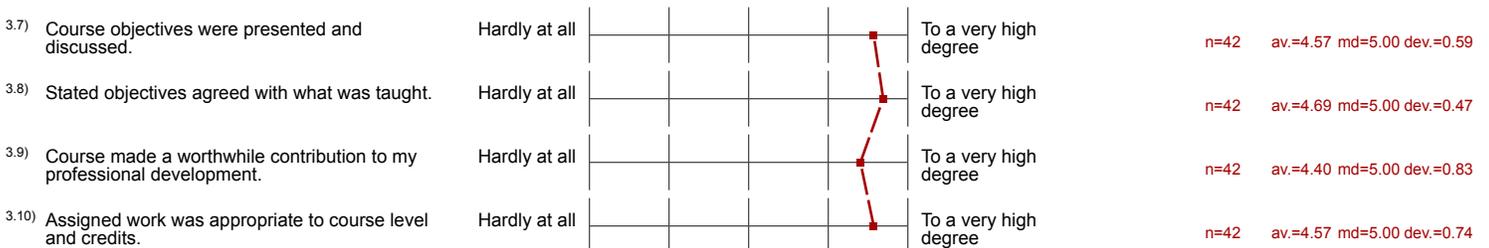
1. SELF RATINGS

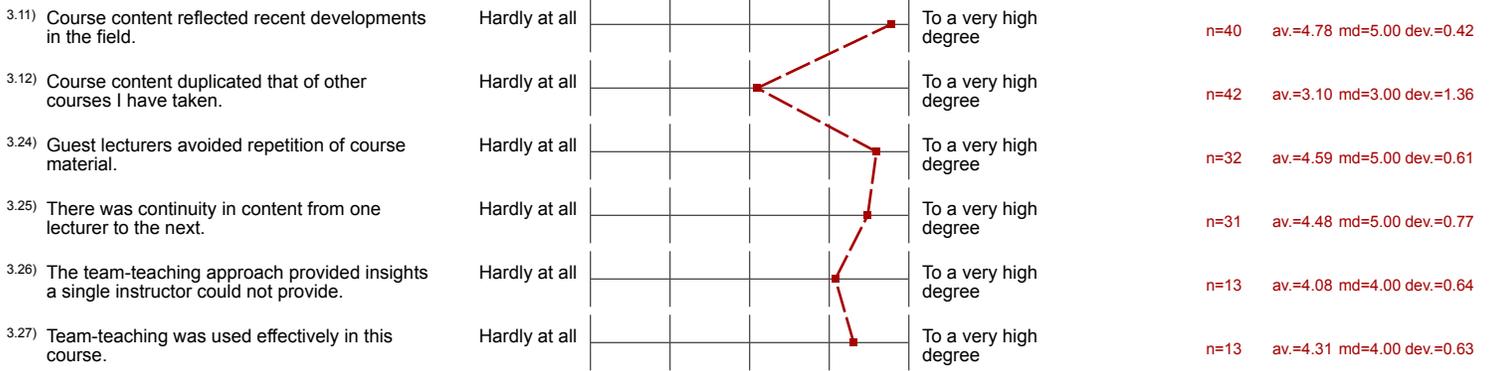


2. TEACHING EVALUATION



3. COURSE EVALUATION







Dear Professor Ryan Minster:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

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Office of Measurement and Evaluation of Teaching (OMET)

Professor Ryan Minster

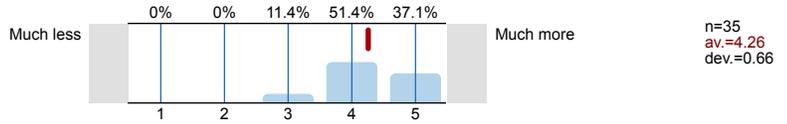
PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-10302151_UPITT_PUBHLT_2015_SEC1030
Fall 2014

35 RESPONDENTS = 50% OF NUMBER REGISTERED

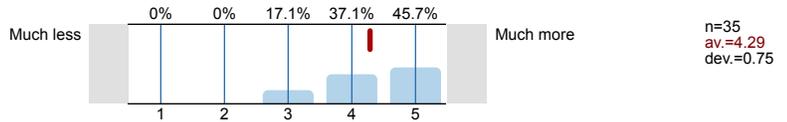


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

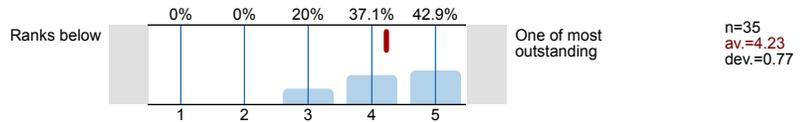


1.2) Amount this instructor increased your interest in the subject.

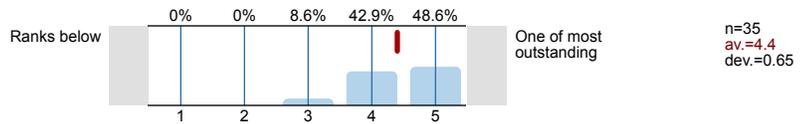


2. TEACHING EVALUATION

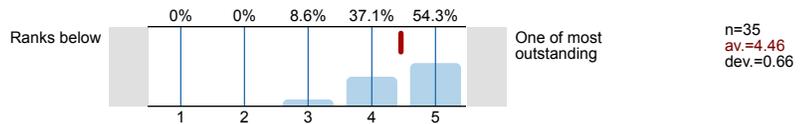
2.1) The instructor explained subject matter in a way that made it understandable.



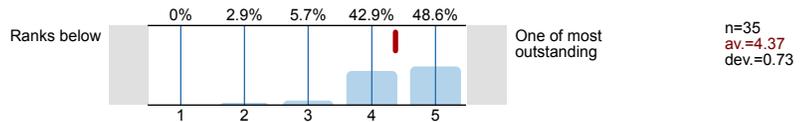
2.2) The instructor made good use of examples to clarify concepts.



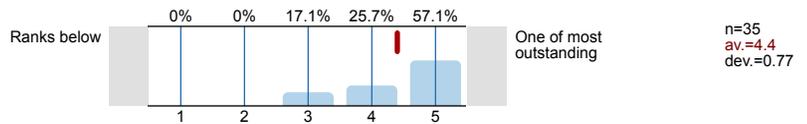
2.3) The instructor conveyed his/her knowledge of subject.



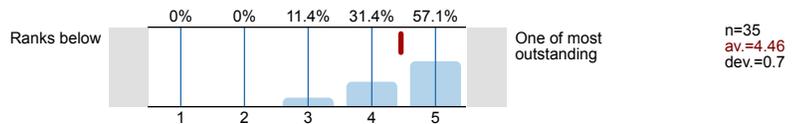
2.4) The instructor maintained an environment where students felt comfortable asking questions.



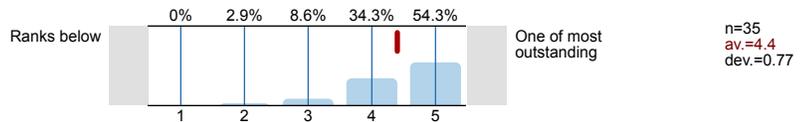
2.5) The instructor generated interest in the subject.



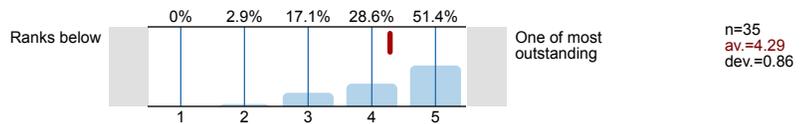
2.6) The instructor presented course content in an organized manner.



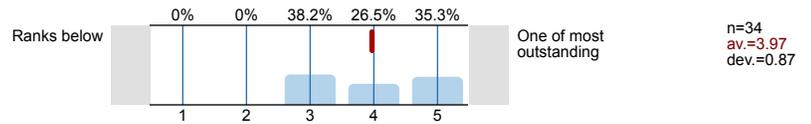
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



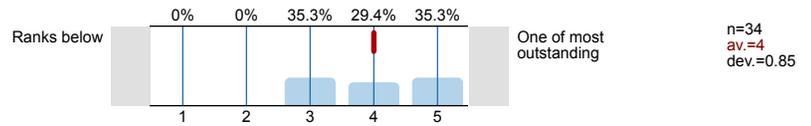
2.8) The instructor stimulated a desire to learn more about this subject.



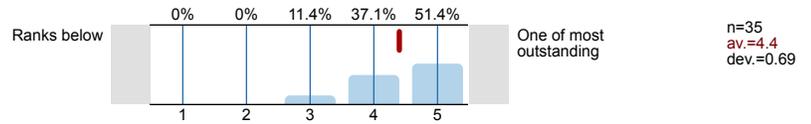
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

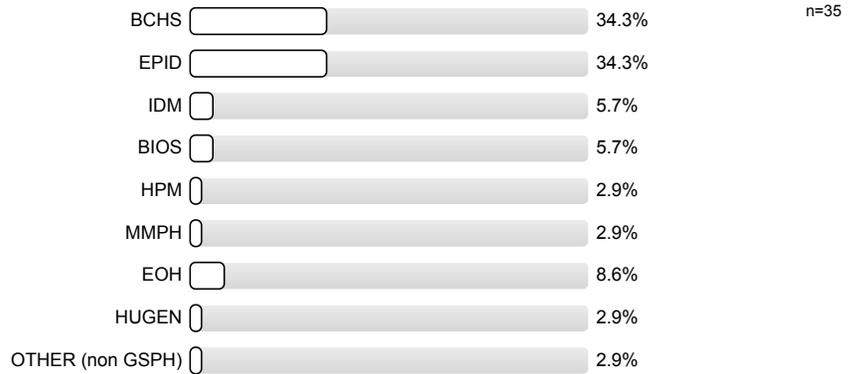


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

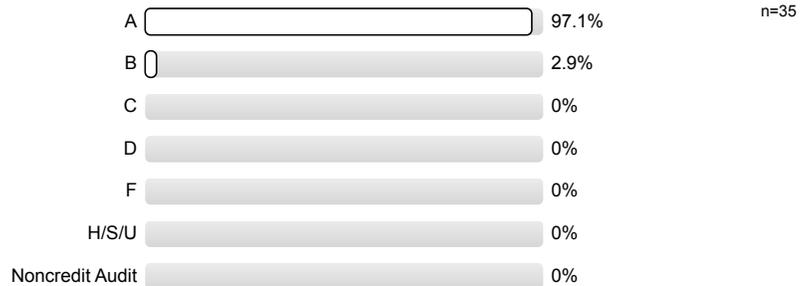
3.1) Department in which you are enrolled:



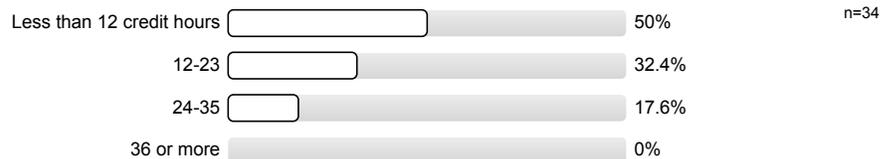
3.2) I am taking this course as an elective.



3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



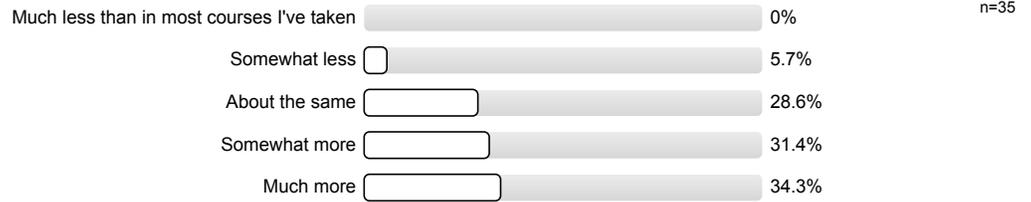
3.4) Credit hours of coursework you have completed in GSPH:



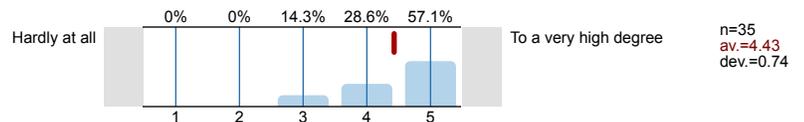
3.5) When did you receive your bachelor's degree?



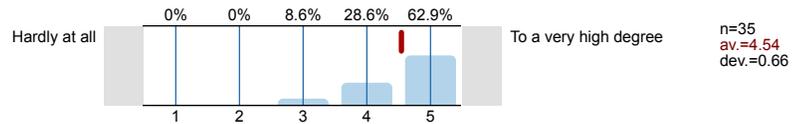
3.6) Amount that I learned in this course.



