

UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
HSCI 4308 CRN 13905 – Independent Study in Health
(Introduction to Epidemiology)
Fall 2017
Credits: 3

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Office hours: Thursday 1:00 – 4:00 PM
Scheduled meetings: Weekly during office hours (3:00-4:00 PM)
Location: Instructors office, HSNB 409
Assigned TA: Eduardo Chaib (echaib@miners.utep.edu)

PURPOSE:

This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without notice.

COURSE DESCRIPTION:

This course will provide the students with an understanding of the concept of epidemiology, the application of statistical tools and biomedical information. Students interested or considering being involved public health, public health education, community service, policy-related jobs or pursuing a research-related career should enroll in this course. The teaching method is based on Problem based learning (PBL), which can include, but not be limited to:

1. Introductory lectures
2. Problem solving group work
3. Student discussions, presentations and exercises
4. Movies and other visual media materials

Using this technique will enable the student to apply the gained knowledge to solve common and practical problems. In this regard, the course will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from an instructor's lectures. In contrast, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before coming to class. Your instructor will use class time to overview the assignment, clarify difficult concepts, expand your knowledge of selected topics, and to **challenge you intellectually**. This means that very possibly more material will be covered in class. Not necessarily your instructor will teach straight out of the book. Instead, the readings will be used as a springboard for classroom activities and discussions.

In addition to your readings, in-class lectures will provide additional information that will be testable. Handouts and other additional reference materials will be posted and made available through Blackboard.

RESTRICTIONS:

In order to register for this course, the student must have completed and passed the following prerequisite courses: HSCI 3308 (Disease Characteristics, Prevention, and Control), MATH 1320 (Mathematics for Social Sciences), and PSYC 1303 (Statistical Methods). For authorization, send an email with your general information to: gabmejia@utep.edu.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

1. Explain the importance of epidemiology
2. Use the epidemiologic process to address health care problems.
3. Describe the methodological considerations for epidemiologic investigations and population surveillance.
4. Describe epidemiological measures of health status, mortality, morbidity, vital statistics, and health status indicators, including behavior and its application.
5. Be critical on epidemiological information
6. Plan for effective risk reduction communications with the community of interest.
7. Identify limitations of screening programs
8. Understand the importance of epidemiological information in decision making
9. Practice his/her ability to critically review research-based materials related to public health issues.
10. Practice and increase his/hers oral and public presentation abilities necessary in future health care professionals.

COURSE OUTCOMES/COMPETENCIES:

1. Assess needs, assets and capacity for health education (Objectives 1, 2, 3 & 4).
2. Conduct evaluation and research related to health education (Objectives 3, 4, 5, 7 & 9)
3. Serve as health education resource person (Objectives 1, 2, 3, 4, 5, 6, 7 & 8).
4. Work individually and within a group-setting to produce an undergraduate-quality level report based on a systematic literature review (Objective 8).
5. Communicate effectively in written and electronic modes of communication (Objectives 8 & 9).

TEXTBOOK:

Introduction to Epidemiology
By Ray M. Merrill & Thomas C. Timmreck
Publisher: Jones & Bartlett, (Latest Edition)

WORKBOOK:

Principles of Epidemiology Workbook

By Ray M. Merrill
Publisher: Jones & Bartlett

COURSE REQUIREMENTS:

Students are required to read all assigned readings, meaning all chapter of the textbook and additional posted materials.

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. More details on group work can be found in the **Grading Criteria** section.

Additionally, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your “My UTEP” portal at <http://my.utep.edu> and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at <http://admin.utep.edu/Default.aspx?tabid=63402>.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).

GRADING CRITERIA:

Completion of course will require that the student fulfills the following:

- a) Attendance (see correspondent sections for details).
- b) Completing two main writing assignments and oral presentation on them (see correspondent sections for details):
 1. Literature Review Paper
 2. Secondary analysis of existing data

- c) Written examinations: Two (2): 1 mid-term & 1 final (comprehensive).
- d) Homework assignments (12)

Attendance

The student must comply with at a minimum of 80% attendance. In order to be credited with attendance for the day, students must be physically present throughout the duration of each class. Tardiness and/or leaving early have an effect on attendance. Please refer to the attendance criteria on “COURSE POLICIES” section for more details.

