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

1. New Course: EPIDEM XXXX *Applied Epidemiology Field Investigation Methods*, Lauren Orkis

2. New Course: EPIDEM 2601 *Advanced Topics in Molecular Epidemiology*, Jennifer Adibi

3. Course Revisit: IDM 2040 *Scientific Communication*, Josh Mattila

4. Updates to Committee Projects and Summer Work, Patricia Documet and Robin Leaf

5. Approval of March 29 Meeting Minutes, All

Upcoming meetings:
June 7, 1:30-3:30pm, room 1149
July 26, 1:30-3:30pm, room 1149 | Deadline for new fall 2018 courses
REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. General Instructions:

a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) by e-mail to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (rl9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.

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

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

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

- [X] New course, not previously approved
- [ ] Course title change
- [ ] Course modification (major)
- [ ] Special topics course content
- [ ] Pitt Public Health Core Course
- [ ] Practicum, internship, field placement

(Specify academic unit & course number): ________________________________

3. Course designation:

Course Number _________ Title __Applied Epidemiology Field Investigation Methods_____ 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.

5. Course Instructors:

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

______________________________

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
a. Principal instructor: Lauren Orkis (Visiting Instructor, Department of Epidemiology and Center for Public Health Practice, Primary appointment in the Dept. of Epi)

b. Co-instructors (if any):

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

This course introduces students to the methods of applied field epidemiology used in applied epidemiology settings such as federal, state, local and tribal government agencies. Upon completion of this course, students will be prepared to conduct urgent public health investigations and write reports for public consumption. This course will also introduce students to applied epidemiology topic areas and their respective analytic methods.

Prerequisites: EPID 2110, EPID 2180

Methods: Lecture and simulation-based exercise

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

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

      Maximum of 25 students because of the exercise-based nature of the course. We will be conducting a mock outbreak investigation as part of this class which will require practice, data collection, interviewing, and analysis. The hands-on nature of this course lends itself to a smaller class size to enhance logistics and student engagement. A Teaching Assistant will also be utilized for this course.

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

      Permission will be based on completion (including exemptions) of EPID 2110 and 2180.

   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.

      A basic understanding of epidemiology methods is required for this course.

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

   a. Number of course hours per session _2_ Sessions per week _1_ Weeks per academic term _15_

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

      Lectures _2_ Seminars _2_ Recitations _2_ Field work _2_ Laboratory _2_

      Other (specify): _____________________________

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

9. **Grading of student performance:**

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

   Letter grade will be used.
10. **On-line course delivery:**

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

- **x** I plan to use the course management aspects of CourseWeb/Blackboard (or equivalent), e.g., grade book, announcements.
- ___ I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.
- ___ I have designed the course for remote (off-site) learning with little/no classroom attendance required.
- ___ I do not plan to use on-line instruction methods for this course (briefly explain)

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

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

   This course will provide students a broad understanding of how epidemiology methods can be applied in non-academic settings. This course will enhance and complement the already robust epidemiology methods curriculum offered through the Department of Epidemiology.

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

   Many public health issues addressed through urgent public health investigations are associated with socioeconomic factors and racial disparities. We will discuss these issues during the simulation of the public health investigation as well as during the topic-based lecture series. Students will gain an understanding of how socioeconomic factors and racial disparities influence public health crises and how to address these factors when considering mitigation strategies for these types of crises.

