There is no plan for study abroad at this time.

2.0 PROGRAM ADMINISTRATION

2.1   Detail any specific admission requirements that differ from those already in place in the college/school/center in which the proposed program will be offered.

Students entering the MS in Biostatistics and Health Analytics program should have taken the following courses: introductory statistics, three semesters of calculus, linear algebra, and one course in programming.

3.2   Use the table in Appendix A to detail all course requirements for the program.

        See Appendix A

3.3   Use the Table in Appendix B to describe all non-course program requirements (e.g., residency requirements, proficiency requirements, information literacy requirements, portfolio require-ments, examination requirements, entering/continuing/graduating GPA requirements, etc.).

        See Appendix B

3.4   Describe the curricular logic driving the selection and timing of courses and other requirements. Are these various curricular elements intentionally taught and sequenced to complement and augment each other? If so, explain how and why.

        The curriculum plan and timing of courses are similar across other master's programs in the country and are guided by the American Statistical Association. The proposed degree program will follow curricular tracking requirements to ensure that students are prepared for progressively higher-level courses. For example, Theory of Biostatistics I and II will precede advanced biostatistics courses. The statistical programming class is a prerequisite for all applied biostatistics courses. The program provides a balance between theory, applications, and computing.

3.5   How do the curriculum and program structure compare with that of similar programs offered by competitor and/or benchmark institutions? Explain the rationale for either similarity or distinctiveness.

        The curriculum is similar to that offered by other similar programs in other schools of public health.

3.6   The U.S. Department of Education's "Classification of Instructional Programs" is a taxonomic scheme that supports the tracking and reporting of academic fields of study and enrollment in/completion of all programs. Accordingly, all SLU academic programs must be assigned a CIP code. Please utilize the "CIP Selector" located on the following webpage to select the appropriate six-digit CIP code and description for the proposed program:
        http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 Enter that code and description below:

        26.1102 Biostatistics

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

2b) select a model for the data.

2c) make inferences to address the research question.

These will be evaluated from the student's written report and oral presentation.

N   The measures are identical for the reports in BST 5100 (General Linear Models) and BST 5965 (Capstone Project in Biostatistics), but the level of model complexity will differ. In BST 5100 only multiple linear regression and logistic regression are expected because this is the extent of the course content. More complicated models are expected for BST 5965.

AN

N

Students will describe the process of data collection, and convey the results of statistical analysis, both orally and in writing.

M

In S_____ (Capstone Project in Biostatistics) will demonstrate both orally and in writing all of the aspects of a data analysis project.

1. Students will explain and justify the data collection strategy.

2. Students will explain how data were managed and prepared for analysis.

4.2 Curriculum Mapping

Level I	Level II	Level III
ƒ Knowledge & Comprehension: Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words.	ƒ Applicatiation;	

Elective Courses