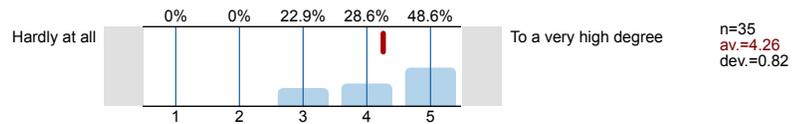
3.7) Course objectives were presented and discussed.



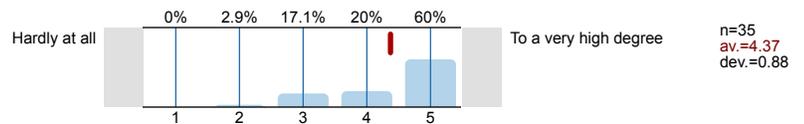
3.8) Stated objectives agreed with what was taught.



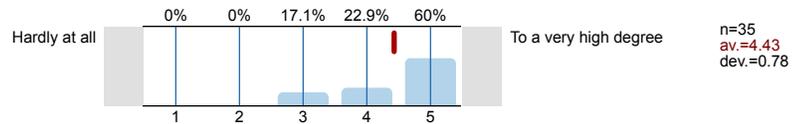
3.9) Course made a worthwhile contribution to my professional development.



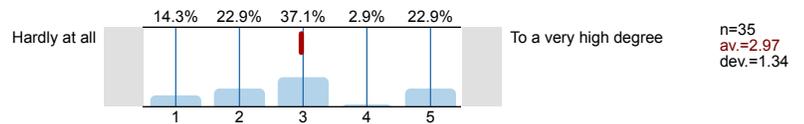
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



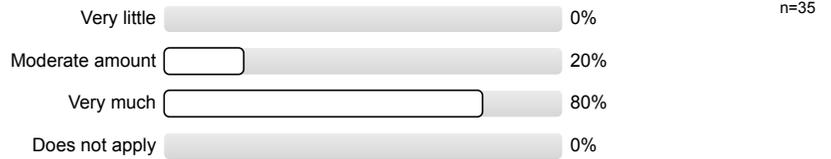
3.12) Course content duplicated that of other courses I have taken.



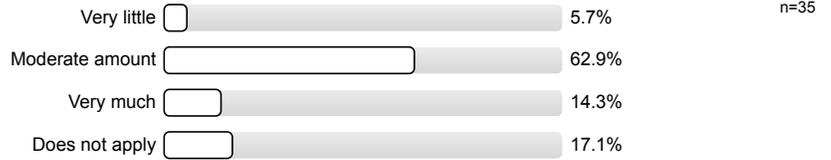
3.13) Would you recommend this course to other students?



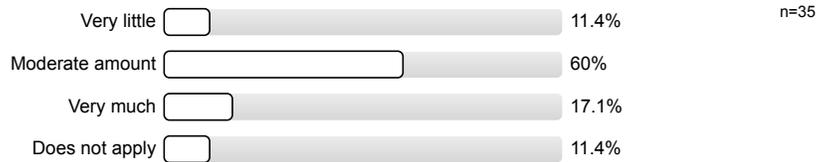
3.14) Lectures



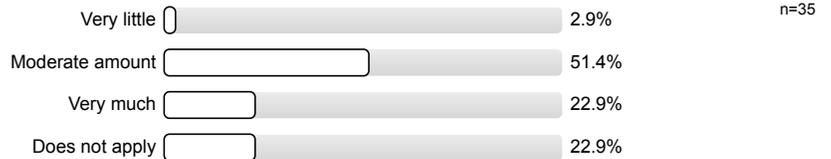
3.15) Discussions



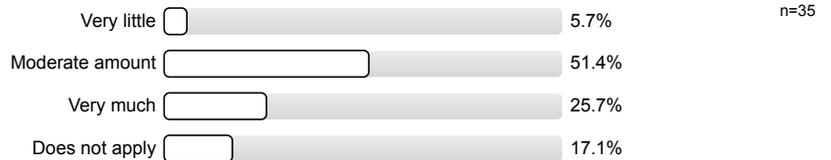
3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



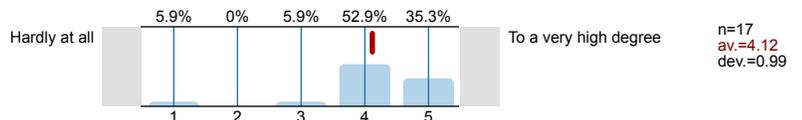
3.22) Classroom activities



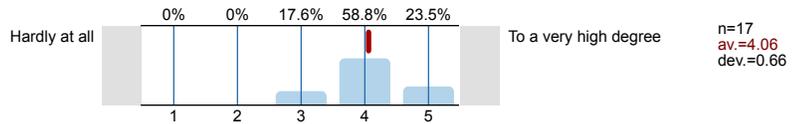
3.23) Lab/Recitation



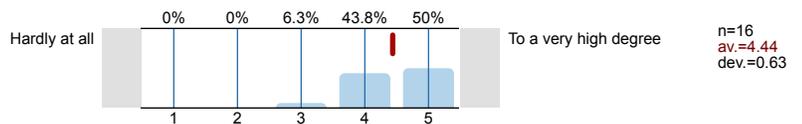
3.24) Guest lecturers avoided repetition of course material.



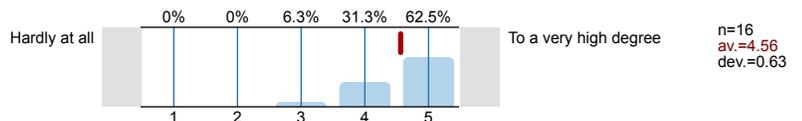
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

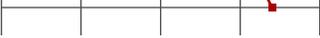
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Ryan Minster,
 Name of the course: PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

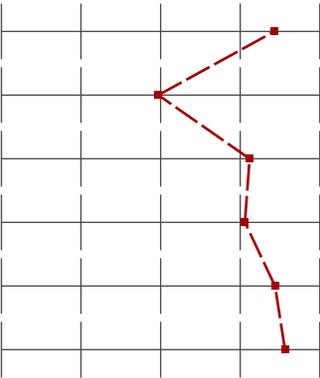
1.1) Amount that you learned from this instructor.	Much less		Much more	n=35	av.=4.26	md=4.00	dev.=0.66
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=35	av.=4.29	md=4.00	dev.=0.75

2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=35	av.=4.23	md=4.00	dev.=0.77
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=35	av.=4.40	md=4.00	dev.=0.65
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=35	av.=4.46	md=5.00	dev.=0.66
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=35	av.=4.37	md=4.00	dev.=0.73
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=35	av.=4.40	md=5.00	dev.=0.77
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=35	av.=4.46	md=5.00	dev.=0.70
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=35	av.=4.40	md=5.00	dev.=0.77
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=35	av.=4.29	md=5.00	dev.=0.86
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=34	av.=3.97	md=4.00	dev.=0.87
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=34	av.=4.00	md=4.00	dev.=0.85
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=35	av.=4.40	md=5.00	dev.=0.69

3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=35	av.=4.43	md=5.00	dev.=0.74
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=35	av.=4.54	md=5.00	dev.=0.66
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=35	av.=4.26	md=4.00	dev.=0.82
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=35	av.=4.37	md=5.00	dev.=0.88

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=35	av.=4.43	md=5.00	dev.=0.78
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=35	av.=2.97	md=3.00	dev.=1.34
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=17	av.=4.12	md=4.00	dev.=0.99
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=17	av.=4.06	md=4.00	dev.=0.66
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=16	av.=4.44	md=4.50	dev.=0.63
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=16	av.=4.56	md=5.00	dev.=0.63



Dear Professor Gerald Barron:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1020.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Gerald Barron

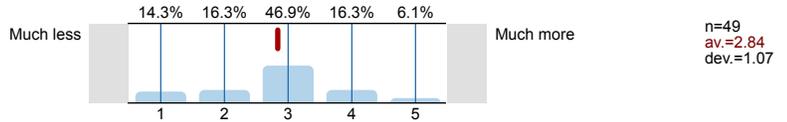
PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-10202151_UPITT_PUBHLT_2014_SEC1020
Special Fall 2014

49 RESPONDENTS = 64.47% OF NUMBER REGISTERED

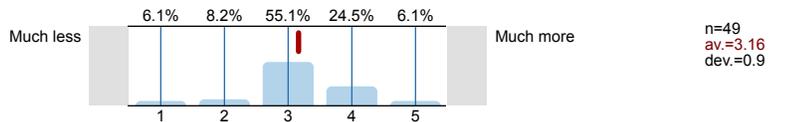


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

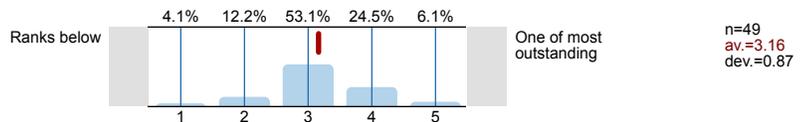


1.2) Amount this instructor increased your interest in the subject.

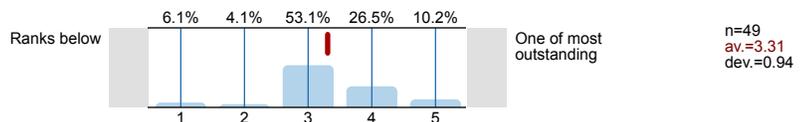


2. TEACHING EVALUATION

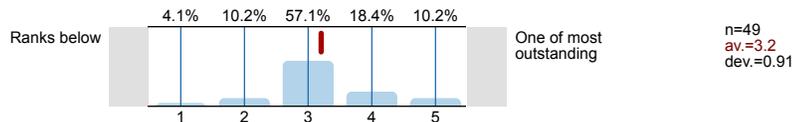
2.1) The instructor explained subject matter in a way that made it understandable.



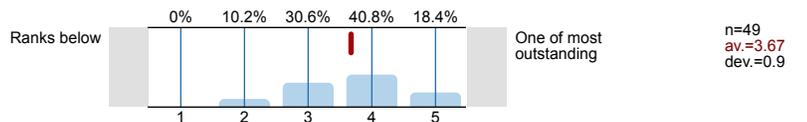
2.2) The instructor made good use of examples to clarify concepts.



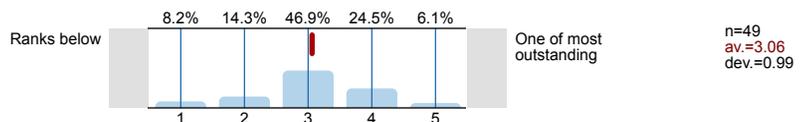
2.3) The instructor conveyed his/her knowledge of subject.



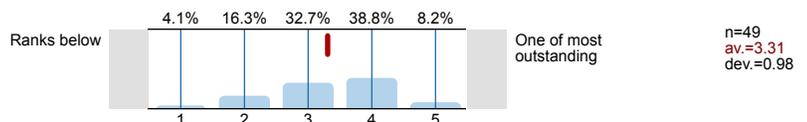
2.4) The instructor maintained an environment where students felt comfortable asking questions.



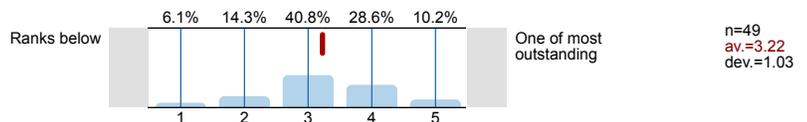
2.5) The instructor generated interest in the subject.



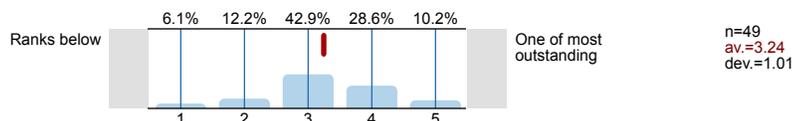
2.6) The instructor presented course content in an organized manner.



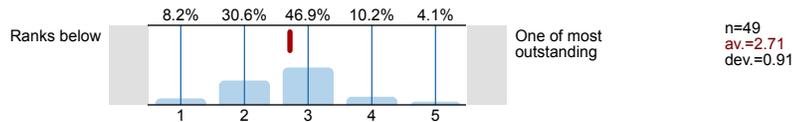
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



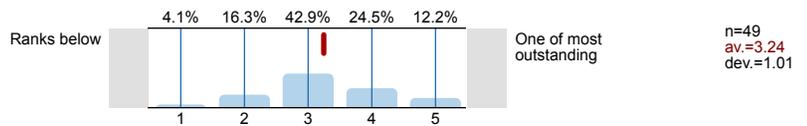
2.8) The instructor stimulated a desire to learn more about this subject.