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

   Name/Title: [Signature] 
   Date: 4/9/2018

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

   Name/Title: [Signature] 
   Date: 4/16/18

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

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

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail</th>
<th>Included in Your Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Required</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Heading</strong></td>
<td>Course Number*</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Course Title*</td>
<td>☑</td>
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<tr>
<td></td>
<td>Course Meeting Time/Day of Week*</td>
<td>☑</td>
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<tr>
<td></td>
<td>Classroom Location*</td>
<td>☑</td>
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<tr>
<td><strong>Faculty Information</strong></td>
<td>Office Location*</td>
<td>☑</td>
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<td></td>
<td>Office Hours*</td>
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<tr>
<td></td>
<td>Phone Number*</td>
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<tr>
<td></td>
<td>Email Address*</td>
<td>☑</td>
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<tr>
<td></td>
<td>Teaching Philosophy</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant Contact</td>
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</tr>
<tr>
<td></td>
<td><strong>Student Expectations in Classroom</strong></td>
<td>Yes</td>
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<tr>
<td></td>
<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
<td>☑</td>
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<tr>
<td></td>
<td>Recording of Lectures</td>
<td>No</td>
</tr>
<tr>
<td><strong>Course Summary</strong></td>
<td>Course Description*</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>Learning Objectives*</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Required Textbooks/ Articles/Readings</td>
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<td></td>
<td>Required Software</td>
<td>☑</td>
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<td></td>
<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
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<tr>
<td></td>
<td>Recommended Material</td>
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<td></td>
<td>Availability of Software for Purchase and/or Use</td>
<td>No</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Grading Scale*</td>
<td>Yes ☒</td>
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<td></td>
<td>Grading Criteria/Rubric</td>
<td>Yes ☐</td>
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<td>Late Assignment Policy</td>
<td>Yes ☒</td>
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<td><strong>Accommodation of Students with Disabilities</strong></td>
<td>Pitt Public Health Statement*</td>
<td>Yes ☒</td>
</tr>
<tr>
<td><strong>Academic Integrity Policy</strong></td>
<td>Pitt Public Health Statement*</td>
<td>Yes ☒</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Topics by Session*</td>
<td>Yes ☒</td>
</tr>
<tr>
<td></td>
<td>Reading and Written Assignments by Session*</td>
<td>Yes ☒</td>
</tr>
<tr>
<td></td>
<td>Learning Objectives by Session</td>
<td>Yes ☒</td>
</tr>
<tr>
<td></td>
<td>Test Dates</td>
<td>Yes ☐</td>
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<td><strong>Additional Resources</strong></td>
<td>Health Sciences Library Liaison Contact Information</td>
<td>Yes ☐</td>
</tr>
<tr>
<td></td>
<td>Writing Center Contact (if course is writing intensive)</td>
<td>Yes ☒</td>
</tr>
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### Required Information Not Included

<table>
<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>This new course has not been assigned a course number yet.</td>
</tr>
<tr>
<td>Classroom location</td>
<td>No classroom has been assigned as of yet</td>
</tr>
</tbody>
</table>

Page 5 of 5
Graduate School of Public Health  
Department of Epidemiology  

Course Number  
Applied Epidemiology Field Investigation Methods  
Wednesday 1:00 p.m. – 2:50 p.m.  

Class Location  
Credit Hours: 2  
Fall 2018  
TA: To Be Named  

Instructor: Lauren Orkis  
Office: 7th floor, Crabtree Hall, Room A742  
lmt61@pitt.edu  
(412) 383-5080  
Office Hours: By appointment  

Course Description  

This course introduces students to the methods of applied epidemiology used in applied epidemiology settings such as federal, state, local and tribal government agencies. Upon completion of this course, students will be prepared to conduct urgent public health field investigations and write reports for public consumption. This course will also introduce students to applied epidemiology topic areas and their respective analytic methods.  

Learning Objectives  

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

1. Administer an urgent public health investigation.  
2. Collect and analyze public health investigation data.  
3. Interpret the findings of a public health investigation and provide recommendations for outbreak control.  
4. Communicate the findings of an urgent public health investigation to a lay audience.  
5. Identify analytic tools specific to applied epidemiology topic areas.  
6. Develop summary public health information for a lay audience.  

Required Hardware  

Each student is expected to bring a laptop to two specified classes during which students will be participating in a simulated outbreak investigation. The exact dates of these classes are indicated under the course details section of this syllabus. If a student does not have access to a laptop, a laptop rental can be arranged through the Center for Teaching and Learning.  

Required Software  

Microsoft Excel: Microsoft Office software are available for free for Pitt students. For details, see:  
http://technology.pitt.edu/tags/microsoft-campus-software  

Epi Info™: Free CDC Software  
Download here: https://www.cdc.gov/epiinfo/support/downloads.html
*Please note* Only the Microsoft Windows operating systems (98, NT, XP, Vista, etc.) are supported. Currently, Epi Info™ does not support Macintosh or Linux. Epi Info™ is available on any University of Pittsburgh Student Computing Lab Windows computer.

**Required Texts**


All other required or recommended readings will be posted on CourseWeb. Check back often as information will be updated throughout the semester.

**Class Expectations**

- **Regular Attendance and Participation** – Class attendance and participation is critical to the success of each student. Lectures will not be recorded. All students are expected to attend each class unless otherwise discussed in advance with the instructor. Students should be ready to contribute during class activities and discussions.

