A. New Business:

1. New Course: PUBHLT 2031 – Techniques for Professional Writing, Steve Fine
2. Modified Course: BCHS 3888 – Preparation for Comprehensive Exam, Jeanette Trauth
4. Modified Course: BIOST 2041 – Introduction to Statistical Methods I, Rob Krafty
5. School Requirements for TOEFL/ IELTS, Mary Derkach
6. Associate Dean for Education Updates, Eleanor Feingold
7. Approval of EPCC July Meeting Minutes, All
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 Document, 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 modification (major)
   ___ Course title change ___ Special topics course content
   ___ Pitt Public Health Core Course ___ Practicum, internship, field placement
   ___ Cross-listing only (Specify academic unit & course number): ____________________________

3. Course designation:

   Course Number PUBHLT 2031 Title Techniques for Professional 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.

   N/A

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: Steven Fine, adjunct, 100% effort

   *The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
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 offers practical experience in a variety of writing styles encountered by professionals. The focus is on communication with general professional and lay audiences rather than on scientific or academic writing. You will learn to recognize communication issues and challenges, understand how they may be addressed in writing, and improve your ability to write effectively within your profession. This course is intended for students who are native and/or confident English writers.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation.
      
      20-25
   
   b. If admission is by permission of instructor, state criteria to be applied.
      
      N/A
   
   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 course is intended for students who are native and/or confident English writers.

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session _1__ Sessions per week _1__ Weeks per academic term __15___
   
   b. Approximate allocation of class time (hours or %) among instructional activities:
      
      Lectures _100%__ Seminars _____ Recitations _____ Field work _____ Laboratory _____
      
      Other (specify): ___________________________________________________________
   
   c. Term(s) course will be offered: Fall _X__ Spring _____ Summer Term _____ Summer Session _____

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

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.

X ___ I do not plan to use on-line instruction methods for this course (briefly explain). This course is lecture-based and depends on class discussion of scenarios/cases, writing samples and students’ work. Class participation is essential for student engagement and learning. Attendance will be mandatory.

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.

   Effective written and, by extension, oral communication skills play key roles in any graduate’s professional development and career success. This course will increase students’ awareness and understanding of common grammar, organizational and other issues, and communication challenges they will encounter on the job. The course will provide practical experience in common writing genres graduates will encounter in their workplaces, and help them begin to develop and hone effective techniques for gathering, organizing and presenting written information that they can apply to any writing task.

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

   Effective communication that produces desired outcomes begins with a clear understanding of your objective and your audience. In turn, this understanding guides development of messages, and organization and presentation of information to enable audience understanding, promote retention, and motivate the desired outcome. Course content teaches students to articulate objectives, define audiences, develop messaging and employ concise, appropriate word choices, sentence structures and formatting that help guide audience understanding, improve retention and drive desired outcomes.

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

   Name/Title: ____________________________________________   Date: ______________

   Steven Fine, adjunct faculty

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

   Name/Title: ____________________________________________   Date: ______________

   Eleanor Feingold, Associate Dean for Education

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.

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail * Required</th>
<th>Included in Your Syllabus?</th>
</tr>
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<tbody>
<tr>
<td><strong>Heading</strong></td>
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<td></td>
</tr>
<tr>
<td>Course Number*</td>
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<tr>
<td>Course Title*</td>
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<td>Course Meeting Time/Day of Week*</td>
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<td><strong>Materials</strong></td>
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<td>Required Textbooks/Articles/Readings</td>
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<td>Required Software</td>
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<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
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<td>Availability of Software for Purchase and/or Use</td>
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<td>Additional Resources</td>
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<tr>
<td>Writing Center Contact (if course is writing intensive)</td>
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**Required Information Not Included**

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<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office location &amp; hours</td>
<td>I do not have an assigned office or hours. I will be available by appointment prior to and following class, and from 4-6 p.m. on Monday &amp; Wednesday, prior to classes taught at CAS.</td>
</tr>
<tr>
<td>Learning objective by session</td>
<td>Assignment SLOs (for example, persuasive writing) will be self-evident and will be discussed in class.</td>
</tr>
<tr>
<td>Software &amp; equipment</td>
<td>Students will need a computer, word processing software, internet/Pitt email access, and a printer. They may use personal equipment or resources, or equipment or resources available on campus.</td>
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Course Description

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

Learning Objectives

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

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

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

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

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

Required Software

I place all course documents in a Box (Pitt’s cloud-based storage system) file and will issue an invitation via your Pitt email account, so you can access these course materials.

Textbooks

Required:
The Elements of Style
William Strunk Jr. and E. B. White
Edition: 4th
Publisher: Pearson
Assignments
This is a writing course and we will write every week. Although we discuss all aspects of the assignments in class to provide context, I grade primarily on the written product you create. Length is not as important as quality.

Formatting Assignments: Unless specified otherwise, all writing assignments must be typewritten, double-spaced, on plain white paper, and printed on one side of the page only. A submission that is not double-spaced or is printed on both sides of the page will be returned to you unread, will be considered late, and will be docked one letter grade. Margins must be at least 1 inch to allow room for comments. If the assignment is two or more pages in length, staple the pages together. Head the paper with your name, the assignment number, the date and the title of the assignment. If your submission is a rewrite, please indicate so at the top of the paper.

Grading
I use the following criteria to grade assignments:

Content: Your grade reflects how you fulfill the objectives of the assignment. Your ability to write with clarity and in an active voice, and address other common writing challenges is essential. Writing style and quality matter. You also must show that you recognize the context of the assignment, properly organize and present information, and show that you clearly understand assignment objectives, your target audience, and appropriate messaging.

Grammar: Proper grammar, usage, etc. are critical elements of good writing and affect your grade. You must proofread and self-edit. This is a course in professional writing, and I require you to be aware of and meticulous in your application of the rules of grammar, usage and punctuation. Grammatical deductions include:
  • Unclear sentence structure
  • Improper word usage
  • Lack of subject/verb or tense agreement
  • Run-on sentences

Punctuation, proofreading and other matters: Proper punctuation, correct spelling and other details also must become your obsession. Every multiple of three of the following will result in a deduction:
  • Improper or missing punctuation
  • Incorrect use of antecedents
  • Spelling or typographical errors
  • Inconsistent style

Deadlines: Assignments are due on the indicated class date – usually the following week. If you cannot attend class, email your assignment, double-spaced and in Word, to smf11@pitt.edu by 5 p.m. on the due date. You may submit a late assignment no more than a week past the original deadline and it will be penalized one letter grade. Assignments more than one week late receive a failing grade.
Class Participation: Participation comprises 10 percent of your grade. I define participation as regular, ongoing, useful comments, questions, observations and other contributions that move discussions and learning along.