Writing assignments:

Writing Assignment #1: Literature Review

For this project, you and your colleagues will be writing a *literature review paper*, which will be worth 0-100 points. Refer to Appendix “Writing Assignment #1: Literature Review” for further instructions. The deadline to complete this project is October 19th. **No presentation is required.**

Writing Assignment #2: Secondary analysis of existing data

For this assignment, you will be analyzing an existing individual-level dataset from a trusted organization (such as the U.S. CDC or the WHO), or provided by the instructor, explore the data, conduct basic statistical analysis, and write a report summarizing the findings. This project will be worth 0-100 points. The deadline to complete this project is November 30th. **No presentation is required.** Please refer to Appendix “Writing Assignment #2: Secondary analysis of existing data” for further instructions.

Written examinations

One midterm examination and **one** (1) final comprehensive examination will be given for the Fall-2017 Semester. **All examinations will be in an assigned room.** Examinations may consist of combination of problems solving, multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be conceptual in nature. They are designed to test your ability to think about the material, not your memory. Midterm examination is worth **100 points**. The final comprehensive examination is also worth **100 points** and it will be scheduled during final’s week. There is no re-scheduling of any test.

Examination Schedule		
Examination type	Point value	Date
Midterm examination	100	10/19
Final written examination	100	12/14
Total	200	

Homework assignments

Every student will read and answer/solve the assigned homework chapter questions from the workbook. Each homework will be due at the beginning of each meeting with instructor. Additionally, the students will be required to solve at least one during this meeting. The student will receive up to 10 points for each tuned-in homework and correctly solved problem.

Final grading

The final score is based on the accumulation of points throughout the course; the total that can be earned taking on account two examinations, group project, and quizzes in this course is **520 points**. No extra-credit points will be awarded.

Type	Point value	Percent value
Midterm examination	0 -100	15%
Literature Review Paper -Writing Assignment	0 - 100	25%
Secondary analysis of existing data – Writing assignment	0 - 100	25%
Homework	0 - 120	20%
Final examination	0 - 100	15%
Total	520	100%

The translation of points earned to a letter grade is defined with the following rubric:

91 % points and above	A
81% – 90%	B
71% – 80%	C
61% – 70%	D
60% or less	F

Student progress

Grades and feedback from the instructor and/or TA may sent by e-mail.

COURSE POLICIES

Attendance

Attendance is an important component of this course since information not contained in the textbook will be presented during class through lectures and discussions. So:

- Attend all classes and be punctual (no later than 15 minutes after scheduled time start).
- You are expected to personally sign the attendance sheet at the beginning of each class. Responsibility for doing so is solely of the student. Not signing-in equals to being absent.
- Avoid being late to meetings. If you are late, please sign in after class. However, it will have an your grade; being late is arriving 15 minutes pass the start of the scheduled meeting; two (2) late sign/ins is equal to one (1) absence.
- **Absences will affect your final score/grade.** You required at least an 80% attendance (12 out of 15), including the first week of class. Furthermore, for each absence you will be deducted approximately 33% of a grade (16 points). **You are allowed three excused absences; a fourth absence means that you will be dropped from the course.** Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Communication and Feedback Plan

This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu; additionally emails can be sent to the courses' appointed teaching assistant; his/her email will be provided later in the course. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61.

Class disruptions

The use of cell phones (even for text messaging), headphones in any manner, is **prohibited** during meetings. Laptop computers can be used if needed for in-class assignments.

Active participation

Students are encouraged to actively participate and engage in discussion during scheduled meetings. This includes attentive listening. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. You can also make use of email, chat, or online discussion for these purposes.

Policy on examinations

Examinations will be held in an assigned during on the scheduled dates. You will have a maximum of 2-and-a-half hours to complete the midterm and final examinations. No meetings will take place on these dates.

Missed examinations: No extensions on examinations will be granted. If a student misses the midterm or final examination, a make-up exam may be re-scheduled **only** if the student has informed the instructor of the absence *prior* to the beginning of the examination, and only if the absence is approved by the instructor. All re-take exams have a point deduction penalty of 20% of the value of the exam, which will not allow the student to score higher than 80% of the value of the assessment. Only in rare instances will a student be excused from the examination. Students that due to a **University excused absence** missed a homework and/or meeting will be given the opportunity to complete it at the end of the semester, and before the scheduled date for final examination; however, a similar penalization will be applied also. All other reasons or justifications are not valid for re-taking a quiz. This is not negotiable.

Policy on late assignments

Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every **24 hours** an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 5 days after the due date.

Notice on dropping the course, withdrawals, and incomplete.