- **Complete Assigned Readings** – All required readings should be read before class and students should be prepared to discuss the readings. Completion of recommended readings (provided via CourseWeb) is highly recommended but not required.

- **Complete Assignments** – All assignments should be completed before the start of class and uploaded to CourseWeb in the appropriate assignment folder. If a student requires an extension, the student should contact the instructor at least 48 hours before the assigned due date.

- **Cell Phones** – Students should ensure all cell phones are on mute or vibrate during class. If a student needs to take a phone call, they should leave the classroom to do so.

- **Laptops** – Students should use laptops during class for the purposes of this specific class only (i.e. taking notes, participation in in-class exercises). During class, students should refrain from surfing the internet, checking email and working on outside assignments.

**Assignments and Descriptions**

Students will be expected to complete the following assignments:

1. **Student interest survey**: This survey is intended to inform the instructor of student’s interests and to determine possible options for a final class lecture/discussion. This survey will be administered electronically and a link will be provided on CourseWeb.
   
   **Due 9am 9/5/2018**

2. **Investigation summary exercises**: At two points during the simulated urgent public health investigation, students will be asked to summarize the status of the public health investigation. These summaries should be written in the style of a formal email and written for distribution to co-investigators.
   
   a. **Email memorandum 1**: Written at the end of the first day of the urgent public health investigation. This memo is meant to summarize what is known about the public health emergency and steps being taken to understand the source of disease.
      
      **Due 9am 9/26/2018**  Students may resubmit this assignment to address feedback received for a grade adjustment if they desire.
b. Email memorandum 2: Written at the end of the second day of the urgent public health investigation. This memo is meant to summarize the extent of the outbreak and the plan going forward to control and stop the outbreak.
Due 9am 10/3/2018 Students may resubmit this assignment to address feedback received for a grade adjustment if they desire.

3. Epi Info™ analysis assignment: This assignment will include multiple analytic questions students will answer using Epi Info™. Simulated investigation data will be analyzed. Students will be asked to interpret the findings of their analysis and suggest possible interventions to mitigate the source of the public health emergency.
Due 9am 10/17/2018

4. Press release assignment: Students will be required to write a brief one page health department-style press release to inform the public of the status of the mock public health investigation. This press release should describe the overall public health emergency, current case counts, timing of disease, symptoms to look for, testing information and steps the mock health department is taking to mitigate risk. This press release should be written concisely and at a 5th grade reading level.
Due 9am 10/31/2018

5. Outbreak report: As the culminating assignment of the public health investigation simulation activity, students will be asked to write a full outbreak report which will summarize the investigation background, methods, results, discussion and recommendations. Students should follow the format of the examples provided. This report is a mock internal government-style report for a public health practitioner audience. The contents of this report will build off of the content summarized in the memo assignments, Epi Info™ analysis assignment and the press release assignment. Students may submit this document early to the instructor and TA for feedback.
Due 9am 11/24/2018

6. Fact sheet assignment: Students will choose a specific applied epidemiology topic to be the subject of the fact sheet assignment. Students may choose any applied epidemiology topic including those presented in one of the lectures in the latter half of the semester, but the topic is not limited to those subject areas. The topic chosen should be of current public interest. The fact sheet should be one page in length, written at a 5th grade reading level, and professionally presented. The fact sheet should summarize background information on the subject, provide summary data, and recommendations for the public to improve health. Example topics include Clostridium difficile, lead, Type 2 diabetes, or influenza.
Due 9am 12/12/2018

Student Performance Evaluation

Points will be assigned (see individual assignment rubrics for more details) for each of the assignments listed below. Total grades will be calculated using the following proportions:

- Class participation and student interest survey: 10% (students will be evaluated based on adherence to class expectations as described above)
- Memorandum assignments: 10%
- Epi Info assignment: 20%
- Press release assignment: 10%
- Outbreak report: 40%
- Fact sheet assignment: 10%
Grading Scale

Points acquired through each component above will be cumulatively totaled and translated into a letter grade using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

University of Pittsburgh Writing Center

The bulk of the assignments for this course are writing assignments. Students should be aware of the University of Pittsburgh Writing Center as an important resource. The Center’s resources are available to all Pitt students looking to improve their writing skills. Please visit the Writing Center’s website for more information and to schedule an appointment: [http://www.writingcenter.pitt.edu/](http://www.writingcenter.pitt.edu/)

Accommodation for Students with Disabilities

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

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

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.