Assignments
Assignments are detailed in a separate Assignment Master document in the TPW file stored in Box. Sub-files for each assignment contain handouts that you must download and review to prepare for each class. I will issue an invitation that will enable you to access the Box file. If you do not receive an email invitation, please notify me.

We will complete the following assignments this term:

Identifying objectives, audiences and messages: Using one of several scenarios (supplied), identify target audiences. State the communication objective(s). Select an audience, use the background information to create a list of appropriate messages, and then list relevant facts that attach to each message.

Summarization: Write two brief (300 words or less) summaries of a lengthier scientific article. Write one version for a technical/professional audience and one for a lay/general public audience.

Editing: Edit, reorganize, and rewrite a document (supplied) to clarify the writing and messaging, and make the document more readable.

Instructions: Select a task and write step-by-step instructions that enable the reader to complete the task.

Email/Persuasion/Advocacy: Writing to your supervisor, make a case for or against a new technology, process or procedure. Recommend alternatives if appropriate. Write a second version targeting colleagues and soliciting their support for your recommendation.

Proposal: Write a brief (300 words or less) pitch to a supervisor that summarizes your suitability to lead a new project.

Status Report: Using the supplied scenario, summarize the progress (or lack of progress) for a project. Recommend necessary remedial action, delineate next steps and provide a timetable for completion. If necessary, request an extension to the original deadline and provide a rationale for granting it.

Persuasion/Advocacy II: Select an organization and study its website. Describe the organization’s purpose, operations, services, successes or shortcomings. Write for a technical/professional audience.

Persuasion/Advocacy III: Rewrite the description for a non-technical donor audience to support a case for donations or a grant.

Presentation: Summarize and present a report, a program proposal, or program results in a PowerPoint document.

TBD:
- Organizing reports
- Writing abstracts

Schedule of Sessions and Assignments [class day of week – TBD]

Provide a schedule of dates for each class sessions with:
- topic/focus of the session,
- learning objective of the session, (optional)
- assignments of readings and homework, (optional) and
- critical deadlines of projects/papers, exams dates, holiday breaks (if any) and other key events.
If guest speakers are to be used, it is desirable to indicate this for the sessions affected.
Accommodation for Students with Disabilities
If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (voice or TTD 412-648-7890) as early as possible in the term.

Academic Integrity Statement
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, 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.

Email Communication – Your Responsibilities
You should have a University e-mail address (username@pitt.edu). For Techniques for Professional Writing, I will only communicate through your authorized Pitt email addresses. This e-mail address may be used by the University for official communication. You are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers. Students who choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to http://accounts.pitt.edu, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

The Writing Center
Having difficulty with the writing requirements and assignments for this and other courses? The Writing Center provides a place for students, faculty, and staff to work on their writing. The center is staffed by experienced, trained writing consultants and services are free to all University of Pittsburgh affiliates. Learn more about the Writing Center, including contact information, at http://www.writingcenter.pitt.edu.
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):

   ___ New course, not previously approved    X    Course modification [minor]
   ___ Course title change
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Cross-listing only
      (Specify academic unit & course number):
   ___ Practicum, internship, field placement

3. Course designation:

   Course Number BCHS 3888  Title:  Preparation for Comprehensive Exam  Credits: Variable: 1- 3

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, Primary appointment

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
b. Co-instructors (if any):

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

This course is designed to be an independent study for BCHS doctoral students in order for them to be able to read and prepare for their comprehensive exam. The purpose of the BCHS comprehensive examination is to “to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline.”

Students will register for this course after they have completed most of their coursework, generally in the second year of full-time study. This course is conducted as an independent study.

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

There is no restriction on the number of students who may register for this course.

Students will register for this course after they have completed most of their coursework, generally in the second year of full-time study. They will work with their comprehensive exam/dissertation chair on the readings course.

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

   a. Number of course hours per session ___   Sessions per week ___   Weeks per academic term ______

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

      Lectures _____ Seminars _____ Recitations ______ Field work ____ Laboratory _____

      Other (specify): This is an independent study

   c. Term(s) course will be offered: Fall X__   Spring X____ Summer Term X____ Summer Session X___

9. **Grading of student performance:**

The grading system to be used is: H, S, U because this is an independent study readings course.

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) Because this is a face-to-face readings and discussion between a doctoral student and their comprehensive exam/dissertation chair.

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 designed to be an independent study for BCHS doctoral students in order for them to be able to read and prepare for their comprehensive exam. The purpose of the BCHS comprehensive examination is to “to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline.” At the end of this independent readings course, students will be able to: Identify and discuss the central themes, issues and questions about which they need to have substantial knowledge in order to conduct research on the topic they have chosen, Identify and discuss the main theoretical concepts and methodologies they plan to use for their dissertation work, and, Write a comprehensive paper addressing the above content.

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

These issues will be addressed as appropriate given the student’s reading list.

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

Name/Title: Associate Professor, BCHS 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: ___________
SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES
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Graduate School of Public Health
Department of Behavioral and Community Health Sciences

BCHS 3888: Preparation for Comprehensive Exam

Course Meeting Day(s) and Time(s)
Class Location
Credit Hours: Variable (1-3)
Term/Academic Year

Logistics/Contact Information

Jeanette Trauth PhD
412-624-0968
trauth@pitt.edu
4080 Parran Hall Annex
Office Hours: By appointment

Course Description

This course is designed to be an independent study for BCHS doctoral students in order for them to be able to read and prepare for their comprehensive exam. The purpose of the BCHS comprehensive examination is to “to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline.”