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at www.utep.edu/calendar or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

a) Student-initiated Drops

It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

b) Administrative Drops

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.

d) Incomplete course work

If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Notice on Students with Disabilities on Special Accommodations

Students with disabilities needing accommodations must present to the professor evidence from DSSO verifying that they have provided documentation and are eligible for services. Deadline to comply with documentation is at the end of the first two weeks of the semester. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

IMPORTANT DATES:

Classes begin	Aug. 28
Labor Day (University Closed)	Sep. 4
Census Day	Sep. 13
Course drop deadline	Nov. 3
Thanksgiving holiday (University closed)	Nov. 23-24
Last day of classes	Dec. 8
Final exams week	Dec 11-15

COURSE CALENDAR:

Note: The course calendar is subject to modification. It is the student's responsibility to carefully review all changes to scheduled readings and assigned materials before class, as well as of deadlines.

Week number and dates	Topics	Readings	Activities	Due dates
Week 1: 8/31	Overview; Syllabus; Team building. Introduction to epidemiology; Historical developments;	Syllabus Chapter 1-2	Team building; review of UTEP library resources; Blackboard shell introduction	8/31
Week 2: 9/7	Practical disease concepts	Chapter 3	Complete and turn in Workbooks 1, 2 & 3	9/7
Week 3: 9/14	Descriptive epidemiology	Chapter 4	Turn in Workbook 4	9/14
Week 4: 9/21	Person, place and time	Chapter 5	Turn in Workbook 5	9/21
Week 5: 9/28	General health indicators	Chapter 6	Turn in Workbook 6	9/28
Week 6: 10/5	First Midterm examination (Ch. 1-6)			
Week 7: 10/12	Analytic epidemiology	Chapter 7	Turn in Workbook 7	10/12
Week 9: 10/19	Experimental studies	Chapter 8	Turn in Workbook Writing Assignment #1: Literature Review paper	10/19 10/19
Week 10: 10/26	Statistical and causal association	Chapter 9	Turn in Workbook 9	10/26
Week 11: 11/2	Field epidemiology	Chapter 10	Turn in Workbook 10	11/2
Week 12: 11/9	Chronic disease epidemiology	Chapter 11	Turn in Workbook 11	11/9
Week 13: 11/16	Clinical epidemiology	Chapter 12	Turn in Workbook 12	11/16
Week 14: 11/23	THANKSGIVING BREAK			
Week 15: 11/30	Open advising		Writing Assignment #2: Secondary analysis of existing data report	11/30
Week 16: 12/7	Open advising			
Week 17	12/14 FINAL EXAM (Comprehensive)			

**HSCI 3311 Introduction to Epidemiology
Spring 201**

Literature Review Assignment Guide

1. This is an individual group project.
2. For this project, you will be writing a short *literature review* paper.
3. Your group must decide on a topic related to a chronic disease/public health issue affecting the U.S. Mexico border region population and addressing Healthy People 2020 objectives. You will need to use a clear and comprehensive search strategy to identify ALL relevant primary research articles published on the topic from 2012-2017, so the scope of the paper must be quite narrow.
4. Turn in the Upload the “Literature Review Project Topic Proposal” form no later than 9/21. Final paper is due on October 19th.
5. The project must be based on the review of selected peer-reviewed articles published from 2012-2017 on one well-defined aspect of chronic disease prevention. An example can be such as exploring the question: “Is ____ {exposure} a risk factor for ____ {disease/condition} in ____ {population}?” or the question, “Is ____ {intervention} effective in treating ____ {disease/condition} in ____ {population}?”
4. You will need to use a clear and comprehensive systematic search strategy to identify **ALL** relevant primary **research articles** published on the topic from the specified time period. Articles should have been published after 2012. You may reference other historical materials and information from recognized organization’s websites. However, there are additional and do not count towards the 12 mandatory peer reviewed professional journal references.
5. Write an original report paper on your findings. Paper should be at least 12 pages in length – not including reference and appendices sections; Time New Roman font, size 12, double-spaced. The report must contain the following sections:
 - Cover page (1 page)
 - Structured summary or abstract (250 words; 1 page)
 - Introduction (2 pages; include addressed Healthy People 2020 objectives here).
 - Methodology for literature search and selection of references (1 page)
 - Literature review (or body, must include subsections; 5 pages)
 - Conclusions (2 pages)
 - Overall conclusion
 - Conclusions regarding relationship to selected Healthy People 2020 objectives
 - Conclusions regarding association/relationship & applicability to US-Mexico border
 - References (as many as needed)
 - Appendices (if required)
6. Use APA format style to write the paper and cite your references.