Copyright Notice

Course material may be protected by copyright. United States copyright law, 14 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](http://www.loc.gov/copyright/) and the [University Copyright Policy](http://www.pitt.edu/policies/copyright).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Learning Objectives</th>
<th>Required Readings</th>
<th>Due by 9AM Wednesday morning</th>
</tr>
</thead>
</table>
| Week 1 | September 5 | • Introduction to the course  
• Syllabus review  
• Introduction to applied epidemiology methods | • Describe the application of epidemiology in settings outside of academia | Read Gregg Ch. 1 – 2 |                               |
| Week 2 | September 12 | • Developing and evaluating a surveillance system  
• Brief discussion of applied epidemiology fellowships | • Define how surveillance systems are designed and evaluated in public health practice | Read Gregg Ch. 3 | Student interest survey       |
| Week 3 | September 19 | • Host class potluck (as part of simulated outbreak)  
• Introduction to outbreak investigations  
  o Initiating an investigation  
  o Communication issues | • Initiate an urgent public health investigation and effectively communicate with co-investigators | Read Gregg Ch. 4 – 5 |                               |
| Week 4 | September 26 | • Outbreak investigation data collection  
• Survey design methodology  
• In-class survey creation | • Collect data during an investigation  
• Design an outbreak investigation survey | Read Gregg Ch. 6 – 7 | Memo 1                        |
| Week 5 | October 3  | **BRING LAPTOP**  
• Interviewer training  
• Introduction to Epi Info™ | • Interview patients as part of an investigation  
• Utilize the basic functions of Epi Info™ | Read Gregg Ch. 8 – 10 | Memo 2                        |
| Week 6 | October 10 | **BRING LAPTOP**  
• Outbreak investigation data analysis  
• Epi Info™ analysis demonstration | • Analyze outbreak investigation data using Epi Info™ | Read Gregg Ch. 14 | Epi Info™ analysis assignment |
| Week 7 | October 17 | • Public health messaging  
  o Lecture by ACHD Public Information Officer | • Write a press release  
• Effectively communicate with the public during an investigation | Read Gregg Ch. 12 – 13 |                               |
| Week 8 | October 24 | • Legal considerations in applied epidemiology  
  o Lecture by HPM Professor Elizabeth Van Nostrand  
  o Outbreak report dissemination | • Describe legal aspects to be considered when conducting a public health investigation  
• Describe FOIA considerations during a public health investigation  
• Write an outbreak report | Read Gregg Ch. 16 | Press release assignment      |
| Week 9 | October 31 | • Healthcare-associated infections outbreak investigations and surveillance  
  o Lecture by PA DOH HAI Epidemiologist | • Define how HAI investigations and surveillance are conducted | Read Gregg Ch. 19 |                               |
| Week 10 | November 7 | • Environmental epidemiology field investigations and surveillance  
  o Lecture by ACHD Environmental Epidemiologist | • Define how environmental epi investigations and surveillance are conducted | • Read Gregg Ch. 18 |
| Week 11 | November 14 | • Chronic disease epidemiology surveillance and analytics  
  o Lecture by ACHD Chronic Disease Epidemiologist | • Identify the components of a chronic disease epidemiology program and how it is evaluated  
  • Identify the objectives of the chronic disease epi program in Allegheny County | • Assigned article |
| Week 12 | November 21 | • Allegheny County opioid overdose surveillance and analytics  
  • Public health information dissemination | • Describe how opioid overdose is assessed in Allegheny County and how the epidemiology informs prevention activities  
  • Write a fact sheet for a lay audience | • Assigned article  
  • Outbreak report |
| Week 13 | November 28 | • Occupational health  
  o Lecture by NIOSH Epidemiologist | • Describe the role of NIOSH in public health  
  • Describe how an occupational health field investigation is conducted | • Assigned article |
| Week 14 | December 5 | • Surveillance and informatics analytics  
  o Lecture by PA DOH informatics specialist | • Define public health informatics  
  • Describe public health informatics tools being utilized currently in PA and Allegheny County | • Assigned article |
| Week 15 | December 12 | • You pick – topic to be decided by students | | • Fact sheet assignment |
REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

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

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

3. Course designation:
   Course Number XXXX  Title _Advanced Topics in Molecular Epidemiology_  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.)