Learning Objectives

At the end of this independent readings course, students will be able to:

1. Identify and discuss the central themes, issues and questions about which you need to have substantial knowledge in order to conduct research on the topic you have chosen,
2. Identify and discuss the main theoretical concepts and methodologies you plan to use for your dissertation work,
3. Write a comprehensive paper addressing the above content.

Required Textbooks/Articles/Readings

The chair of the student’s Comprehensive Examination Committee will be the primary faculty working with the student on this course. The chair and the student will work to develop the appropriate reading list.

Grading Scale

An “H/S/U” grade.

Student Performance Evaluation (Assessments and Weights)

The H/S/U grade will be assigned after the student has successfully passed their comprehensive examination. The H/S/U grade is similar to BCHS 2511 Independent Study.
Schedule of Sessions and Assignments (required)

The schedule of meeting times will be determined by the student and faculty.

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

The University of Pittsburgh 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.
At the April EPCC meeting, a pre-proposal was approved to restructure the core biostatistics courses. Attached are the syllabi for BIOST 2041 for fall 2016 and BIOST 2011 for spring 2017.

**BIOST 2041**: The course content has been modified to include ANOVA (one-way ANOVA in-depth with a discussion about extensions to multiway), correlation and regression (simple linear regression in-depth with a discussion about extensions to multiple and logistic regression). To make this possible, the separate unit for nonparametric methods has been removed. Although there is less emphasis on nonparametric methods in the proposed revision in so much as they do not have a dedicated unit, specific nonparametric methods are discussed as parts of the units for their parametric counterparts (e.g. Kruskal-Wallis is discussed in conjunction with model checking and adjustment for ANOVA in Unit 7).

**BIOST 2011**: The course format has move from 2 hours of lecture per week plus a 1 hour lab, to 3 hours of lecture per week plus a 1 hour recitation. The statistical methods and data type covered have remained the same, but with a different emphasis. There is now more emphasis on statistical reasoning in public health problems and a greater use of STATA for conducting basic analyses and illustrating concepts, as opposed to hand calculations. There is also a greater emphasis on examples from a variety of public health disciplines, including social-behavioral and community health.
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):

   ___ New course, not previously approved   ___ Course modification (major)
   ___ Course title change                    ___ Special topics course content
   X_ Pitt Public Health Core Course
   ___ Cross-listing only                     ___ Practicum, internship, field placement
   (Specify academic unit & course number): __________________________________________________________________

3. Course designation:

   Course Number  2011  Title  Principles of Statistical Reasoning  Credits  3

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: Ada Youk, Associate Professor of Biostatistics, 100% effort

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
b. Co-instructors (if any): Jenna Carlson, Teaching Fellow in Biostatistics

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 acquaints students with the concepts of statistical reasoning as applied to the study of Public Health problems. Students learn the general principles of statistical analysis and acquire the ability to utilize a statistical software package (STATA) as a tool to facilitate the processing, editing, storing, displaying, analysis and interpretation of health research related data. The prerequisites are college algebra and working knowledge of PC or Mac computers. There are two 85 lectures per week and students must register for one of two 55 minute recitations per week.

7. Student enrollment criteria/restrictions:

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

   Maximum of 104 students based on the capacity of the room.

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

   Student meets the prerequisite and the maximum enrollment has not been met.

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.

   Students are expected to have a working knowledge of college level algebra and of PC or Mac computing.

8. Course schedule and allocation of hours:

a. Number of course hours per session 1.5 lecture / 1 recitation Sessions per week 2 lecture / 2 recitation Weeks per academic term 15

   Note that student must only register for one of the two recitations.

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

   Lectures 60% Seminars _____ Recitations 40% 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.

   GLG (graduate letter grade)
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 is addresses the core biostatistical competencies necessary for a public health professional degree programs and is required for DrPH and MPH students.

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

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: ______________
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* 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.
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BIOST 2011: Principles of Statistical Reasoning  
Spring 2017

Course Instructor: Jenna C. Carlson  
Teaching Fellow  
E-mail: jnc35@pitt.edu

Course Mentor: Ada O. Youk, PhD  
Associate Professor  
A412 Crabtree Hall  
Phone: 412-624-5451  
E-mail: ayouk@pitt.edu

Instructor Office Hours: TBD

Teaching Assistants: TBD

TA Office Hours: TBD

Class Time: Monday 4:00 – 5:25 pm, G23 Parran Hall  
Wednesday 4:00 – 5:25 pm, G23 Parran Hall

Recitation: Register for one, either:  
Monday 5:30 – 6:25 pm, G23 Parran Hall  
OR  
Thursday 1:00 – 1:55 pm, A522 Crabtree Hall

Prerequisites: College Algebra with grade of C or better  
Working knowledge of PC or Mac computer

Scientific calculator: If you do not already own a scientific calculator, you may need to purchase one for this course. Consider a calculator with at least one memory and a variety of mathematical functions.

Computer Software: The software for BIOST 2011 is STATA and is available on all university supported computers in the recitations and libraries. Personal copies of STATA can be downloaded for free (or $5 if you want it on CD) through the University of Pittsburgh Software Licensing Services.


**Catalogue Description**

This course acquaints students with the concepts of statistical reasoning as applied to the study of Public Health problems. Students learn the general principles of statistical analysis and acquire the ability to utilize a statistical software package (STATA) as a tool to facilitate the processing, editing, storing, displaying, analysis and interpretation of health research related data.

**Course rationale**

This is the Biostatistics core course for Graduate School of Public Health for non-Biostatistics majors and provides a basic introduction to the concepts of statistical reasoning as applied to the study of public health problems. This course is designed for public health students that expect to primarily to be able to read and understand statistical procedures in the form of books, journal articles, reports, grants, etc. The course will also give students the ability to perform some basic analyses. Students who intend to be professional research workers in public health areas requiring the daily application of quantitative procedures and statistics should consider taking BIOST 2041 and 2042 (Introduction to Statistical Methods I and II).

**Course Objectives**

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

- Identify the appropriate statistical procedures to be applied in different public health situations, especially in social science research.

- Identify advantages and challenges of working with different types of data from real public health examples, including ordinal, scale, and quantitative variables. Perform exploration of data, including descriptive tables and plots, basic transformations (e.g. categorizing a continuous variable), and inter-rater reliability, and be able to interpret the findings.