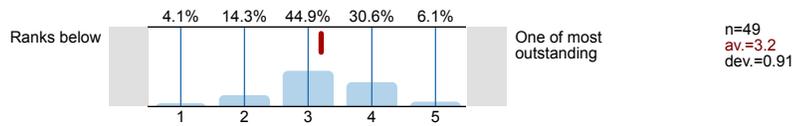
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

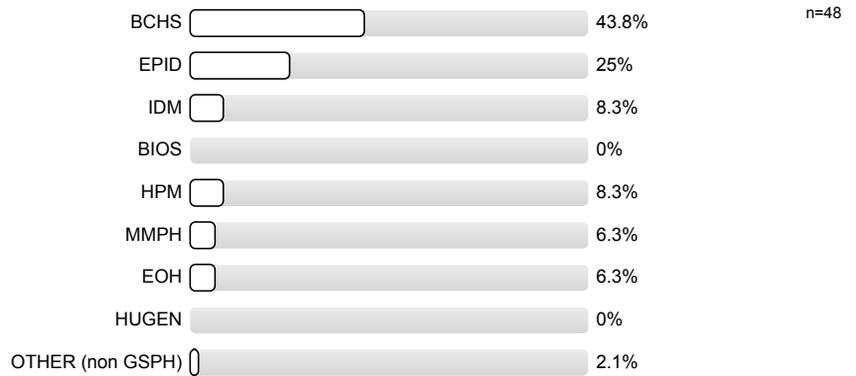


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

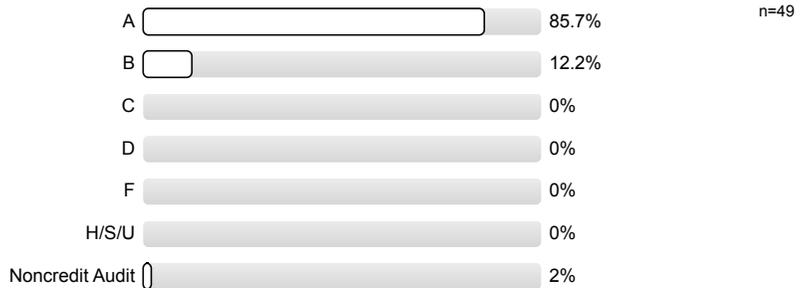
3.1) Department in which you are enrolled:



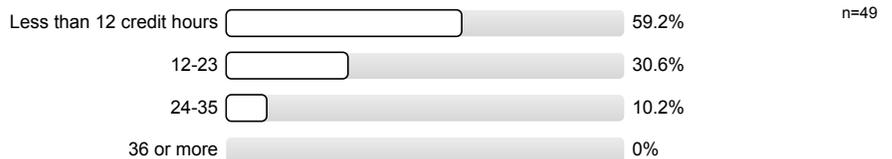
3.2) I am taking this course as an elective.



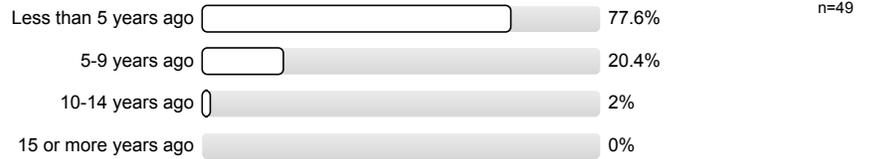
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



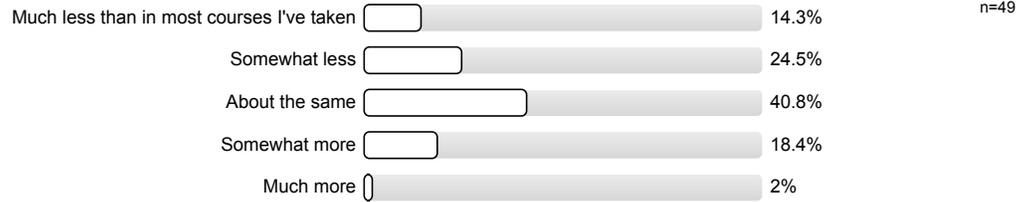
3.4) Credit hours of coursework you have completed in GSPH:



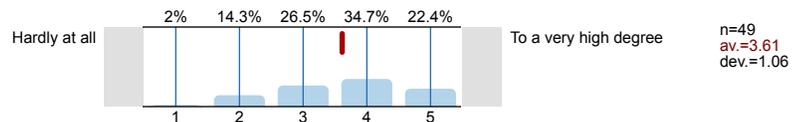
3.5) When did you receive your bachelor's degree?



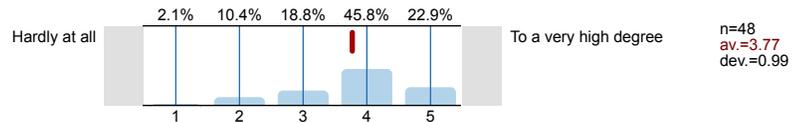
3.6) Amount that I learned in this course.



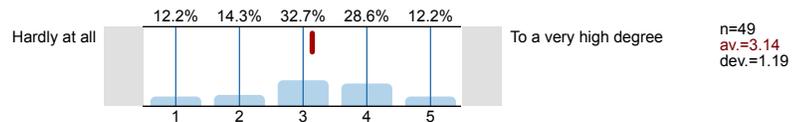
3.7) Course objectives were presented and discussed.



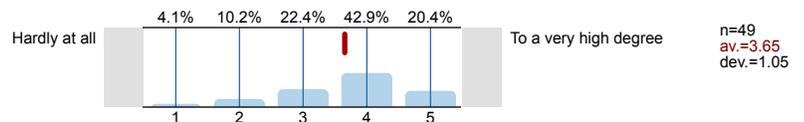
3.8) Stated objectives agreed with what was taught.



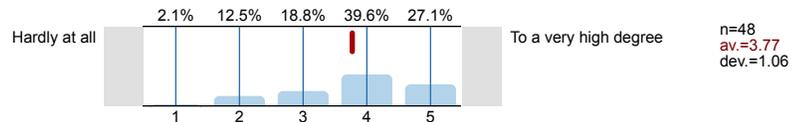
3.9) Course made a worthwhile contribution to my professional development.



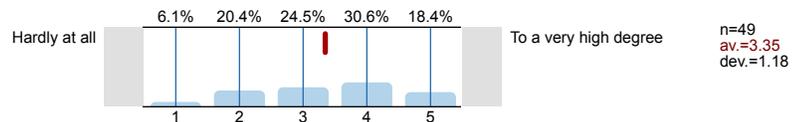
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



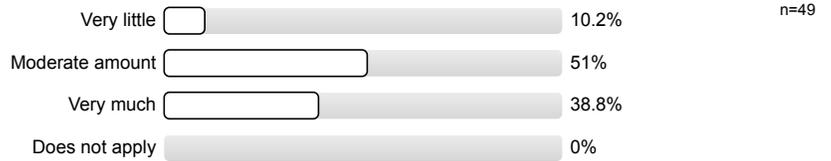
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



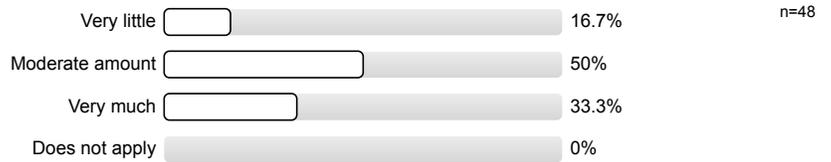
3.14) Lectures



3.15) Discussions



3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



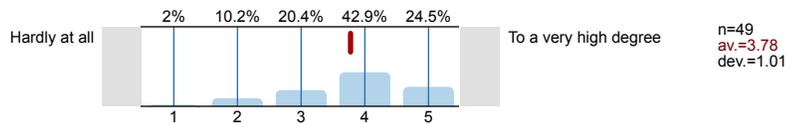
3.22) Classroom activities



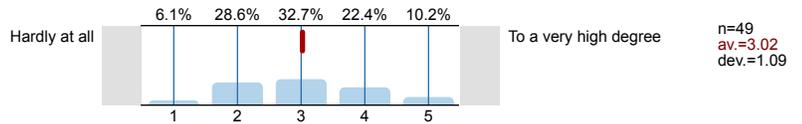
3.23) Lab/Recitation



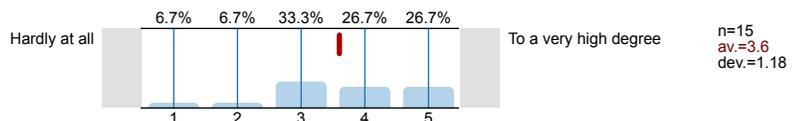
3.24) Guest lecturers avoided repetition of course material.



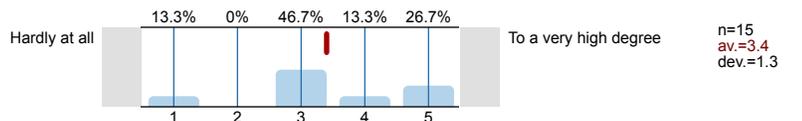
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Gerald Barron,
 Name of the course: PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1020
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

1.1) Amount that you learned from this instructor.	Much less		Much more	n=49	av.=2.84	md=3.00	dev.=1.07
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=49	av.=3.16	md=3.00	dev.=0.90

2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=49	av.=3.16	md=3.00	dev.=0.87
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=49	av.=3.31	md=3.00	dev.=0.94
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=49	av.=3.20	md=3.00	dev.=0.91
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=49	av.=3.67	md=4.00	dev.=0.90
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=49	av.=3.06	md=3.00	dev.=0.99
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=49	av.=3.31	md=3.00	dev.=0.98
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=49	av.=3.22	md=3.00	dev.=1.03
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=49	av.=3.24	md=3.00	dev.=1.01
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=49	av.=2.71	md=3.00	dev.=0.91
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=49	av.=3.24	md=3.00	dev.=1.01
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=49	av.=3.20	md=3.00	dev.=0.91

3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=49	av.=3.61	md=4.00	dev.=1.06
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=48	av.=3.77	md=4.00	dev.=0.99
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=49	av.=3.14	md=3.00	dev.=1.19
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=49	av.=3.65	md=4.00	dev.=1.05

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=48	av.=3.77 md=4.00 dev.=1.06
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=49	av.=3.35 md=3.00 dev.=1.18
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=49	av.=3.78 md=4.00 dev.=1.01
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=49	av.=3.02 md=3.00 dev.=1.09
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=15	av.=3.60 md=4.00 dev.=1.18
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=15	av.=3.40 md=3.00 dev.=1.30



Dear Professor Gerald Barron:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

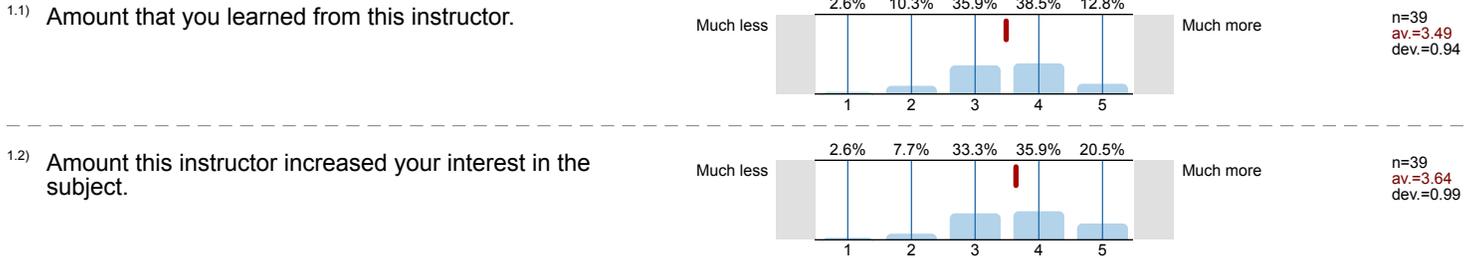
Professor Gerald Barron

PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-11002151_UPITT_PUBHLT_2014_SEC1100
Fall 2014

