Present: Yue Chen, Mary Derkach, Ying Ding, Julia Driessen, David Finegold, Nancy Glynn, Summer Hasten, Robin Leaf, Chantele Mitchell-Miland, Kimmy Rehak, and John Shaffer.

The meeting was called to order at 1:31 pm by Dr. Patricia Documet, chair.

**New Course: BOST 2039: Biostatistical Methods** | Rob Krafty

Dr. Rob Krafty presented an application for a new course being added as part of a general restructuring of the biostatistics curriculum to account for some large class sizes and overlap in content. This restructuring will allow biostatistics students to take more electives. The curriculum revisions were introduced to the EPCC committee by Dr. Krafty on February 1, 2018. In brief: BOST 2011 will be offered as a class for practitioners, with a focus on data interpretation. BOST 2041 will remain as an analytical course as part of the MPH core curriculum and adopt a new textbook.

This course (BOST 2039) will be mandatory for all incoming biostatistics students, replacing the prior BOST 2041 requirement. In effect, BOST 2039 will cover the more advanced topics from the retired BOST 2042, with the regression material moved from BOST 2042 into BOST 2049. PhD students with at least two semesters of calculus are also expected to enroll in BOST 2039 rather than BOST 2041. BOST 2050 is the final course in the new BOST restructuring is to replace BOST 2046.

**ACTION:** The committee approved this course without changes. Dr. Krafty will send a write/summary of the changes to the biostatistics curriculum.

**New Course: BOST 2050: Longitudinal and Clustered Data Analysis** | Abdus Wahed

Dr. Abdus Wahed presented an application for a new course being added to as part of the general restructuring of the biostatistics curriculum. It is part of a methods 3 course series for biostatistics students and focuses on longitudinal data and mixed models, in effect serving as a replacement for BOST 2046.

Raising the cap, originally set at 30 students, was suggested as this course would interest MS and PhD students in departments besides biostatistics. Logistics around the final presentations were also questioned, as requiring presentations could take up a number of class meetings.

**ACTION:** The committee voted to approve this course provided the cap was increased to allow more students into the class, that the learning objectives were modified to comply with measurable outcomes, a letter grading scale with percentage cut offs be added to the syllabus, and a final exam be considered to replace the end-of-term presentation requirement.

**New Course: BCHS 2922: Systems Theories and Approaches** | Stina Mair

Dr. Stina Mair presented an application for a new course that is part of the BCHS MPH curriculum redesign of 3 1-credit courses spread throughout the course of a single semester. This course is to be co-taught with Dr. Mair and Dr. Jessica Burke and will cover an introduction into systems thinking and will introduce a number of methods and models and their importance in public health research. This class will meet once a week for five weeks with 2 hours of lecture
and one hour of discussion each session and will require a project composed from three homework assignments.

**ACTION:** The committee voted to approve this course provided that the grading scale be amended to include a D grade range.

**Discussion I of II on the optional school diversity statements for syllabi, in conjunction with the FDC** | Ryan Minster (FDC member)

Dr. Ryan Minster visited the committee as a representative from the Faculty Diversity Committee to revisit the diversity statements offered for Pitt Public Health syllabi. The committee looked at three different diversity statements that had passed through the committee and professors were about to add onto their syllabus or use as a starting point for statements that they could compose themselves, and they also looked at examples used in other universities. Dr. Minster explained that the school's diversity statements were chosen because they refrained from listing categories for groups might be faced with discrimination (ie, gender, race, etc.). Dr. Minster also said that in looking at the other examples from other universities they noticed a few common elements, including: 1) an acknowledgement of the importance of diversity, 2) justification for why diversity is important, 3) a definition of diversity, 4) an inclusion statement with examples of appropriate conduct, and 5) a statement of accountability, especially with regards to resources and reporting.

Whether a diversity statement was on the EPCC checklist and if the example syllabus included a diversity statement were asked, and the committee asked that the option be added to the EPCC application checklist and a diversity statement be included on example syllabi.

**ACTION:** The committee will revisit this issue and invites contributions to the discussion.

**Approval of May 3 Meeting Minutes** | All

The Committee approved the March meeting minutes.

The meeting was adjourned at 3:33pm.

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

Upcoming meetings:
July 26, 2-4pm, room 1149 | Deadline for new fall 2018 courses