- Use statistical software to conduct hypothesis tests, including t-tests, ANOVAs, linear regression, analyses of proportions as well as the non-parametric versions of these tests.

- Perform (using statistical software) and interpret analyses such as computing confidence intervals, sensitivity and specificity analyses, simple linear regression models and basic survival analyses.

**MPH Competencies**

This course will help students to meet the Biostatistics competencies developed by the Association of Schools of Public Health (ASPH):

- Define commonly used statistical terminology.

- Demonstrate the ability to correctly select the most appropriate statistical procedures for given research hypotheses and types of data.

- Demonstrate the ability to interpret the results of statistical analysis given the results of a statistical analysis.

**Ground Rules for Class**
• Be respectful of your fellow students, teaching assistants, and instructors. This includes being on time and refraining from using your cell phone during class.

• Students may work together on homework assignments, but each student must submit their own homework. Copying of another student’s assignment will NOT be tolerated.

**How to Succeed in this Class**

BIOST 2011 can be a challenging course. Here are some important things to remember to keep on track:

• Learning statistics is similar to learning a new language – it is done over time and with lots of practice! Come to class and attend your recitation. Just reviewing the course handouts via Courseweb will not be sufficient.

• One of the most important things to do for success is to not get behind on readings and assignments. The course content is cumulative so if you get behind, it is very difficult to catch up.

• Although recitation attendance is optional, it is strongly encouraged. This is your opportunity to get feedback and help from the TA and solidify the concepts presented in lecture.

• Utilize the instructor and TA office hours.

• Do all of the homework.

• Communicate!

**Course Website**

All readings and course material will be found on the Blackboard site for this class. The website for Blackboard is [http://courseweb.pitt.edu](http://courseweb.pitt.edu). Your login ID and password are the same as for your Pitt account.

**Course Requirements**

• Lecture attendance.

• Satisfactory completion and submission of all required assignments.

• Satisfactory performance on three exams.

**Student Performance Evaluation**

Course grades are based on performance on:

• Exams (60%)

You will take three in-class exams, each worth 20% of the overall grade. Exams are closed book and closed note. You should bring a calculator. The use of computers, cell phones or other internet-attached devices will NOT be permitted during exams. The exams may consist of true/false, multiple choice, and short answer questions. You will be allowed one sheet of 8.5”x11” (both sides) of handwritten notes. This notesheet will be turned in with the exam. Tentative dates for the exams are:

Exam #1 – Monday, February 6
Exam #2 – Monday, March 20
Exam #3 – Wednesday, April 26

These exams cannot be taken early or late without a compelling reason and supporting documentation. Students who cannot be present on the day of an exam will be required to take the exam on the first earlier available date. Notification must be given to the instructor in advance.

- **Homework (30%)**

  There will be eight homework assignments, graded for accuracy and completion. Homework assignments are due at the start of class on the due date, unless otherwise stated. No credit will be given for late assignments. Note: only the top six scores will count toward your grade, but I may consider how many assignments you completed when deciding between “borderline” grades (e.g. having turned in all assignments on time may make the difference between a B+ and an A-).

- **Discussions (10%)**

  There will be seven discussion posts on blackboard, graded for completion. Discussion posts will be assigned and due via the course website by 11:59pm on the due date, unless otherwise stated.

**Grade scale**

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<td>90-97%</td>
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<td>85-88%</td>
<td>B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>B</td>
</tr>
<tr>
<td>79%</td>
<td>B-</td>
</tr>
<tr>
<td>70-78%</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Academic Integrity**

All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online at [http://www.publichealth.pitt.edu/Portals/0/Main/Prospective%20Students/Academics/Pitt%20Public%20Health%20AcademicHandbook-Part%20IV%20G_AcademicIntegrity_AY2014-15.pdf](http://www.publichealth.pitt.edu/Portals/0/Main/Prospective%20Students/Academics/Pitt%20Public%20Health%20AcademicHandbook-Part%20IV%20G_AcademicIntegrity_AY2014-15.pdf)

These guidelines are based on the University policy found here: [http://www.provost.pitt.edu/info/acguidelinespdf.pdf](http://www.provost.pitt.edu/info/acguidelinespdf.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.

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 (412-648-7890) during the first two weeks of the term (http://www.studentaffairs.pitt.edu/drswelcome).

Video / Audio recording of class lectures

Audio recording of the class is permissible provided you first receive approval from the course instructor. You also agree that the recording is for your own personal use and will not be redistributed in any form. Video recording of the class, in full or in part, is NOT permitted.