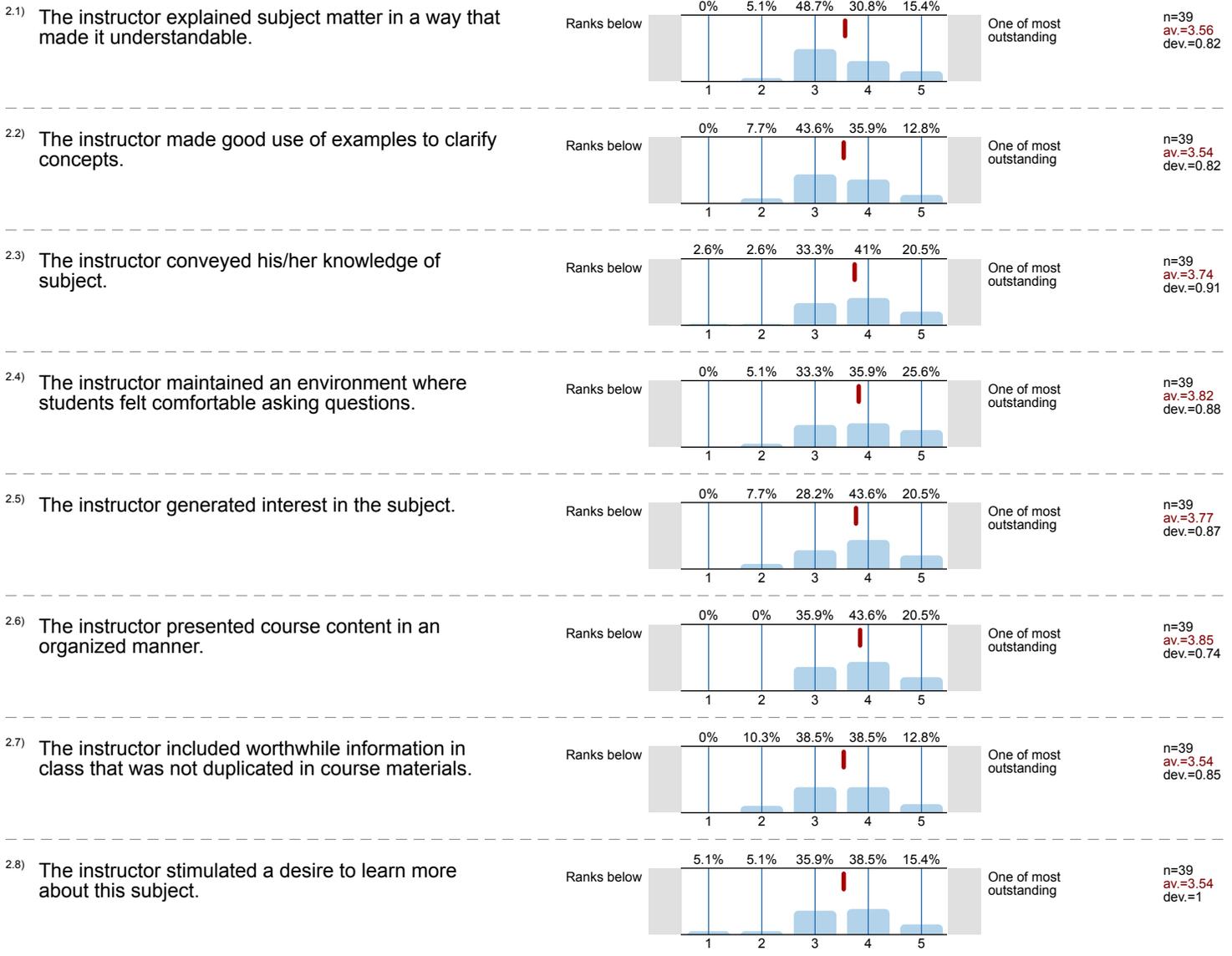
39 RESPONDENTS = 63.93% OF NUMBER REGISTERED



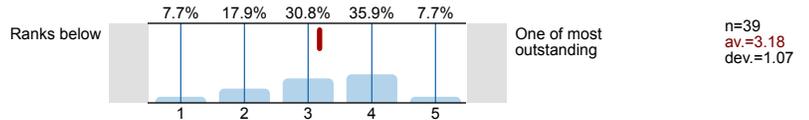
1. SELF RATINGS



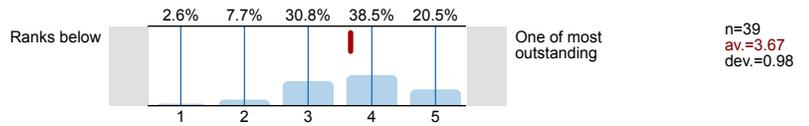
2. TEACHING EVALUATION



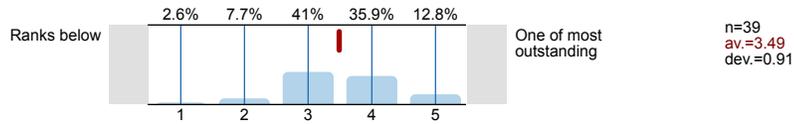
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

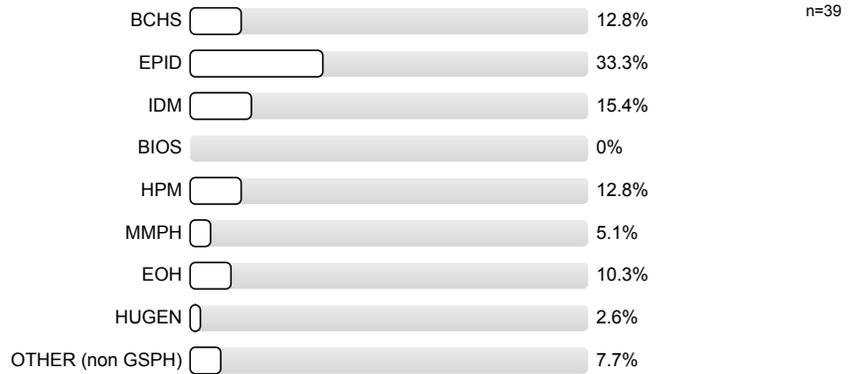


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



3. COURSE EVALUATION

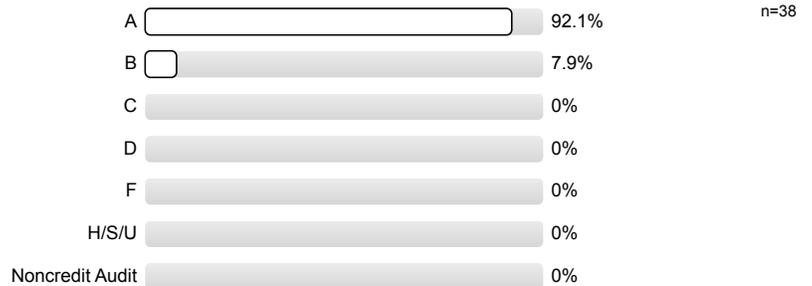
3.1) Department in which you are enrolled:



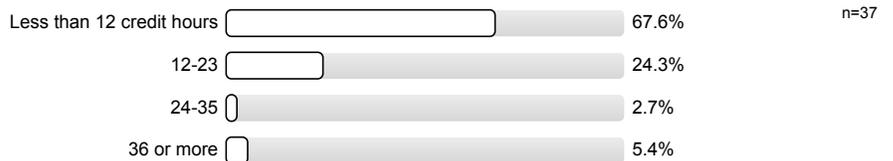
3.2) I am taking this course as an elective.



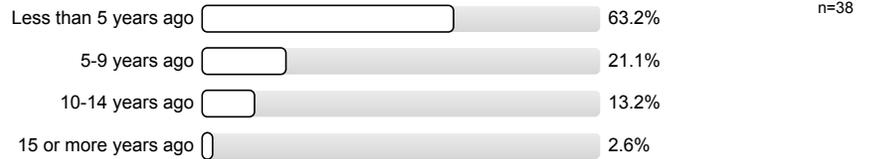
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



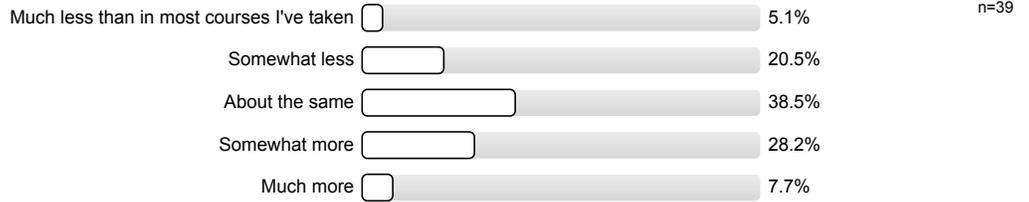
3.4) Credit hours of coursework you have completed in GSPH:



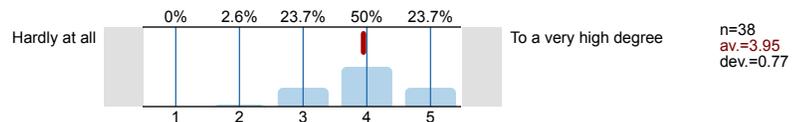
3.5) When did you receive your bachelor's degree?



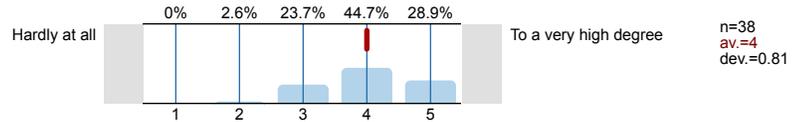
3.6) Amount that I learned in this course.



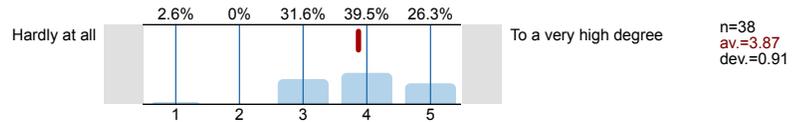
3.7) Course objectives were presented and discussed.



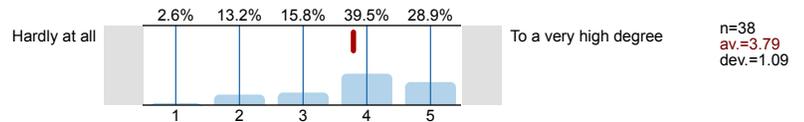
3.8) Stated objectives agreed with what was taught.



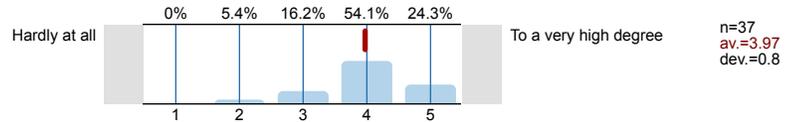
3.9) Course made a worthwhile contribution to my professional development.



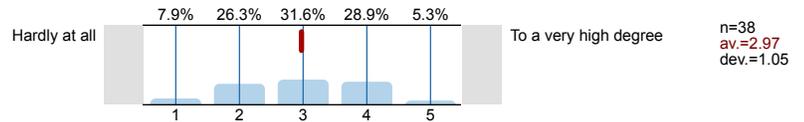
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



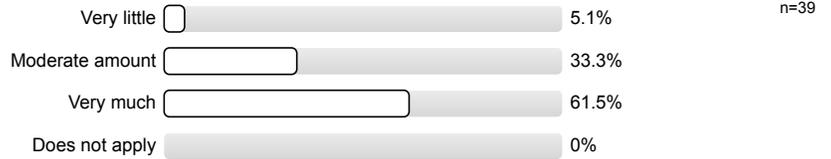
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



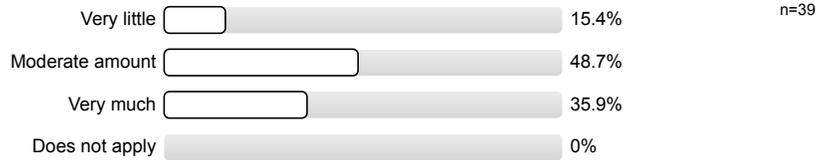
3.14) Lectures



3.15) Discussions



3.16) Readings



3.17) Assignments



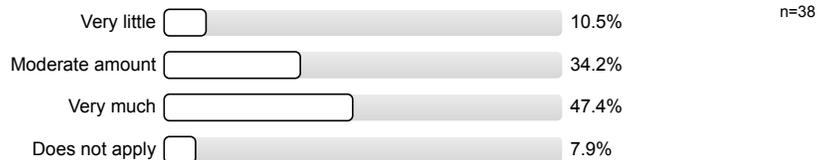
3.18) Exams



3.19) Projects



3.20) Written papers



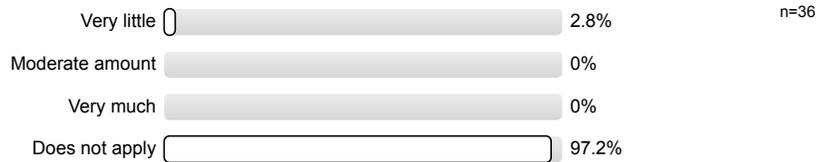
3.21) Handouts



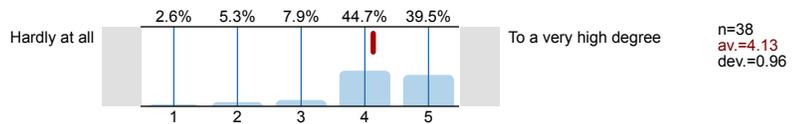
3.22) Classroom activities



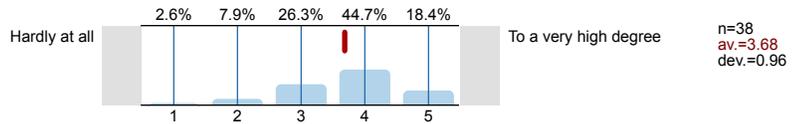
3.23) Lab/Recitation



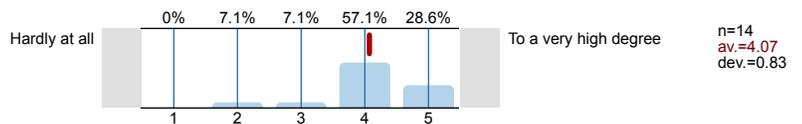
3.24) Guest lecturers avoided repetition of course material.