7. If you include pictures, it is highly recommended that picture quality is sufficient to provide the relevant information.
8. Scoring: Review the “Literature Review Scoring Rubric” for grading scheme.
9. Deadline for submitting both an electronic and a hard copy of the report is October 19th at 4:00 PM. The hard copy is to be turned in by hand to the instructor, no email submissions will be allowed.
10. The electronic version of the report will be submitted by the instructor to SafeAssign® for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be returned for correction, which must be completed and re-submitted before the last day of class.

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(Introduction to Epidemiology)**

Literature Review Project Topic Proposal

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Blackboard Learn platform. Use additional pages as necessary.

Group number:

Group members:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Selected Topic:

Research question to be explored:

How does this topic & question go beyond what will be covered in meetings?

Healthy people 2020 objectives addressed in the project:

Importance/relevance/relationship to US-Mexico border region population:

Proposed outline:

List of names of potential journal sources:

Literature Review Report Scoring Criteria

Report title: _____

Group: _____

Date of presentation: _____ Report submitted on: _____

Activity	Potential points	Awarded
Final written report submitted on day of presentation	Yes/No	10% deduction for each 24 hours late
SafeAssign® match score	_____ %	Match scores greater than 15% will be reviewed for plagiarism and may be returned for correction before grading
APA style formatting	Yes/No	Non-compliant reports will be returned for correction before grading
Report (from rubric)	0-100	
Total	100	

Total possible score points for project report: 100 points

Literature Review Scoring Rubric

	Rating				Score
	10	7	5	0	
ASSIGNMENT BASICS					
Cover Page	Includes specific and informative title, author(s), course and date.	Omits one of previous	Omits two of previous	Omits three of previous	
Length	Adheres to 12 page minimum criteria.	Does not meet 12 page criteria by ½ page or less.	Does not meet 12 page criteria by ½ to 1 page.	Does not meet 12 page criteria by more than 1 page.	
Format	Font, spacing, and APA format are correct. Complies with Safe Assign index requirement	Font and spacing, font and APA, or spacing and APA are correct. Complies with Safe Assign index requirement	Font, spacing, or APA format is correct. Complies with Safe Assign index requirement	Font, spacing, and APA format are incorrect. Does not comply with Safe Assign index requirement	
Grammar	There are 2 or less grammatical errors.	There are 3-4 grammatical errors.	There are 4-5 grammatical errors.	There are 6 or more grammatical errors.	
REVIEW					
Abstract	An accurate and concise description of the research project. Overviews the methods, findings, and implications.	The abstract is a concise description of the research project, but is lacking in one of these areas: methods, findings, implications.	The abstract is relatively concise but not a good reflection of the research project and is lacking in more than one of these areas: methods, findings, implications.	The abstract is a poor reflection of the research project and/or is excessively wordy.	
Introduction	Sufficient background and how it relates to the proposed topic is provided. The purpose(s) is/are explained early on.	Good background information and how it relates to proposed topic. The purpose of the paper is clear.	Limited background information and purpose of the study is provided or the author is vague on the purpose of the paper.	Insufficient background information. Author is vague on the purpose of the paper.	
Methodology	Fully describes all details & steps for searching and selecting sources.	Describes in general the steps for searching and selecting sources.	Describes some steps for searching and selecting sources.	Makes no description or steps for searching and selecting sources.	
Literature review	Exceptional integration and synthesis of the literature.	Generally, the literature is integrated and well synthesized.	Very little integration and/or synthesis, which impedes flow of the paper.	The literature review is annotated with almost not synthesis or integration.	
Conclusions	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from evidence offered.	No conclusions are made from the evidence offered.	
References	Information is gathered from at least 12 current peer reviewed journal articles. Information is cited properly and in APA format.	Information is gathered from at least 10 current peer reviewed journal articles. Information is cited properly.	Information is gathered from at least 8 current peer reviewed journal articles. Information is cited, but has errors.	Information is gathered from <8 or less current peer reviewed journal articles. Information is not cited or is cited incorrectly.	
TOTAL PERCENTAGE SCORE					

**HSCI 3311 Introduction to Epidemiology
Spring 2016**

Secondary Data Analysis Assignment

For this project, you will be conducting a secondary analysis of existing data.