Copyright of course material

Unless otherwise stated all course material is 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. As such the material is to be used for academic purposes only. Redistribution of this material to web sites and repositories (e.g., Course Hero) is strictly prohibited.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Corresponding Reading (D’Agostino)</th>
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<th>Lecture - Wed</th>
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<tbody>
<tr>
<td>Week 1 Jan 2 - Jan 6</td>
<td>Intro and Motivation</td>
<td>1.1-1.4</td>
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<tr>
<td>Week 2 Jan 9 - Jan 13</td>
<td>Summarizing Data, Probability</td>
<td>2.1-2.3, 3.1-3.3</td>
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<td>HW #1 due</td>
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<tr>
<td>Week 3 Jan 16 - Jan 20</td>
<td>Probability</td>
<td>3.4-3.6</td>
<td>MLK holiday</td>
<td>DP #1 due</td>
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<tr>
<td>Week 4 Jan 23 - Jan 27</td>
<td>Sampling Distributions, Intro to Hypothesis Testing</td>
<td>4.1-4.3</td>
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<td>HW #2 due</td>
</tr>
<tr>
<td>Week 5 Jan 30 - Feb 3</td>
<td>Statistical Inference: Procedures for ( \mu )</td>
<td>5.1-5.3</td>
<td>DP #2 due</td>
<td>HW #3 due</td>
</tr>
<tr>
<td>Week 6 Feb 6 - Feb 10</td>
<td>Statistical Inference: Procedures for ( \mu_1 - \mu_2 )</td>
<td>6.1-6.3</td>
<td></td>
<td>EXAM #1*</td>
</tr>
<tr>
<td>Week 7 Feb 13 - Feb 17</td>
<td>Categorical Data</td>
<td>7.1-7.3</td>
<td>DP #3 due</td>
<td>HW #4 due</td>
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<tr>
<td>Week 8 Feb 20 - Feb 24</td>
<td>Categorical Data</td>
<td>7.4-7.7</td>
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</tr>
<tr>
<td>Week 9 Feb 27 - Mar 3</td>
<td>Comparing Risks in Two Populations</td>
<td>8.1-8.4</td>
<td>DP #4 due</td>
<td>HW #5 due</td>
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<tr>
<td>Week 10 Mar 6 - Mar 10</td>
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<td>spring break</td>
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<tr>
<td>Week 12 Mar 20 - Mar 24</td>
<td>Correlation and Regression - 1</td>
<td>10.1-10.2</td>
<td>EXAM #2**</td>
<td>HW #6 due</td>
</tr>
<tr>
<td>Week 13 Mar 27 - Mar 31</td>
<td>Correlation and Regression - 2</td>
<td>10.3-10.5</td>
<td>DP #5 due</td>
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<tr>
<td>Week 14 Apr 3 - Apr 7</td>
<td>Logistic Regression Analysis</td>
<td>11.1-11.5</td>
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<td>HW #7 due</td>
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<tr>
<td>Week 15 Apr 10 - Apr 14</td>
<td>Nonparametric Tests</td>
<td>12.1-12.6</td>
<td>DP #6 due</td>
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<tr>
<td>Week 16 Apr 17 - Apr 21</td>
<td>Introduction to Survival Analysis</td>
<td>13.1-13.3</td>
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<td>HW #8 due</td>
</tr>
<tr>
<td>Week 17 Apr 24 - Apr 28</td>
<td>Review</td>
<td></td>
<td>DP #7 due</td>
<td>EXAM #3***</td>
</tr>
</tbody>
</table>

Please note: recitations are not included on this schedule but will be necessary to solidify concepts introduced in lecture and to help with homework.

* Exam #1 covers material from weeks 1-5
** Exam #2 covers material from weeks 6-11
*** Exam #3 covers material from weeks 12-16
Course Objective Outline

Introduction and Motivation
• Understand the purpose and goals of this course
• Be able to explain why statistics are used and what types of conclusions they provide
• Be able to explain the difference between population and sample parameters
• Be able to identify population, sample, and hypothesis of a research study

Summarizing Data
• Learn to distinguish between continuous and discrete variables
• Be able to describe the shape, center, and spread of data
• Be able to compute (using Stata) and interpret numerical summaries of data
• Be able to generate (using Stata) and interpret graphical displays to summarize data

Probability
• Understand the concept of probability
• Be able to compute simple probabilities
• Understand the rules of probability
• Understand the difference between combinations and permutations
• Be able to identify important distributions

Sampling Distributions
• Know the definition of a sampling distribution
• Understand the Central Limit Theorem
• Be able to compute statistics for certain sampling distributions

Introduction to Hypothesis Testing
• Identify the key steps of a hypothesis testing procedure
• Be able to set up statistical hypotheses based on a research question

Statistical Inference for $\mu$
• Learn how to estimate a population mean $\mu$
• Learn how to compute and interpret a confidence interval for $\mu$
• Understand the concept of precision
• Be able to perform hypothesis tests for $\mu$

Statistical Inference for $\mu_1 - \mu_2$
• Learn how to compare means from two different populations under different scenarios
• Distinguish between independent and dependent observations

Categorical Data
• Learn how to estimate a population proportion and the difference in two population proportions
• Learn how to compute and interpret a confidence interval for $p$ and for $p_1 - p_2$
• Learn how to perform hypothesis testing for the comparison of two populations proportions
• Be able to create cross-tabulation tables for discrete variables
• Be able to compute and understand sensitivity and specificity measures
• Learn when to use a chi-square test
• Be able to distinguish between goodness of fit tests and tests of independence

Comparing Risks in Two Populations
• Be able to define and interpret an effect measure
• Be able to compute and interpret a confidence interval for an effect measure
• Learn how to use Chi-square tests of homogeneity and Fisher’s exact tests

Analysis of Variance
• Learn how to compare more than two means using ANOVA
• Be able to distinguish between a fixed and random effect
• Understand the concept of multiple comparisons and when they apply

Correlation and Regression
• Learn how to estimate a population correlation coefficient $\rho$
• Be able to compute and interpret a sample correlation coefficient $r$
• Be able to perform hypothesis tests for $\rho$
• Learn the assumptions that must be met for linear regression
• Learn how to test these assumptions
• Be able to fit a simple linear regression model and interpret the coefficients
• Be able to fit a multiple linear regression model and interpret the coefficients

Logistic Regression Analysis
• Know when it is appropriate to use logistic regression
• Be able to fit a simple logistic regression model and interpret the coefficients
• Be able to generate and interpret an ROC curve

Nonparametric Tests
• Learn to use the nonparametric counterpart tests of the tests we’ve discussed in earlier lectures

Introduction to Survival Analysis
• Be able to generate and interpret a Kaplan-Meier curve and compute median survival time
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):**

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

   (Specify academic unit & course number): __________________________________________

3. **Course designation:**

   Course Number _2041_  Title _Introduction to Statistical Methods I_  Credits _3_

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: John Wilson, adjunct professor, 100% effort

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* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
b. Co-instructors (if any):

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

This is an introductory applied biostatistics course for public health students and health career professionals who will make use of statistical methods in research projects or in interpreting literature. The prerequisites are college level algebra. The course includes two 85 minute lectures and one 55 minute recitation per week.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation.
      
      Maximum of 145 based on the capacity of the room.

   b. If admission is by permission of instructor, state criteria to be applied.
      
      Student meets the prerequisite and the maximum enrollment has not been met.

   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.
      
      Students are expected to have a working knowledge of college level algebra.

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session 1.5 lecture / 1 recitation Sessions per week 2 lecture / 1 recitation Weeks per academic term 15

   b. Approximate allocation of class time (hours or %) among instructional activities:
      
      Lectures 75% Seminars Recitations 25% Field work Laboratory
      Other (specify): ________________________________

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

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

   GLG (graduate letter grade)

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 addresses the core biostatistical competencies necessary for a public health professional degree programs and is required for DrPH and MPH students.