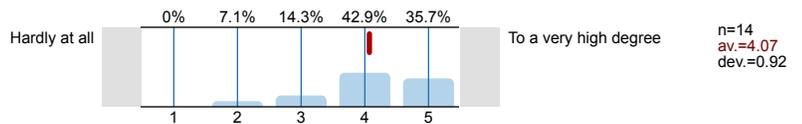
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Gerald Barron,
 Name of the course: PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1100
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

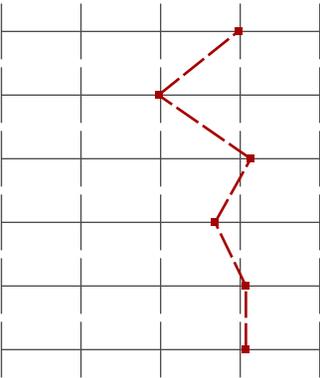
1.1) Amount that you learned from this instructor.	Much less		Much more	n=39	av.=3.49	md=4.00	dev.=0.94
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=39	av.=3.64	md=4.00	dev.=0.99

2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=39	av.=3.56	md=3.00	dev.=0.82
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=39	av.=3.54	md=3.00	dev.=0.82
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=39	av.=3.74	md=4.00	dev.=0.91
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=39	av.=3.82	md=4.00	dev.=0.88
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=39	av.=3.77	md=4.00	dev.=0.87
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=39	av.=3.85	md=4.00	dev.=0.74
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=39	av.=3.54	md=4.00	dev.=0.85
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=39	av.=3.54	md=4.00	dev.=1.00
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=39	av.=3.18	md=3.00	dev.=1.07
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=39	av.=3.67	md=4.00	dev.=0.98
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=39	av.=3.49	md=3.00	dev.=0.91

3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=38	av.=3.95	md=4.00	dev.=0.77
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=38	av.=4.00	md=4.00	dev.=0.81
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=38	av.=3.87	md=4.00	dev.=0.91
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=38	av.=3.79	md=4.00	dev.=1.09

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=37	av.=3.97	md=4.00	dev.=0.80
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=38	av.=2.97	md=3.00	dev.=1.05
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=38	av.=4.13	md=4.00	dev.=0.96
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=38	av.=3.68	md=4.00	dev.=0.96
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=14	av.=4.07	md=4.00	dev.=0.83
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=14	av.=4.07	md=4.00	dev.=0.92



Dear Professor Candace Kammerer:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1010.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Candace Kammerer

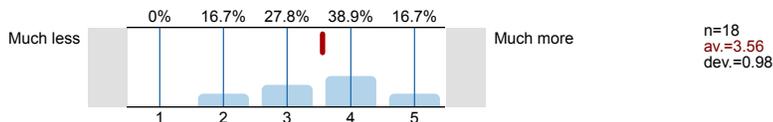
CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-10102151_UPITT_PUBHLT_2016_SEC1010
Fall 2014

18 RESPONDENTS = 66.67% OF NUMBER REGISTERED

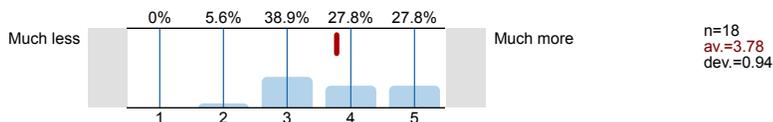


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

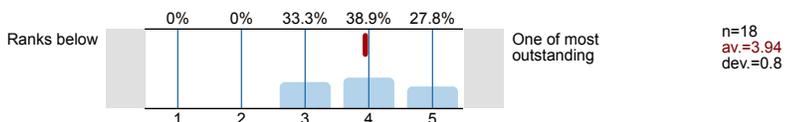


1.2) Amount this instructor increased your interest in the subject.

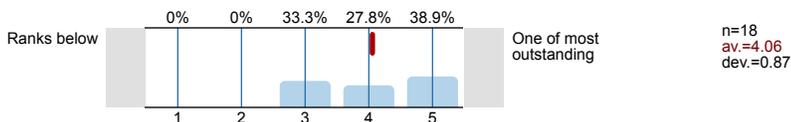


2. TEACHING EVALUATION

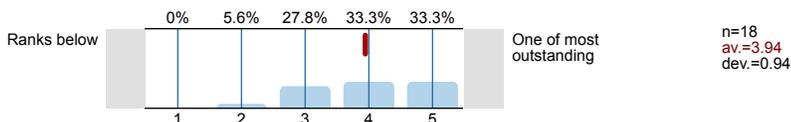
2.1) The instructor explained subject matter in a way that made it understandable.



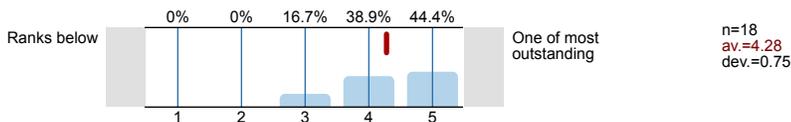
2.2) The instructor made good use of examples to clarify concepts.



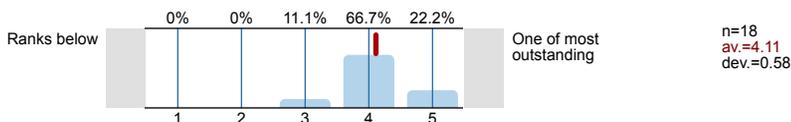
2.3) The instructor conveyed his/her knowledge of subject.



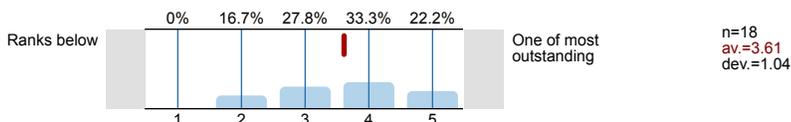
2.4) The instructor maintained an environment where students felt comfortable asking questions.



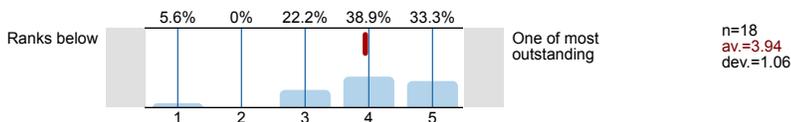
2.5) The instructor generated interest in the subject.



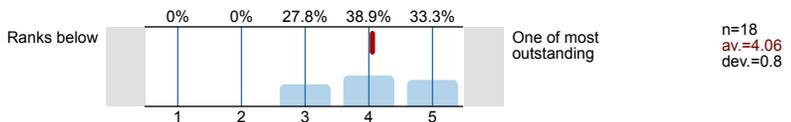
2.6) The instructor presented course content in an organized manner.



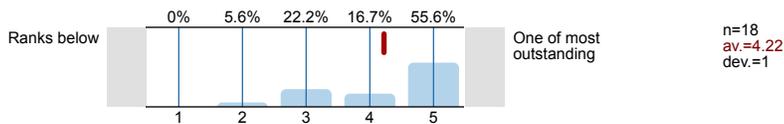
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



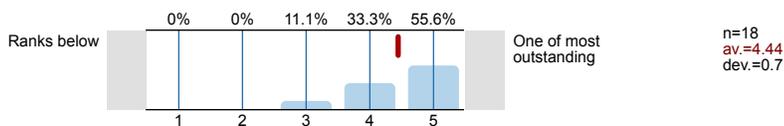
2.8) The instructor stimulated a desire to learn more about this subject.



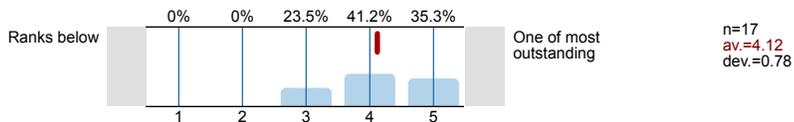
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

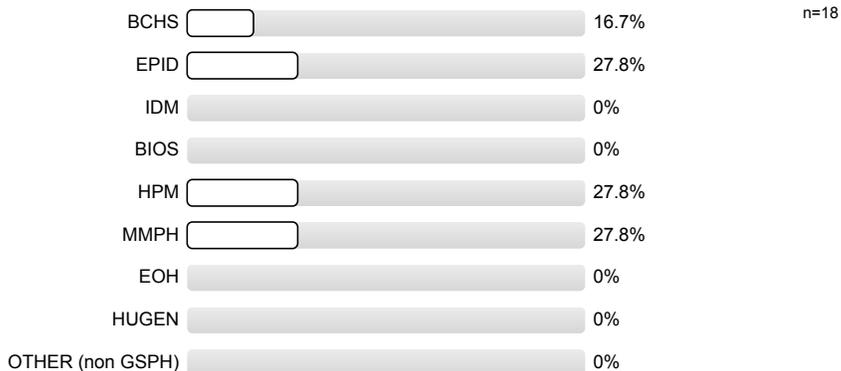


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



3. COURSE EVALUATION

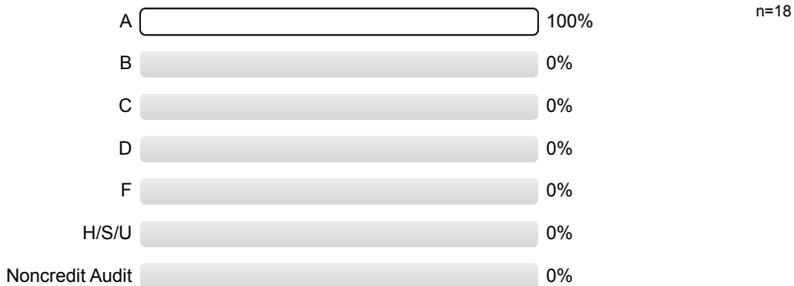
3.1) Department in which you are enrolled:



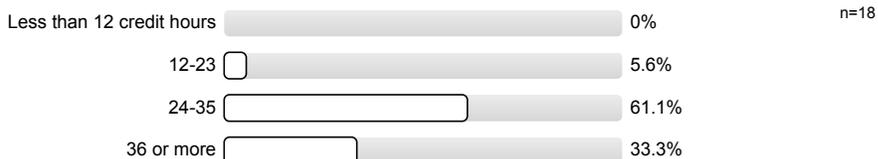
3.2) I am taking this course as an elective.



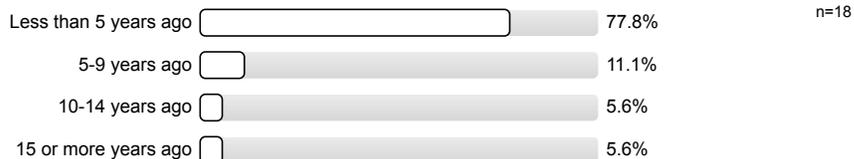
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



3.4) Credit hours of coursework you have completed in GSPH:



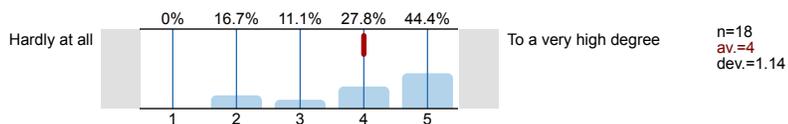
3.5) When did you receive your bachelor's degree?



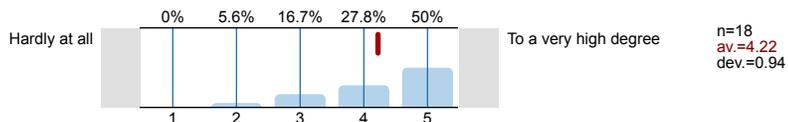
3.6) Amount that I learned in this course.



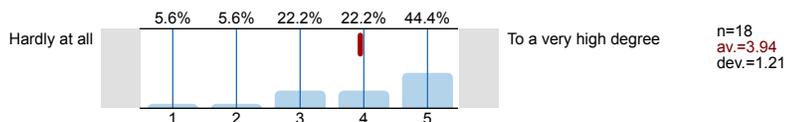
3.7) Course objectives were presented and discussed.



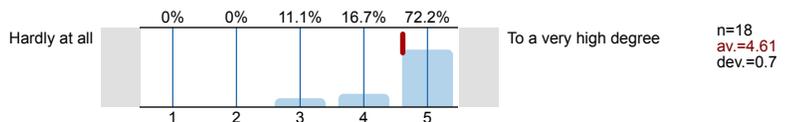
3.8) Stated objectives agreed with what was taught.