---

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
a. Principal instructor: Jennifer Adibi has a faculty tenure-track appointment. 100%

Co-instructors (if any):

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

The purpose of the course is to advance knowledge in the practical aspects of molecular epidemiology. Students should have college-level biology, Introduction to Molecular Epidemiology, or the instructor’s permission. The course will primarily be lecture, discussion, in-class exercises. Students will observe assays in the Department of Epidemiology laboratory, and gain an appreciation for how certain instruments work.

7. Student enrollment criteria/restrictions:

a. Indicate any maximum or minimum number of students and provide justification for this limitation. 2-3 min.

b. If admission is by permission of instructor, state criteria to be applied. The primary criteria are basic training in epidemiology and biostatistics, and knowledge of molecular biology.

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. Introduction to Molecular Epidemiology
College-level biology

8. Course schedule and allocation of hours:

a. Number of course hours per session _1.5_ Sessions per week __1__ Weeks per academic term __8__

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

<table>
<thead>
<tr>
<th>Lectures (%)</th>
<th>Seminars __</th>
<th>Recitations _____</th>
<th>Field work _____</th>
<th>Laboratory _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
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<tr>
<td>Other (specify): ________________________________________________________________</td>
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</table>

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

9. Grading of student performance:

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

We will use the H,S,U system.

10. On-line course delivery:

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

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

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

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

11. Relevance of course to academic programs and curricula:

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

      This course will prepare students to comprehend molecular epidemiology methods in their research which contributes to many of the Epidemiology PhD learning objectives including:
      • to identify and locate key sources of data for epidemiologic purposes,
      • to describe epidemiologic and biologic models of disease etiology,
      • to conduct data collection and create data files appropriate for data analysis,
      • to apply quantitative and critical thinking skills to analyze data,
      • and to interpret epidemiologic results in a causal framework.

      This class will be useful for students in the Epidemiology PhD program within the molecular and genetic area of emphasis, but would also be useful to any PhD student.

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

      In all of the units, we will offer examples of how these biomarkers can be used to understand mechanisms that may underlie health disparities, differential responses to exposures, higher risk of disease, etc. We will give students an appreciation of the large variability that can be attributed to the environment (stress, nutrition, chemicals, infections).

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

   Name/Title: ____________________________________________ Date: 4/6/15

13. Signature and date of endorsement of department chairperson:

   Name/Title: ____________________________________________ Date: 4/6/15

14. (For cross-listing only)

   Signature and date of endorsement of department chairperson:

   Name/Title: ____________________________________________ Date: ___________
<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail</th>
<th>Included in Your Syllabus?</th>
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</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
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<td></td>
</tr>
<tr>
<td>Course Number*</td>
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<td>No</td>
</tr>
<tr>
<td>Course Title*</td>
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<td>Course Meeting Time/Day of Week*</td>
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<tr>
<td>Classroom Location*</td>
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<td><strong>Faculty Information</strong></td>
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<td>Email Address*</td>
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<td>Teaching Philosophy</td>
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<td>Teaching Assistant Contact</td>
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<td><strong>Student Expectations in Classroom</strong></td>
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<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
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<td>Recording of Lectures</td>
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<td><strong>Course Summary</strong></td>
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<tr>
<td>Course Description*</td>
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<tr>
<td>Learning Objectives*</td>
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<td>No</td>
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<tr>
<td><strong>Materials</strong></td>
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<td>Required Textbooks/Articles/Readings</td>
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<tr>
<td>Required Software</td>
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<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
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<td>Recommended Material</td>
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<td>Evaluation</td>
<td>Pitt Public Health Statement*</td>
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<tr>
<td>Grading Scale*</td>
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<td>Grading Criteria/Rubric</td>
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<td>Late Assignment Policy</td>
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<td>Accommodation of Students with Disabilities</td>
<td>Pitt Public Health Statement*</td>
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<td>Academic Integrity Policy</td>
<td>Pitt Public Health Statement*</td>
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<tr>
<td>Schedule</td>
<td>Topics by Session*</td>
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<td>Reading and Written Assignments by Session*</td>
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<tr>
<td>Learning Objectives by Session</td>
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<tr>
<td>Test Dates</td>
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<td>No</td>
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<td>Additional Resources</td>
<td>Health Sciences Library Liaison Contact Information</td>
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<tr>
<td>Writing Center Contact (if course is writing intensive)</td>
<td>Yes</td>
<td>No</td>
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Required Information Not Included