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

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

    Name/Title: ________________________________ Date: ______________

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Educational Policies and Curriculum Committee
Graduate School of Public Health
### 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.

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

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<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
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<tbody>
<tr>
<td>Instructor office location and phone number</td>
<td>Professor Wilson will has yet to be assigned an office. These will be updated when he is assigned an office in August.</td>
</tr>
<tr>
<td>Instructor office hours</td>
<td>They have yet to be set and will be added when the times are selected.</td>
</tr>
</tbody>
</table>
Instructor: John Wilson, office TBD, phone TBD, email jwwbass1@gmail.com

Office hours: xx from xx to xx and xx from xx to xx, and by appointment. Please check Courseweb frequently for office hour changes.

Teaching Assistants (TAs):
To be named, Parran 304, office hours TBA on Courseweb.

Text: Fundamentals of Biostatistics; 8th edition, 2015 by Bernard Rosner. This text will be used for BIOST 2042. You are strongly encouraged to obtain this book.

Software: Stata Version 14, version SE. Please procure from the University Software Download Service on my.pitt.edu prior to class beginning.

Class Meetings:
Mondays and Wednesdays, 4:00 – 5:25 PM
Graduate School of Public Health G23

The first meeting of the class will be August 29, and the last meeting will be the third exam on December 14. Please note the University has a holiday on Monday, October 17, and requires that Monday classes meet on Tuesday, October 18 (Tuesday classes do not meet that week). Thus we will not have class on October 17, and we will have class on October 18.

Recitations: Class recitations will be held after lecture (5:30 PM to 6:25 PM) on Mondays. We will occasionally cancel recitation depending on the class progression. The first recitation will be Wednesday, September 7.

Course website:
All class material will be placed on Courseweb. Please check regularly.

There will be a “Postings” Page on Courseweb which will state whenever something new is posted on Courseweb. I encourage you to check this Page whenever you log on to find out what has changed since your last visit.

The Courseweb announcement mechanism will be used to send messages about class. Only in the event of a time-dependent event (e.g., class canceled due to weather), will an email be sent out to the class. Course-related email will be sent to your “pitt.edu” address only.
Course Prerequisites, Description and Goals:

BIOST 2041 is an introductory applied biostatistics course for public health students and health career professionals who will make use of statistical methods in research projects or in interpreting literature. This class is for students needing a more research-oriented approach than that provided in BIOST 2011 (Principles of Statistical Reasoning). The prerequisites are college level algebra. The tools and concepts presented in BIOST 2041 will serve as a prerequisite to BIOST 2042, which is taught in the spring term. Together, BIOST 2041 and BIOST 2042 introduce students to the statistical methods most widely used in medical and public health research. However, BIOST 2041 is structured in such a way as it can be a standalone course as well.

The overall purpose of this course is to introduce students to basic probability and one and two sample procedures (point and interval estimation and hypothesis testing) for the Normal and Binomial distributions. Basic one and two sample nonparametric tests are also presented. An introduction to simple linear regression, multiple regression, logistic regression, and one and two-way ANOVA is also included. This broad goal includes use of statistical software to analyze data sets and answer research questions; recognition of situations when these procedures are and are not appropriate; and intuitive understanding of the rationale used in creating the statistical procedures presented.

Specific Course Objectives:

The following objectives are phrased in terms of the Association of Schools and Programs of Public Health (ASPPH) competencies for biostatistics. Applied to BIOST 2041, they should be understood to refer to one and two sample procedures pertaining to the Normal and Binomial populations.

At the conclusion of this course, a student should be able to

1. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
2. Describe preferred methodological alternatives to commonly used statistical procedures when assumptions are not met.
3. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
4. Apply descriptive techniques commonly used to summarize public health data.
5. Apply common statistical methods for inference.
6. Apply basic regression methodology.
7. Utilize the statistical package Stata for description and basic inference.
8. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
9. Interpret results of statistical analyses found in public health studies.

**Course Policies:**

1. **All work submitted on homework and exams must be your own.** For homework, we encourage you to work together to solve the problems. When you write up the assignment, however, do any necessary computer work and write the answers yourself. This policy exists for two reasons. First, we want your grade to represent your own work. Second, it is important to know how to write up the major features of an analysis and doing so on your own for homework is a good way to get more comfortable with this process. Violation of this policy will make you subject to disciplinary action (including dismissal) by the GSPH.

2. **All students are expected to adhere to the school’s standards of academic honesty.** Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online at http://www.publichealth.pitt.edu/Portals/0/Main/Prospective%20Students/Academics/Pitt%20Public%20Health%20Academic%20Handbook-Part%20IV%20G_AcademicIntegrity_AY2014-15.pdf. These guidelines are based on the University policy found here: http://www.provost.pitt.edu/info/acguidelinespdf.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.

3. **If you have a disability for which you are requesting an accommodation, please notify the instructor and Disability Resources and Services no later than the second week of term.** DRS will verify your disability and determine reasonable accommodations for this course.
4. Specific guidelines for the exams will be discussed in class, and will be written on all exams. In short: All exams are closed book; you will be permitted to bring in notes of prespecified length. No cell phone use (including the calculator function). Please use a regular (not cell phone) calculator if you wish. No computer use allowed. No texting or use of internet while taking exams. Exams are in our regular classroom at our regular time.

5. Homework will be due in class on the announced due date. Bring a hard copy (paper) of your homework to class and hand it in at the beginning of class. Make a copy of your homework if the due date is close to an exam date. Homework solutions will be posted after class and homework submitted after posting will not be accepted. If you cannot attend class on the day the homework is due, email your homework to the instructor prior to the start of class.

6. Please set cell phones to a silent mode during class. If you need to work on a non-class-related activity, please leave the lecture hall.

7. To ensure the 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. If you would like to record class, please email the instructor to obtain permission.

Course Requirements and Grading:

There will be 3 in-class exams and 6 homework assignments. The contribution of each of these assessments toward the final grade will be as follows:

1/4 Homework
1/4 Exam 1 on 10/3/16
1/4 Exam 2 on 11/7/16
1/4 Exam 3 on 12/14/16

The exams will be during the regular class time in the regular classroom.

