

funds and cooperative arrangements are designed to effectively achieve the program requirements.

(3) Evidence of a plan describing the academic and research training the program proposes. This should include goals, elements of the program, research faculty and amount of effort, support faculty, facilities and equipment available and needed, and methods for implementing and evaluating the program.

(4) Extent to which curriculum content and design includes formalized training objectives, minimal course content to achieve degree, course descriptions, course sequence, additional related courses open to students, time devoted to lecture, and clinical and research experience addressing the relationship with didactic programs in the educational process.

(5) The extent to which the program effort is capable of supporting the number and type of students proposed.

(6) Extent to which the program has initiated collaborative relationships with external agencies and institutions to expand and strengthen its research capabilities by providing student and faculty research opportunities.

(7) Evidence of previous record of training in health services research and occupational safety and health, including placement of graduates and employment history.

(8) The extent to which the program documents methods in use or proposed methods for evaluating the effectiveness of the training, including the use of feedback mechanisms from graduates and employers, placement of graduates in research positions, research accomplishments of graduates and reports from consultations and cooperative activities with other universities, professional associations, and other outside agencies.

(9) Competence, experience and training of the Program Director, faculty and advisors in relation to the type and scope of research training and education involved.

(10) Degree of institutional commitment to Program goals.

(11) Adequacy of the academic and physical environment in which the training will be conducted, including access to appropriate occupational health research resources.

(12) The extent to which the budget is reasonable, adequately justified, and consistent with the intended use of the grant funds.

(13) Evidence of a plan for establishment of an Advisory Committee, including meeting times, roles and responsibilities.

3. TPG evaluation criteria are as follows:

a. Need for training in the program area outlined by the application. This should include documentation of a plan for student recruitment, projected enrollment, job opportunities, regional need both in quality and quantity, and for programs addressing the underrepresentation of minorities in the profession of occupational safety and health.

b. Potential contribution of the project toward meeting the needs for graduate or specialized training in occupational safety and health.

c. The establishment of new and innovative programs and approaches to training and education relevant to the occupational safety and health field and based on documentation that the program meets specific regional workforce needs. In reviewing such proposed programs, consideration should be given to the developing nature of the program and its capability to produce graduates who will meet such workforce needs.

d. Curriculum content and design which should include formalized program objectives, minimal course content to achieve degree, course sequence, related courses open to students, time devoted to lecture, laboratory and field experience, nature and the interrelationship of these educational approaches. There should also be evidence of integration of research experience into the curriculum, and field and clinical experiences.

e. Previous records of training in this or related areas, including placement of graduates.

f. Methods proposed to evaluate effectiveness of the training.

g. Degree of institutional commitment: Is grant support necessary for program initiation or continuation? Will support gradually be assumed? Is there related instruction that will go on with or without the grant? An example of institutional commitment to the long-term stability of TPG programs is the commitment of tenured or tenure-track faculty positions to each academic program.

h. Adequacy of facilities (classrooms, laboratories, library services, books, and journal holdings relevant to the program, and access to appropriate occupational settings).

i. Competence, experience, training, time commitment to the program and availability of faculty to advise students, faculty/student ratio, and teaching loads of the program director and teaching faculty in relation to the type and scope of training involved. The program

director must be a full-time faculty member.

j. Admission Requirements: Student selection standards and procedures, student performance standards and student counseling services.

k. Advisory Committee: Membership, industries and labor groups represented; how often they meet; who they advise, role in designing curriculum and establishing program need. The Committee should meet at least annually to provide advice and periodic evaluation of TPG activities.

l. Evidence of a strategy to evaluate the impact that the program has had on the region. Examples could include a workforce needs survey and action plan, consultation and research programs provided to address regional occupational safety and health problems, a program graduate data base to track the employment history and contributions of graduates to the occupational safety and health field, and the cost effectiveness of the program.

m. Past performance based on evaluation of the most recent CDC/NIOSH Peer Review Summary Statement and the grant application Progress Report (Competing Continuation applications only).

n. Extent to which the budget is adequate, justified, and consistent with the intended use of the grant funds.

4. ERC and TPG applications for Occupational Injury Prevention Research Training Programs evaluation criteria are as follows:

a. Evidence of a plan to satisfy the need for training in the area outlined by the application, including projected enrollment, recruitment and job opportunities. Indicators of need may include measures utilized by the Program such as previous record of training and placement of graduates. Indicate the potential contribution of the project toward meeting the need for this specialized training.

b. Extent to which arrangements for day-to-day management, allocation of funds and cooperative arrangements are designed to effectively achieve the program requirements.

c. Evidence of a plan describing in detail the research training the program proposes. This should include goals, elements of the program, research faculty and amount of effort, support faculty, facilities and equipment available and needed, and methods for implementing and evaluating the program.

d. Extent to which curriculum content and design includes formalized training objectives, minimal course content to achieve degree, course descriptions,