<table>
<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course number</td>
<td>Does it need to be assigned?</td>
</tr>
<tr>
<td>Classroom location</td>
<td>To be determined</td>
</tr>
<tr>
<td>Office hours</td>
<td>To be determined</td>
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<tr>
<td>Learning objectives</td>
<td>In progress</td>
</tr>
<tr>
<td>Reading and Writing Assignments</td>
<td>In progress</td>
</tr>
</tbody>
</table>
Course Meeting Day(s) and Time(s): Wednesdays 10-11:30
Class Locations:
- Lectures: Crabtree 621
- Lab-based classes: Parran Annex 3001
Credit Hours: 1
Term/Academic Year: First half Fall 2018 (August 27, 2018 – Tuesday, October 16, 2018)

Principal Instructor: Dr. Jennifer J. Adibi MPH, ScD
Department of Epidemiology
Office Location: Parran Hall 5132, 130 Desoto Street, Pittsburgh, PA 15261
Tel. 412-624-1913, adibij@pitt.edu

Course Description
This course will advance the learning of students interested in molecular epidemiology by teaching practical aspects of measuring, quantifying and modeling levels of RNA and protein in human biological specimens (blood, tissue, etc.). Some topics will include: selecting and validating biomarkers of RNA and protein for application in epidemiologic study design, candidate molecule vs. omics (high-dimensional) approaches, increasing support for associations through experimentation using human in vitro models, basic know-how in the design and execution of bioassays, and statistical issues in biomarker data analysis. Students will observe the work of a molecular epidemiology laboratory.

Course Prerequisites
Prerequisites include undergraduate Biology and Introduction to Molecular Epidemiology (EPID 2600), or instructor permission.

Learning Objectives
1) to put into use RNA and protein biomarkers to increase knowledge of how a particular exposure (genetic, environmental, physiologic, psychosocial) relates to a health outcome;

2) to demonstrate how a biomarker maps to physiologic and pathophysiologic processes, and how to measure and model these relationships;

3) to gain practical knowledge of how to apply high-dimensional molecular (‘omics’) analyses in epidemiology;

3) to critically assess internal and external validity in epidemiologic studies in which investigators have analyzed molecular biomarkers. Students will evaluate measurement error, bias, technical and biologic variability, quantitation and statistical methods.

Teaching Philosophy
This course is an opportunity to extend the knowledge gained in EPID 2600 (Introduction to Molecular Epidemiology) to apply biomarkers in current and future research. The course will be taught as a workshop with information presented as well as opportunities for students to choose and design specific topics of interest (biomarkers, technologies, bioinformatics, etc.). Students will become familiar with the Department’s molecular epidemiology laboratory and other laboratories accessible to us by observing.

Required Textbooks/Articles/Readings
There are no required texts. Required reading (journal articles, protocols) will be posted on the CourseWeb site by the beginning of the semester.
CourseWeb/BlackBoard Instruction
Revisions to this document, schedules, readings, and assignments will be posted to CourseWeb (Blackboard). All students are required to log on weekly and check CourseWeb.

Class Expectations/ Behavior and Ground Rules
We expect students to attend all classes, do weekly readings, and to use class time to engage and articulate their thoughts and questions. We assume many students completed the Introduction to Molecular Epidemiology course (EPID 2600), and will use this time to dive deeper into practical application of molecular biology techniques to epidemiologic questions of interest. Readings, short youtube videos, and four assignments (i.e. multiple choice, questions and short answers, outline methods, analyses and presentation of biomarker data) will be given to reinforce practical learning. As part of class participation, students will be asked to select and lead discussion on papers in their field of interest.

Grading Scale: The scale for grading will be honors, pass, or fail.

Student Performance Evaluation
Final grades will be based on: 80% attendance and active participation; 20% 4 assignments. Attendance and participation are critical to success in this course. You may only miss one class (please let me know in advance). Any other absences must be excused by an instructor. Participation must include active engagement in class discussions and visits to the wet lab.

Assignments and Descriptions
Students will be required to do course readings weekly, and watch assigned videos. Class attendance and participation are the most critical assignment and, accordingly, make up 80% of the final grade, combined. There will be 4 assignments to reinforce practical knowledge.