All “for credit” grades will be letter grades only. The grading scheme will be: A if greater than or equal to 90; B if greater than or equal to 80 and less than 90; C if greater than or equal to 70 and less than 80; F if less than 70. Both “+” and “−” grades may be given within a grade range.

Rescheduling an exam will not be permitted except in rare circumstances. Please notify the instructor as soon as possible if you wish to discuss possibly rescheduling.

Two problems will be chosen on each homework to be graded. We will not identify those problems prior to your handing in the homework. We will provide
feedback on all your work but will not grade all problems. We have found we will be more helpful to you if we provide detailed feedback and work with you in office hours as appropriate.

Homework solutions will be posted immediately after the class session in which they are due. We encourage you to make a copy of your homework prior to handing it in if you will need it for an exam. We will do our best to return homeworks promptly but may not be able to return them prior to an exam.

One homework assignment will be dropped from your homework grade. In other words, your best 5 homeworks will contribute toward your homework grade. This gives you an opportunity not to turn in an assignment. We encourage you to do all assignments, even if you do not hand them all in.

You are responsible for the material presented in class, recitation, and the assigned textbook readings, and on homework assignments.
Suggestions for Succeeding in the Class:

1. Review the lecture and recitation notes, read the text, and attend class. Although the lecture and recitation notes will be posted on Courseweb prior to class, there may be blank areas that are filled in during class. Annotated lecture and recitation notes will be posted on Courseweb after class as appropriate.

2. Keep updated on the class on Courseweb.

3. Obtain Stata and practice using it. If you run into problems with Stata, give it your best try but do not get frustrated – ask for help via email, in office hours, or during class.

4. Read the textbook, especially if you are confused about a concept as it provides an alternative perspective to that presented in class.

5. You are only required to do the homework problems. We will provide supplementary problems if you want extra practice. If you are unsure of a concept, please do the supplementary problems. Also we advise doing all homeworks, even if you do not turn them all in.

6. Ask questions. You will help others in the class if you speak up.

7. Ask for help in office hours and for individual help if you need it. Ask early. Monitor your grade on Courseweb and if you are concerned about your performance, discuss your situation with the instructor.
Course Schedule:

The dates in the following schedule are targets only. Please also review the draft calendar. The course may actually proceed faster or slower depending on the needs of the class.

<table>
<thead>
<tr>
<th>Approximate Number of Lectures</th>
<th>Topic(s) and Readings. (Chapter and section (§) numbers refer to textbook by Rosner.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 lectures</td>
<td>Unit 1.  Course Introduction. (all of Chapter 1)</td>
</tr>
<tr>
<td></td>
<td>Unit 2.  Descriptive Statistics (all of Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>a) Measures of central tendency and variability</td>
</tr>
<tr>
<td></td>
<td>b) Presentations of distributional shape</td>
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<td></td>
<td>c) Exploration of relationships</td>
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<tr>
<td></td>
<td>d) Exploring Data Quality</td>
</tr>
<tr>
<td>2 lectures</td>
<td>Unit 3.  Introduction to Probability (§ 3.1 through 3.7)</td>
</tr>
<tr>
<td></td>
<td>a) Independent outcomes and conditional probability</td>
</tr>
<tr>
<td></td>
<td>b) Mutually exclusive outcomes</td>
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<tr>
<td></td>
<td>c) Complementary outcomes</td>
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<tr>
<td></td>
<td>d) Applications, including screening</td>
</tr>
<tr>
<td>2 lectures</td>
<td>Unit 4.  Populations, sampling distributions, and the Normal distribution (§ 5.1 – 5.5, 6.1 – 6.2)</td>
</tr>
<tr>
<td>3 lectures</td>
<td>Unit 5.  One-sample inference for normal populations.</td>
</tr>
<tr>
<td></td>
<td>a) Inference about the mean of a normal population (§ 6.5 – 6.6, 7.1 – 7.4, 7.7)</td>
</tr>
<tr>
<td>1 lecture slot</td>
<td>Exam 1\nCovers Homeworks 1 and 2; Units 1, 2, 3, 4, 5a.</td>
</tr>
</tbody>
</table>
Course Schedule (continued):

<table>
<thead>
<tr>
<th>Approximate Number of lectures</th>
<th>Topic(s) and Readings. (Chapter and section (§) numbers refer to the textbook.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 lectures</td>
<td>Unit 5. One-sample inference for continuous outcomes.</td>
</tr>
<tr>
<td></td>
<td>b) Inference about the variance of a normal population</td>
</tr>
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<td></td>
<td>(§ 6.7, 7.9)</td>
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<td></td>
<td>c) Assessing assumptions</td>
</tr>
<tr>
<td></td>
<td>d) Study planning and sample size calculations (§ 7.5 – 7.6)</td>
</tr>
<tr>
<td>3 lectures</td>
<td>Unit 6. Two-sample inference for continuous outcomes.</td>
</tr>
<tr>
<td></td>
<td>a) Inference about the means of two populations, paired samples</td>
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<tr>
<td></td>
<td>(§ 8.1 – 8.3)</td>
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<td></td>
<td>b) Inference about the means of two populations, independent samples,</td>
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<td></td>
<td>equal variances (§ 8.4 – 8.5)</td>
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<td></td>
<td>c) Inference about the variances of two populations (§ 8.6)</td>
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<tr>
<td></td>
<td>d) Inference about the means of two populations, unequal variances</td>
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<td>(§ 8.7)</td>
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<td></td>
<td>e) Study planning and sample size calculations (§ 8.10, 8.12)</td>
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<tr>
<td></td>
<td>f) Nonparametric tests (§ 9.1 – 9.3)</td>
</tr>
<tr>
<td>2 lectures</td>
<td>Unit 7. Analysis of Variance</td>
</tr>
<tr>
<td></td>
<td>a) One way ANOVA (§ 12.1 – 12.5)</td>
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<td></td>
<td>b) Introduction to multi-way ANOVA (§ 12.6)</td>
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<tr>
<td></td>
<td>c) Kruskal-Wallis (§ 12.7)</td>
</tr>
<tr>
<td>1 lecture slot</td>
<td>Exam 2</td>
</tr>
<tr>
<td></td>
<td>Covers Homeworks 3 and 4; Units 5-7.</td>
</tr>
</tbody>
</table>
Course Schedule (continued):