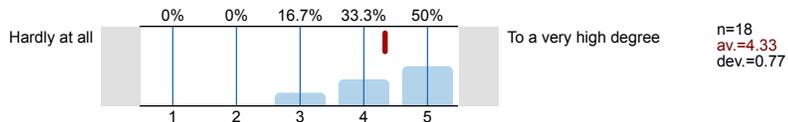
3.9) Course made a worthwhile contribution to my professional development.



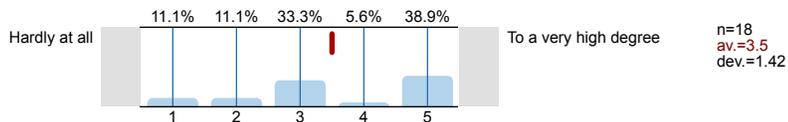
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



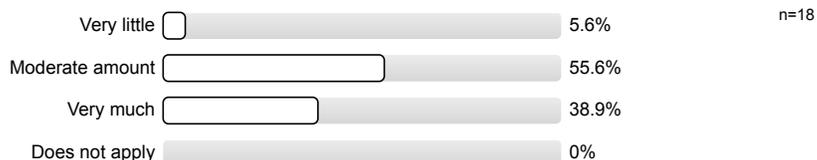
3.12) Course content duplicated that of other courses I have taken.



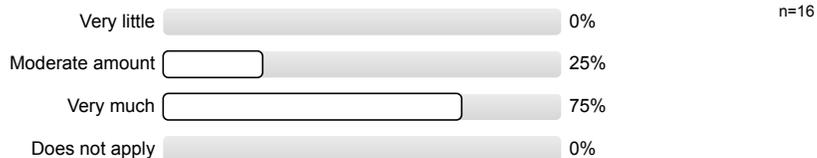
3.13) Would you recommend this course to other students?



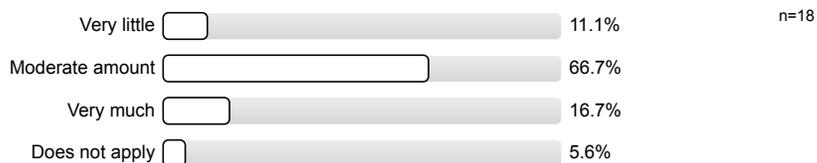
3.14) Lectures



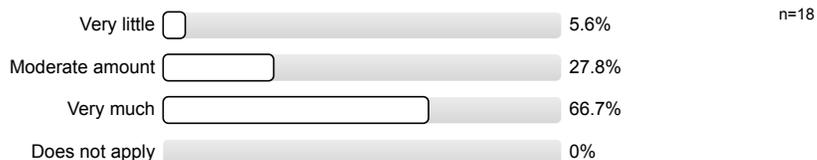
3.15) Discussions



3.16) Readings



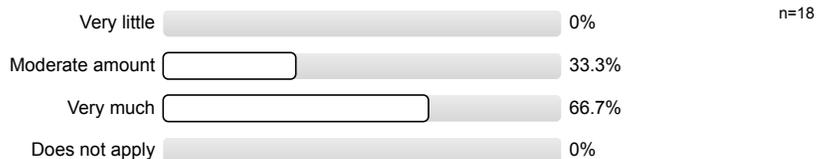
3.17) Assignments



3.18) Exams



3.19) Projects



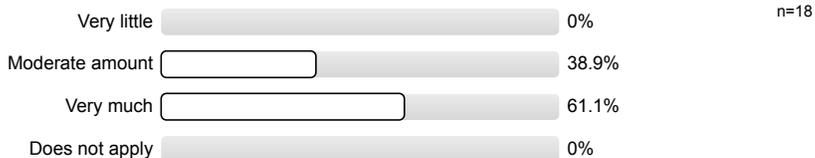
3.20) Written papers



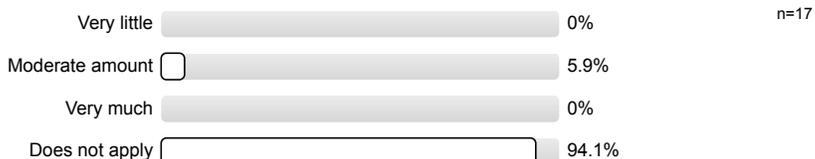
3.21) Handouts



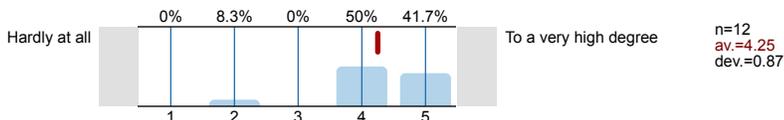
3.22) Classroom activities



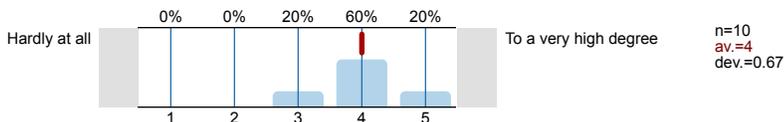
3.23) Lab/Recitation



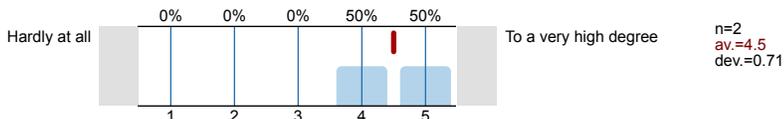
3.24) Guest lecturers avoided repetition of course material.



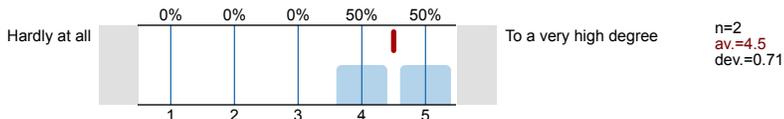
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

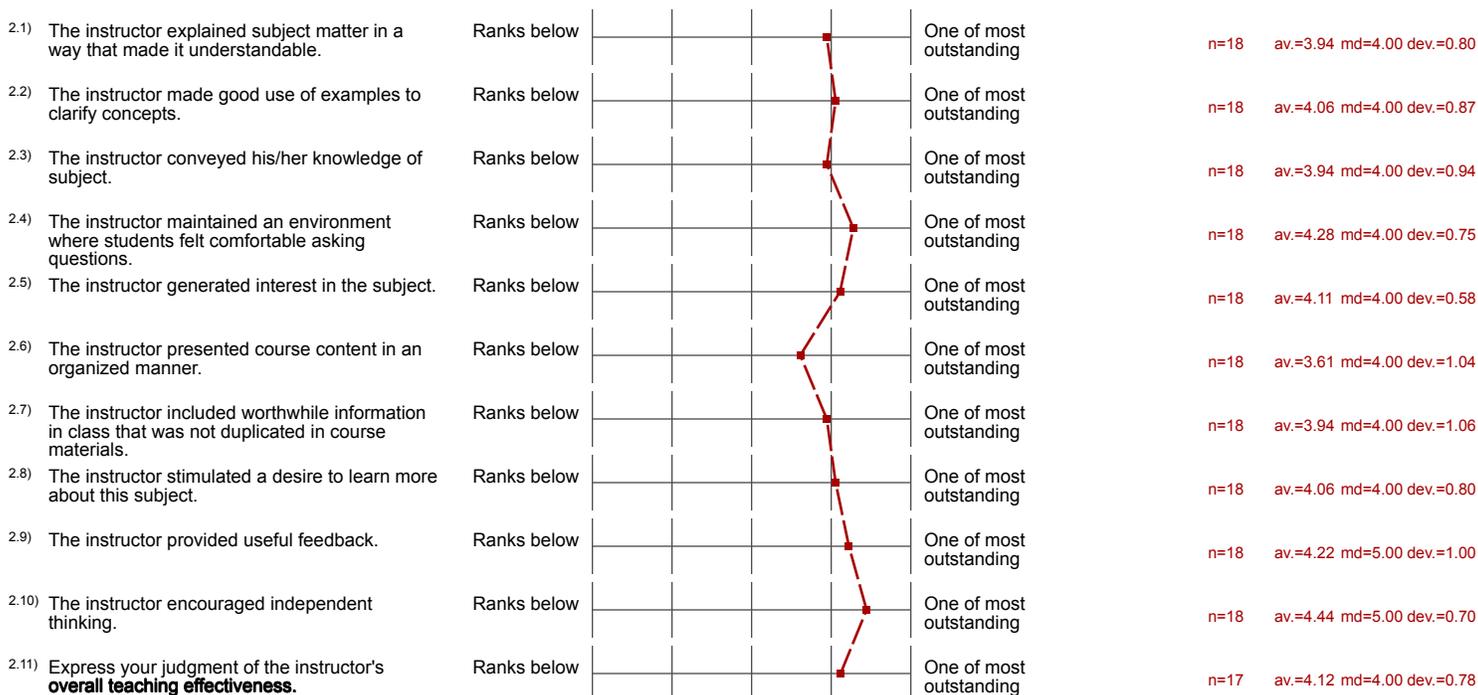
Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Candace Kammerer,
 Name of the course: CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1010
 (Name of the survey)

Values used in the profile line: Mean

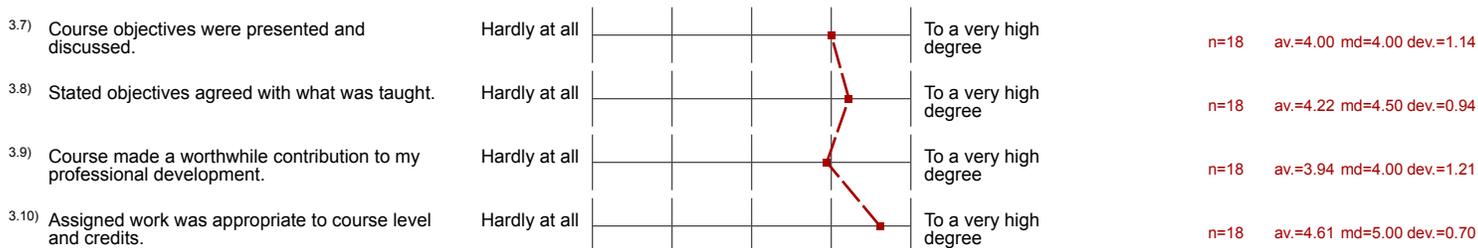
1. SELF RATINGS



2. TEACHING EVALUATION



3. COURSE EVALUATION



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=18	av.=4.33 md=4.50 dev.=0.77
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=18	av.=3.50 md=3.00 dev.=1.42
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=12	av.=4.25 md=4.00 dev.=0.87
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=10	av.=4.00 md=4.00 dev.=0.67
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=2	av.=4.50 md=4.50 dev.=0.71
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=2	av.=4.50 md=4.50 dev.=0.71



Dear Professor Candace Kammerer:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1020.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean ($av.$) and standard deviation ($dev.$) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Candace Kammerer

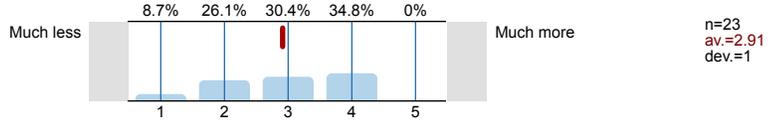
CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-10202151_UPITT_PUBHLT_2016_SEC1020
Fall 2014

23 RESPONDENTS = 62.16% OF NUMBER REGISTERED

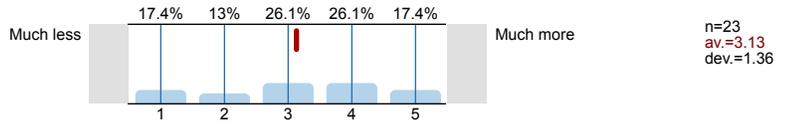


1. SELF RATINGS

1.1) Amount that you learned from this instructor.

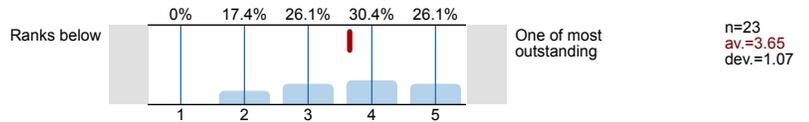


1.2) Amount this instructor increased your interest in the subject.

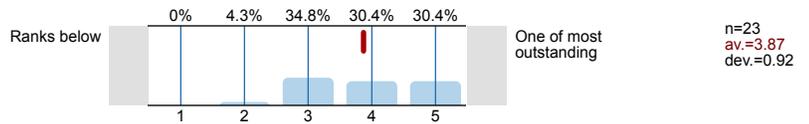


2. TEACHING EVALUATION

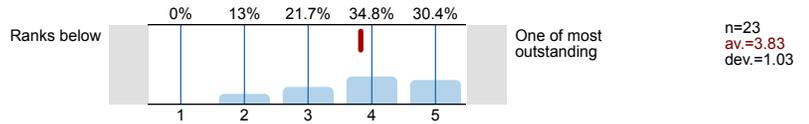
2.1) The instructor explained subject matter in a way that made it understandable.