Schedule of Sessions and Assignments

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Format</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and overview of the current state of laboratory methods in molecular epidemiology</td>
<td>Lecture</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>2</td>
<td>mRNA quantitation: why and how</td>
<td>Lecture/lab</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>3</td>
<td>Protein quantitation: why and how</td>
<td>Lecture/lab</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>4</td>
<td>Tissue level vs. circulating biomarkers (including extracellular vesicles): why and how</td>
<td>Lecture</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>5</td>
<td>Experimentation using physiologically-relevant human in vitro models: is this a viable approach to verify and/or interrogate an epidemiologic association?</td>
<td>Lecture/lab</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>6</td>
<td>The application of statistical methods in molecular epidemiology</td>
<td>Lecture/laptop</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>7</td>
<td>The application of transcriptomics and metabolomics in a birth cohort study: practical issues</td>
<td>Lecture</td>
<td>J. Adibi</td>
</tr>
<tr>
<td>8</td>
<td>Synthesis of course learning: TBD</td>
<td>Lecture</td>
<td>J. Adibi</td>
</tr>
</tbody>
</table>

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

Academic Integrity Statement
All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health’s policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook
(www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

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

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

Diversity Statement
Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Copyright Notice
Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

Health Sciences Library and Pitt Public Health Librarian
We encourage students to access the HSLS Molecular Biology online resource for more in-depth information on molecular biology methods, http://www.hsls.pitt.edu/molbio/. They offer regular workshops and tutorials on technologies and data analysis methods.
IDM 2040 - Scientific Communication (1 credit)
Tuesdays 10-11:50, Summer Term 1
May 8 - June 26, 2018
2140 Parran Hall

Instructor information:
Joshua Mattila, Ph.D.
Assistant Professor, Infectious Diseases and Microbiology
Office: 2137 Parran Hall
Phone: 412-648-2341
Email: jmattila@pitt.edu
Office hours by appointment

Prerequisites:
None.

Maximum Class Size: 20 students

Course Description:
Classes will include a 1 hour 20 minute lecture with 30 minutes of discussion on topics including:
- Tools for presentations (e.g. Word, PowerPoint, Endnote, Photoshop, Illustrator)
- Preparing and delivering poster and oral presentations
- Technical writing skills for scientific publications
- Writing grant applications
- Preparing for writing graduate theses or essays.
Out-of-class assignments will include writing abstracts, designing posters, and a short oral presentation of their work. Satisfactory letter grades will be contingent upon participation in discussions, and completion of assignments and projects.

Learning Objectives:
Upon completion of this course, the student should be able to:
- Identify common elements of scientific presentations that facilitate effective communication in different settings
- Recognize how different presentation formats influence the presentation’s organization and content
- Identify the intent of different sections in scientific papers, grant proposals, and student theses/essays

Student Expectations in the Classroom:
Students are expected to engage frank discussions and offer honest and professional critiques of their colleagues work when requested. Please be on time, and attendance is
required, but if an absence is expected, students should contact Dr. Mattila beforehand. Cellphones are requested to be silenced, and recording is not allowed. Students may use their laptops for taking notes and to reinforce in-class discussion topics.

Accommodation for Students with Disabilities
We want this course to be as accessible to students as possible, and any student with a disability that may require accommodation should contact Dr. Mattila and the Office of Disability Resources and Services, 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

Academic Integrity
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 at (https://www.publichealth.pitt.edu/home/academics/academic-requirements/academic-integrity-and-plagiarism). 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 including, but are not limited to, reduction of a grade for an assignment or failure in the course.

Textbook and required materials
This course does not require a textbook, but Strunk and White’s The Elements of Style is a highly-recommended resource. We will use CourseWeb/Blackboard for disseminating course-related materials.

Grading scale
A: 90%-100%  B: 80%-89%  C: 70%-79%  D: 60%-69%  F: <60%
- Class participation (70%): participate in the class discussions, engage in evaluation of student projects including abstracts, posters, presentation
- Assignments: grading based on on-time completion of project and inclusion of required components.
  o abstract preparation (10%): prepare an abstract for a work-related project
  o Poster design (10%): prepare a poster for the work described in the abstract and presented during class for peer review
  o Presentation (10%): 5-minute poster presentation to your peers and guest instructors
Session topics

May 8: **The importance of communication in science**: Science is built around sharing information. This lecture focuses on improving your awareness of your audience and how the format you are communicating through improves your ability to transmit your message.

May 15: **The tools of communication – familiarizing yourself with the software tools of scientific communication**: This lecture describes how Word, Endnote, PowerPoint, Photoshop, and Illustrator can improve your ability to communicate your message.