One of the most time-efficient ways to write a paper is to analyze an existing dataset and write up the results as a formal manuscript. There are many organizations that make their data files available to other researchers and encourage them to publish their results in peer-reviewed journals.

For this assignment, you will be downloading an existing individual-level dataset from a trusted organization (such as the U.S. CDC or the WHO), selecting a study question that you can explore with the data, conducting basic statistical analysis, and writing up your findings. Your analytic techniques do not have to be complex, but you must have a clear study question and specific objectives for your analysis and you must answer these with your results section. You will present your results in a written report.

The written report must contain the following:

1. Cover page with descriptive title.
2. A structured 150-200 word abstract
3. An introduction section that clearly states the main goal and the specific objectives of the analysis project, explains the importance of the study, and provides all necessary background information.
4. A methods section that clearly identifies the source of the data and describes the methods used to collect the data.
5. A results section that provides demographic information about the study participants as well as highlights findings from the conducted statistical analyses. Include tables and figures as needed.
6. The conclusion section which summarizes the study, identifies its limitations, and problems during analysis.
7. There is no limit on the number of words for the main text (excluding the title page, abstract, references, and tables/figures).
8. The maximum amount of point to be awarded is 100. Refer to “Secondary Data Analysis Report Scoring Rubric”.
9. The deadline to submit a hard copy of the report is November 30th at 4:00 PM.

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Secondary Data Analysis Proposal

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Blackboard Learn platform. Use additional pages as necessary.

Name:

Selected dataset source, name of organization, and/or URL address:

Summary of analysis plan to be conducted:

Expected outcome:

Secondary Data Analysis Report Scoring Rubric

Report title: _____

Name: _____

Report submitted on: _____

Activity		Potential points	Awarded
Final written & electronic report submitted on day of presentation		Yes/No	10% deduction for each 24 hours late
TURNITIN® Similarity Index (SI) score		_____ %	SI scores greater than 25% will be returned for correction before grading
APA style formatting		Yes/No	Non-compliant reports will be returned for correction before grading
Report	From Rubric	0 -100	
Total		0 – 100	

Total possible score points for project report: 100 points

Score	1	2	3
TRAIT	Unacceptable	Acceptable	Exemplary
Design	<ul style="list-style-type: none"> - Research question and statements of hypotheses or problem vaguely stated or unstated - Research design or model contains deficiencies or is not provided - Does not develop indicators or develops invalid measures - Sampling universe is either marginally appropriate or inappropriate - Design deficiencies in some areas are not offset by superior efforts elsewhere 	<ul style="list-style-type: none"> - Implicitly identifies research question and states hypotheses or problem - Research design adequate for testing at least one of the hypotheses or modeling the problem/decision - Develops at least one indicator that is a moderately valid measure - Generally identifies the sampling universe (target population) - Deficiencies in designing one or two elements are offset by superior efforts elsewhere 	<ul style="list-style-type: none"> - Explicitly identifies research question and states hypotheses or problem - Directly tests hypotheses or models problem with superior research design - Develops indicators that are valid measures of concepts - Correctly identifies the sampling universe (target population)
Analysis	<ul style="list-style-type: none"> - Fundamental errors or omissions in identifying the sample or data set - misapplies the analysis or uses the wrong method or test; fails to report at least two major steps - Presents confusing results with incomplete tables or no results at all 	<ul style="list-style-type: none"> - Selects appropriate sample or data set - Statistical methods or quant modeling techniques acceptable, but at least one major step not reported or ignored - Results generally identified and reported, although with minimal labeling or other omission 	<ul style="list-style-type: none"> - Selects appropriate sample or data set - Identifies and correctly uses statistical methods to test hypothesis or other quant methods to model the problem - Clearly presents the results in labeled and identified tables, charts, or graphs
Interpretation	<ul style="list-style-type: none"> - Misidentifies or misreports much of the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Incorrectly reports the results - Little or no discussion and interpretation of the patterns inherent in the analysis 	<ul style="list-style-type: none"> - Identifies and reports most of the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Correctly reports results (e.g., hypothesis tests, interval estimates, optimization solutions) - Little or no discussion and interpretation of the patterns inherent in the analysis 	<ul style="list-style-type: none"> - Identifies and reports all the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Correctly reports results (e.g., hypothesis tests, interval estimates, optimization solutions) - Accurately and creatively interprets the patterns inherent in the analysis