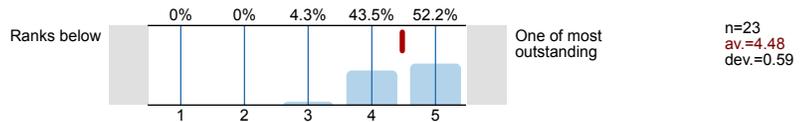
2.2) The instructor made good use of examples to clarify concepts.



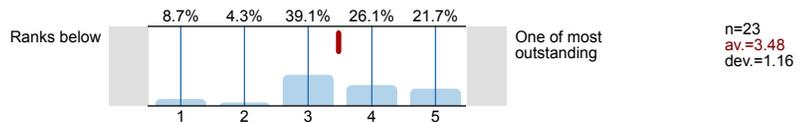
2.3) The instructor conveyed his/her knowledge of subject.



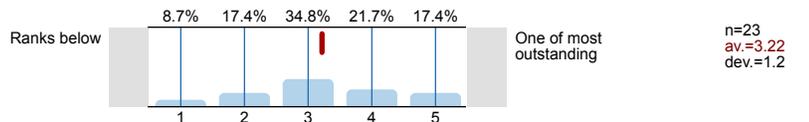
2.4) The instructor maintained an environment where students felt comfortable asking questions.



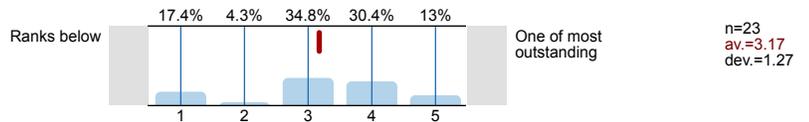
2.5) The instructor generated interest in the subject.



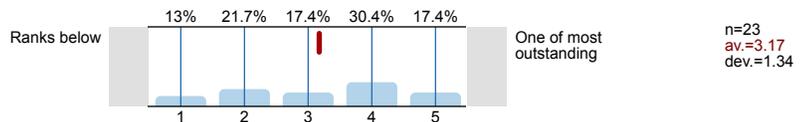
2.6) The instructor presented course content in an organized manner.



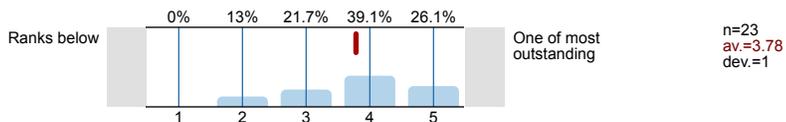
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



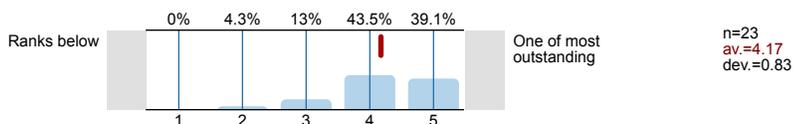
2.8) The instructor stimulated a desire to learn more about this subject.



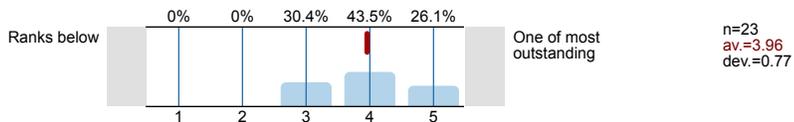
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

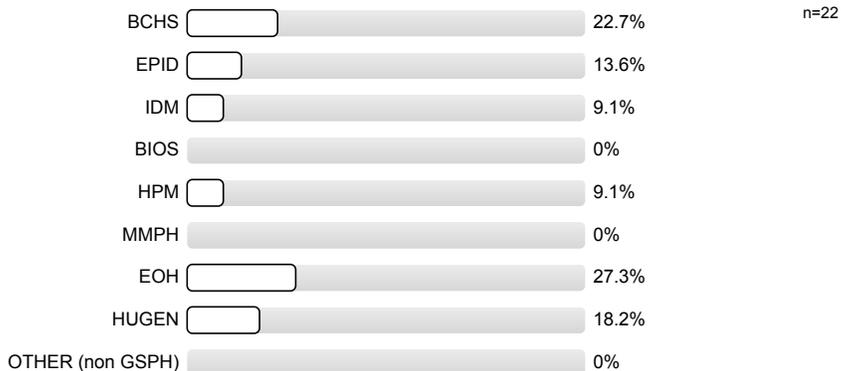


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



3. COURSE EVALUATION

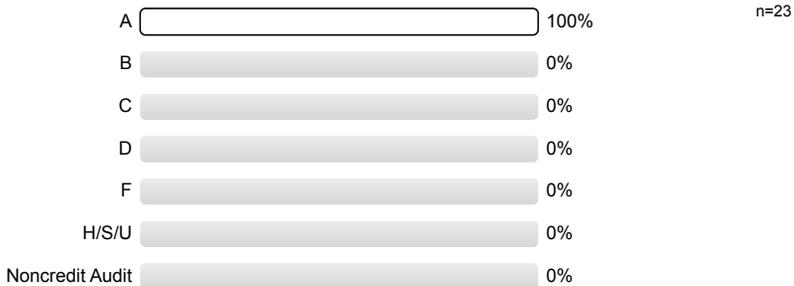
3.1) Department in which you are enrolled:



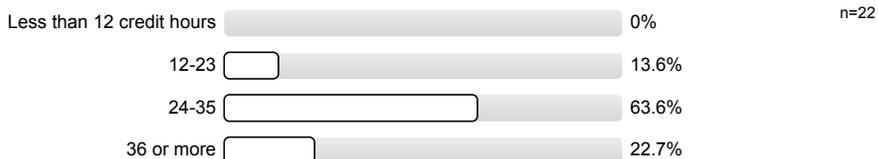
3.2) I am taking this course as an elective.



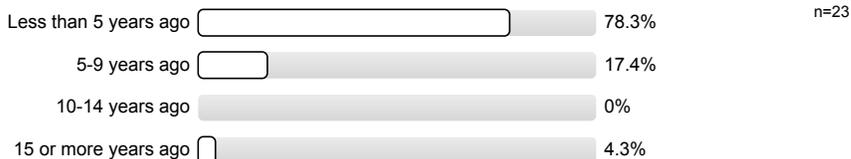
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



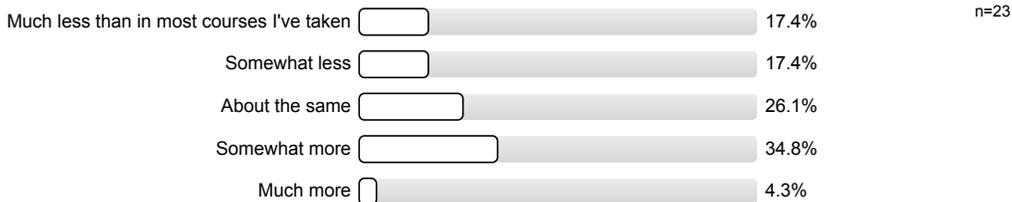
3.4) Credit hours of coursework you have completed in GSPH:



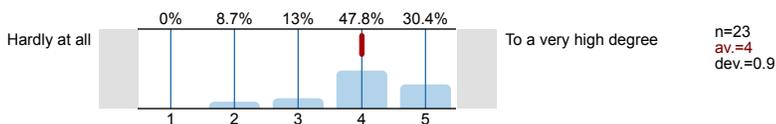
3.5) When did you receive your bachelor's degree?



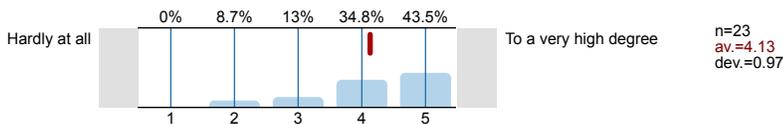
3.6) Amount that I learned in this course.



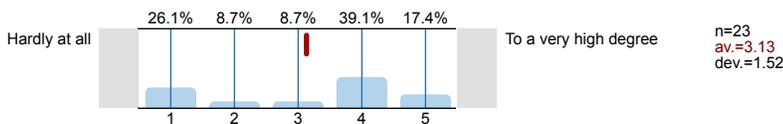
3.7) Course objectives were presented and discussed.



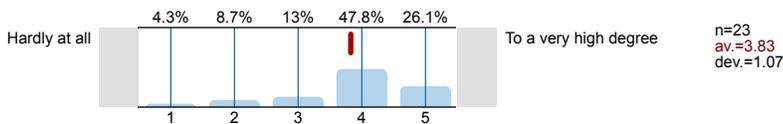
3.8) Stated objectives agreed with what was taught.



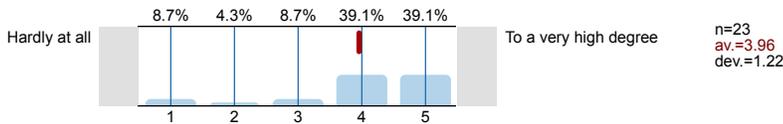
3.9) Course made a worthwhile contribution to my professional development.



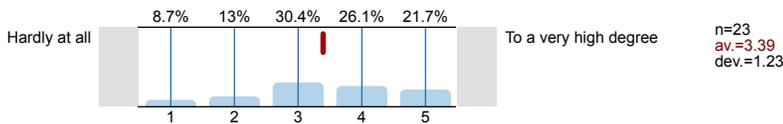
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



3.12) Course content duplicated that of other courses I have taken.



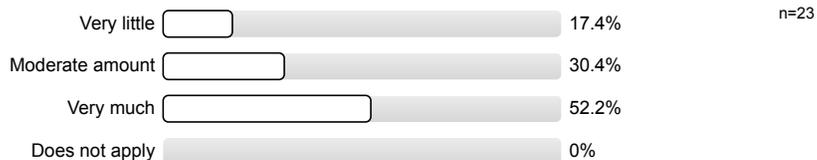
3.13) Would you recommend this course to other students?



3.14) Lectures



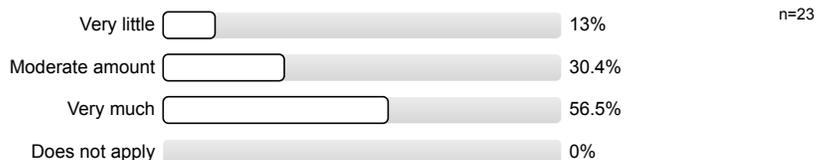
3.15) Discussions



3.16) Readings



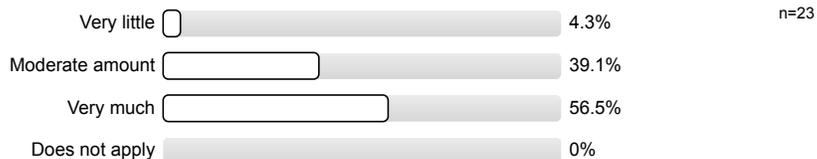
3.17) Assignments



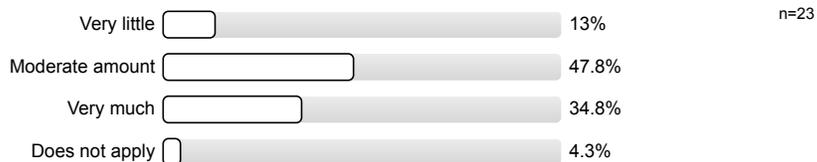
3.18) Exams



3.19) Projects



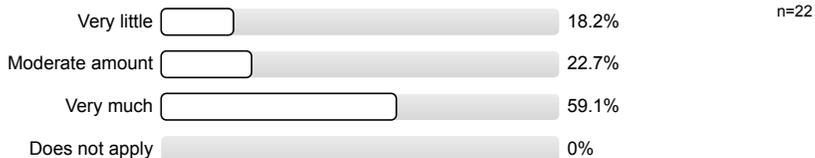
3.20) Written papers



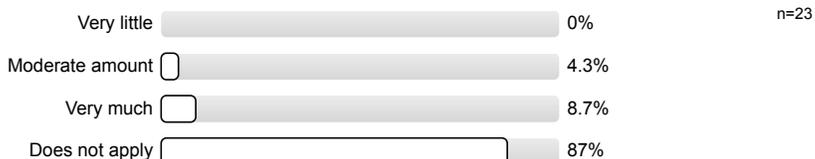
3.21) Handouts



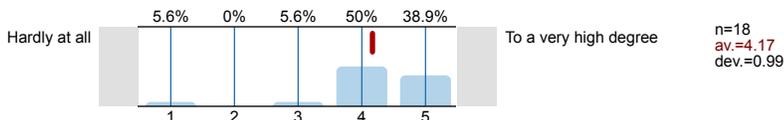
3.22) Classroom activities



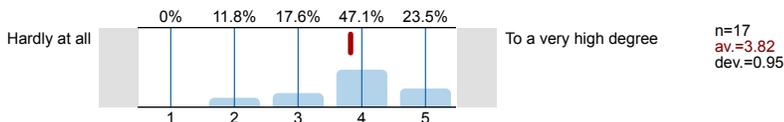
3.23) Lab/Recitation



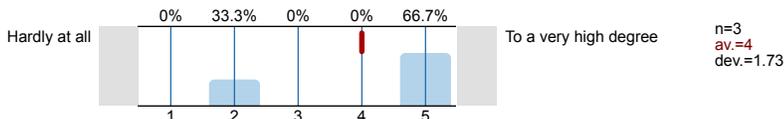
3.24) Guest lecturers avoided repetition of course material.