May 22: **Dissecting the scientific presentation**: This lecture examines the elements of scientific presentations that are ubiquitous across different presentation formats.

May 29: **Poster and oral presentations**: This lecture describes poster composition and preparation, journal club presentations, short talks at meetings, and longer departmental talks. (Poster abstracts are due)

June 5: **Writing scientific publications**: Writing skills are a critical, but often overlooked, part of a scientist’s training. This lecture examines the process of writing and publishing your data. (Posters are due)

June 12: **Introduction to writing grant proposals**: This lecture examines some of the common funding mechanisms in health sciences, and focuses on the organization of NIH grants.

June 19: **Writing your graduate thesis or essay**: The process of writing a graduate thesis or essay should start early in your graduate career. This lecture describes these documents and offers strategies for successful thesis or essay composition.

June 26: **In class presentations**: 5-minute oral presentations to the class and guest instructors on the posters produced for week 5 (June 5).
Present: Jessica Burke, Mary Derkach, Ying Ding, Julia Driessen, Jim Fabisiak, David Finegold, Nancy Glynn, Robin Leaf, MonaLisa Leung Beckford, Chantele Mitchell-Miland, Kimmy Rehak, and John Shaffer.

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

**Course Modification Revisit: PUBHLT 1007 Global Health Abroad** | Joanne Russell

Ms. Joanne Russell revisited the committee to present an updated syllabus that was first presented at the March 2018 EPCC meeting. She explained that, as requested, a paragraph about Pitt Public Health was added to the syllabus and that Global Health was taking steps to have policies and practices in place. A question was asked concerning the classroom space in the host institution and Ms. Russell explained that some of the work for this particular course would be done after the experience abroad had taken place. Dr. Jessica Burke also added that for the future, there would be some standardization of Learning Objectives for similar study abroad experiences and that they would work to streamline some changes for future iterations of this course.

**ACTION:** No action required.

**Course Cross-Listing: EPIDEM 2981 Aging Methods** | Nancy Glynn (EPIDEM EPCC representative) for course instructor Elsa Strotmeyer

Dr. Nancy Glynn presented an application for changes for the course cross-listing on behalf of the instructor, Dr. Elsa Strotmeyer. This two-credit course is cross-listed with the Institute for Clinical Research Education. It was previously co-taught by instructors from both institutions, with different assessments for students from each school, but it will now be taught at Pitt Public Health and opened to clinical research students.

**ACTION:** The committee approved the course with changes that included modifying Learning Objectives to comply with measurable outcomes.

**New Course: IDM XXXX Scientific Communication** | Josh Mattila

Dr. Josh Mattila presented an application for a new course for IDM students (but open to all students) in an effort to their minds out of the laboratory and onto the topic of communicating scientific findings to different audiences. This course is intended to give IDM students at all levels a chance to familiarize themselves with skills and software tools needed to do so. He also explained that two major topics will be grant writing and poster preparation. This raised some concern with overlap for the new Public Health Communications course that is being added to the MPH core curriculum in fall 2018, but Josh explained that he anticipated MS and PhD students to enroll in this class. The topic of class size was then raised as no cap was listed for this course; as it would have a wide appeal to all students across the school, instituting a cap on class size was recommended. The committee had many questions on the specifics of the assignments, including how the participation grade would be calculated, which metrics would be
used for grading, and when the due dates for assignments were. Additionally, committee members pointed to a discrepancy on the class meeting time and the number of credits. The course was listed as having one and half hours of contact time, but the requirement for a one credit class is one hour and fifty minutes.

**ACTION:** The committee conditionally approved the course, provided that Dr. Mattila can present changes to the syllabus at the May 3, 2018 EPCC meeting. These changes include: modifying the course Learning Objectives to comply with measurable outcomes, capping the class size, clarifying the grading percentages to be used, especially with regards to what constitutes class participation, including more details about the assignments and metrics to be used to grade assignments, changing the class time to one hour and fifty minutes to satisfy the one-credit designation, and deleting “in-class” in front of assignments on the syllabus.

**Approval of March 1 Meeting Minutes | All**

The Committee approved the March meeting minutes.

The meeting was adjourned at 2:16pm.

Upcoming meetings:
May 3, 1:30-3:30pm, room 1149
June 7, 1:30-3:30pm, room 1149
July 26, 1:30-3:30pm, room 1149 | Deadline for new fall 2018 courses