<table>
<thead>
<tr>
<th>Approximate Dates</th>
<th>Topic(s) and Readings. (Chapter and section (§) numbers refer to the textbook.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 lectures</td>
<td>Unit 9. Analysis of binomial data</td>
</tr>
<tr>
<td></td>
<td>a) Binomial random variables (§ 4.8 – 4.9)</td>
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<td></td>
<td>b) Inference about a binomial proportion (§ 6.8, 7.10)</td>
</tr>
<tr>
<td></td>
<td>c) Inference about two or more binomial proportions (§ 10.1 – 10.4)</td>
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<tr>
<td></td>
<td>d) Two-way contingency tables in general (§ 10.6 – 10.7)</td>
</tr>
<tr>
<td></td>
<td>e) Study planning and sample size calculations (§ 10.5)</td>
</tr>
<tr>
<td>5 lectures</td>
<td>Unit 11. Regression and Correlation</td>
</tr>
<tr>
<td></td>
<td>a) Correlation definition</td>
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<tr>
<td></td>
<td>b) Simple linear regression</td>
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<td>c) Multiple regression</td>
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<td></td>
<td>d) Partial, multiple and rank correlation</td>
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<tr>
<td></td>
<td>e) Introduction to logistic regression and simple survival analysis (§ 13.8, 14.8-14.10)</td>
</tr>
<tr>
<td>1 lecture slot</td>
<td>Exam 3</td>
</tr>
<tr>
<td></td>
<td>Covers Homeworks 5 and 6; Units 8-11.</td>
</tr>
</tbody>
</table>
Present: Andriy Bandos, Quinten Brown, Cindy Bryce, Mary Derkach, Patricia Documet, Julia Driessen, Eleanor Feingold, David Finegold, Nancy Glynn, Robin Leaf, John Shaffer

Absent: Melanie Callahan, Yue Chen, Jane Clougherty, Kathleen Creppage, Hristina Denic, Ying Ding, Taru Gupta

Guest: Ryan Minster, Andrea Rosso

The meeting was called to order at 1:32pm by Dr. Patricia Documet, Chair.

New Course: HUGEN 2023 – Bioinformatic Resources for Geneticists, Ryan Minster

This course is being created because members of the Human Genetics Department feel that there is tremendous values in training geneticists to navigate the internet. Previously, individuals in the genetics field learned via on-the-job training/experience. Now students will complete their training at Pitt Public Health with a core knowledge related to how to find resources on the web.

Initially, this course will only be offered to HUGEN students, but the possibility to expand this course to the entire student body is being discussed.

Action – The committee conditionally approved the course, and suggested that some minor edits be made to the syllabus. These suggestions will be outlined in the approval letter, which will be sent out to Ryan Minster by Quinten Brown.

New Course: EPIDEM XXXX – Population Neurosciences Seminar, Andrea Rosso

Andrea Rosso was next on the agenda. She was presenting a new EPIDEM course that has both been incorporated into a T-32 grant, and also developed out of the long-standing EPIDEM Journal Club. This pass/fail course will consist of a journal club and workshops. This course will be required for Neuro Epi PhD, and masters’ students.

The discussion with the committee was focused on making minor edits to the syllabus, and class policies.

Action – The committee conditionally approved the course, and suggested that some minor edits be made to the syllabus. These suggestions will be outlined in the approval letter, which will be sent out to Andrea Rosso by Quinten Brown.
Professional Writing Course, Eleanor Feingold

Eleanor Feingold provided the committee with an update regarding the Professional Writing course being developed for the fall semester. Eleanor, Robin Leaf, and the instructor Steve Fine have worked hard to finalize the paperwork for EPCC’s review. The goal for July’s meeting was to receive provisional approval from the committee, while the finishing touches are made to the paperwork.

The committee had some questions reading the appropriateness of this course for international/non-native students, and Steve Fine will be a guest during the August meeting to answer questions.

The committee also had questions pertaining to the style of the course. This course will be a professional writing course, not a scientific/academic writing course. There is hope to create an academic writing course in the future.

During orientation, Eleanor will push students to self-identify themselves as potential participants in this course. Based on demand, we may put this course on during the spring semester as well.

Associate Dean for Education Updates, Eleanor Feingold

Eleanor provided the committee with an update regarding the changes to the BIOST courses. Rob Krafty will present at the August meeting reading these courses. Also, there will be a math prep test available through the Grand Rounds CourseWeb shell. The “test” is similar to that given to the incoming HPM students. To accompany the math prep test, there will also be a page on our website with math resources for students.

Action — Eleanor to follow up with Program Directors about these changes.

Programs for Undergraduates, Cindy Bryce

Cindy Bryce wanted to share with the committee the two separate options regarding undergraduate programs available to Pitt undergrad students.

- 3-2 program was briefly discussed during the June EPCC meeting. This will allow Pitt undergrads to complete 3 years of undergraduate work, then transition into Pitt Public Health to begin graduate work. Some undergraduate requirements will not be completed by the students, so there will be details that need to be ironed out between the students, Pitt Public Health, and the undergraduate advisor.
- The Guaranteed Admission program is targeted to high-achieving high school students who are interested in Public Health. While these high-achieving students are working toward their undergraduate degree, a guaranteed spot will be held for them in the appropriate incoming Pitt Public Health class. This guarantee is contingent on the student maintaining a high GPA, as well as scoring well on their GRE.

Action — Cindy and Eleanor Feingold will email the Program Directors to ask if their program is interested in participating in these two programs.
OMET Course Evaluation Question Discussion, Robin Leaf

Robin Leaf had asked the committee to review the questions that OMET uses on their course evaluations, to see if we wanted to add, remove, or edit any questions.

The committee deemed that some questions were redundant, or unnecessary for capturing information relevant to our school’s faculty. The committee also agreed that individual faculty can add questions to their course survey, so collectively we should adapt a less-is-more approach.

**Action** – Robin will share the feedback collected during this meeting with OMET and report back to the committee.

The June meeting minutes were approved.

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

Our next meeting will be September 1, 2016 | From 1-30-3:30 pm in room 110 Parran.