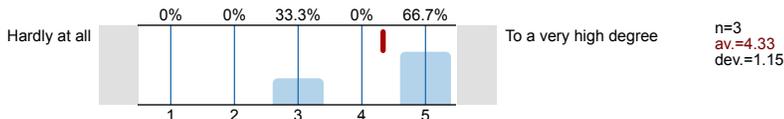
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



Profile

Subunit: PUBLIC HEALTH
 Name of the instructor: Professor Candace Kammerer,
 Name of the course: CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1020
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

1.1) Amount that you learned from this instructor.	Much less		Much more	n=23	av.=2.91	md=3.00	dev.=1.00
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=23	av.=3.13	md=3.00	dev.=1.36

2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=23	av.=3.65	md=4.00	dev.=1.07
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=23	av.=3.87	md=4.00	dev.=0.92
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=23	av.=3.83	md=4.00	dev.=1.03
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=23	av.=4.48	md=5.00	dev.=0.59
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=23	av.=3.48	md=3.00	dev.=1.16
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=23	av.=3.22	md=3.00	dev.=1.20
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=23	av.=3.17	md=3.00	dev.=1.27
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=23	av.=3.17	md=3.00	dev.=1.34
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=23	av.=3.78	md=4.00	dev.=1.00
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=23	av.=4.17	md=4.00	dev.=0.83
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=23	av.=3.96	md=4.00	dev.=0.77

3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=23	av.=4.00	md=4.00	dev.=0.90
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=23	av.=4.13	md=4.00	dev.=0.97
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=23	av.=3.13	md=4.00	dev.=1.52
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=23	av.=3.83	md=4.00	dev.=1.07

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=23	av.=3.96 md=4.00 dev.=1.22
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=23	av.=3.39 md=3.00 dev.=1.23
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=18	av.=4.17 md=4.00 dev.=0.99
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=17	av.=3.82 md=4.00 dev.=0.95
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=3	av.=4.00 md=5.00 dev.=1.73
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=3	av.=4.33 md=5.00 dev.=1.15

Graduate School of Public Health

Proposal to terminate the graduate certificate in Public Health Preparedness and Disaster Response

1a) Individual initiating the proposal

Eleanor Feingold, Associate Dean for Education
Graduate School of Public Health
University of Pittsburgh

1b) Responsibility center

Graduate School of Public Health

1c) Program to be terminated

Graduate certificate in Public Health Preparedness and Disaster Response

1d) Department affected by the change

This is a cross-departmental (schoolwide) certificate.

1e) Date

July 6th, 2014

2) Rationale for termination

This certificate was created in 2003 under post-911 funding. It was operated successfully for a number of years, and has been fairly popular, graduating on the order of 50 people in 10 years. However, after several departures and retirements in the last few years, Pitt Public Health no longer has faculty specializing in this area. After studying the options for hiring adjuncts, we came to the conclusion that the expertise was 1) not very available in the Pittsburgh area, and 2) very expensive. In addition, we do not feel that we can maintain a high quality program if it relies entirely on adjunct instructors. We do not have plans to expand our faculty in this area in the foreseeable future, and thus we have decided that we must terminate the certificate.

3) Students and applicants

We halted admissions to the certificate in fall of 2012, and began guiding current students to finish as soon as possible. We updated our website to indicate that the program was temporarily suspended and not accepting new applications. The necessary courses for current students to finish were taught in 2012 and 2013, some of them as independent study. There are currently two students remaining in the program, both of whom are expected to finish in August 2014.

4) Faculty and administrators who have been consulted

The move to terminate this program was initiated by Dr. Margaret Potter, the current program director. The proposal has been widely discussed throughout the school over the past two years. It has been discussed several times among the associate deans and at the governing council, which consists of dean, associate deans, department chairs, chairs of faculty committees, and other leadership. The formal decision to terminate the program was made by the Educational Policy and Curriculum Committee on xxxx, and ratified by the PBPC on xxx and the governing council on xxx. [This section to be editing once approvals are complete.]

5) Program completion

The two remaining students have completed all requirements – they have not received the certificates because they are still completing degrees.

**Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | November 13, 2014**

Present: Candace Kammerer, Patricia Documet, David Finegold, Marissa Kaplan, Robin Leaf, Mary Derkach, Wes Rohrer, Ying Ding, Jane Clougherty, Joyce Bromberger, Wes Rohrer, Anil Ojha, Elizabeth Rodgers, Varun Sharma, Eleanor Feingold

Guests: Gail Richardson, Emma Barinas-Mitchell, Tiffany Gary-Webb

Meeting called to order at 1:32p.m. by Candace Kammerer, Chair.

Program Modification: *Minority Health Certificate*, Tiffany Gary-Webb (BCHS)

Dr. Tiffany Gary-Webb presented curriculum changes to the *Minority Health Certificate* program. She is looking to change the certificate's requirements so that it more accessible to non-BCHS students. She hopes to make the cross-cutting component of the course a bit more flexible as well. Students will have the option of substituting the Methods course for the certificate with the Methods course from their home department. The certificate is structured around 10 required credits and 5 credits worth of electives. Dr. Gary-Webb was under the impression that only 3 out of the 5 elective credits could overlap with the student's degree, but would be open to changing this requirement to allow for 100% overlap if it is allowed by the School and her department. Courses for this certificate are designed to be taken sequentially. If sequencing becomes too much of a barrier for students who try to start the certificate during the spring instead of the fall, Dr. Gary-Webb may need to reconsider/redesign the sequencing of courses for this certificate. The certificate will include a practicum experience. A practicum checklist will be provided to and completed by each student. Checklists will be reviewed and signed by an advisor.

Action: Dr. Gary-Webb will clearly outline prerequisites and course sequences in the certificate's handbook, so that students understand exactly what is expected of them.

Action: Dr. Gary-Webb will try to arrange for 100% overlap of elective credits for this certificate with her department.

Diversity Summit Talking Points, Emma Barinas- Mitchell (immediate past FDC chair)

Dr. Emma Barinas-Mitchell shared her findings after attending the June 2014 Diversity Summit which focused on Diversity in Curriculum. Dr. Barinas-Mitchell told Committee members about some of the pipeline programs that help middle school students get into U. Pitt college programs (e.g. through the Swanson School of Engineering). She reiterated the fact that there are many resources related to diversity available online on the U. Pitt Web site and through the Faculty Diversity Committee. Participants in the Diversity Summit Student Panel expressed a need for a more diverse faculty body at Pitt and more resources for LGBTQ students and students with disabilities. Questions were raised about how students who are experiencing temporary disabilities

at Pitt Public Health are given access to help and whether there is a formal process for students to indicate they are in need of assistance. There was also a question as to what resources are available to them as they try to manage their schoolwork and their health. Elizabeth Rodgers commented that the Office of Disability Services may not be the best resource for students with disabilities as, according to personal experience, transportation services are limited and the Office does not address the counseling needs that students going through these situations might need. Further discussion on this topic is needed, but it was suggested that the Office of Disability and Counseling Services be invited to the Pitt Public Health Information Marketplace during Orientation. Even though this raises some concerns about information overload, it is clear that these services need to be publicized more aggressively to our students.

Course Modification: Pediatric Epidemiology (EPIDEM 2340) Gail Richardson (EPIDEM)

Dr. Gail Richardson presented changes to EPIDEM 2340, *Pediatric Epidemiology*. This course will not be offered until fall term 2015, but she hopes to get approval now to allow for adequate publicity of the course. The scope of the course has been broadened to include physical disorders (e.g. asthma, obesity) and touches shortly on prenatal. Dr. Richardson would like to keep the current course number and noted that this should not be a records keeping issue since the students who have taken this course have already graduated. Dr. Richardson shared a preliminary list of guest speakers who will correspond with each section of the course. Dr. Richardson noted that the order of the sessions may change depending on the availability of the speakers, but wanted to clarify that the learning object for the course will apply to each course session, regardless of the speaker. Dr. Richardson will give out her own course evaluations at the end of the term, in addition the OMET evaluations. This is why the evaluation deadline that is currently listed on the syllabus can be ignored. She would like to cap the number of students at 15.

Action: Dr. Richardson will flesh out the course syllabus, including learning objectives for each section/session of the course and examples of what students will be doing during those session. She can use examples from the original course if need be.

Action: Robin Leaf will make changes to the EPCC course modification form to include a space for instructors to list the changes they are making to their course. This is not apparent on the current form. Changes to the form can be made in January.

Votes

Dr. Kammerer proposed a vote to approve the *Minority Health Certificate* program modifications presented by Dr. Tiffany Gary-Webb. Dr. Joyce Bromberger motioned to approve the proposed changes. Varun Sharma seconded the motion. All were in favor. There were no objections or abstentions.

Dr. Kammerer proposed a vote to approve the modifications to the *Pediatric Epidemiology* course present by Dr. Gail Richardson. Dr. Bromberger motioned to approve the modification pending a few minor revisions to the syllabus. Dr. Patricia Documet seconded the motion. All were in favor. There were no objections or abstentions.

Action: Robin Leaf will send approval letters to Drs. Gary-Webb and Richardson.

Approval of October meeting minutes, Candy Kammerer

Dr. Kammerer presented the October EPCC minutes for approval. Mary Derkach requested a few minor changes. She wanted to clarify that she attended the “Counseling Minority Students” breakout session and that both her and Robin Leaf attended the general meeting. Dr. Kammerer proposed a vote. Varun Sharma motioned to approve the minutes pending the proposed changes. Elizabeth Rodgers seconded the motion. All were in favor. There were no objections or abstentions.

Action: Robin will update and post the October EPCC minutes.

Independent Development Plan Policy, Eleanor Feingold

Dr. Eleanor Feingold presented updates on the Independent Development Plan Policy at the University of Pittsburgh. There is no policy available for review at this time, but this issue will be discussed again in January. Current thinking is that students will have to review their IDP’s once a year and will be reviewed during prelims and comp exams.

Action: EPCC representatives were charged to bring this topic up in their respective departments, if they have not already done so.

Discussion of self-study text, Eleanor Feingold

Dr. Feingold reminded the EPCC that the Self Study is due soon and that Committee Members may be asked for help reviewing the text in the coming weeks.

Action: Members, particularly student representatives, were asked to send any additional comments on the text, comments about any positive things the School does that are not currently highlighted in the text (particularly things that relate to practice, service, or the assessment of educational programs), and comments on the overall strengths and weakness listed in the text to Dr. Feingold via email or to schedule a meeting with her as soon as possible.

Cross-Listing Courses, Patricia Documet/ How to make students aware of courses in other departments, Candy Kammerer

Dr. Patricia Documet wanted to clarify a few questions she has about the School’s policy on cross-listing courses. The consensus was that the School discourages cross-listing within the School, between departments. However, exceptions to this rule may be possible if the Department Chair mandates that a course be cross-listed with another Pitt Public Health department. Cross-listing with other schools outside of Pitt Public Health is allowed. Questions still remain about where funding for interdisciplinary courses comes from/is decided. These issues are to be discussed at a later date. Dr. Kammerer suggested that instructors make it clear that their course is open to students in other departments in their course descriptions and syllabi and that instructors talk with the departments they would have hoped to cross-list with in regards to publicity.

Action: This topic must also be discussed during an MPH Committee meeting.

Constructing syllabi, Candy Kammerer

Dr. Kammerer wanted to pass along a few tips for constructing syllabi. Ideally syllabi length will be minimal so that students have to look at CourseWeb for updates. A hyperlink should be included on syllabi so that students can access a real-time, up-to-date version of the syllabus on CourseWeb. Since a lot of students are now viewing course documents on their mobile devices, syllabi might need to be constructed in column format soon (columns are easier to read on a mobile screen).

December and January meeting agenda items – send in advance

Robin Leaf reminded members that items for the December and January EPCC meetings will need to be sent in advance due to the impending holiday breaks.

Action: Member must send agenda items for the December and January meetings to Robin Leaf as soon as possible.

The meeting was adjourned at 3:05 p.m. The next meeting is December 4, 1:30-3:30p.m., 110 Parran Hall.

Future items for discussion/ action at upcoming meetings: