The University of Texas

School of Public Health at Houston

2009-2011 Catalog

For Fall 2011 – Summer 2012 Entering Students

The University of Texas Health Science Center at Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctorate and special professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or 404-679-4500 for questions about the accreditation of The University of Texas Health Science Center at Houston.

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Welcome to The University of Texas School of Public Health. We are committed to making health happen through visionary teaching, research, and public health service programs. This school ranks among the top in the nation and has established a state, national, and international reputation as a leader in education and research. In addition to being an outstanding venue for your public health education and research, The University of Texas School of Public Health has the lowest tuition and fees among the top schools of public health in the country.

Health is among the most important conditions of life and is needed to achieve well-being and happiness. From vaccinations to prevent diseases that devastated past generations, health departments monitoring disease outbreaks, restaurant inspections preventing food poisoning outbreaks, seat belt and drunk driving laws, water systems to fluoridate drinking water, regulations to control pollution in our environment, safer workplaces, family planning programs, school programs to prevent heart disease by teaching children about healthy diets and promoting physical activity, adolescents learning in school about safer sex practices to minimize exposure to and prevent sexually transmitted diseases and avoid unwanted pregnancies, the use of sunscreen to protect our skin, smoke-free public places, to smoking prevention and smoking cessation programs, public health touches our lives every day. Public health as a profession has made great achievements and major advances are imminent, especially from the development and application of population-based health promotion and disease prevention programs, improving health service delivery systems, and improving environmental and occupational health.

The interdisciplinary nature of public health makes it a very appealing profession. Public health has several core areas that work together. Public health professionals collaborate with physicians, nurses, dentists, teachers, schools, education agencies, legislators, government agencies, and the media to improve the health of people.

Our students have the advantage of being a part of an excellent health science center located in the Texas Medical Center, the largest medical center in the world. We have regional campuses in Austin, Brownsville, Dallas, El Paso and San Antonio, where we serve as a resource for the entire state of Texas. We serve a very diverse population in Texas. This diversity is reflected in the make-up of our student body. Our students have abundant opportunities for student employment, student research, and practicum experiences to enrich their education in public health.

Our mission is to improve and sustain the health of people by providing the highest quality graduate education, research, and community service for Texas, the nation, and the world. No matter where you plan to pursue your public health career, the UT School of Public Health is an excellent place to obtain an education in public health. We have an outstanding faculty ready to assist you in your studies and involve you in research and community service activities. I am confident that you will find the School a friendly, supportive, and intellectually stimulating environment for your studies.

Roberta B. Ness, M.D., M.P.H.
Dean of the School of Public Health
M. David Low Chair in Public Health
THE UNIVERSITY OF TEXAS SCHOOL OF PUBLIC HEALTH AT HOUSTON  
ACADEMIC CALENDAR YEAR 
2011-2012

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Holidays will be announced in the schedule of classes.

For the complete calendar please go to the Registrar’s Office website.
ADMINISTRATIVE OFFICERS

Roberta B. Ness, M.D., M.P.H.
Dean

L. Kay Bartholomew, Ed.D., M.P.H.
Associate Dean for Academic Affairs

David R. Carnahan, M.B.A.
Associate Dean for Management

Linda E. Lloyd, Ph.D., M.B.A., M.S.W.
Associate Dean for Public Health Practice

Laura E. Mitchell, Ph.D.
Associate Dean for Research

Mary Ann Smith, Ph.D.
Associate Dean for Student Affairs

Derek D. Drawhorn, M.C.S.
Assistant Dean, Information Technology

Hector G. Balcazar, Ph.D.
Regional Dean, El Paso Regional Campus

Raul Caetano, M.D., M.P.H., Ph.D.
Regional Dean, Dallas Regional Campus

Sharon P. Cooper, Ph.D.
Regional Dean, San Antonio Regional Campus

Joseph B. McCormick, M.D.
Regional Dean, Brownsville Regional Campus

Cheryl L. Perry, Ph.D.
Regional Dean, Austin Regional Campus

Eric Boerwinkle, Ph.D.
Director, Division of Epidemiology, Human Genetics and Environmental Sciences

Barbara C. Tilley, Ph.D.
Director, Division of Biostatistics

Luisa Franzini, Ph.D.
Director, Division of Management, Policy and Community Health

Sally W. Vernon, Ph.D.
Director, Division of Health Promotion and Behavioral Sciences

Maria E. Fernandez, Ph.D.
Director of Diversity Programs

Sandra J. Fisbeck
Director of Administrative Services

Mary Pastore, B.S.
Director of Accounting Services

Sylvia A. Salas, M.P.H.
Director of Academic Affairs

Anne Baronitis
Director of Student and Alumni Affairs

Helena M. VonVille, M.L.S., M.P.H.
Director of Library Services
GENERAL INFORMATION

History
The origins of public health can be traced to two roots, the requirement that a community protect itself from the ravages of mass disease, and an altruistic desire to ensure at least a minimal opportunity for a healthy life for underprivileged children. Early practical applications of these roots were the adoption of formal quarantine regulations in the 1300s by the cities of Ragusa and Venice and the child health movements of the late 1800s. Epidemics were an inevitable result of the growth of cities, and urban populations were forced to submit helplessly to the catastrophic epidemics of smallpox, cholera, plague, diphtheria, and other diseases until an explosion of knowledge during the last half of the nineteenth century promised relief. The microbiological era in biomedical research was responsible for the identification of specific microbiological agents of disease and the development of the science of immunology. Precisely designed preventive procedures became available, and simultaneously, advances in engineering made possible the provision of potable water, the removal of noxious wastes, and the construction of more hygienic dwellings and safer working places.

Community problems and community solutions cannot be managed by individual initiatives, so boards of health and health departments were created to protect the health of their constituents. By around 1910, the number of health departments in the United States, and the increasing complexity of their responsibilities, generated a need for specially trained physicians, nurses, and engineers. Educational programs were developed at Massachusetts Institute of Technology, Harvard University, and Johns Hopkins University, and from these programs evolved the concept of a specialized school providing both professional and academic curricula in community health and related fields.

After World War II, the emphasis in community health changed greatly. Chronic diseases displaced infections as primary causes of death, and public concern was directed toward personal medical care services and health hazards of the environment. As the need for a skilled work force continued to grow, new schools of public health were established; enrollments were expanded, and curricula were altered to address the changing circumstances.

In 1947, the Texas State Legislature authorized a School of Public Health within The University of Texas System, but the authorization was not implemented until 1967. In that year, The University of Texas System, supported by many public-spirited citizens in Houston and elsewhere in the State, requested and received an appropriation for the School. The first class was admitted in the fall of 1969, occupying rented and borrowed space. Enrollment doubled in the second year and doubled again in the third year, testimony to the previously unfilled need. In response to the need for graduate public health education in other geographic areas of the state, the School of Public Health at Houston initiated Regional M.P.H. Programs in San Antonio in 1979, in El Paso in 1992, in Dallas in 1998, and in Brownsville in 2001. Strong research programs exist at each campus, addressing especially the health problems of Texas. By the end of Spring 2007, graduates of the School of Public Health at Houston numbered over 4600, serving the public in every phase of community health.
The School of Public Health at Houston is housed in the Reuel A. Stallones Building. Dr. Stallones was the founding Dean of the School and served from 1967 until 1986. His educational philosophy and his eminence in both epidemiology and graduate public health education were recognized by The University of Texas Board of Regents when they named the building in his honor.

**Mission and Goals**

**Education** — The School’s first responsibility is to provide the highest quality graduate education in the theory and practice of public health to present and future practitioners and teachers. It does so within a framework which values the contributions of all persons and a philosophy based on the premise that education is a lifelong process and the fundamental responsibility for each person’s education resides with the individual. Public Health embraces a remarkable variety of skills, attracting persons with many professional and academic backgrounds, including the physical, biological, and behavioral sciences. Public health is committed to maintaining a broad perspective of health and disease and understanding of the health system. The School must teach the values of health and explain the orientation and philosophy that establishes unity from this diversity.

**Research** — Progress requires new knowledge to advance understanding, and the search for new knowledge must be nurtured, lest the practice of public health grow sterile and atrophy. The School of Public Health at Houston is to serve as a focus of research activities directed toward disease prevention, health promotion, community and environmental health, and the health system.

**Community Service** — No professional school can long maintain its excellence if it remains isolated from communities in which it exists or from the realities and the practicalities of professional practice. Thus, the third component of the School’s mission is to provide service to the community and maintain strong relations with public health practice. This helps ensure that the teaching and research programs within the School continue to have relevance to current problems of the community.

**Accreditation**

The University of Texas School of Public Health at Houston is accredited by the Council on Education for Public Health. The University of Texas Health Science Center at Houston is accredited by the Southern Association of Colleges and Schools (SACS) to award certificates, and baccalaureate, master, and doctoral degrees.

The M.P.H. degree program satisfies the academic requirement for certification by the American Board of Preventive Medicine in the areas of public health, occupational medicine, aerospace medicine, and preventive medicine. (See “Programs, Centers, and Institutes”)

**Non-discrimination Policy**

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by The University of Texas School of Public Health at Houston on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability.
DEGREE PROGRAMS

The School of Public Health has a variety of degree and non-degree programs. Degree programs include professional (Master of Public Health and Doctor of Public Health) and academic degrees (Master of Science and Doctor of Philosophy). Non-degree programs include the Certificate in Public Health, Certificate in Maternal and Child Health, Certificate in Health Disparities and Certificate in Public Health Informatics. In addition, admitted non-degree students may take individual courses for those who wish to gain knowledge in particular topics.

A course generally consists of a combination of lectures, discussion periods, directed reading, and individual study and inquiry. Courses are letter-graded or pass/fail. All courses satisfying the M.P.H. core requirements are letter-graded. Elective courses may be letter-graded or pass/fail at the discretion of the instructor. Credits earned at other institutions prior to enrollment at the School of Public Health shall not be applied to UTSPH transcripts or counted toward graduation requirements. Through reciprocal agreements, however, students enrolled at the School of Public Health may take courses for credit at affiliated institutions, provided the courses are recommended and approved prospectively by the student’s advisory committee.

Students admitted to dual degree programs may transfer the limited number of approved shared credit courses specified in the dual degree agreement. Students should contact the program coordinator for the dual degree program for further information.

General non-degree and certificate students can transfer up to 16 semester credit hours of UTSPH coursework if accepted into a degree program, provided a passing grade is earned in the course, and the course is completed within five years prior to matriculation into the degree program.

Credit hours toward a degree program’s graduation requirements begin to accrue at the time of admission to and enrollment into the degree program and courses. Credit hours earned as part of a masters degree program do not count toward a doctoral degree program unless the student has been admitted to the master’s degree with the “right to petition.” (See the “Admission Process” section for details on the “right to petition”.) In addition, the Division of Biostatistics and the Division of Epidemiology and Disease Control may admit students holding a bachelor’s degree directly to the Ph.D. program. (See the “Admission Process” section for details.)

A student is classified “full-time” if enrolled in at least nine semester credit hours during the Fall or Spring semesters, at least six semester credit hours during a 12-week Summer session, or at least three semester credit hours during each six-week Summer session. Full-time students generally enroll in 12-16 credit hours per semester. A minimum of three credit hours must be taken in each semester a student is enrolled. Students are expected to enroll in culminating experience, thesis, or dissertation hours during the time that resources are being used in this endeavor. All courses taken by students accumulate semester credit hours, but no more than a combined total of six credit hours earned for culminating experience plus the practicum may be counted toward the total credit hour minimum of the masters degree. Nine combined dissertation and practicum hours may be counted for the doctoral degree.
Enrollment is required in the semester in which the research proposal is submitted and continuously through the semester in which all requirements for graduation are completed. Enrollment is also required in the semester in which the qualifying examination (doctoral programs) is taken and in the semester in which the student is involved in a practicum/internship (M.P.H. and Dr.P.H. programs).

Students must maintain enrollment in the School so that any absence from the program does not exceed one calendar year (three consecutive semesters) unless a formal leave of absence is obtained. Policies and procedures regarding re-admission to a degree program are addressed in the section, Grading, Conduct, and Satisfactory Progress Policies.

All research papers, theses, and dissertations authored by degree candidates are available to interested members of the general public upon request. Culminating experience documents, theses and dissertations are published electronically and are widely available.

General and specific requirements for degrees may be altered in successive catalogs. A student is bound by the requirements of the catalog in force at the time of his/her admission or readmission; however, a student must complete all degree requirements within seven years or be subject to the degree requirements of the catalog in effect at the time of graduation.

Please note that the school is essentially a day time operation and that it is not possible to earn a degree by taking only courses at night or only online.

**Time Limits on Degree Programs**

Students are expected to complete master’s degree programs (M.P.H. and M.S.) within five years and doctoral degree programs (Dr.P.H. and Ph.D.) within seven years. In case of extenuating circumstances, a student may request a one-year extension. The possibility of a second year of extension exists for extraordinary circumstances. Students who do not graduate within the approved time limit will be dismissed from the program and must be readmitted to the School in order to complete the degree program in effect at the time of readmission.
The Master of Public Health (M.P.H.) degree is the basic professional degree in the field. It is required for many supervisory and managerial positions in public health and is recommended for many others.

Students are admitted to one of the Divisions or Regional Campuses listed below through which they complete a series of courses covering the breadth of public health and develop competencies appropriate for their elected discipline. Many courses and educational activities are available to qualified students across all disciplines. Students are encouraged to diversify their curricula by selecting among these opportunities.

The majority of students take approximately 18 to 24 months to complete the degree. With careful planning some students may be able to complete the degree program in a shorter time. Part-time students should plan accordingly.

**Major Areas of Study:**
- Biostatistics
- Community Health Practice
- Epidemiology
- Healthcare Management
- Health Promotion/Health Education
- Health Services Organization
- Occupational and Environmental Health Services

**Regional Campuses M.P.H. Programs:**
- Austin Regional Campus
- Brownsville Regional Campus
- Dallas Regional Campus
- El Paso Regional Campus
- San Antonio Regional Campus

**Optional Concentrations:**
- Global Health (Interdivisional)
- Health Disparities (Interdivisional)
- Leadership (Interdivisional)
- Maternal and Child Health (Interdivisional)

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

**Admission Requirements:**
- The degree of M.D., D.D.S., D.O., Pharm.D. or D.V.M. from a regionally accredited school, or
- A baccalaureate or more advanced degree, in an appropriate field, from a regionally accredited university or school, and
- Submission of application and supporting documents by the application deadline, and
• Previous public health experience or evidence of the potential to contribute significantly to public health programs and services, particularly to underserved and vulnerable populations. The applicant must submit an original career goal statement and may include a curriculum vita, copies of reports, articles, recommendations, or other written material believed to reflect such potential.

• Graduate Record Exam (GRE) scores are required for all M.P.H. degree applicants. GRE scores are reviewed by the Admissions Committee as one factor among others. An exemption from the GRE requirement may be requested for applicants holding previous doctoral level degrees from accredited U.S. or Canadian universities or for international medical graduates who hold ECFMG certification.

• Applicants who are nationals of countries where English is not the parent language are required to submit satisfactory scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials. See Admissions Process for factors considered in the admission decision.

Degree Requirements
• Satisfactory completion of a prescribed course of study of at least one academic year, a minimum of 45 semester credit hours (a maximum of six combined credit hours of practicum, thesis or culminating experience count toward the minimum of 45 credit hours, therefore at least 39 credit hours of courses must be taken other than practicum, thesis or culminating experience), and demonstration of a breadth of knowledge in the disciplines basic to public health;

• Satisfactory completion of PHM 5010 Ethics in Public Health;

• Satisfactory completion of a planned, supervised, and evaluated practice experience (Practicum) that includes the application of public health science and theory;

• Satisfactory completion of the Capstone Course or culminating experience paper, written in English, demonstrating a substantial knowledge of public health. The culminating experience may take the form of a thesis or report which meets criteria set forth by the School. With the approval of the Advisory Committee, a student may elect to include an article of publishable quality consistent with the standards of a peer-reviewed journal. The article is a part of the final submission to the Office of Research and contains all supporting elements of an acceptable culminating experience; and

• All M.P.H. students must give an oral presentation of their culminating experience projects at the School prior to graduation. All completed written culminating experience documents will be made available to the public.

Practicum
The practicum experience is an essential part of the curriculum and is a requirement of the Council on Education for Public Health (CEPH, the accrediting body of all U.S. schools of public health) for completion of a Master of Public Health degree. The practicum is designed specifically for M.P.H. students. It consists of an organized internship at an agency or organization located outside the UTSPH that is engaged in work related to public health. Alternatively, the practicum may be done in a UTSPH Center or project that interacts with practice agencies. The student is ex-
pected to spend a minimum of 12 hours per week (approximately 180-200 hours total) at the practicum site. Registration for the practicum seminar is required during the semester of the practicum.

Culminating Experience (CE)
The culminating experience is a requirement of the CEPH, for completion of a Master of Public Health degree. The CE requires a student to synthesize and integrate knowledge and skills acquired in the degree program and apply those to some aspect of professional practice. The CE may be the Capstone Course or a written paper. In both options, students will analyze public health issues, perform written work and give an oral presentation of his or her findings.

Advisory Committee
An academic advisor, either the Divisional or Regional Campus centralized advisor or a Divisional or Regional Campus faculty member is assigned to students at the time of admission. M.P.H. students who elect a concentration will be required to add one additional member to their committee to represent the concentration (unless the advisor also represents the concentration. If a student chooses to complete a written culminating experience (e.g., thesis) a second member may be added from within the school or outside of the school. Committee membership is approved by the Associate Dean for Student Affairs. During evaluation week at the end of each Fall and Spring semesters, each M.P.H. student meets with his or her advisory committee to review the academic plan and the student’s progress toward completion of the degree program.

Core Requirements for M.P.H. Students
The following courses satisfy the M.P.H. core public health discipline requirement.

Biostatistics:
- PH 1690 Foundations of Biostatistics *(Available Online)*
- PH 1700 Intermediate Biostatistics – permission required *(Available Online)*

*PH 1690 is required for all majors. PH 1700 is required for majors in Biostatistics and Epidemiology and is highly recommended for majors in Environmental and Occupational Health Sciences. Students majoring in Health Promotion and Behavioral Sciences or Management, Policy and Community Health may only take PH 1690.*

Epidemiology and Disease Control:
- PHM 2610 Fundamentals of Epidemiology *(Available Online)*
- PHM 2612 Epidemiology I

*PHM 2612 is required for majors in Epidemiology and Disease Control; non-majors meet the requirement by taking PHM 2610.*

Environmental and Occupational Health Sciences:
Non-majors:
- PHM 2110 Overview of Environmental Health, or
- PHWM 2120 Man’s Impact on the Environment *(Available Online Only)*

Majors in EOHS (all are required):
- PHWM 2100 Foundations of Environmental and Occupational Health Sciences
(Available Online)

PHM 2101 Contemporary Issues in Environmental and Occupational Health
PHM 2130 Recognition of Environmental and Occupational Hazards
PH 2175 Toxicology I: Principles of Toxicology
PH 3725 Health and Safety Program Management

Health Promotion and Behavioral Sciences:

PHM 1110 Social and Behavioral Aspects of Community Health (Available Online)
PHM 1111 Health Promotion Theory and Methods I
PHM 1112 Health Promotion Theory and Methods II

PHM 1111 and PHM 1112 Health Promotion Theory and Methods I and II is a two course sequence required for majors in the Health Promotion and Behavioral Sciences Division.

PHM 1111 May be taken in place of PHM 1110 at the Regional Campuses.

Management, Policy and Community Health:

PHM 3715 Introduction to Management and Policy Sciences (Available Online)

PHM 3715 is required for both majors and non-majors in Management, Policy and Community Health.
**DOCTOR OF PUBLIC HEALTH**

The Doctor of Public Health (Dr.P.H.) degree signifies distinguished scholarly accomplishment. It is primarily offered for those who plan careers involving professional practice, teaching, or community-based research. Students will be affiliated with one of the Divisions listed below. In addition, students may elect an interdivisional concentration, such as Global Health.

**Major Areas of Study:**
- Community Health Practice
- Epidemiology
- Health Promotion/Health Education
- Health Services Organization
- Occupational and Environmental Health

In order to complete a degree with appropriate public health breadth, Dr.P.H. students are required to complete one minor area of study in one of the five public health disciplines (separate from the major area) and one public health breadth area. Each doctoral student must complete two minors or a minor and a breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee (it is strongly recommended that either the minor or breadth area be focused on leadership). The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

**Regional Campus Dr.P.H. Programs**
- Community Health Practice (San Antonio)
- Health Promotion/Health Education (Austin, Brownsville, Dallas, El Paso)
- Occupational and Environmental Health (San Antonio)

**Dr.P.H. Optional Interdivisional Concentrations**
- Global Health
- Health Disparities
- Leadership
- Maternal and Child Health

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

**Admission Requirements**
- Prior M.P.H. degree or equivalent preparation from a regionally accredited university or college;
- An original goal statement;
- Outstanding promise for scholarly accomplishment and professional leadership or for extending public health practice, particularly to underserved and vulnerable populations. In addition to the M.P.H., evidence of promise could include previous or current employment in a public health or health-related agency or service to such agencies, curriculum vita, copies of reports, articles, recommendations, or other written material believed to reflect such potential;
• Supporting letters of recommendation documenting and evaluating the applicant’s achievements;
• The Graduate Record Examination (GRE) is a requirement of all doctoral programs; and
• Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Degree Requirements
• Satisfactory completion of a prescribed course of study of at least one academic year, comprising a minimum of at least 48 semester credit hours (a maximum of nine combined credit hours of practicum, thesis or dissertation count toward the minimum of 48 credit hours, therefore at least 39 credit hours of courses must be taken other than practicum, thesis or dissertation). Two minors or a minor and a breadth area are required;
• Satisfactory completion of one Epidemiology course, if not already covered in the major, minor or breadth area;
• Satisfactory completion of a planned, supervised, and evaluated practice experience that includes the application of public health science and theory;
• Satisfactory performance on a preliminary examination as described by the degree program (the preliminary examination may be taken after the courses prescribed by the degree program have been successfully completed);
• Satisfactory defense of the dissertation proposal; and
• Satisfactory completion of an original research dissertation, written in English, that constitutes a substantial contribution to the body of knowledge in public health. All doctoral students must present their dissertation research in a public forum at the School prior to graduation. All completed dissertations will be made available to the public.

If a student is unable to successfully complete the preliminary examination (demonstrate competence) after two attempts the student will be dismissed from the Dr.P.H. program. That student may be provided an opportunity to complete the M.P.H. degree program (if the student does not already possess a M.P.H. degree), but the opportunity is not automatic, and acceptance into the M.P.H. program is decided collectively by Divisional faculty.

Practicum
The Dr.P.H. practicum is designed to:

• Relate to the student’s academic goals and professional interests, and specific learning objectives
• Provide opportunities for professional advancement of specific competencies that the student has not yet mastered in their coursework or prior professional experience
• Facilitate the application of public health leadership principles to address a need identified by the host organization through service learning
• Demonstrate the student’s application of public health concepts through observational and performance-based evaluation by the preceptor, faculty, and student
• Provide experiences in developing advocacy and/or leadership skills through collaboration with senior public health practitioners

The student is expected to spend a minimum of 180-200 hours total at the practicum site. Community preceptors, selected based on evidence of specific skills, provide extensive mentoring to students.

Preliminary Committee
All Dr.P.H. students are admitted with an academic advisor who will assist the student in preparing for the preliminary examination. Successful completion of the preliminary examination advances the doctoral student to a doctoral candidate. At this time, the student will constitute a Dissertation Committee.

Dissertation Committee
Upon successful completion of the preliminary exam, students will constitute a dissertation committee composed of a dissertation advisor (who may or may not be the academic advisor) and two other members representing the breadth and minor areas of interest. The dissertation committee will help develop curriculum that supports the student’s research and career goals. This committee can be changed as research interests become more focused. The dissertation committee will also be responsible for evaluating the oral defense of the dissertation research proposal and the oral defense of the completed dissertation. The Committee membership must be approved by the Associate Dean for Academic Affairs.

The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

Required Review and Degree Time Limits
Any student who has been admitted to candidacy for a Dr.P.H. degree (i.e., following successful completion of the preliminary examination) is expected to complete the degree within four years from the date of admission to candidacy, not to exceed seven years total time in the degree program. The dissertation committee will review the case at the end of the four-year period following successful completion of the preliminary examination and will consider such recommendations as (1) a one-year extension of the degree program, or (2) dismissal. A second extension may be granted. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.
**MASTER OF SCIENCE**

The Master of Science (M.S.) degree signifies scholarly accomplishment in a public health discipline and is offered to those who plan careers in teaching and research. The M.S. student is expected to focus in one area while gaining an understanding of the interrelations within the public health disciplines. Students are encouraged to draw upon the resources of the School but may also work with faculty at other institutions of higher learning in Houston. The academic plan will be guided by the faculty advisor, the student, and the Advisory Committee to meet the student’s specific educational goals. A student elects one field as a major and selects another public health discipline as a minor area of study. The majority of full-time M.S. students take at least two years to complete all degree requirements.

**Major Areas of Study**
- Biostatistics
- Environmental Sciences (currently inactive)
- Epidemiology

**Regional Campus M.S. Programs**
*Epidemiology (Austin, Brownsville, Dallas, San Antonio)*

**M.S. Optional Interdivisional Concentrations**
- Global Health
- Health Disparities
- Leadership
- Maternal and Child Health

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

**Admission Requirements**
- Prior baccalaureate or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college;
- Submission of application and supporting documents by the application deadline;
- The Graduate Record Examination (GRE) is a requirement of all degree-seeking students; and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See **Application Procedures and Deadline Dates** for a list of required application materials and factors considered in the admission decision.

**Degree Requirements**
- Satisfactory completion of a prescribed course of study, including one major and one minor, of at least one academic year and at least 36 semester credit hours (a maximum of six combined credit hours of practicum or the-
sis count toward the minimum of 36 credit hours, therefore at least 30 credit hours of courses must be taken other than practicum or thesis);

- Satisfactory completion of one Epidemiology course, if not already covered in the major, minor or breadth area;
- Satisfactory completion of PHM 5010 Ethics in Public Health; and
- Satisfactory completion of a research thesis, written in English, deemed by the faculty to be of excellent quality and to demonstrate an appropriate depth of knowledge in the field of study. If approved by the student’s Advisory Committee, a student may elect to include an article of publishable quality consistent with the standards of a peer-reviewed journal. The article is a part of the final submission to the Office of Research and contains all supporting elements of an acceptable research thesis.

All completed theses will be made available to the public. All courses taken by students count toward their degree, but no more than six (6) semester credit hours of the 36 credit hour minimum may be earned for thesis research.

**Practicum**

A practicum consists of an organized internship at an agency or organization located outside the UTSPH engaged in work related to public health, or located in a UTSPH Center or project that interacts with practice agencies. M.S. students are encouraged to include a practice experience in their education plan as well, but it is not required.

**Advisory Committee**

An academic advisor is assigned to each student at the time of admission. One additional member to represent the minor discipline from the UTSPH is required for M.S. students. The member representing the minor discipline will be chosen by the student. Committee membership is approved by the Associate Dean for Academic Affairs.
DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (Ph.D.) degree in Public Health represents outstanding scholarly attainment and signifies a capacity for independent study. It is primarily a research and teaching degree. Curricula leading to this degree are offered in the following fields of study:

- Biostatistics
- Behavioral Sciences
- Environmental Sciences
- Epidemiology
- Management and Policy Sciences

In order to complete a degree with appropriate public health breadth, Ph.D. students are required to complete one minor area of study in one of the five public health disciplines (separate from the major area) and one public health breadth area. Each doctoral student must complete two minors or a minor and a breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee (it is strongly recommended that either the breadth or minor be focused on leadership). The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

Regional Campus Ph.D. Programs

Epidemiology (Austin, Brownsville, Dallas, San Antonio)

Doctoral candidates may complete their course of study by engaging in research in residency in Houston or at a Regional Campus in Austin, Brownsville, Dallas, El Paso or San Antonio. Research activities of the faculty at the Houston and Regional Campuses are indicated in the Division’s list of faculty.

Admission Requirements for Bachelor’s Prepared Applicants

Direct admission to the Ph.D. degree program for those holding a bachelor’s degree is offered in Biostatistics or Epidemiology.

Biostatistics:

- Prior bachelor’s degree (B.A. or B.S.) in a mathematical, biomedical, or physical science from a regionally accredited university or college;
- An original goal statement;
- Outstanding promise of scholarly accomplishment and research capability;
- Submission of application and supporting documents by the application deadline;
- Graduate Record Exam (GRE); and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Biostatistics for further information.
Epidemiology:

- Prior bachelor’s degree that indicates the development of strong scientific and analytical skills, such as a degree in biology, biochemistry, mathematics, or statistics;
- An original goal statement;
- Outstanding promise of scholarly accomplishment and research capability;
- Submission of application and supporting documents by the application deadline;
- Graduate Record Exam (GRE); and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Epidemiology and Disease Control for further information.

Admission Requirements for Master’s or Doctoral Prepared Applicants

- Prior master’s or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college;
- An original goal statement;
- Outstanding promise of scholarly accomplishment and research capability;
- Submission of application and supporting documents by the application deadline;
- The Graduate Record Examination (GRE) is a requirement of all doctoral programs; and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Degree Requirements

- For the student with a master’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 48 semester credit hours (a maximum of nine combined credit hours of practicum, thesis or dissertation count toward the minimum of 48 credit hours, therefore at least 39 credit hours of courses must be taken other than practicum, thesis or dissertation); for the student with a bachelor’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 72 semester credit hours. Two minors or a minor and a breadth area are required;
- Satisfactory completion of one Epidemiology course, if not already covered in the major, minor or breadth area;
• Satisfactory performance on a preliminary examination as described by the degree program. The preliminary examination may be taken after the courses prescribed by the degree program have been successfully completed;
• Satisfactory defense of the dissertation proposal; and
• Satisfactory completion of an original research dissertation, written in English, that makes a substantial contribution to knowledge in the public health sciences. All doctoral students must present their dissertation research in a public forum at the school prior to graduation. All completed dissertations will be made available to the public.

If the student is unable to successfully complete the preliminary examination after two attempts, the student will be dismissed from the Ph.D. program. For students with a bachelor’s degree, the opportunity to complete an M.S. degree program is not automatic, and acceptance into the M.S. program is decided collectively by Divisional faculty.

All courses taken by students count toward their degree, but students with a masters degree, no more than a total of nine semester credit hours of the 48 semester credit hour minimum may be earned for dissertation research. For students with a bachelor’s degree, no more than a total of nine semester credit hours of the 72 credit hour minimum may be earned for dissertation research.

Enrollment is required during the semester in which the preliminary examination is taken. Candidates for a degree must also be enrolled during the semester in which the research proposal is submitted and continuously through the semester in which degree requirements are completed.

**Practicum**

A practicum consists of an organized internship at an agency or organization located outside the UTSPH engaged in work related to public health, or located in a UTSPH Center or project that interacts with practice agencies. Ph.D. students are encouraged to include a practice experience in their education plan as well, but it is not required.

**Academic Advisor**

All students will be assigned an academic advisor at admission who will guide them through the course prerequisite to the preliminary exam. Upon successful completion of the preliminary examination, students will constitute a Dissertation Committee.

**Dissertation Committee**

Upon successful completion of the preliminary exam, students will constitute a dissertation committee composed of a dissertation advisor (who may or may not be the academic advisor) and two other members representing the breadth and minor areas of interest. The dissertation committee will help develop curriculum that supports the student’s research and career goals. This committee can be changed as research interests become more focused. The dissertation committee will also be responsible for evaluating the oral defense of the dissertation research proposal and the oral defense of the completed dissertation. Committee membership must be approved by the Associate Dean for Academic Affairs.
The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

**Required Review and Degree Time Limits**

Any student who has been admitted to candidacy for a Ph.D. degree (i.e., successful completion of the preliminary examination) is expected to complete the degree within four years from the date of successful completion of the dissertation proposal, not to exceed seven years total time in the degree program. Otherwise, the Committee will review the case at the end of the four-year period following admission to candidacy and will consider such recommendations as (1) a one-year extension of the degree program or (2) dismissal. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.
**DUAL DEGREE PROGRAMS**

Dual degree programs in The University of Texas School of Public Health are designed so that the curricula of both degrees are integrated to the extent possible. Through these programs students are able to complete both degrees in a shorter time period than doing each separately because some specified courses count for both degrees.

Students in the dual degree program must be admitted separately to each institution and must meet the requirements of each institution for its respective degree. Admission to one program does not assure admission to the other. Students in the dual degree program will receive a diploma from each degree program after meeting the individual requirements of each program.

**J.D./M.P.H. Program**

Students interested in health law and policy may study concurrently for a Master of Public Health degree from the School and a Juris Doctorate from the University of Houston Law Center.

When possible and appropriate, the student’s coursework at the two institutions is coordinated to provide a curriculum that integrates law with public health sciences. Students admitted to both institutions may transfer credits between institutions for appropriate coursework. However, prior approval is required, and the procedures of the institution receiving the academic credits must be followed. Typically, a student in the dual degree program develops a culminating experience (CE) dealing with a legal issue affecting the public’s health. The CE should demonstrate the student’s mastery of the analytical methods used in public health and how these methods assist with the development of public health policy.

*Contact*

Carl S. Hacker, Ph.D., J.D.  
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**M.D./M.P.H. Program (Houston)**

Medical students at The University of Texas Medical School at Houston may apply for the five-year integrated M.D./M.P.H. Program. The program prepares the student of medicine for a career in academia or in specialized areas of medicine that are not taught as part of the traditional medical school curriculum. Students spend the fall and spring semesters at the School of Public Health after the first, second, or third medical school year. Interested students may apply early (as soon as possible after medical school acceptance) so that they can enroll in online classes during the summer before they begin medical school. This facilitates completion of the requisite hours needed for graduation. Students may also apply to the dual degree program after they have begun medical school, but this may lengthen the M.P.H. program beyond five years. Students can also apply for the Certificate Program; enrolling in this latter program allows them to take courses online for which they can receive credit once they are admitted to the School of Public Health.

Students may start the certificate program during the summer before they enter medical school. Otherwise, students should apply during the winter of their first Medical School year, however, it is possible to apply for entry as late as the winter
of the third year. Students cannot begin their year of full-time study at the School of Public Health after graduating from Medical School.

The usual application procedures and deadlines should be followed at the School of Public Health, in consultation with the Medical School’s Associate Dean for Educational Programs. Applicants to the Program do not have to take the GRE.

Contact
Chu-Lin Tsai, M.D., Sc.D.
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M.D./M.P.H. Program (San Antonio)
This four-year dual degree program is designed for students attending medical school at The University of Texas Health Science Center at San Antonio. Students are advised to complete two public health core courses in the summer prior to medical school. The remaining public health courses are completed during the four-year medical school curriculum with the option of a fifth year for those finding the four-year curriculum too demanding. The dual degree program is integrated so that a number of courses and learning experiences in the medical school are counted toward the M.P.H. degree program.

The usual application procedures should be followed at the School of Public Health at Houston. However, early applications will be accepted so that an admissions decision may be made prior to the applicant’s selection of one of The University of Texas medical schools.

Contact
Sharon P. Cooper, Ph.D. or Joseph B. McCormick, M.D.
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M.D./M.P.H. Program (El Paso)
This four-year dual degree program is designed for students attending medical school at Texas Tech University Paul L. Foster School of Medicine. Students are advised to complete public health core courses in the summer prior to medical school. The remaining public health courses are completed during the four-year medical school curriculum. The dual degree program is integrated so that a number of courses and learning experiences in the medical school are counted toward the M.P.H. degree program.

The usual School of Public Health application procedures should be followed. However, early applications will be accepted so that an admissions decision may be made prior to the applicant's notification of admission to medical school.

Contact
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M.D./M.P.H. Program (Baylor College of Medicine)
The University of Texas School of Public Health (UTSPH) in conjunction with Baylor College of Medicine offers students the opportunity to obtain a M.P.H. Degree along with their medical doctorate degree. Usually, a student earns both degrees in five years of full time study. Students should apply to the UTSPH at the same time
as the medical school, although application decisions will be considered separately. During the first three years of medical school, the M.P.H. curriculum is integrated with the standard medical school curriculum. The fourth year is spent primarily at the School of Public Health with students returning to the medical school for the fifth and final year. Students may also apply to the dual degree program after they have begun medical school, but this may lengthen the M.P.H. program beyond five years.

**Contact**
Linda Piller, M.D.
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**M.S.N./M.P.H. Program**
Students wishing to pursue concurrent M.S.N. and M.P.H. degrees may apply to the integrated program available through the School of Public Health (UTSPH) and The University of Texas School of Nursing at Houston (SON). Those interested in the program must be admitted separately to each School and must meet the admission and degree requirements of each School. Students admitted to the integrated program, however, can meet the requirements of both degree programs with fewer credit hours than if the degrees were earned separately and may submit a single thesis. Students enrolled in this program will emphasize public health skills at UTSPH, clinical skills at the SON, and the combining of these skills through courses that are taught by faculty from both schools. Students who are contemplating entering the dual degree program are strongly encouraged to seek further information before applying.

**Contact**
Sylvia A. Salas, M.P.H.
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**M.S.W./M.P.H. Program**
Public health and social work professionals deal with complex and mutually reinforcing health and social problems, and with their assessment, prevention, and reduction in individuals and populations. The University of Texas School of Public Health at Houston and the University of Houston Graduate School of Social Work have developed a M.S.W./M.P.H. degree program to address these concerns.

Both degree programs require completion of specific courses and acquisition of specific competencies, but each will give academic credit for a limited number of courses completed at the other institution. The development of specific academic programs, and scheduling of courses, field work, and practica for individual students are guided by advisory committees which include faculty from both institutions.

**Contact**
Michael W. Ross, Ph.D., M.P.H.
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**M.S.S.W./M.P.H. Program (Austin Regional Campus)**
Public health and social work professionals have complementary interests in understanding and improving the health and well-being of individuals and populations. Interested students may study for a Master of Public Health from The University of
Texas School of Public Health Austin Regional Campus and a Master of Science in Social Work at The University of Texas at Austin School of Social Work. Students are expected to integrate the knowledge and learning experiences through shared credit courses as well as practicum and culminating (thesis) experiences. Students will work with an advisory committee that includes faculty from both institutions. This program offers students an opportunity to integrate their studies in social work and public health, while minimizing duplication in course content and reducing the time and costs that are associated with pursuing each degree independently. The integrated program is designed as a three-year course of study.

Contact
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M.S. or Ph.D./M.P.H. Program
The M.S./M.P.H. and the Ph.D./M.P.H. dual degree programs combine the M.P.H. from the School of Public Health with the M.S. or Ph.D. degree from The University of Texas School of Biomedical Informatics at Houston. The training and curriculum in the dual degree program is designed to provide students and future leaders in public health with the necessary skills to be leaders in the field of Public Health Informatics. The dual degree program provides an integrated curriculum that includes a number of shared courses as well as a practicum experience and/or the thesis topic in the area of public health informatics. The selection of specific academic programs and scheduling of specific courses, field work, and practica for individual students is guided by an advisory committee, which includes faculty from both institutions.

Students in the dual degree program must be admitted separately to each School and must meet the requirements of each School for its respective degree. Admission to one program does not assure admission to the other. Students in the dual degree program will receive a diploma from each degree program after meeting the individual requirements of each program.

Contact
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M.B.A./M.P.H. Program
The Master of Public Health (M.P.H.) and Master of Business Administration (M.B.A.) dual degree program is a collaborative effort between The University of Texas School of Public Health Brownsville Regional Campus and The University of Texas at Brownsville Texas Southmost College. The M.B.A./M.P.H. graduate degree program is designed to prepare students from many different academic backgrounds, experiences, and interests for careers in the fields of public health, health services, research, policy development, economics, business, management, and operations. This program provides opportunities to gain advanced knowledge and
skills needed to assume upper level management and leadership positions in a broad range of health and business related industries and career tracks. The curriculum is specifically designed to provide students a breadth and depth of academic knowledge and perspective, supported through classroom and practice-based experiences. The M.B.A./M.P.H. program is only available through the UTSPH Brownsville Regional Campus.

Contact
Joseph McCormick, M.D.
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M.B.A./M.P.H. Program (San Antonio)

Students interested in combining business administration and public health skills may pursue both degrees through application to the integrated three year M.B.A./M.P.H. dual degree program. The M.B.A. degree is offered by The University of Texas at San Antonio College of Business and may be earned concurrently with an M.P.H. degree from The University of Texas School of Public Health at the San Antonio Regional Campus (SARC). This dual degree program allows students to complete both degrees more efficiently and with fewer total credit hours than if each degree were done separately.

Students interested in the dual degree program must apply and be admitted separately to each institution according to the usual application procedures of each school and meet the requirements of each institution for its respective degree. Admission to one program does not ensure admission to the other program.

Contact
Sharon Cooper, Ph.D.
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M.G.P.S./M.P.H Dual Degree Program (Austin Regional Campus)

The Lyndon B. Johnson (LBJ) School of Public Affairs at The University of Texas at Austin and the University of Texas School of Public Health offer a dual degree program leading to two graduate degrees, the Master of Global Policy Studies (M.G.P.S.) degree and the Master of Public Health (M.P.H.). The M.G.P.S./M.P.H. dual degree program combines advanced studies of globalization with a focus on the issues, organizations and skills needed to make meaningful contributions in the emerging field of international health. The program is structured so that students can earn both degrees simultaneously in approximately three academic years. As opportunities increase for graduates with skills appropriate to the evolving global environment, this dual degree program is important addition to the graduate offerings at both The University of Texas at Austin and the University of Texas School of Public Health.

M.P.Aff./M.P.H. Dual Degree Program (Austin Regional Campus)

The Lyndon B. Johnson (LBJ) School of Public Affairs at The University of Texas at Austin and the University of Texas School of Public Health offer a dual degree program leading to two graduate degrees, the Master of Public Affairs (M.P.Aff.) degree and the Master of Public Health (M.P.H.) degree. The dual degree program combines advanced studies of government, nonprofit agencies and policy with a focus on the issues, organizations and skills needed to make meaningful contribu-
tions in the growing field of public health. The program is structured so that stu-
dents can earn both degrees simultaneously in approximately three academic years.
The demand for graduates of such a dual degree program is likely to expand rapidly
in the future. This program will provide students with a deeper understanding of
government and non-profit institutions and their financing and management along
with more detailed training in public health.

Contacts for both M.G.P.S./M.P.H. and M.PAff./M.P.H.:

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M.S.S.W./M.P.H. Dual Degree Program (Dallas Regional Campus)
The M.S.S.W./M.P.H. dual degree program was developed to respond to the need
for a greater integration of the knowledge and skills shared by social work and pub-
lic health professionals. Applications to each school are independent. The UT
School of Public Health (UTSPH) will recognize 12 credit hours taken in the UT Ar-
lington (UTA) M.S.S.W. program towards the M.P.H. Depending on the UTA
M.S.S.W. program the student is enrolled in (61 or 38 credit-program), the UTA
M.S.S.W. will recognize 9 or 12 credit hours taken in UTSPH. The M.S.S.W./M.P.H.
program is generally designed to be completed in three years.

Contact:
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NON-DEGREE PROGRAMS

Non-degree programs provide students who do not wish to seek a formal degree an opportunity to take School of Public Health courses for credit. A special application procedure is required for admission as a non-degree student. The application and a description of the process may be found on the UTHSC-H registrar’s website. Admission to a non-degree program does not ensure subsequent admission to a degree program. Persons interested in applying to a degree program must follow the usual application procedure.

The non-degree student who is not affiliated with a recognized educational collaboration or Certificate program is allowed to take up to 16 semester credit hours of School of Public Health courses. These courses (i.e., up to 16 semester credit hours) may be applied to the required credit hours of a UTSPH degree program provided that a passing grade in each course is earned; the course is completed within five years of matriculation into the degree program; and the applicant meets all the requirements for admission to the graduate degree program. Students may take additional hours if affiliated with formal non-degree programs. However, students wishing to take more than 16 hours are strongly advised to apply for admission to a degree program.

Baylor College of Medicine Educational Collaboration
Students enrolled in the Baylor College of Medicine’s (BCM) Clinical Scientist Training program, including students in both the BCM Master of Science and Certificate Programs, may apply to the School of Public Health as non-degree students. Typically, the non-degree student under this program agreement will be eligible to enroll in four to six courses, depending on the need of the student.

Contact
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The University of Texas at San Antonio Educational Collaboration
This non-degree program in the School of Public Health is specifically designed for students enrolled in the Applied Statistics and Demography Ph.D. program at The University of Texas at San Antonio. Applicants will be reviewed for admission to the UTSPH as non-degree students consistent with current policies and, if admitted may attend classes at the San Antonio Regional Campus. Students may take up to eight School of Public Health courses, and all successfully completed courses will be credited toward the UTSA Applied Statistics and Demography Ph.D. program.

Contact
Sharon P. Cooper, Ph.D.
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Certificate in Public Health
The Certificate in Public Health program is intended for public health practitioners and individuals wishing to increase their basic public health knowledge or considering a graduate degree in the field. The five courses in this non-degree program cover the core content of the disciplines that are basic to public health and are available at all campuses and online. A certificate is awarded to students who pass all five courses. The Certificate is designed to be completed in one year.
Certificate in Public Health Informatics
The Certificate in Public Health Informatics is a joint program between two of The University of Texas Health Science Center at Houston schools: the School of Biomedical Informatics and the School of Public Health. The Certificate was created to address the growing emphasis of public health informatics (PHI) at federal and national level and the increased demand in PHI employment market. The Certificate consists of five courses that provide the basic knowledge and skills in epidemiology, biostatistics, informatics, public health informatics, and one elective. A certificate is awarded to students who pass all five courses. The Certificate is designed to be completed in one year.

Contact
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Certificate in Maternal and Child Health
The Certificate in Maternal and Child Health (MCH) was created to provide public health professionals working in maternal and child health agencies and programs with a flexible and accessible curriculum intended to enhance skills in designing and implementing effective community-based MCH programs. The MCH Certificate consists of four courses providing basic instruction and skills development in reproductive, perinatal, child, and adolescent health. A background in epidemiology or biostatistics is required either before admission to the MCH certificate program, or under certain circumstances may be completed before initiating MCH Certificate coursework. A certificate is awarded to students who pass all required courses. The MCH Certificate is designed to be completed in one year.

Contact
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Certificate in Health Disparities
A certificate program in Health Disparities provides an orientation to health disparities for individuals who are not seeking a degree in public health but who are working in public health or health care and seek to focus their work on the recognition, description and elimination of disparities. Health disparities have been defined as differences in “the overall rate of disease incidence, prevalence, morbidity, mortality or survival rates.” Health disparities exist across race/ethnic groups, geographic residence, gender, age, and disability status. Determinants of health disparities are multi-factorial and include cultural factors, socioeconomic factors, racism/discrimination, and political factors. Public health, health care practitioners and researchers play a critical role in the identification and amelioration of health disparities. The University of Texas School of Public Health builds upon extensive faculty expertise and existing courses to provide focused training in health disparities for SPH students and other professionals.
On the Frontlines of Public Health: Undergraduate Courses

The undergraduate courses introduce students to public health concepts and skills. There are four on-line courses totaling 12 undergraduate credit hours:

**Foundations of Public Health** 3 credits
Public health is often confused with healthcare for the indigent. However, the public health system’s focus is on communities rather than individuals. The course will cover basic public health principles as well as historical context, the core disciplines of public health and essential functions that every public health system should apply.

**Epidemiology 101** 3 credits
Epidemiology, the study of disease occurrence and determinants, lays the foundation for all public health practice. It is a scientific way of thinking about causes and effect. Epidemiology is used to investigate disease outbreaks, determine the natural history of disease, set resource priorities, and develop policies. Basic epidemiologic theory and techniques, applicable to public health practice, will be taught.

**Creating Healthier Communities** 3 credits
This course focuses on how to address health issues facing communities by making changes at the individual, community, organizational and governmental levels. The course will examine methods and theories to promote healthful changes using real life examples; specifically, individual change theories, community development strategies, diffusion of innovations theory and media advocacy strategies.

**Global Public Health** 3 credits
This course focuses on the links between global health and social and economic development. We will examine the determinants of health, the burden of disease, health status measurements and the importance of high impact, cost effective and sustainable primary and secondary prevention initiatives. The course will focus on low – and middle-income countries and the health of the poor.

Course Contacts:
Linda Lloyd, Ph.D.
linda.e.lloyd@uth.tmc.edu

Catherine L. Troisi, Ph.D.
catherine.l.troisi@uth.tmc.edu
Residency Program in Occupational and Environmental Medicine

This Program has been approved since 1977 by the Accreditation Council for Graduate Medical Education (ACGME) and offers occupational medicine residency training to qualified physicians in preparation for certification by the American Board of Preventive Medicine. The residency consists of a two-year plan of study (academic and practicum years). Applicants must possess the M.D. or D.O. degree and must have completed a minimum of one year (PGY-1) of clinical training in an ACGME-accredited program. Candidates not already holding the M.P.H. degree or its equivalent must apply for and achieve admission to the School of Public Health M.P.H. degree program.

Program Director
George Delclos, M.D., M.P.H., Ph.D.
George.Delclos@uth.tmc.edu

Residency Coordinator
Marice Barahona
Marice.Barahona@uth.tmc.edu

Dietetic Internship
R.D./M.P.H., R.D./M.S., R.D./Dr.P.H., R.D./Ph.D.

This combined program offers the opportunity to pursue a dietetic internship in conjunction with a graduate degree in public health. Individuals with a background in nutrition and dietetics and a verification statement from a didactic program in dietetics are eligible to apply. Separate applications are required for each program, and admission to either program does not guarantee admission to the other program. Applications for fall admission to the School of Public Health must be received by December 14th of the year prior to anticipated admission; applications for the Dietetic Internship must be received by February 14th. The Dietetic Internship Program is fully accredited by the American Dietetic Association and participates in their national matching program. The program is also approved by The Commission on Accreditation for Dietetic Education. The Dietetic Internship Program provides more than 1200 supervised practice hours in four major areas of dietetics: Public Health Nutrition, Food Service Systems Management, Medical Nutrition Therapy, and Specialty Practice. Students accepted into the program are placed in affiliations within the Texas Medical Center and throughout the city of Houston and Harris County.

Director
Ann-Marie Hedberg, Dr.P.H., R.D., L.D.
Ann-Marie.Hedberg@uth.tmc.edu
**JUST IN TIME COURSES**

Intensive one-week courses have been developed to provide graduate students with the skills needed for the semesters ahead. 'Just in time' courses are skill-based courses that will train students for the written culminating experience option or dissertation proposal, as well as provide overall knowledge of the various topics listed below. These courses are formatted to be implemented in an intensive one-week long course.

**PHM 1116 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)**
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1690, PHM 2610, and PHM 1111

**PHD 1116 Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)**
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1700, PHM 2610, and PHM 1111

**PH 1335 Writing and Communicating in Science**
Fernandez, 2 credits, a – Intensive one-week format course

This one-week course will help participants communicate more effectively to the scientific community. Participants will improve scientific writing and presentation skills using techniques for editing their own writing and proven guidelines for producing compelling oral presentation. Participants will learn how to avoid common
writing mistakes, correctly summarize and reference sources, avoid plagiarism, and how to write with movement, clarity, and action. Participants will also learn the process of preparing and submitting manuscripts to scientific journals. Participants will develop critical editing skills through in class and homework assignments. The course instructor will provide individual feedback and recommendations designed to address each student’s particular challenges to communicating effectively in science. Students will prepare a 2-page literature review before the beginning of the course that will be used to assess their current writing level and to determine their eligibility for the course. This course is not designed for students who are learning English as a second language and/or who still struggle with basic writing and grammar. Instead it is designed for students with basic writing skill who want to improve their communication effectiveness and write more clearly and powerfully.

**PHD 1431 Tools & Methods for Systematic Reviews and Meta-Analyses**

Mullen, Vonville, 2 credits, a, b, c – Intensive one-week format course

This course is designed to (1) introduce students to best practices, resources, and methods for systematic reviews and meta-analyses; and (2) guide students through the steps of a systematic review. The course will use examples from a wide variety of completed reviews as well as exercises and readings. Both face-to-face (in-person/ITV) and online exercises, readings, and recorded lectures will be used; students will be expected to participate in discussions in class and online. Activities are aimed at building awareness of resources and skills for each step. Course resources and materials will be available on Blackboard (Bb) throughout the semester to assist with students’ own reviews. The skills and knowledge gained in this course can be applied to a culminating experience or dissertation.

**PH 1440 Research Proposal Development**

Roberts, 2 credits, a, b, cd – Intensive one-week format course

The purpose of the course is to provide students an overview of the process of writing thesis or dissertation proposals and grant applications, particularly to the National Institutes of Health. Upon completion of the course, students should better understand how to craft a proposal, including: Identifying a significant public health problem; developing research questions or hypotheses; selecting of and justifying of the type of research design to be used; identifying of best available measures to include; identifying of appropriate strategies for collecting reliable and valid data; basic understanding of the role of sampling and different sampling strategies; and describing of a general strategy for analyzing the data and its appropriateness, given other elements of the research design.

**PH 2985 Writing a Student Research Proposal**

Mitchell, 2 credits, a, b, cd – Intensive one-week format course

This course provides an overview of the steps required to develop and write a successful proposal for the written culminating experience (MPH), thesis (MS) or dissertation (PhD or DrPH). The class includes lectures, in-class exercises and written assignments. Specifically, the course instructor will discuss and illustrate the steps required to write a successful research proposal, including: idea generation, development of specific aims, identification of background/supporting materials, organization, and content. Students draft and begin to write their research proposal,
review and discuss papers on the writing process, and engage in the peer review of their work and that of their classmates. Through participation in this class, students gain an understanding of protocol development and develop skills in scientific writing.

There are no pre-requisites for this class. However, students must identify a general topic for their research prior to the start of the class.
APPLICATION PROCEDURES AND DEADLINE DATES

Students enrolling in the School of Public Health must have a computer and reliable internet access either at home or through the SPH network. Most faculty in the School of Public Health use Blackboard® for course management and content delivery. Reliable and consistent access to the internet is required in order to successfully access online course content. Software needs are dependent on academic fields and career goals. Hardware specifications depend on a variety of factors, including software, speed, and capacity. In general, students will need word processing, spreadsheets, data base management, statistics, and access to the Internet. Computers that use Windows®-based operating systems are strongly recommended. Students with questions may refer to Information Technology Services.

Completed applications for degree programs, with all supporting documents, must be received by:

- **February 1** for Fall Semester priority deadline for scholarship consideration
- **March 1** for Fall Semester, all other applicants**
- **August 1** for Spring Semester

**NOTE: International applicants will only be considered for Fall Semester admission, unless they are currently enrolled in a U.S. university or are currently working in the U.S. International applicants who are currently enrolled in a U.S. university or are working in the U.S. may apply for either Fall or Spring admission.

Completed applications for certificate, non-degree programs and petitions, with all supporting documents, must be received by:

- **October 1** - Spring Semester
- **March 1** - Summer Session
- **July 1** - Fall Semester

Applicants will be notified by mail of the Admission Committee’s decision within approximately 90 days of the application deadline, provided that all supporting materials are received by the application deadline.

Degree Program Application Procedures

Applications to all degree-seeking programs at the School of Public Health are received and processed by the centralized School of Public Health Application Service (SOPHAS). Applicants to dual degree programs apply to the School of Public Health independently of the respective complementary dual degree. The following contains the elements of the application materials required when submitting materials and the process for using the centralized application service, SOPHAS ([http://www.sophas.org/](http://www.sophas.org/)). The centralized application service is intended to streamline the application process for applicants who intend to apply to multiple institutions as only one set of transcripts, reference letters and standardized test scores need to be submitted in support of the application. The application fee through SOPHAS is based upon a sliding scale that is determined by the number of schools the applicant is intending to apply to. All of the supporting documentation detailed below is required of those applicants submitting their applications through
SOPHAS. Detailed instructions for submission of applications using SOPHAS are described in the SOPHAS link provided above. Official transcripts must be submitted directly to SOPHAS at the following addresses:

*For regular mail, please send your transcript to:*

SOPHAS  
P.O. Box 9111  
Watertown, MA 02471-9111

*For Overnight Delivery ONLY:*

SOPHAS/o Liaison International  
311 Arsenal Street Watertown, MA 02472  
Phone: 617-612-2090

**Application to degree programs must include:**

- A completed application form. Applicants should describe their interests in public health in the essay/goal statement section of the application form. The essay should address educational goals specific to the chosen program of study. Applicants should also describe career goals as well as any experience relating to the health field, research, community service, and leadership positions. Experience in these areas may include work, internship, or volunteer settings. Applicants are encouraged to describe how significant life experiences have influenced their motivation, qualifications, or academic record. This essay/goal statement is central to the admission decision and is read by the faculty. (Each applicant will be reviewed by only one program.)

- The requirements for admission also include evidence of proficiency in basic mathematical or other quantitative skills, documented through transcripts, publications, or statement as to how this proficiency was achieved, or will be achieved, prior to enrollment.

- Payment of the SOPHAS application fee, according to the number of designations (schools) chosen.

- Official transcripts covering all periods of post-secondary enrollment in all accredited institutions of higher education attended. Applicants should request that all institutions attended send official (original) transcripts directly to SOPHAS at the addresses listed above.

- Copies of transcripts sent by the applicant are not considered. Transcripts must include both grades and credit hours. Foreign graduates whose academic institutions cannot send official transcripts (marks sheets) should contact SOPHAS directly for further instructions. The School prefers a grade point average of at least 3.0 or higher on a 4.0 scale.

- Letters of recommendation from at least two persons qualified to evaluate the applicant’s academic or professional performance, ability, motivation, and character. Academic letters of reference are preferred. Letters should be on official letterhead.

- Applicants who are nationals of countries where English is not the primary language are required to submit scores from the Test of English as Foreign Language (TOEFL). A minimum score of 565 on the paper-based test, 225 on the computer-based test (CBT) or 86 on the internet-based test (IBT) is required for admission to the School. The Admissions Committee will not review applicants whose TOEFL scores do not meet the minimum TOEFL
standard noted above. Information and application booklets may be obtained by contacting the Educational Testing Service directly at http://www.ets.org/toefl/. U.S. citizens and Permanent Residents are exempt from the TOEFL requirement. Receipt of a degree from a U.S. institution qualifies an applicant for an exemption from the TOEFL requirement. Additionally, applicants whose prior post-secondary training was conducted with English as the primary language of instruction may request a waiver of the TOEFL requirement. It is incumbent upon the applicant to provide evidence that their prior instruction was conducted in English.

- Applicants who hold degrees from institutions outside of the U.S. must submit their transcripts for an educational credential evaluation and determination of U.S. equivalency. The minimum requirement is to submit a credential evaluation that demonstrates the applicant holds at a minimum, the equivalent of a baccalaureate degree. Course-by-course translation is preferred, but not required. This can be accomplished by submitting transcripts to either:

  Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee WI 53203-3470
USA
(414) 289-3400
Email: eval@ece.org
Website: http://www.ece.org/

  or

  World Education Services
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
USA
(212) 966-6311
Email: info@wes.org
Website: http://www.wes.org/

The results of the evaluation must be submitted directly to SOPHAS by the evaluation agency.

- Graduate Record Exam (GRE) scores are required for all degree-seeking applicants. GRE scores will be reviewed by the Admissions Committee as one factor among others. Applicants holding previous doctoral level degrees from accredited U.S. or Canadian universities may request an exemption from the GRE requirement. Applicants to dual degree programs that have a doctoral component (e.g., M.D. or J.D.) are exempted from the GRE requirement, provided they hold an offer of admission to the participating medical or law school. Applicants who hold an international medical degree and hold ECFMG certification may request a waiver of the GRE requirement provided they are currently practicing medicine in the U.S. at the time of application.

- A combined GRE score (quantitative and verbal sections) below 1000 at the master’s level or below 1200 at the doctoral level is generally not competitive. This test is given at many universities across the United States and in many foreign cities. Information and application booklets may be obtained
from any University admissions office or by writing to the Office of the Registrar at the address given below. Only scores received directly from Educational Testing Service (ETS) will be considered. The GRE is but one of several factors considered in the aggregate during the admission process.

- Any published papers, reports, or other materials believed to provide information on an applicant’s capability and performance should be included in the application. Several programs require a writing sample (see application form; please note: send copies only - the School will not be responsible for returning this material).

**Admissions Process**

Applicants are required to elect a single degree program located at either the Houston Campus or one of the five Regional Campuses. The faculty or faculty subcommittee of the appropriate program of study at either the Houston Campus, a Regional Campus, or both, reviews each application and all supporting documentation. Their recommendations are presented to the Admissions Committee of the School, which is composed of one faculty representative from each Division and Regional Campus. After reviewing the recommendations, the Committee may concur with the program recommendation or override it. The recommendations from the Admissions Committee of the School are forwarded to the Associate Dean for Student Affairs for administrative review and notification of applicants.

Factors believed to contribute to the academic success of students and their subsequent contributions to the knowledge base and practice of public health are considered in each admission action. Applicants are considered under the following criteria, including for their potential for success in the program to which they are applying. These criteria, and the material reviewed in evaluating each, include:

- Prior academic preparation (depth, breadth, and performance): application, college transcripts, letters of recommendation;
- Relevant work experience (particularly public health practice in or research related to underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
- Educational Goals (should be consistent with the chosen area of study): application, essay/goal statement, letter of recommendation;
- Career Goals (especially the intent to practice public health in underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
- Motivation (describe any special obstacles or challenges that have been overcome to achieve goals thus far): essay/goal statement, letters of recommendation, college transcripts;
- Integrity: essay/goal statement, letters of recommendation;
- Community Service (particularly service to diverse communities in need): application, essay/goal statement, letters of recommendation;
- Scores on Graduate Record Examination and TOEFL (if required); standardized tests;
- Theses, publications, and other scholarly works: supplemental documents provided by applicant.
While personal interviews are not routinely required, prospective students are encouraged to visit the School and discuss their proposed program with faculty and staff.

Address application inquiries to:

The University of Texas School of Public Health  
Office of Student Affairs  
Attention: Admissions  
1200 Herman Pressler, E-201  
Houston, TX 77030

Direct telephone inquiries to the School of Public Health: (713) 500-9032.  
(8:00 a.m. to 5:00 p.m., Central Standard Time)

Email inquiries to the School of Public Health may be directed to SPHAdmissions@uth.tmc.edu.

UTLINK Student.net is available for applicants to check on the status of the application and supporting documents. Enrolled students may also use this service to access their official grades, register for classes, view bills and pay fees, check on the status of financial aid applications, submit address changes, and request official UTHSC-H transcripts.

“Right to Petition” to a Doctoral Program

Applicants to the following doctoral programs are expected to hold a master’s degree (M.S. or M.P.H.) or equivalent in the field: Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, and all of the Doctor of Public Health programs. Students who have a master’s degree in an unrelated area of study but who otherwise meet admission standards to the School may be admitted to the master’s program with the “right to petition” to a doctoral program. This mechanism allows the attainment of equivalency of the M.P.H. or M.S. in the student’s public health field of study without completing a culminating experience or thesis. The student confers with an advisor to ensure that the necessary courses to satisfy the master’s equivalency have been completed. Once equivalency is met, the student may apply to the doctoral program.

Applicants who are candidates for the “right to petition” are identified during the admissions process. The “right to petition” is granted by the Admissions Committee and designated in the letter of admission to the master’s program. Students who are currently enrolled in any degree program in the school are not eligible to invoke the “right to petition.”

“Right to petition” students apply to a doctoral program by completing the “Petition for Admission to a Doctoral Program” form (available on the Student Affairs website) and submitting the petition request to the Admissions Committee. Course credits earned toward the master’s equivalency may be counted toward the credit hours required for completion of the doctoral degree.

Direct Admission to a Ph.D. Program

The Division of Biostatistics may admit students holding a B.A. or B.S. degree directly into the Ph.D. program. A student requesting direct admission to the Ph.D. pro-
gram is expected to have a bachelor’s degree that emphasizes the development of strong quantitative skills, such as degrees in mathematical, biomedical or physical sciences. The successful applicant will have mastered multivariable calculus and linear algebra.

The Division of Epidemiology may admit students holding a B.A. or B.S. degree directly into the Ph.D. program. A student requesting direct admission to the Ph.D. program is expected to have a bachelor’s degree that demonstrates the development of strong scientific and analytical skills or a professional doctoral degree in a medical field, or a doctoral degree in a field not directly related to medicine or public health that is coupled with evidence of adequate preparation in biological sciences and mathematics. In addition, evidence of academic achievement that includes completion of advanced courses in biological sciences, at least two semesters of college-level calculus (or the equivalent) and at least one course in statistics. All other requirements for admission to the Ph.D. program as described above should be met as well.

**Criminal Background Check**

*Entering students will be expected to authorize and pay for a criminal background check by an entity designated by the School. Failure to comply with the above shall be cause for withdrawal of acceptance.*

**Fresh Start**

In 1993, the Texas Legislature passed a bill regarding an academic fresh start. The following paragraph describes options pursuant to this law. A Texas resident may apply for admission to and enroll as an undergraduate student under Texas Education Code 51.931, “Right to an Academic Fresh Start.” If an applicant elects to seek admission under this section, The University of Texas Health Science Center at Houston shall not consider academic course credits or grades earned by the applicant 10 or more years prior to the starting date of the semester in which the applicant seeks to enroll. An applicant who applies under this section and is admitted as a student may not receive any course credit for courses undertaken 10 or more years prior to enrollment.

If a student who enrolls under this section completes a prescribed course of study, earns a baccalaureate degree, under the “academic fresh start” statute, Texas Education Code, § 51.931, and applies for admission to a postgraduate or professional program, the student will be evaluated on only the grade point average of the course work completed after enrollment under this statute and the other criteria stated herein for admission to the postgraduate or professional program. Nothing in this section prohibits a public institution of higher education from applying standard admissions criteria generally applicable to any person seeking admission to the institute.

**TSI – Texas Success Initiative (Formerly TASP)**

The Texas Success Initiative (TSI), formerly TASP, is a state mandated program that is designed to improve student success and outcomes in college. Any student seeking to enroll in an undergraduate program at The University of Texas Health Science Center at Houston must provide proof of successful completion of the Texas Success Initiative prior to being enrolled. For more information on specific testing requirements, testing exemptions, and college readiness, go to Texas Success Initiative.
Rules. See exemptions and waivers from TSI testing requirements based on other test scores – TAAS, TAKS, SAT, ACT.

**TUITION AND FEES**

The resident tuition for 2011-2012 is $50.00 per semester credit hour. The 2011-2012 non-resident rate is $363.00 per semester credit hour as determined by The Texas Higher Education Coordinating Board. A resident doctoral student who has a total of 129 or more semester credit hours of doctoral work at a Texas institution of higher education is required to pay nonresident doctoral tuition rates. Contact the UTSPH Associate Dean for Management for more information.

In addition, UTHSC-H assesses a $46.00 per semester credit hour charge of designated tuition for deferred maintenance, and a graduate differential tuition of $50.00 per semester credit hour for residents and $225.00 per semester credit hour for non-residents. A supplemental designated tuition of $35.00 per semester credit hour is charged to both residents and non-residents. Tuition and fees are subject to change by legislative or Regental action and become effective on the date enacted. The Texas Legislature does not set the specific amount for any particular student fee. Student fees are authorized by state statute; however, the specific fee amounts and determination to increase fees are made by the University administration and The University of Texas System Board of Regents.

**International Students**

New students who are not U.S. citizens must obtain clearance through the International Office prior to attempting to register by [UTLINK](#). Students on temporary “F” or “J” visas must be enrolled full-time or will be considered in violation of visa status.

**Tuition Waiver**

Texas law provides for the waiver of tuition and/or fees for students under some conditions, such as certain veterans, and deaf and blind students. Specific exemptions exist for children of veterans killed in action and children of POWs or MIAs. For more information, contact the Office of the Registrar at (713) 500-3361, or by email at registrar@uth.tmc.edu.

**Texas Residence Requirements**

In general, residence in Texas for tuition purposes for an individual over 18 years of age is established if: the individual has been gainfully employed within the state for a 12-month period immediately preceding registration at the University. An individual who registers at the University before having resided in Texas for 12 months will be classified as a nonresident; an individual who has come to the state primarily for the purpose of education will be classified as a non-resident.

All students are classified as non-residents until a Residency Questionnaire is completed and returned to the Registrar’s Office for determination of residency status. Students who claim Texas as their state of residence must complete the Residency Questionnaire Form.

Non-resident students who believe they are eligible to pay Texas tuition rates due to employment, scholarship, military assignment, Academic Common Market, or economic development must complete a "Petition for Determination of Resident
“Tuition” and submit it to the Registrar’s Office each term. If the Registrar’s Office is able to verify Graduate Research Assistant employment related to the student’s course of study prior to registration, a waiver will be entered into UTLink and the student will not need to complete a petition.

For additional information regarding classification as a Texas resident, please visit these resources: College For Texans - Residency Information, Texas Higher Education Coordinating Board, and Section 54.052 of the Texas Education Code.

Further information on residency is available on the Registrar’s Office website.

**Special Resident Tuition**

Although classified as non-residents, students falling within certain categories may be given the privilege of paying resident tuition. These categories include:

- Students employed as teaching or graduate research assistants in state institutions of higher education in which they are enrolled at least half-time in a degree-related position;
- Students whose spouses or parents (student must be a dependent child) are employed in state institutions of higher education in faculty positions that are at least half-time on a regular monthly salary basis;
- Students who are enrolled and have been awarded a competitive scholarship of at least $1000 for the academic year; the scholarship must be awarded by a scholarship committee officially recognized by UTHSC-H;
- Students participating in programs approved as part of the Academic Common Market which provides reciprocal higher educational opportunities to the citizens of states declared as parties to the Southern Regional Education Compact. Students must be approved by the Academic Common Market coordinator in their home state. In addition, the student’s participation requires approval by The Texas Higher Education Coordinating Board and The University of Texas System Board of Regents.
- Students who are in the military, spouses of persons in the military, and children of persons in the military who have been assigned to duty within the State of Texas. See Texas Education Code such as Section 54.058; for current information see Tuition and Fees Exemption Summary.

**Tuition and Fees Payment Policy**

Payment of tuition and fees is due no later than the end of the registration period.

Those students whose registration is cancelled because of non-payment or issuing an insufficient funds check will not be reinstated for the term. Students who have checks returned for insufficient funds will be charged a $25.00 fee.

Students who have fees billed to a sponsor are financially responsible for any charges determined to be uncollectible by the Accounting Office from the sponsor. Furthermore, extended delays in collection of receivables from sponsors will require the student to make the uncollected payment. Student payments will be refunded upon receipt of payment from the sponsor.

Payment of tuition and fees during the Fall and Spring semesters may be paid through the following alternatives: (1) full payment of tuition and fees before the beginning of the semester, or (2) one-half payment of tuition and fees before the
beginning of the semester and separate one-fourth payments prior to the start of
the sixth and eleventh class weeks. Although a student may select the installment
payment plan, certain fees must be paid in full in the initial payment. A non-
refundable fee of $15 will be applicable to initial payments. A $15 fee will be as-
sessed if the initial payment is late; a $10 charge will be assessed for each subse-
quent delinquent installment payment. A non-refundable late fee ($15.00) is
charged to a student who pays after the last day of regular registration.

A student who fails to provide full payment of tuition and fees, including late fees
assessed by The University is subject to one or more of the following actions:
1. Prohibited from registration until full payment is made;
2. Withholding of degree and/or official transcript;
3. Subject to all penalties and action authorized by law.

Refund of Tuition and Fees
Fall and Spring Semesters
Drops: Refunds are made of applicable tuition and fees collected for courses from
which a student drops within the first 12 days of a semester, provided the student
remains enrolled at the institution.

Complete Withdrawals: Refunds of tuition and required fees (less non-refundable
fees) are made to students withdrawing completely from the institution during a
Fall or Spring semester according to the following withdrawal schedule. The percent
refunded is based upon the full payment of all tuition and fees. If full payment has
not been made, it is possible that a balance may be due. Not all fees are refundable
beyond the first day of the term.

<table>
<thead>
<tr>
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<th>prior to first class day (from which a $15 matriculation fee shall be assessed)</th>
<th>100%</th>
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<tbody>
<tr>
<td>2)</td>
<td>during the first 5 class days</td>
<td>80%</td>
</tr>
<tr>
<td>3)</td>
<td>during the second 5 class days</td>
<td>70%</td>
</tr>
<tr>
<td>4)</td>
<td>during the third 5 class days</td>
<td>50%</td>
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<tr>
<td>5)</td>
<td>during the fourth 5 class days</td>
<td>25%</td>
</tr>
<tr>
<td>6)</td>
<td>after the fourth 5 class days</td>
<td>None</td>
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Summer Sessions
Drops: Refunds are made of applicable tuition and required fees collected for
courses from which a student drops within the first four calendar days of a session,
provided the student remains enrolled at the institution.

Complete Withdrawals: Refunds of tuition and fees (less non-refundable fees)
shall be made to students withdrawing completely from the institution during a
Summer term according to the following withdrawal schedule. The percent re-
funded is based upon the full payment of all tuition and fees. If full payment has
not been made, it is possible that a balance may be due. Not all fees are refundable
beyond the first day of the term.

<table>
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<th>prior to first class day (from which a $15 matriculation fee shall be assessed)</th>
<th>100%</th>
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</thead>
<tbody>
<tr>
<td>2)</td>
<td>during the first, second, or third class days</td>
<td>80%</td>
</tr>
<tr>
<td>3)</td>
<td>during the fourth, fifth, or sixth class days</td>
<td>50%</td>
</tr>
</tbody>
</table>
Note: Refunds are based on the first day of the term, not on the first day a class convenes. Refunds are based on the day the student drops the class in UTLINK or the day the student’s withdrawal form arrives in the Registrar’s Office. Tuition reassessment refunds will be made after the seventh class day in the Summer and after the 20th class day in the Fall and Spring.

Refund of tuition and fees paid by a sponsor, donor, or scholarship will be made to the payer rather than directly to the withdrawing student.

The University shall terminate student services and privileges, such as health services, library privileges, and facilities usage when a student withdraws from the institution.

All policies regarding the payment or refunding of tuition, fees, and charges are approved by The University of Texas System Board of Regents and comply with applicable state statutes. Requests for clarification of any matter relating to payment or refund of such charges should be addressed to the Registrar’s Office, UTHSC-H, P.O. Box 20036, Houston, TX 77225-0036.

Refunds Under Installment Payment Plans
Dropping courses or withdrawing from The University does not relieve a student of the responsibility for unpaid financial obligations to The University. Students enrolled in an installment payment plan will be required to continue making payments until the non-refundable portion of their account is paid in full. Refunds or credits are based on the percentage of tuition and fees charged, not on the percentage of tuition and fees paid. Contact the Registrar’s Office for more information.

A student who withdraws from an institution of higher education because the student is called to active military service is entitled to a refund (or other available options) as provided by State law.
Certain required and voluntary fees should be anticipated at the School of Public Health. Required fees are mandatory for all students. Voluntary fees are not required, but the student may elect to subscribe to any of the services listed under the voluntary fees. All fees are subject to change by the Texas Legislature or The University of Texas System Board of Regents.

**Required Fees**

**Accelerated M.P.H. Program San Antonio (MPHACC):** The supplemental fee for the Accelerated M.P.H Program in San Antonio is $4,000.00 per semester.

**Alternative Instruction Fee:** UTSPH web courses delivered within Texas - $35.00 per semester credit hour. UTSPH web courses delivered out of state - $750.00 per semester credit hour.

**Application Fee:** Any student submitting an application to the School for consideration must also submit a non-refundable $30.00 application fee. This fee is assessed to cover the cost of processing the application.

**Auditing a Class:** The fee for auditing a class is $25.00 (per course). Auditing a class does not give academic credit and does not count toward total hours enrolled for the semester. Not all classes may be audited. For information about auditing a class, call the Registrar’s Office at (713) 500-3361.

**Computer Resource Fee (per semester):** A computer resource fee of $62.00 is assessed each semester to all UTSPH students. The fee is to defray costs of providing computer resources for students in courses requiring access to computers, including computer laboratories.

**Graduation Fee:** A graduation fee of $75.00 is payable at registration for the final semester. This fee covers expenses associated with graduation but does not cover rental of regalia. This fee is charged whether or not the student attends graduation.

**Health Insurance:** The University of Texas System Board of Regents mandates health insurance for students enrolled in the UT System health components, including students enrolled prior to the adoption of the requirement. The Board of Regents has authorized the assessment of a health insurance fee for each semester to each student who cannot provide evidence of continuing coverage under another approved plan. Information on the Student Health Insurance Plan can be found at [Auxiliary Enterprises](#). Students with coverage outside of the plan must provide a Health Insurance Waiver Form to Auxiliary Enterprises to provide the information needed to waive the insurance fee. To obtain additional details of the insurance plan, contact the Auxiliary Enterprises office at (713) 500-8400.

**PLEASE NOTE:** The form must be submitted no later the 12th class day of the Spring and Fall terms, and the fourth class day of the Summer term. If you do not take action by the deadline, you **MUST** pay the insurance premiums assessed to you. Insurance charges and details about coverage for the current year can be found on the [Registrar’s](#) website.
International Students: The University of Texas System Board of Regents requires all international students holding non-immigrant visas and living in the United States to have coverage for repatriation and medical evacuation while enrolled at component institutions of The University of Texas System. The required health insurance fee assessed by UTHSC-H includes coverage for repatriation and medical evacuation. International students with comparable coverage outside of the plan can contact Auxiliary Enterprises at 713/500-8400 or provide the Health Insurance Waiver Form needed to waive the insurance fee by email: student-insurance@uth.tmc.edu and, if needed, purchase coverage for repatriation and medical evacuation. The majority of outside insurance carriers do not provide repatriation and medical evacuation coverage. The waiver form may also be obtained from the Registrar's Office or Auxiliary Enterprises.

PLEASE NOTE: The form must be submitted no later than the 12th class day of the Spring and Fall term, and the fourth class day of the Summer term. Major medical coverage in excess of $50,000 may also be purchased from Auxiliary Enterprises during the initial term of enrollment.

Information Technology Access Fee: An information technology fee of $33.00 is assessed each semester to all students. This fee is assessed to cover the cost of providing student Internet access, email accounts, “help desk” support and other related assistance.

Installment Use Fee: Students who wish to use the installment option may select the installment payment plan using UTLINK or may make the selection at the Student Financial Services Office. A $15 fee will be assessed for use of the installment plan. In addition, a $15 fee will be assessed if the initial payment is late; a $10 charge will be assessed for each subsequent delinquent payment.

Lab Fees: Lab fees range in cost from $10.00 – 30.00 per semester.

Late Registration Fee: Any student who registers during late registration will be assessed a $15 late fee for processing.

Liability Insurance: All UTSPH students are required to pay the UTHSC-H liability insurance fee regardless of any other coverage the student may have. At the time of registration, UTSPH students will be assessed an insurance fee at a rate of $14.50 for the Fall semester and $9.00 for the Spring semester. Students who enroll mid-year will be charged a prorated amount. Liability insurance fees are nonrefundable and are subject to change.

Library Resources Fee: All UTSPH students are required to pay a library resources fee of $60.00 per semester. The fee provides access to the resources of the UTSPH library.

Student Services Fee: The student services fee, required of all students, is assessed per semester credit hour up to a maximum charge of $183.84 per Fall and Spring semester and $105.86 for the summer session. Information about these fees can be found on the Registrar’s Office website. The fee provides for student activities, outpatient care by UT Medical School Health Services, counseling, shuttle services and recreational facilities. Optional family coverage is available. The schedule of fees is:
Voluntary Fees

**Academic Regalia Rental:** Participation in the graduation exercise is not required. If a student wishes to take part in the ceremony, the charge for rental of regalia (cap and gown) is approximately $70.00 for master’s degree students and $75.00 for doctoral degree students. A late fee of $25.00 will be assessed after the deadline. For a comprehensive description of how to order regalia and other accoutrements for graduation please see the [UTSPH Student Affairs website](#).

**Parking Fee:** Contract parking is available to students throughout the Texas Medical Center; prices per hour vary for each parking lot. Complimentary parking for a maximum of 1½ hours is available at the University Center Tower (UCT) Parking Garage for students conducting business in one of the student services offices. The student must present a valid student ID card (with a current semester sticker) and a parking ticket at the UCT first floor parking office before leaving the building.

Recent changes to the parking policy for motorcycles and other motorized vehicles can be found at the following website: [http://ae.uth.tmc.edu/parking/policy.htm](http://ae.uth.tmc.edu/parking/policy.htm)

**Transcript Fees:** Transcripts are available, for a fee of $5.00 per transcript, upon WRITTEN request of the STUDENT or by accessing [UTLINK Web](http://utlink.uth.tmc.edu/). No transcripts will be issued showing only a portion of the student’s academic record. Students who owe debts to The University of Texas Health Science Center at Houston may have their official transcripts withheld until the debts are paid. Transcript Request Forms are available from the Office of the Registrar, or at [UTLINK Web](http://utlink.uth.tmc.edu/).

**NOTE:** A transcript is classified as OFFICIAL if it is sent BY THE REGISTRAR’S OFFICE directly to the receiving institution. It will bear the college seal, date, and appropriate signature. If the transcript is given to the student, it is stamped "Issued to Student," and the receiving institution may not recognize it as official.

**Address/Name Change**
In order to achieve consistency of identity, a student’s full legal name will appear on all permanent academic records, certifications and diplomas. The original application for admission will initially provide the student’s full legal name.

<table>
<thead>
<tr>
<th>Number of Semester Hours Taken</th>
<th>Fall or Spring Semester</th>
<th>Summer Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$85.53</td>
<td>$41.48</td>
</tr>
<tr>
<td>2</td>
<td>97.79</td>
<td>49.40</td>
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<tr>
<td>3</td>
<td>110.11</td>
<td>57.47</td>
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<tr>
<td>4</td>
<td>122.41</td>
<td>65.56</td>
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<tr>
<td>5</td>
<td>134.69</td>
<td>73.59</td>
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<tr>
<td>6</td>
<td>146.99</td>
<td>81.67</td>
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<tr>
<td>7</td>
<td>159.27</td>
<td>89.71</td>
</tr>
<tr>
<td>8</td>
<td>171.54</td>
<td>97.78</td>
</tr>
<tr>
<td>9 or more</td>
<td>183.84</td>
<td>105.86</td>
</tr>
</tbody>
</table>
Notify the Registrar's office in writing if your name changes. Download the Name Change Request form; attach a copy of the supporting documentation (marriage license, divorce decree, court order, etc.) and submit to the Registrar's office. A driver's license is not acceptable proof of a name change.

Students are responsible for ensuring that their current address and telephone number are correct in UTLINK. Updates may be made on UTLINK, or the address change form is available at both the Registrar and Student Affairs Offices. Financial aid checks and other important notices will be mailed only to the current address on file with the Office of the Registrar.

**Student Communication**

E-mail accounts constitute a major mode of communication linking students, faculty, and/or administration. Consequently, students are responsible for maintaining a UTHSC-H e-mail account, and reading messages on a regular basis. A student's e-mail account is automatically activated upon payment of tuition and fees.
DIVISIONS, COURSES OF INSTRUCTION AND FACULTY

Academic Term Structure

Fall Semester

<table>
<thead>
<tr>
<th>a</th>
<th>15 weeks</th>
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</thead>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>b</th>
<th>15 weeks</th>
</tr>
</thead>
</table>

Summer Session

<table>
<thead>
<tr>
<th>c</th>
<th>d</th>
<th>cd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 6 weeks</td>
<td>2nd 6 weeks</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

Letter codes a, b, c, d indicate the Semester/Session in which courses are offered. For example:

- a Course offered in the Fall semester.
- b Course offered in the Spring semester.
- c Course offered in the first half of the Summer session.
- d Course offered in the second half of the Summer session.
- cd Course offered for the full Summer session

UT System regulations generally equate course credits with class hours per week per semester. Courses carrying four credits meet four hours per week for a full semester.

Availability of courses is contingent upon sufficient registration.

The courses described in the following section are organized by Divisions and are offered on a regular basis. The School also offers individual study courses and a wide variety of Special Topics courses which vary by semester and are designed to respond to current public health issues as well as to specific areas of faculty and student interest. The entire list of course offerings is included in the registration materials distributed each semester.
Public health is an interdisciplinary field that focuses on a number of important issues, such as changing patterns of health associated with population and socio-demographic trends; influencing changes in behavior to reduce the risk of disease and to promote health; preserving an environment consistent with human health; and improving the organization and availability of health services for all segments of society. An interdisciplinary, problem-centered field requires an academic structure serving that fundamental idea.

The School of Public Health has four academic divisions and five academic program areas that correspond to the five core disciplines of public health. Each division serves to bring teaching, research, and practice activities together conceptually, organizationally, and physically under the common umbrella of life-long learning. The Divisions are Biostatistics; Epidemiology, Human Genetics and Environmental Sciences; Health Promotion and Behavioral Sciences; and Management, Policy and Community Health.

Each Division has research centers that focus and enhance areas of common, yet interdisciplinary research. The centers provide a forum for exchange of ideas and development of collaborative research. The research activities within the centers provide excellent opportunities for student involvement for meeting academic research requirements as well as for employment opportunities. Each faculty member has a primary appointment in one of the five Divisions. Faculty members are able to affiliate with research centers and have secondary appointments in other Divisions. This encourages development of student and faculty capabilities and initiatives, promotes studies that are comprehensive, and encourages close, cooperative relations between persons with different disciplinary backgrounds.

All students earn a degree in Public Health. Divisions include major and minor areas of study and provide breadth of knowledge and skills for all students. Each student is expected to work with his or her advisor to develop a course of study and academic plan geared to his or her individual professional goals.
Biostatistics is a discipline encompassing the study and development of statistical, mathematical, and computer methods applied to the biological and health sciences. Biostatisticians play a key role in the design, conduct, and analysis of research studies of health and disease. There is ample opportunity for experience in consulting and collaborative research. Alumni of the Biostatistics program are prominent in academia, industry, and government.

The Biostatistics Division offers the M.P.H., M.S., and Ph.D. degrees in Public Health with an emphasis in Biostatistics. The curriculum includes courses in applied and theoretical statistics, statistical computing, clinical trials and statistical genetics.

The Division also offers a minor course of study (at least nine semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. Courses strongly recommended for the minor include PH 1690 (Foundations of Biostatistics) and PH 1700 (Intermediate Biostatistics) and at least two Biostatistics electives above PH 1700.

Centers
The Coordinating Center for Clinical Trials is located within the Division of Biostatistics. The mission of the Coordinating Center for Clinical Trials (CCCT) is to improve public health by providing leadership in designing, conducting, coordinating and reporting large multicenter clinical trials for the prevention and treatment of disease and other medical conditions. Using a collaborative approach involving clinical trials, biostatistics, epidemiology, medicine, health services, and health promotion, the CCCT makes important contributions to medical, statistical, and clinical trials knowledge. The Center has played a leading role in cardiovascular disease and vision research by serving as a coordinating center for 16 nationwide multi-center clinical trials.

Master of Public Health Degree Program
The Master of Public Health (M.P.H.) program in Biostatistics is designed to prepare individuals for positions that require a broad knowledge of public health as well as specialized knowledge of biostatistics. In particular, the student will have the opportunity to learn applied biostatistical analysis, statistical theory, study design, data management, and ethics of research.

Special Entrance Requirements
Students entering the M.P.H. program should have strong quantitative skills and at least one year of calculus. The GRE is required of all students and TOEFL scores are required for all international students.

Course of Study
The following two Divisional course sequences are strongly recommended for an M.P.H. student majoring in Biostatistics:

- PH 1690 (Foundations of Biostatistics) and PH 1700 (Intermediate Biostatistics) and PH 1820 and PH 1821 Applied Statistical Analysis I and II
In addition to biostatistics courses, M.P.H. students are required to take courses that satisfy the core M.P.H. curriculum requirements of the other four Public Health disciplines (the courses are described elsewhere in this Catalog). Students may also select biostatistics electives from among the following courses: theory of biostatistics, linear models, generalized linear models, applied multivariate analysis, survival analysis, categorical data analysis, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, experimental design, statistical programming, or Special Topics courses.

All M.P.H. students in Biostatistics are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Biostatistics, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

Master of Science Degree Program
The M.S. degree program is ordinarily a two-year, full-time program. Training is offered in research design, basic statistical theory, data analysis, computer applications, and statistical consultation. Graduates of the program are expected to have prepared themselves to assume intermediate statistical posts in government, private health agencies, or in health research programs. The program emphasizes fundamental statistical theory and methods and computational skills, and provides the basis for doctoral level biostatistical studies.

Special Entrance Requirements
Students entering the M.S. program in Biostatistics should hold an undergraduate degree that emphasizes the development of strong quantitative skills through multivariate calculus and at least one semester of linear algebra. Examples would be degree programs in mathematical, physical, biological, or social sciences. Advanced mathematical training and knowledge of computer programming are highly desirable. The GRE is required of all students and TOEFL scores are required for all international students.

Course of Study
The following two course sequences are strongly recommended for an M.S. student majoring in biostatistics:
- PH 1820 and PH 1821 Applied Statistical Analysis I and II
- PH 1910 and PH 1911 Theory of Biostatistics I and II

Students may also select biostatistics electives from among the following courses: linear models, generalized linear models, applied multivariate analysis, survival analysis, categorical data analysis, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, operations research, experimental design, statistical computing, Bayesian Statistics, or Special Topics courses. Graduates are expected to have acquired knowledge in at least one minor area selected from one of the other Public Health disciplines (the courses are described elsewhere in this catalog).

All M.S. students in Biostatistics are also required to take one Epidemiology course and PHM 5010 Ethics in Public Health.
For a full sample of the course of study for an M.S. in Biostatistics, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/ms/](http://www.sph.uth.tmc.edu/academics/degree-programs/ms/).

**Doctor of Philosophy Degree Program**
The Ph.D. program is ordinarily a four-year, full-time program beyond the M.S. degree or a five-year, full-time program beyond the B.A. or B.S. degree. Graduates of the program are expected to prepare themselves to be independent investigators in the development and application of biostatistical analyses to problems of human health and disease. The curriculum is designed to provide opportunities for students to prepare themselves to assume senior statistical posts in governmental or private health research agencies, or to follow careers in teaching and research.

**Special Entrance Requirements**
Students entering the Ph.D. program are required to have mathematical training beyond the introductory calculus level, including advanced calculus and linear algebra. They should hold degrees in areas that emphasize the development of strong quantitative skills. Examples are degrees in mathematical, biomedical, physical, or social sciences. Students with B.S. or B.A. degrees in one of these areas with appropriate grounding in mathematics and statistics and who show promise for advanced studies may be admitted directly into the Ph.D. program. Students with graduate degrees that are not in one of these areas who have the requisite statistical training may possibly be admitted to the Ph.D. program. All admissions require approval of faculty. These students are expected to fulfill the course requirements for the M.S. degree in biostatistics or its equivalent during their academic program. The GRE is required of all students and TOEFL scores are required for all international students.

**Course of Study**
The following Divisional courses are recommended for a Ph.D. student in Biostatistics:
- PH 1820 and PH 1821 Applied Statistical Analysis I and II
- PH 1910 and PH 1911 Theory of Biostatistics I and II
- PH 1988 Biostatistics Seminar
- PH 1998 Teaching Methods in Biostatistics (required)

Students are also expected to take courses in linear models, stochastic processes, multivariate analysis, generalized linear models/categorical data analysis and survival analysis and to select additional courses including but not limited to, statistical methods in correlated outcome data, survey sampling, methodology of clinical trials, distribution free methods, time series analysis, operations research, experimental design, statistical computing, Bayesian Statistics, advanced survival analysis or Special Topics courses. Students are encouraged to enroll in the weekly biostatistics seminar series (at least one semester is required).

For bachelor's prepared students entering the Ph.D. program, the recommended courses include all of the recommended courses for the M.S. program plus the recommended courses for the Ph.D. program. The eight credit hours for the Intermediate Biostatistics Course series PH 1690 and PH 1700 count toward the minimum credit hours for the M.S. program, but do not count toward the minimum credit hours for the Ph.D. program or the “direct admission” to the Ph.D. program. It is expected that most applicants will be sufficiently prepared for advanced courses beyond Intermediate Biostatistics.
The Ph.D. program requires course work in one minor field, ordinarily selected from one of the other public health disciplines (see course descriptions given elsewhere in this catalog), as well as a public health breadth area.

At the end of the second year of doctoral study, students must satisfactorily complete a written preliminary examination (“qualifying examination”) in biostatistics. The preliminary examination will be given twice a year at the beginning of the fall and spring semesters. Upon successful completion of the qualifying examination, the student progresses to candidacy and must form a dissertation committee. The doctoral candidate will work with this committee to prepare a research plan that demonstrates the capacity to conceive and conduct independent research in biostatistics. After completing minor and breadth course requirements, the student will undertake an oral proposal defense covering both their proposal and questions on their minor and breadth areas. The research plan culminates in the completion and presentation in written form of an original research project that makes a substantial contribution to knowledge in biostatistics.

All Ph.D. students in Biostatistics are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Biostatistics, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/phd/](http://www.sph.uth.tmc.edu/academics/degree-programs/phd/).

**Minor in Biostatistics**

A minimum of two Biostatistics courses above PH 1690 and PH 1700 is necessary to meet the minor requirement in Biostatistics.

**Courses, Biostatistics**

**PH 1620 Introduction to Public Health Research Computing**

Burau, 3 credits, a

This course introduces the use of computers in public health research. Emphasis will be on concepts of research data processing. Topics include microcomputers, operating systems, file management, data entry, and the use of statistical packages for data analysis.

Prerequisites: PH 1690 or consent of instructor

**PH 1624 Introduction to SAS Data Management**

Burau, 4 credits, cd

Topics covered include reading ASCII files using various formats qualifiers, using DROP and KEEP statements, merging files, writing subsets of files, sorting, labeling variables, calculating date intervals and using the LAG function. Minimal statistical processing such as t tests and chi-squares will also be introduced. Students are given several small, coding assignments that are due approximately one week later. The student must have access to a computer on which SAS is installed in order to complete the assignments.
**PH 1625 Intermediate SAS Data Management (previously PH1998)**  
Burau, 2 credits, cd

Students will be presented with a review of intermediate SAS programming techniques. They will be presented with simulated programming tasks in lecture/question/answer sessions. Then they will be given one week to complete programming assignments demonstrating the new techniques. Group collaboration will be encouraged for problem solving, however every student must hand in an individual completed assignment. Every few weeks there will be an in-class programming assignment that must be completed individually. Occasional quizzes will be used to evaluate skill acquisition.

Prerequisites: PH1624 or consent of instructor

**PH 1690 Foundations of Biostatistics**  
The Faculty in Biostatistics, 4 credits, a, b, cd

This course is designed as the first biostatistics course for students who have not previously taken a course in Biostatistics; this course is a designated core course for M.P.H. students. This course introduces the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health. Computer applications are included.

**PH 1700 Intermediate Biostatistics**  
The Faculty in Biostatistics, 4 credits, a, b, cd

This course is required for a Biostatistics minor and for students in Biostatistics who have not previously taken courses in Biostatistics. This course extends the topics covered in Foundations of Biostatistics to provide a deeper foundation for data analysis, particularly focusing on its application on research problems of public health and the biological sciences. Computer applications are included.

Prerequisites: PH 1690 or equivalent knowledge/training. PH 1610 is not sufficient.

**PH 1745 Sampling Techniques**  
Perez, 3 credits, b (odd-numbered years)

This course introduces the principles and current practices of survey sampling with health-related applications. Topics include basic concepts and practical issues in statistical sampling, design and analysis for common sample designs, including simple random sampling, stratified random sampling, systematic sampling, cluster sampling, and multistage sampling, and analytic issues concerning the use of complex survey data, such as the National Health and Nutrition Examination Survey.

Prerequisites: PH 1700 or consent of instructor

**PH 1820 Applied Statistical Analysis I**  
The Faculty in Biostatistics, 3 credits, a

This course in methods of data analysis is intended for graduate students in biostatistics, and M.S. or Ph.D. students in other disciplines. The course emphasizes the design, implementation, analysis, and reporting of research investigations. Topics
include two-sample inference using t-distributions, robustness and resistance, alternatives to the t-test based analyses, comparisons among several samples, linear combinations and multiple comparisons, simple and multiple linear regression methods, regression diagnostics, variable selection, and related methods. The course requires intensive computer analyses of case studies, emphasizing graphics and the proper use and interpretation of statistical software packages using Stata as a model statistical software package.

Prerequisites: PH 1700 or consent of instructor

**PH 1821 Applied Statistical Analysis II**
The Faculty in Biostatistics, 3 credits, b

This course is a continuation of PH 1820. Topics include the analysis of variance for two-way classifications, factorial arrangements and blocking designs, analysis of repeated measures and other multivariate responses, exploratory tools for summarizing multivariate responses, logistic methods for binary response variables and binomial counts, and log-linear regression for Poisson counts. As in PH 1820, emphasis is placed on case studies, graphics, and proper use and interpretation of statistical software packages using Stata as a model statistical software package.

Prerequisites: PH 1820 or consent of instructor

**PH 1830 Categorical Data Analysis**
Baraniuk, 3 credits, a

This course presents the theory and applications of categorical data analysis. Topics include contingency tables, applied generalized linear models, logistic regression model, sampling methods, model building strategies, assessing model fit, conditional logistic regression for matched analyses, polychotomous logistic regression, and Poisson regression.

Prerequisites: PH 1700 and calculus or consent of instructor

**PH 1831 Survival Analysis**
Davis, 3 credits, b

This course presents the theory and applications of survival analysis. Topics include censoring, parametric and nonparametric models, hypothesis testing, proportional hazards model with fixed and time-varying covariates, model building strategies, and assessing model fit.

Prerequisites: PH 1830 or consent of instructor

**PH 1835 Statistical Methodology in Clinical Trials**
Tilley, 3 credits, a

This course covers the use of current statistical methodology in the design, execution, and analysis of clinical trials. Some of the topics include basic study design, randomization, sample size issues, data analysis issues, and interim monitoring. The
course is intended primarily for M.S. and Ph.D. biostatistics students and doctoral students minoring in biostatistics.

Prerequisites: PH 1700 and calculus, or the consent of instructor

**PH 1840 Statistical Methods for Handling Missing Data**  
Perez, 3 credits, b (even-numbered years)

This course covers the use of current statistical methodology for handling missing data in health research studies. Primary emphasis will be given to population-based studies using surveys and the second emphasis will be given to clinical-based studies, e.g. clinical trials, where dropout is commonly present. Some of the topics include: missing data patterns, single imputation methods, estimation of imputation uncertainty, likelihood-based methods, multiple imputation, selection models, pattern-mixture models, shared-parameter models and sensitivity analysis. The course is intended primarily for M.S. and Ph.D. biostatistics students and doctoral students minoring in biostatistics.

Prerequisites: PH 1700 or the consent of instructor

**PH 1855 Distribution-Free Methods**  
Lai, 3 credits, b (even-numbered years)

This course introduces the theory and applications of distribution-free (non-parametric) statistical methods. Topics include properties of distribution functions, K-S tests, runs tests, rank sum tests, non-parametric analysis of variance, rank correlation, contingency table analysis, and distribution-free confidence intervals.

Prerequisites: PH 1700

**PH 1910 Theory of Biostatistics I**  
The Faculty in Biostatistics, 3 credits, a

Topics include probability theory, distributions of discrete and continuous random variables, mathematical expectation, moments and moment generating functions, distribution of transformed variables, limiting distributions, and estimation. Theoretical results are applied to selected research problems in public health and the biomedical sciences. This course is designed primarily for students specializing in biostatistics.

Prerequisites: Working knowledge of differential and integral calculus

**PH 1911 Theory of Biostatistics II**  
The Faculty in Biostatistics, 3 credits, b

This course is a continuation of PH 1910. Topics include statistical hypothesis tests, LR tests, Bayes tests, noncentral distribution and power, selected non-parametric tests, sufficiency, completeness, exponential family, and the multivariate normal distribution. Theoretical results are applied to research problems in public health and biomedical sciences.
Prerequisites: PH 1910 or consent of instructor

PH 1915 Linear Models I
The Faculty in Biostatistics, 3 credits, a

This course is an introduction to the fundamentals of linear statistical models for students with preparation in statistical theory and methods. Using matrix algebra, distributions of quadratic forms are presented and used to develop the general linear model for multi-factor data. Topics include estimation and hypothesis testing in the full rank model, estimability and statistical inference in the less than full rank model. Theory and computation are emphasized. This course is intended primarily for students specializing in biostatistics.

Prerequisites: PH 1911 or consent of instructor

PH 1916 Generalized Linear Models
Ning, 3 credits, b (even-numbered years)

PH 1916 Generalized Linear Models
Ning, 3 credits, b (even-numbered years)

This is a course on methods for GLMs, rather than a course on using software for data analysis with GLMs. Emphasis will be placed on statistical modeling, building from standard normal linear models, extending to and going beyond GLMs and going beyond GLMs. The main subject areas are logit models for nominal and ordinal data, log-linear models, models for repeated categorical data, generalized linear mixed models and other mixture models for categorical data. Methods of maximum likelihood, weighted least squares, and generalized estimating equations will be used for estimation and inference. The course focus will be on the theory, but applied examples will also be presented.

Prerequisites: PH 1910 and PH1911

PH 1918 Statistical Methods in Correlated Outcome Data
Faculty in Biostatistics, 3 credits, b

This course presents extensions of general and generalized linear models to correlated outcome data. Such models arise from hierarchical designs such as longitudinal studies or sample surveys. Major topics include mixed linear models for continuous, binomial, and count data; maximum likelihood estimation; generalized estimating equations; REML, EM algorithm; current general and specialized software applicable to these methods; and readings from current statistical literature. This course is intended for students with a background in linear models.

Prerequisites: PH 1916 or consent of instructor

PH 1920 Advanced Categorical Data Analysis
Lai, 3 credits, a (even-numbered years)

This course covers approaches of maximum likelihood, weighted least squares, and generalized estimating equations applied to the analysis of contingency tables and other categorical outcomes. It emphasizes the formulation of hypotheses and hypo-
thesis testing through generalized linear models. Special Topics include the analysis of matched case-control studies, repeated measurements, and clustered categorical data. Computer programs from SAS are used in the analysis of the data.

Prerequisites: PH 1911 or consent of instructor.

**PH 1930 Statistical Computing**  
Luo, 3 credits, a

This course consists of two parts. The first part covers programming and other computer skills required for the research and application of statistical methods. The focus will be on programming in the R language. The course will cover the basic language elements and methods for software development in R. Other computing topics covered are Unix/Linux, Emacs, LaTeX, R graphics, culling C code from R, writing R package, running simulation in statistical research, using high-performance computing cluster, and best coding practices. The second part of the course covers the theory and application of common algorithms used in statistical computing. Topics include root finding algorithms, optimization algorithms, numerical integration methods, EM algorithm, importance sampling, rejection sampling, Gibbs sampling, Markov chain Monte Carlo (MCMC), bootstrapping, jackknife, and permutation test. Students will utilize the techniques and software covered in the first part to implement the algorithms.

**PH 1950 Stochastic Processes in Biostatistics I**  
Chan, 3 credits, b

This course covers the application of stochastic processes to problems in the biological and health sciences. Topics include discrete-time Markov chains; discrete-time branching processes; random walks; estimation of parameters in discrete-time Markov chains with complete or partially observed data; test of the Markov property and test of stationarity; time-reversible Markov chains; basic theory of Markov chains; Monte Carlo methods and its applications; and Poisson processes. Recent developments in related areas and their applications will be explored. Basic statistical theory, especially the estimation methods and EM algorithm, will be reviewed.

Prerequisites: PH 1911 and a thorough knowledge of calculus.

**PH 1951 Stochastic Processes in Biostatistics II**  
Chan, 3 credits, c (odd-numbered years)

This course is a continuation of PH 1950. Differential equations and partial differential equations will be briefly reviewed. The main course contents cover several models of continuous-time Markov processes that include the Poisson process, the Yule process, the birth-and-death process, the epidemic process, the queuing process, the illness-death process, and other stochastic models in public health. Statistical inference for some of these models will also be explored. The appropriate data using these models will be analyzed. Applications of counting processes and the concept of Martingale theory to other statistical methods including survival analysis will be introduced. Brownian motion will be briefly discussed.

Prerequisites: PH 1950 or consent of instructor
**PH 1960 Time Series Analysis**  
Lai, 3 credits, a (odd-numbered years)

The uses, descriptions, and analyses of time series models are covered. Methods are developed for fitting models to time series data, and using the fitted models for forecasting future values of the series, as well as for adjusting concomitant variables to control future values of the series. The course also covers spectral and cross spectral methods for analyzing time series data, and sampling distributions of model parameters and of future forecasts. Univariate models are generalized to the case where more than one observation is taken at each time period.

Prerequisites: A course in theoretical statistics or consent of instructor

**PH 1965 Bayesian Data Analysis**  
Luo, 3 credits, b

This course examines basic aspects of the Bayesian paradigm including Bayes theorem, decision theory, general principles (likelihood, exchangeability, de Finetti's theorem), prior distributions (conjugate, non-conjugate, reference), single-parameter models (binomial, poisson, normal), multi-parameter models (normal, multinomial, linear regression, general linear model, hierarchical regression), inference (exact, normal approximations, non-normal iterative approximations), computation (Monte Carlo, convergence diagnostics), and model diagnostics (Bayes factors, posterior predictive checks).

**PH 1980 Introduction to Genomics and Bioinformatics**  
Xiong, Fu, White, 3 credits, a

This course introduces basic concepts, statistical methods and computational algorithms and tools for the creation and maintenance of databases of biological information, DNA sequence analysis, modeling of evolution, genetic studies of complex diseases including linkage analysis, linkage disequilibrium and association studies, gene expression data analysis, and identification of biological networks. Students will be introduced to the basic concepts behind Bioinformatics and Computational Biology tools. Hands-on sessions will familiarize students with the details and use of the most commonly used online tools and resources.

Prerequisites: Calculus, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110032

**PH 1982 Evolution of DNA and Protein Sequences**  
Faculty in Biostatistics, 3 credits, a (odd-numbered years)

This course will provide basic principles for understanding factors that govern the evolution of DNA and protein sequences. Students will be provided with the opportunity to learn about the formation and evolution of multigene families and other evolutionary phenomena. They will also be introduced to statistical methods and computer programs for analyzing DNA and protein sequence data. There will be computer demonstrations of some topics. The application of these principles and methods to genome-wide epidemiology will be discussed.
Prerequisites: Calculus, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110103

**PH 1984 Population Genetics**
Fu, Xiong, 3 credits, b

This course is designed to help the student understand the fundamentals of theoretical population genetics and to be able to apply such knowledge in analyzing DNA samples from a population. Specifically, at the end of the course students should be able to (1) understand allele frequency and how it is affected by various evolutionary forces, such as mutation, population division, random genetic drift, inbreeding and natural selection; (2) understand linkage disequilibrium and dynamics, and be able to apply theory for analyzing linkage disequilibrium pattern in natural populations, such as humans; (3) understand fundamentals of quantitative genetics and be able to apply to the study of important traits in humans; and (4) understand the fundamentals of coalescent theory and statistical properties of some fundamental summary statistics, and be able to apply statistical methods based on coalescent for analyzing DNA samples from natural populations.

Prerequisites: Genetics, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110042

**PH 1986 Statistical Genetics**
Fu, Xiong, Rodin, Liu, Maxwell, 3 credits, a

This course is designed to help the student understand various situations in which significant interplay between statistics and genetics is fundamental. Specifically at the end of the course the student should be able to: (1) describe the fundamental principles and theory in some areas of genetics/biomedical science in which statistics plays important roles; (2) apply some widely used statistical methods and approaches for answering specific genetic questions and (3) be ready for more advanced courses in the area of statistical genetics.

Prerequisites: Consent of instructor

Cross-listed with UTHSC-H GSBS GS110072

**PH 1988 Biostatistics Seminar**
The Faculty in Biostatistics, 1 credit, a, b

The seminar in biostatistics will consist of presentations from guest speakers as well as some students that are working on doctoral dissertation research. It will provide an overview of various topics of current importance in the field of biostatistics and public health with emphasis on the mathematical and statistical tools needed to address these issues.

**PH 1998 Special Topics in Biostatistics**
The Faculty in Biostatistics, 1-4 credits, a, b, cd
Selected topics provide intensive coverage of biometric theory and applications. Topics vary from semester to semester. Previous topics have included:

- Advanced Statistical Theory
- Applied Multivariate Analysis
- Computational Systems Biology
- Current Topics Seminar
- Computational Systems Biology
- Demographic Analysis for Small Areas
- Demography and Public Health
- Design of Experiments
- Data Mining in Genetic Epidemiology
- Introduction to Spatial Statistics
- Operations Research: A Decision Making Process
- Monte Carlo Approach in Statistics and Genetics
- Statistical Applications in Public Health Research
- Statistical Computing

**PH 1999 Individual Study in Biostatistics**
The Faculty in Biostatistics, 1-9 credits, a, b, cd

A plan of study is determined for each participating student and supervised by a member of the Biostatistics faculty. In general, courses of individual study are not recommended unless a student has completed the appropriate introductory courses in biostatistics or presents evidence of experience in the field of biostatistics. This course may be repeated for credit.

**PH 9996 Capstone Course**
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

**PH 9997 Practicum**
The Faculty in Biostatistics, 1-9 credits, a, b, cd

A practicum is determined by the student and advisor, and supervised by a member of the Biostatistics faculty.

**PH 9998 Culminating Experience/Thesis Research**
The Faculty in Biostatistics, 1-9 credits, a, b, cd

Thesis research is determined by the student with approval of the student’s advisory committee. This course may be repeated for credit.
PH 9999 Dissertation Research

The Faculty in Biostatistics, 1-9 credits, a, b, cd

Dissertation research is determined by the student with approval of the student’s advisory committee. This course may be repeated for credit.

Primary Faculty, Biostatistics

Sarah Baraniuk, Assistant Professor. B.Sc., Mount Saint Vincent University, 1995; M.S., Texas Tech University, 1997; Ph.D., The University of Texas School of Public Health at Houston, 2001. 
Research Interests: Survival analysis; missing data; clinical trial methodology.

Elizabeth R. Baumler, Assistant Professor. B.S., Texas A&M – Commerce, 1992; M.S., Mathematics, Texas A&M – Commerce; Ph.D., The University of Texas School of Public Health at Houston, 1998.
Research Interests: Multilevel modeling; youth risk behavior; population health.

Keith D. Burau, Associate Professor. B.A., Southwest State University, 1973; M.S., University of Minnesota, 1975; Ph.D., University of Minnesota, 1980. 
Research Interests: Job exposure matrix development and applications to epidemiological studies; spatial/temporal analysis in epidemiology; occupational exposure analysis; automated ECG/VCG analysis; clinical data systems.

Wenyaw Chan, Professor. B.S., National Central University, Taiwan, 1974; M.S., Ohio State University, 1978; M.S., Purdue University, 1982; Ph.D., Ohio State University, 1984.
Research Interests: Stochastic modeling; longitudinal studies.

Yong Chen, PhD, Assistant Professor. B.Sc., University of Science and Technology of China, 2003; M.A., The Johns Hopkins University School of Arts and Sciences, 2005; PhD, The Johns Hopkins University School of Public Health, 2010.
Research Interest: Estimating equations and likelihood methods; Asymptotic theory; Multivariate survival analysis; Diagnostic test; Meta-analysis; Statistical genetics and genomics.

Barry R. Davis, Professor, Director, Coordinating Center for Clinical Trials. B.S., Massachusetts Institute of Technology, 1973; M.D., University of California, 1977; Sc.M., Brown University, 1981; Ph.D., Brown University, 1982.
Research Interests: Development and applications of statistical methods to clinical trials and epidemiology.

Charles E. Ford, Associate Professor. B.S., Central State College, 1969; M.S., The University of Texas School of Public Health at Houston, 1981; Ph.D., The University of Texas School of Public Health at Houston, 1986.
Research Interests: Management and analysis of clinical trial data; polychotomous logistic regression analysis; statistical computing; hypertension; cardiovascular disease.

Ralph F. Frankowski, Professor. B.S., DePaul University, 1957; M.S., DePaul University, 1959; M.P.H., University of Michigan, 1962; Ph.D., University of Michigan, 1967
Research Interests: Design and analysis of clinical experiments; traumatic brain injury and cerebrovascular disease.

Yun Xin Fu, Professor. B.S., Zhongshan University, China, 1982; Ph.D., Reading University, England, 1988.
Research Interests: Biostatistics; bioinformatics; molecular evolution; population genetics and computational biology.

Robert J. Hardy, Professor. B.S., Southeastern Louisiana College, 1962; M.S., Tulane University, 1964; Ph.D., University of California, 1969.
Research Interests: Biometrical methods; statistical epidemiology; clinical trials.

Dejian Lai, Professor. B.S., Jiangxi University, China, 1982; M.S., The University of Texas at El Paso, 1989; Ph.D., The University of Texas at Dallas, 1994.
Research Interests: Biostatistics; chaos; demography; global health; life table; time series analysis; nonparametric methods; spatial statistics; statistical methods.

Sheng Luo, Assistant Professor. B.E. Huangzhong University of Sci. & Tech., China, 1996; M.E., Huangzhong University of Sci. & Tech., China, 2000; M.S., University of Texas at Arlington, 2003; Ph.D., Johns Hopkins University, 2008.
Research Interests: Longitudinal and survival data analysis; genetic epidemiology; nonparametric statistics.

Lemuel A. Moyé, Professor. B.A., The John Hopkins University, 1974; M.D., Indiana University School of Medicine, 1978; M.S., Purdue University, 1980; Ph.D., The University of Texas School of Public Health at Houston, 1987.
Research Interests: Bayes methods; continuous time stochastic processes.

Jing Ning, PhD, Assistant Professor. B.S., University of Science and Technology of China, 1999; M.S. University of Science and Technology of China; 2002, PhD, Johns Hopkins University, Baltimore, Maryland, 2008.
Research Interests: Univariate and multivariate survival analysis; Nonparametric and semiparametric models for multiple event data and length-biased data; Longitudinal analysis; Design and analysis of clinical trials.

Adriana Perez, PhD. Associate Professor. B.Sc., National University of Colombia, 1991; M.Sc., Tulane University, 1994; PhD Tulane University, 1995.
Research Interests: Statistical methods for handling missing data, statistical methods for epidemiological research (including modeling), design conduct and analysis of multicenter clinical trials, sampling and sample size issues in health studies, and statistical methods to account for the uncertainty due to measurement error.

Andrei S. Rodin, Assistant Professor. B.S., Novosibirsk State University, Russia, 1992; M.S., The University of Texas Graduate School of Biomedical Sciences at Houston, 1997; Ph.D., The University of Texas Graduate School of Biomedical Sciences at Houston, 1999.
Research Interests: Genetic epidemiology; computational biology; bioinformatics; data mining; artificial intelligence; machine learning; molecular evolution and phylogenetics.
Michael Swartz, PhD, Assistant Professor. B.A., Trinity University, 1997; BS, Trinity University, 1997; MA Rice University, 2002; PhD, Rice University, 2004. 
Research Interests: Bayesian methods with applications in Genetics, Epidemiology, and Behavioral Science; Model Averaging and Variable selection Methods; Disease Risk Modeling; Simulation Studies to evaluate Epidemiologic Methods.

Barbara C. Tilley, Professor. B.A., California State University, 1972; M.S., University of Washington, 1975; Ph.D. University of Texas School of Public Health, 1981. Research Interests: Clinical trials design, clinical trials applications in trauma, neurological, aging, and health disparities research.

Peng Wei, PhD, Assistant Professor. BS, Peking University, 2004; MS, University of Minnesota, 2006; PhD, University of Minnesota, 2009. Research Interests: Statistical Genomics and Genetics; Bayesian Methods; Mixture Models; Causal Inference and Bayesian Networks.

Momiao Xiong, Associate Professor. B.S., Fudan University, Shanghai, 1968; M.S., University of Georgia, 1990; Ph.D., University of Georgia, 1993. Research Interests: Computational systems biology; functional genomics; bioinformatics; genetic epidemiology; statistical genetics; pharmacogenetics; population genetics.

José-Miguel Yamal, PhD, Assistant Professor. B.A., Rice University, 1999; M.A., Rice University, 2005; PhD., Rice University, 2007. Research Interests: Statistical learning methodology and applications; Statistical evaluation of diagnostic tests for classification; High-dimensional data mining; Early detection of disease, Optical technologies.
**Epidemiology, Human Genetics and Environmental Sciences**

Epidemiology, Human Genetics and Environmental Sciences (EHGES) includes a broad group of sciences that involve most areas of public health. Epidemiology is one of the basic sciences of public health. Epidemiologists play a vital role in disease prevention through their study of detecting determinants and patterns of disease in vulnerable populations. Human genetics research involves locating and characterizing genes underlying chronic diseases such as coronary heart disease and diabetes. Geneticists are responsible for characterizing the extent and utility of DNA variation within and among populations, and how this variation has an impact on the health of individuals, families and populations. Environmental science research involves studying the air you breathe, the water you drink, and the environment where you work. Environmental and occupational health scientists study physical, biological, and chemical exposures encountered by the public for purposes of providing solutions to natural and man-made problems in our environment.

The academic programs for EHGES are divided into two areas – Epidemiology and Disease Control and Environmental and Occupational Health Sciences (EOHS). Epidemiology and Disease Control offers M.P.H., M.S., Dr.P.H. and Ph.D. degree programs. The EOHS program offers M.P.H., Dr.P.H. and Ph.D. degrees.

**Epidemiology and Disease Control**

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. With its focus on disease causation and prevention, this field is a fundamental science of both preventive medicine and public health. In addition to having specific research activities, the epidemiology faculty interacts closely with colleagues in government and industry, in clinical institutions in the Texas Medical Center, in community agencies, and with international organizations to provide a broadly based research and learning environment for students.

Epidemiology and Disease Control offers the M.P.H., M.S., Dr.P.H., and Ph.D. in Epidemiology. The curricula of these degree programs are based on instruction in epidemiological principles, concepts and methods, with an emphasis on the application of this knowledge. Students are encouraged to include interdisciplinary coursework, independent research, and practical public health experiences within their academic plan.

The division also offers a minor course of study (nine semester credit hours) for M.S., Dr.P.H., and Ph.D. students majoring in other public health disciplines.

Epidemiology and Disease Control offers strong training in the fundamental research methods and practice of epidemiology.

**Centers**

The Division of Epidemiology and Disease Control is home to three centers. The mission of the Center for Infectious Diseases (CID) is to address public health concerns of the citizens of the state of Texas by providing infrastructure and administrative support for multidisciplinary and coordinated research, teaching, and community service programs; to foster epidemiological and biomedical research and training in infectious diseases; and to encourage international collaborative re-
search efforts addressing infectious disease problems of mutual concern. The mission of the Human Genetics Center is to understand the genetic etiology of the common chronic diseases, including cardiovascular disease, diabetes, and various vision disorders. This objective is pursued and accomplished in multiple human populations. The Hispanic Health Research Center, based at the Brownsville regional campus, is also affiliated with this Division. The program focuses on obesity and diabetes research and prevention, particularly the impact on mental health and infectious diseases.

Master of Public Health
The Master of Public Health (M.P.H.) in Epidemiology is designed to provide a breadth of achievement in the five core disciplines of public health, as well as additional knowledge and skills in epidemiology. The goal of this program is to prepare students to put epidemiologic concepts and methods into public health practice, conduct research studies in public health, and interpret scientific evidence relevant to public health.

Special Entrance Requirements
A candidate for this degree should hold a baccalaureate or professional degree in the biomedical or social sciences from a regionally accredited university or school or have several years of experience in public health practice.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Course of Study
To obtain a basic understanding of epidemiologic principles and practice in the broader context of public health, full time students will ordinarily complete the course sequence of four semesters.

The following divisional courses are strongly recommended for an M.P.H. student majoring in Epidemiology:

- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
- PH 2710 Epidemiology III
- Two elective courses in Epidemiology
- PH 9997 Practicum

Note that PH 1690 and PH 1700, Foundations of Biostatistics and Intermediate Biostatistics, and PH 2615, Epidemiology II, are prerequisites for PH 2710 Epidemiology III.

Additionally, the M.P.H. degree requires the completion of a formal practicum involving the application of epidemiological science and theory. The culminating experience focuses on an epidemiological problem and requires the student to synthesize the knowledge gained during course work, research, and practice, and includes both a written and oral presentation.

All M.P.H. students in Epidemiology are also required to take PHM 5010 Ethics in Public Health.
For a full sample of the course of study for an M.P.H. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

**Doctor of Public Health**
The Doctor of Public Health (Dr.P.H.) degree in Epidemiology signifies distinguished scholarly and practical accomplishments in the field of Epidemiology. It is primarily designed for those who plan careers involving professional practice, teaching or research.

**Special Entrance Requirements**
A candidate for this degree should have a prior M.P.H. degree or equivalent preparation from a regionally accredited institution of higher education. A candidate should also demonstrate outstanding promise for scholarly accomplishment, and professional leadership for extending public health practice. In addition to the M.P.H., evidence of promise might include previous or current employment in a public health or health-related agency or service to such agencies, with supporting letters of recommendation documenting and evaluating the applicant’s achievements. The applicant may also submit copies of reports, articles, a career goal statement, or other written material believed to reflect such promise by the application deadline. GRE scores are required.

*See Application Procedures and Deadline Dates* for a list of required application materials and factors considered in the admission decision.

**Course of Study**
Those seeking a Dr.P.H. degree should anticipate a minimum three year program of study. All Dr.P.H. students are strongly recommended to complete a minor in Management and Leadership in addition to a public health breadth area.

The following Divisional courses are strongly recommended for Dr.P.H. students majoring in Epidemiology:
- PH 1690 Foundations of Biostatistics
- PH 1700 Intermediate Biostatistics
- PH 1830 Categorical Data Analysis and/or
- PH 1831 Survival Analysis
- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
- PH 2710 Epidemiology III
- PHD 2711 Epidemiology IV
- PHD 2712 Experimental Methods in Epidemiology or
- PH 1835 Statistical Methods in Clinical Trials
- PHD 2770 NIH Proposal Development
- PHD 2990 Epidemiology Seminar (1 hour per semester)
- Minor or breadth in Leadership

All students who pursue a Dr.P.H. in Epidemiology must pass the preliminary examination and the dissertation proposal defense. The Dr.P.H. dissertation must constitute a substantial contribution to the body of knowledge in public health practice.
with special emphasis on the field of epidemiology. All doctoral students must present their dissertation research in a public forum at the School prior to graduation. All completed dissertations will be made available to the public.

For a full sample of the course of study for a Dr.P.H. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

**Master of Science Degree Program**

The Master of Science (M.S.) in Epidemiology is a research degree designed to provide an understanding of epidemiologic concepts, theories and methodology. To a large extent, this degree program will be arranged by each student, in consultation with the advisory committee, in order to meet the student’s specific educational goals. Adequate understanding of human diseases, including their natural history, etiology, pathogenesis, and prevention or control, may require moderate or advanced preparation in related laboratory or environmental sciences. Students are encouraged to draw upon outside resources (academic, governmental, clinical, etc.) in order to acquire knowledge and skills requisite to their specific educational goals.

**Special Entrance Requirements**

A candidate for this degree should hold a baccalaureate or professional degree in the biomedical, physical, or social sciences from a regionally accredited university or school or have several years of practical experience in epidemiologic or related work. GRE scores are required.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

**Course of Study**

To obtain a basic understanding of epidemiologic principles, concepts, methods, and their applications, full-time students will ordinarily complete the epidemiology course sequence in two years. Students will select one minor area of study in a public health discipline.

The following Divisional courses are strongly recommended for an M.S. student majoring in Epidemiology:

- PH 1690 Foundations of Biostatistics
- PH 1700 Intermediate Biostatistics
- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
- PH 2710 Epidemiology III
- PHM 2720 Epidemiologic Proposal Development
- Two elective courses in Epidemiology

Note that PH 1690 and PH 1700, Foundations of Biostatistics and Intermediate Biostatistics, are prerequisites for PH 2710 Epidemiology III.

In addition to coursework, the M.S. in Epidemiology degree program requires the successful completion of a research thesis that demonstrates an appropriate depth
of knowledge in the field. Students are required to complete the M.S. program requirements within five years.

All M.S. students in Epidemiology are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.S. in Epidemiology, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/ms/](http://www.sph.uth.tmc.edu/academics/degree-programs/ms/).

**Doctor of Philosophy Degree Program**

The Doctor of Philosophy (Ph.D.) in Epidemiology represents outstanding scholarly achievement, i.e., a mastery of epidemiologic concepts, theories and methodology; and a significant capacity for independent study. Students in the program prepare themselves to become independent epidemiologic investigators and also will acquire some teaching experience.

**Special Entrance Requirements**

Candidates for this degree should hold an M.S. or M.P.H. in Epidemiology from a regionally accredited university or college or have other accomplishments, which indicate similar readiness for doctoral study in epidemiology. GRE scores are required.

*See Application Procedures and Deadline Dates* for a list of required application materials and factors considered in the admission decision.

**Direct Admission to the Ph.D. Program**

Students with a B.A. or B.S. degree (or foreign equivalent) may be directly admitted into the Ph.D. program. A student requesting direct admission into the Ph.D. program is expected to have a bachelor’s degree that emphasizes the development of strong scientific and analytical skills. Applicants should provide evidence of solid academic achievement, including successful completion of advanced courses in a biological science and two semesters of college-level calculus courses, as well as demonstrated oral and written communication skills.

The course of study would require completion of 72 credit hours.

*See Application Procedures and Deadline Dates* for a list of required application materials and factors considered in the admission decision.

**Course of Study**

For students with a prior master’s degree in Epidemiology or Public Health, at least three years of full-time study are generally needed to complete the degree program. Bachelor’s prepared students will typically require four years of full-time study.

The following Divisional courses are strongly recommended for a Ph.D. student majoring in Epidemiology:

- PH 1690 Foundations of Biostatistics
- PH 1700 Intermediate Biostatistics
- PH 1830 Categorical Data Analysis and/or
- PH 1831 Survival Analysis
• PHM 2612 Epidemiology I
• PH 2615 Epidemiology II
• PH 2710 Epidemiology III
• PH 2711 Epidemiology IV
• PHD 2712 Experimental Methods in Epidemiology or
• PH 1835 Statistical Methods in Clinical Trials
• PHD 2770 NIH Proposal Development
• PHD 2990 Epidemiology Seminar
• One elective course in Epidemiology

PH 2710, PH 2711, PHD 2712 or PH 1835, PH 1830 or PH 1831 and one epidemiology special topics course must be taken before students take the preliminary exam. After the exam, students should take PHD 2770 and other courses specific to the students’ research agenda, including three courses in their declared major and three courses in their declared breadth.

All students who pursue a Ph.D. in Epidemiology must pass the preliminary examination and the dissertation proposal defense. The final degree requirement is the completion of an original research dissertation in an area of Epidemiology, presented and defended in a public forum at the School. Students in the doctoral program may assist with the Epidemiology teaching program under the guidance of the faculty.

For a full sample of the course of study for a Ph.D. in Epidemiology, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/phd/](http://www.sph.uth.tmc.edu/academics/degree-programs/phd/).

**Courses, Epidemiology and Disease Control**

**PHM 2610 Fundamentals of Epidemiology**
The Faculty in Epidemiology and Disease Control, 3 credits, a, b, cd (Available Online)

This course introduces students to principles and concepts in epidemiology through lectures, discussions, assigned readings, and exercises. Students are given the opportunity to acquire an understanding of epidemiologic principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research. The emphasis is on public health practice of epidemiology, and this course serves as the core epidemiology course for most M.P.H. students.

This is a designated core course.

**PHM 2612 Epidemiology I**
Du, Nettleton, and the Faculty in Epidemiology and Disease Control, 3 credits, a, b

This is a core course for students enrolled in the M.P.H. or M.S. in Epidemiology degree programs. It introduces students to principles and concepts in epidemiology through lectures, discussions, assigned readings, and exercises. Students are given the opportunity to acquire an understanding of epidemiologic principles and con-
cepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research. The key concept of this course is to help students to learn how to think epidemiologically and to apply these epidemiologic concepts and methods to solve public health problems through research.

This is a designated core course.

Prerequisites: Consent of instructor

**PH 2615 Epidemiology II**
Day, Selwyn, and the Faculty in Epidemiology and Disease Control, 4 credits, a, b

This course focuses on the principles and activities necessary to carry out information collection, data implemented and managed in an ethical manner consistent with the principles of the scientific method. This course addresses practical aspects of epidemiologic research, that is, how you get it done. Systems theory, epidemiologic methods, principles of survey research, operations research methods, and computer uses in research are covered. The final product from the class is the development of an epidemiologic field Manual of Procedures for a study.

Prerequisites: PHM 2612 (or PHM 2610) or equivalent and PH 1700 (or PH 1690)

**PH 2710 Epidemiology III**
Symanski, Hallman, and the Faculty in Epidemiology and Disease Control, 4 credits, a, b

This course covers advanced concepts in epidemiologic methods with an emphasis on observational studies. Topics include causal inference, measures of disease frequency, measures of association, study design, precision and validity in epidemiologic studies, introduction to stratified and logistic regression analysis, concepts assessing effect modification and confounding, interpretation of epidemiologic study results and manuscript development.

Prerequisites: PHM 2612 (or PHM 2610), PH 2615, PH 1690 and PH 1700 or equivalent

**PHD 2711 Epidemiology IV**
Waller and the Faculty in Epidemiology and Disease Control, 4 credits, b

This course provides an opportunity to learn the basic elements of epidemiologic data analysis in a laboratory setting. Students in this course address research questions by analyzing data from a variety of study designs. Students will be expected to acquire experience with the following types of data analysis: stratified analysis, logistic regression, proportional hazards modeling and meta-analysis. The course also covers examination of confounding and effect measure modification, strategies for model building and interpretation and presentation of results. First level Ph.D. course.

Prerequisites: PH 2710 or consent of Instructor

**PHD 2712 Experimental Methods in Epidemiology**
Hwang, Moyé, and the Faculty in Epidemiology and Disease Control, 4 credits, a
The central objective of this course is to enable students to evaluate and interpret evidence concerning preventive or therapeutic measures, especially those recommended for public health application. It concerns principles and methods of experimental studies in epidemiology and public health, from simple clinical trials to prevention trials in multiple communities. Applications span diverse areas, including cardiovascular diseases, cancer, and infectious diseases. A standard text and selected readings concerning specific experimental studies and related topics are used. Students participate actively in a seminar format, critique published reports, and undertake a collaborative project to develop a research protocol for an experimental study.

Prerequisites: PH 2710 or consent of instructor

**PHM 2720 Epidemiologic Proposal Development**
Cardenas, and the Faculty in Epidemiology and Disease Control, 3 credits, b, (Available Online)

The course defines the components of a scientific proposal, utilizing the National Institutes of Health’s (NIH) guidelines for the development of research grant applications. Proposals must be for an epidemiologic study. Students have the opportunity to learn how to develop each section of a proposal through lecture materials, reviewing and discussing examples of successful and unsuccessful proposals and finally the preparation of their own research proposal. The course concludes with a mock NIH study section, in which students serve as reviewers for their colleague’s proposals.

This course is intended for M.P.H. and M.S. students.

Prerequisites: PH 2710 or consent of instructor

**PH 2730 Epidemiology and Control of Infectious Disease**
Hwang, Murray and the Faculty in Epidemiology and Disease Control, 4 credits, b

This course is designed as an introduction to the epidemiologic aspects of infectious diseases and provides information regarding prevention and control of these diseases. At the end of the course, students have an understanding of the epidemiologic aspects of infectious diseases including incidence, distribution, and pattern of disease occurrence as well as different modes of transmission and associated risk factors. They should understand the importance of surveillance systems in detecting epidemics, the application of epidemiological methods to determine the risk and associated factors, and the significance of prevention and control programs for infectious diseases. Students gain knowledge and skills in carrying out epidemic investigations through a series of case study assignments.

Prerequisites: PHM 2612 (or PHM 2610) or consent of instructor

**PH 2731 Genetics and Infectious Diseases**
Jiang, Hwang, Brown, and the Faculty in Epidemiology and Disease Control, 2 credits, a

This course is intended for students who have not had significant training in genetics. It will cover basic genetics, medical genetic terminology, and the associated
scientific and medical literature. At the end of the course, students will have an understanding of the genetic aspects of infectious diseases, including the contribution of host genetics and genes influencing susceptibility to infectious diseases. They will understand the importance of environment, host and pathogens genetic factors and their mutual interactions influence the ratio between clinical and subclinical disease. Evaluations will be based on examination given in the class and attendance.

**PHM 2740 Cardiovascular Disease Epidemiology and Prevention**

Morrison and the Faculty in Epidemiology and Disease Control, 3 credits, a

The purpose of this course is to provide an introductory overview to the field of cardiovascular disease (CVD) epidemiology. Topics for this course include the pathophysiology of CVD, CVD survey methods, trends in CVD mortality and morbidity, CVD risk factors, major strategies for CVD prevention and a summary of major CVD clinical trials. Students will gain an understanding of the impact of CVD on public health.

Prerequisites: PHM 2612 (or PHM 2610) or consent of instructor

**PHD 2740 Cardiovascular Disease Epidemiology and Prevention**

Morrison and the Faculty in Epidemiology and Disease Control, 3 credits, a

The purpose of this course is to provide an overview to the field of cardiovascular disease (CVD) epidemiology. Topics for this course include the pathophysiology of CVD, CVD survey methods, trends in CVD mortality and morbidity, CVD risk factors, major strategies for CVD prevention and a summary of major CVD clinical trials. In addition to understanding the impact of CVD on public health, PhD level students will comprehensively evaluate a novel aspect of CVD epidemiology.

Prerequisites: PHM 2612 (or PHM 2610) or consent of instructor

**PH 2745 Cancer Epidemiology**

Etzel, Pande, and the Faculty in Epidemiology and Disease Control, 3 credits, a

The overall goal of this primarily introductory level course is to review cancer causation and the epidemiology of cancer by anatomical site. The course will introduce seminal studies and current issues in cancer epidemiology and will cover basic concepts pertinent to cancer epidemiology research including biology, pathology, statistics, classic and novel risk factors, prevention, and genetics. Selected publications from epidemiologic literature provide opportunity for student-faculty discussion.

**PH 2750 Disease: Natural History, Prevention, Control**

Jiang, Piller and the Faculty in Epidemiology and Disease Control, 3 credits, a (Online only)

This course is intended for students who have not had significant training in biology. It will cover common diseases, medical terminology, and the associated scientific and medical literature. The course will consist predominantly of online “lectures,” readings and Discussion Board participation. Objectives include attaining a basic understanding of the biological basis of health and of disease processes; developing a vocabulary of medical terminology that will enhance the student’s ability to read and comprehend public health literature; and developing an understanding of common human diseases and their importance in a public health context. The grade
is based upon participation, assignments, a mid-term examination, and research project.

**PHM 2760 Occupational Epidemiology**
Cooper and the Faculty in Epidemiology and Disease Control, 3 credits, cd (Online only)

There are approximately 150 million people in the U.S. workforce who are exposed to a wide range of health and safety hazards. Workplace injuries and illnesses exact a large human and economic toll on adult and child workers in the U.S. and worldwide. Many, if not most, of these adverse health outcomes are preventable. This course will describe the types and magnitude of workplace injuries and illnesses, examine the epidemiologic methods used to identify risk factors for these events, and examine the role of academia, industry and public health practice in understanding and controlling these conditions from an epidemiologic perspective. The course is especially targeted as a Special Topics course for epidemiology majors and to provide an epidemiologic and public health perspective to occupational health for occupational health, environmental science and other interested students.

Prerequisites: PH 1700 (or PH 1690) and PHM 2612 (or PHM 2610)

**PHD 2760 Occupational Epidemiology**
Cooper and the Faculty in Epidemiology and Disease Control, 3 credits, cd (Online only)

There are approximately 150 million people in the U.S. workforce who are exposed to a wide range of health and safety hazards. Workplace injuries and illnesses exact a large human and economic toll to adult and child workers in the U.S. and worldwide. Many, if not most, of these adverse health outcomes are preventable. This course will describe the types and magnitude of workplace injuries and illnesses, examine the epidemiologic methods used to identify risk factors for these events, and examine the role of academia, industry, and public health practice in understanding and controlling these conditions from an epidemiologic perspective. The course is especially targeted as a Special Topics course for epidemiology majors and to provide an epidemiologic and public health perspective to occupational health for occupational health, environmental science, and other interested students. PhD students will have additional projects.

Prerequisites: PH 1700 (or PH 1690) and PHM 2612 (or PHM 2610)

**PHD 2770 NIH Proposal Development**
Kelder, Caetano and the Faculty in Epidemiology and Disease Control, 3 credits, a

The goals of this course are to introduce students to the process of submission, review and funding at the NIH, and to guide students in developing grant writing skills through preparing an NIH-style application. Knowledge of how the NIH works is an important part of academic life in the U.S. While there are many other funding sources for public health and medical research, the NIH is the largest, most competitive and the most prestigious. Developing grant writing skills is essential for academic success in today’s competitive environment and shifting federal priorities. In academic life, without grant preparation skills your chances for promotion and tenure are reduced.
After completing this course, students should be able to understand the NIH grant review process at its various levels. Students should also be able to understand the process of developing an idea into a research project, and will be familiar with the various sections of a grant application, their format and content. If a research topic of interest has not been identified, students are encouraged to think about one as soon as possible. Course assignments will assist in making this selection.

This course is intended for Ph.D. and Dr.P.H. students.

Prerequisites: PH 2710

**PH 2780 Applied Genetic Methods in Public Health**
Morrison and the Faculty in Epidemiology and Disease Control, 3 credits, cd

This course is an introduction to statistical methods and software for analyzing measured genetic variation in human studies. The primary focus will be on analytic methods with hands on use of sample datasets and available software. Students will be refreshed on the genetic and statistical theory underlying current methodologies. We recommend that students have previous exposure to the principals of genetics and biostatistics.

**PHD 2790 Biological Basis of Emerging Diseases**
Fisher-Hoch, Restrepo, and the Faculty in Epidemiology and Disease Control, 3 credits, b

The objective of this course is to give students from disparate backgrounds the opportunity to acquire basic knowledge that will permit them to understand the principles which underlie epidemics and emergence of new diseases. In this course an emerging disease is anything from HIV or avian flu, to obesity and diabetes, and topics change each year to follow current problems or threats. Factors explored range from human and microbial genetics, molecular techniques, molecular epidemiology, economics, culture, climate and major social disruptions, such as warfare and migration. Students will be introduced to a variety of topics using real examples which they will have to research and then examine to determine causes and propose control measures. Teaching on preparation of slides, use of ITV, reference manager software and other tools will be included. Students will be taught the basics of molecular medicine sufficient to understand at least in principle the major reports on emerging diseases. In addition to weekly assignments, students will over the course of the semester prepare a proposal to investigate a problem of their choice in a format suitable for grant submission or publication. Instruction on how to develop and put their ideas into research paper format will also be included.

Cross-listed with UTHSC-H GSBS GS210023

**PH 2800 Tropical Infectious Diseases**
Brown and the Faculty in Epidemiology and Disease Control, 3 credits, a

The course is designed as an introductory course in parasitology; a basic background in biology should be sufficient preparation. An understanding of the basic concepts of immunology would be helpful, but is not a prerequisite. The course will consist of a combination of lectures, group discussion, and homework assignments. For a number
of topics, guest lecturers who have a unique perspective on the subject will be enlisted.

Particular viral and parasitic pathogens of humans have been selected for study based on their public health importance. Pathogens that are especially problematic in international settings and/or emerging or re-emerging diseases are given special attention. Key factors in the selection of topics include prevalence, morbidity and mortality, and societal impact of the microbe.

**PH 2805 Medical Microbiology**
Brown and the Faculty in Epidemiology and Disease Control, 3 credits, b (odd-numbered years)

The course is designed as an introductory course in medical microbiology; a basic background in biology should be sufficient preparation. An understanding of the basic concepts of immunology would be helpful, but is not a prerequisite. The course will consist of a combination of lectures on selected topics. For a number of topics, guest lecturers who have a unique perspective of the subject will be enlisted.

Particular bacterial pathogens of humans have been selected for study based on their public health importance. Key factors in the selection of topics include prevalence, morbidity and mortality, and societal impact of the microbe.

**PH 2807 Molecular Principles of Virology**
Hwang, 3 credits, a

All students associated with the program are encouraged to take this introductory course in virology at the earliest opportunity. We initially discuss the basic properties that unite all viruses, along with basic experimental approaches to their study. In addition, we aim to outline the properties that characterize each of the major groups of viruses, spanning the spectrum from those with small RNA genomes to those with large DNA genomes. Although emphasis will likely be placed on the animal viruses, discussion of the plant viruses may not be excluded. This course ideally prepares students with an interest in gene therapy, but who may have little background in virology.

Prerequisites: Consent of instructor

Cross-listed with UTHSC-H GSBS GS040043

**PH 2810 Pathology and Public Health**
Piller and the Faculty in Epidemiology and Disease Control, 3 credits, b (Available Online)

This course is an overview of the pathophysiology of disease. The first third of the semester is devoted to studying pathophysiologic processes. Thereafter, for each body system, two to three diseases are examined and studied in detail, including clinical, histologic and anatomic changes that occur, as well as public health implications of each. Each student presents a final research project on a disease process or type, including the pathology and public health aspects. The final grade is based on attendance, participation, exams, and class projects.
Prerequisites: PH 2750 (or 1 semester of college biology or zoology)

**PHD 2815 Genetics and Human Disease**  
Hanis, Boerwinkle, and the Faculty in Epidemiology and Disease Control, 3 credits, a

This course introduces principles and methods of human genetic analysis with special reference to the contribution of genes to the burden of disease. Although molecular, biochemical and morphogenetic processes controlled by genes will be briefly surveyed, the aim of the course is to describe the analytical processes whereby genetic mechanisms are inferred and genes on chromosomes are located.

Prerequisites: Consent of instructor; general genetics and statistics

Cross-listed with UTHSC-H GSBS GS110013

**PHD 2820 Molecular and Cellular Approaches to Human Genetics**  
Hixson, Bressler, Sen, and the Faculty in Epidemiology and Disease Control, 3 credits, b

This course provides a comprehensive overview of human genetics and the role of genes in human disease. The course is taught by instructors from UTSPH and M.D. Anderson Cancer Center and consists of a series of lectures from instructors and guest lecturers. While a wide range of topics are covered, many lectures focus on cancer biology and genetics.

Prerequisites: Consent of instructor. Undergraduate level biochemistry, cell biology, and genetics

Cross-listed with UTHSC-H GSBS GS110023

**PH 2830 Clinical Genetics in Epidemiology**  
Daiger, Morrison, and the Faculty in Epidemiology and Disease Control, 3 credits, a

The intent of this course is for SPH students to understand the role clinical genetics plays in the practice of epidemiology, and the relationship between epidemiology and medical genetics. Emphasis will be on the practice of medical genetics as it may be encountered by professionals in public health. Instructors include faculty in the Human Genetics Center, School of Public Health, and in the Division of Medical Genetics, UT Medical School. Teaching will be by didactic classroom instruction. The subject material covers basic biology of clinical genetics, genetic diseases and birth defects as seen in a medical genetics clinic, the provision of genetic services in Texas, and public policy issues relating to the practice of medical genetics.

Prerequisites: Recent college biology or equivalent

**PHD 2840 Reproductive and Perinatal Epidemiology**  
Waller and the Faculty in Epidemiology and Disease Control, 3 credits, a

This seminar course covers the epidemiology and natural history of pregnancy. Topics include conception, unintended pregnancy, contraception, embryogenesis, embryonic and fetal loss and complications of pregnancy. Students also become familiar with the epidemiology of common adverse pregnancy outcomes such as preterm birth,
fetal growth restriction, infant death and congenital anomalies. The class consists of a combination of lectures and seminars. As a doctoral level course, this class also has a strong focus on methodologic issues pertaining to research in reproductive and perinatal epidemiology.

Prerequisites: PHM 2612 (or PHM 2610) or consent of instructor

PH 2850 Genetic Epidemiology: Association Studies
Mitchell and the Faculty in Epidemiology and Disease Control, 2 credits, b (odd-numbered years)

This introductory level course in genetic epidemiology focuses on the design of studies to identify disease-gene associations. The lectures concentrate on the two most common study designs for genetic association studies: case-control studies and case-parent trios, and address disease-gene associations, gene-environment interactions and maternal genetic effects. Students will learn about study design and data analysis through class lectures, independent readings, completion of problem sets and class discussions.

The objectives of this course are to provide the student with an understanding of complex genetic diseases; population genetics; common designs for studies of disease-gene association; approaches for evaluating gene-environment interactions; and approaches for assessing maternal genetic effects. At the conclusion of the course, students will be able to design case-control and family-based studies to detect disease-gene associations, and should have an understanding of the various statistical approaches that can be used to analyze the resulting data.

Cross-listed with UTHSC-H GSBS GS110112

PHD 2860 Advanced Design Analysis Methods in Epidemiology
Rahbar, Hossain, Rodin and the Faculty in Epidemiology and Disease Control, 3 credits, b

This course primarily covers topics related to study design and appropriate data analysis using advanced techniques. At the core, the faculty will discuss basic and generalized regression models for binary (logistic) continuous (linear) and count (Poisson) outcomes; multivariate data reduction techniques such as factors analysis and Principal Component Analysis; longitudinal models; analysis of clustered data; and select data mining methods. Whenever possible, the faculty will illustrate how to carry out data analyses in SAS or STATA or other suitable statistical packages.

Prerequisites: PHD 2711 and PHD 1830 (or PHM 1615 and PHM 1616)

PHD 2870 Causation
The Faculty in Epidemiology and Disease Control, 3 credits, a

This course is intended to provide a firm foundation for scientists who intend to undertake etiological research. The course will review the history of philosophical and scientific causal reasoning with extensive examples and case studies of real and theoretical etiological problems, particularly in disease causation in an effort to understand the dilemmas that have often led scientists astray. The relationship between
commonly used formal causal “criteria” such as Koch’s postulates and Hill’s viewpoints will be studied and critiqued.

**PHM 2950 Genetic Epidemiology of Chronic Disease**  
Hanis and the Faculty in Epidemiology and Disease Control, 2 credits, b

This course will serve to expose students to the evidence and logic involved in inferring the contribution of genetic mechanisms to those diseases of public health importance. Emphasis will be on developing a framework for assessing the impact of genes on common disease, but will not include detailed methodological developments or statistical techniques. The format will be a weekly two-hour session during which a single disease will be examined. In this way, students will be introduced to a broad spectrum of diseases and learn to recognize the similarities and the uniqueness inherent to each. Sessions will be comprised of lectures and discussions.

Cross-listed with UTHSC-H GSBS GS110092

**PH 2960 Seminar in Genetics and Population Biology**  
The Human Genetics Center Faculty, 1 credit, a, b

Students analyze and present individual topics or research.

Prerequisites: Consent of instructor.

Cross-listed with UTHSC-H GSBS GS110711

**PHM 2970 Foundations of Public Health Genetics**  
Hallman, Hewett-Emmett, and the Faculty in Epidemiology and Disease Control, 2 credits, a

This course is designed mainly (but not exclusively) for M.P.H. students with a limited background in biological sciences and genetics who wish to gain an appreciation of the importance and current limitations of the application of human genetics to public health approaches to identifying and ameliorating disease. The course aims to provide a background in genetics, human biology, and genomics needed to develop an appreciation of the public health role of genetics while developing sufficient depth on selected topics that illustrate different aspects of the genetic paradigm.

**PH 2980 Writing and Communicating in Science**  
Murray and the Faculty in Epidemiology and Disease Control, 3 credits, a

This course will focus on teaching students how to become effective scientific writers. Students will be given the opportunity to learn how to recognize common writing mistakes, how to reference properly, understand what constitutes plagiarism and how to effectively communicate to the scientific community. In-class exercises will offer the student the opportunity to develop critical editing skills. Students will prepare a two-page literature review before the beginning of the course that will be used as a learning tool for writing and editing over the course of the week.

**PH 2985 Writing a Student Research Proposal**  
Mitchell, 2 credits, a, b, cd – Intensive one-week format course
This course provides an overview of the steps required to develop and write a successful proposal for the written culminating experience (MPH), thesis (MS) or dissertation (PhD or DrPH). The class includes lectures, in-class exercises and written assignments. Specifically, the course instructor will discuss and illustrate the steps required to write a successful research proposal, including idea generation, development of specific aims, identification of background/supporting materials, organization, and content. Students draft and begin to write their research proposal, review and discuss papers on the writing process, and engage in the peer review of their work and that of their classmates. Through participation in this class, students gain an understanding of protocol development and develop skills in scientific writing.

There are no pre-requisites for this class. However, students must identify a general topic for their research prior to the start of the class. PH 2985 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**PHD 2990 Epidemiology Seminar**
Boerwinkle, Volcik and the Faculty in Epidemiology and Disease Control, 1 credit, a, b

The Epidemiology Seminar is open to all students but is mandatory for epidemiology doctoral students who have not yet taken their qualifying exam. The seminar is intended to hone research and presentation skills and to provide students an opportunity to present data, a research proposal, or an epidemiology-related topic to an audience of their peers and mentors. The seminar will provide students an opportunity to receive critical feedback on their research and develop professional interactions between faculty and other students. Each semester, an invited outside guest, selected by the students, will give a presentation.

**PH 2998 Special Topics in Epidemiology**
The Faculty in Epidemiology and Disease Control, 1-4 credits, a, b, cd

Special Topics in Epidemiology vary each semester. Previous topics offered:

- CITAR Seminar
- Diet and Chronic Disease
- Epidemiology of Aging
- Health of Refugees and Displaced Populations
- Injury and Violence: A Public Health Approach
- Maternal and Child Health
- Nutritional Epidemiology
- Public Health Response to Chronic Disease in the 21st Century
- Rapid Assessment Methods in Public Health
- Seminar in Child and Adolescent Health
- Vaccines and Immunization
- Injury Epidemiology
- Methods in Clinical Epidemiology
- Public Health Surveillance
- Neuroepidemiology
- Infectious Disease Journal Club
PH 2999 *Individual Study in Epidemiology*
The Faculty in Epidemiology and Disease Control, 1-9 credits, a, b, cd

A plan of study is determined for each participating student and supervised by a member of the epidemiology faculty. In general, courses of individual study are not recommended unless a student has completed the introductory course or presents evidence of experience in the field of epidemiology. This course may be repeated for credit.

PH 9996 *Capstone Course*
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

PH 9997 *Practicum*
The Faculty in Epidemiology and Disease Control, 1-9 credits, a, b, cd

A practicum is determined by the student and advisor and supervised by a member of the Epidemiology and Disease Control faculty.

PH 9998 *Culminating Experience/Thesis Research*
The Faculty in Epidemiology and Disease Control, 1-9 credits, a, b, cd

Thesis research is determined by the student with approval of the student’s Advisory Committee. This course may be repeated for credit.

PH 9999 *Dissertation Research*
The Faculty in Epidemiology and Disease Control, 1-9 credits, a, b, cd

Dissertation research is determined by the student with approval of the student’s Advisory Committee. This course may be repeated for credit.

**Primary Faculty, Epidemiology and Disease Control**

*Research Interests:* Hepatitis B; hepatocellular carcinoma; AIDS; infectious disease epidemiology.

**James Belkind-Gerson**, Assistant Professor of Epidemiology, M.D.

Research Interests: Human genetics; bioinformatics; DNA variation; coronary heart disease; hypertension.

Jan Bressler, Assistant Professor. B.S., Columbia University, 1991; Ph.D., Baylor College of Medicine, 2000; M.P.H., The University of Texas School of Public Health at Houston, 2002.
Research Interests: Disease Control, Epidemiology, Molecular Genetics, Genetic Epidemiology, Molecular Genetics.

Eric L. Brown, Assistant Professor. B.S., Texas A&M University, 1989; Ph.D., University of Texas Graduate School of Biomedical Science, 1996.
Research Interests: Immunology; infectious disease; mechanisms of immune evasion; vaccine development.

Raul Caetano, Professor (Dallas Regional Campus). M.D., School of Medical Sciences, Rio de Janeiro State University, 1969; M.P.H., University of California, Berkeley, 1979; Ph.D. University of California, Berkeley, 1983.
Research Interests: Epidemiology of substance abuse; violence; drinking and alcohol-related problems among US ethnic minority groups; diagnostic procedures in alcohol abuse and dependence.

Victor Cardenas, Associate Professor (El Paso Regional Campus). M.D., National Autonomous University of Mexico, 1977; M.P.H., Emory University, 1990; Ph.D. Emory University, 1995.
Research Interests: Public health surveillance and field epidemiology; epidemiology of cancer; infectious diseases, chronic diseases, and injuries.

Thomas G. Cleary, Professor. B.S., St. Louis University, 1967; M.D. - Washington University, 1971; Residency in Pediatrics, St Louis Children's Hospital 1971-4; Fellowship in Pediatric Infectious Diseases, The University of Texas Medical School 1978-9
Research Interests: bacterial gastroenteritis; pediatric diarrheal diseases; lactoferrin.

Sharon P. Cooper, Professor and Regional Dean (San Antonio Regional Campus). B.A., University of Texas at Austin, 1973; M.S., University of Oklahoma, 1975; M.S., Harvard School of Public Health, 1976; Ph.D., University of Texas at Houston, 1982.
Research Interests: Occupational injury; surveillance of injury and illnesses in farm workers; working adolescents.

Stephen P. Daiger, Professor. B.S., Johns Hopkins, 1965; Ph.D., Stanford University, 1975.
Research Interests: Human molecular genetics; human population genetics; medical genetics; human gene cloning; linkage mapping; retinitis pigmentosa; macular degeneration; inherited retinal diseases in humans; mutation detection; retinal disease genes RP1 and IMPDH1.

Rena Sue Day, Associate Professor. B.S., Texas Tech University, 1977; M.S., The University of Texas School of Public Health at Houston, 1982; Ph.D., The University of Texas School of Public Health at Houston, 1988.
Research Interests: Epidemiology; nutrition; dietary assessment methodology; obesity, cardiovascular disease; cancer; chronic disease; dietary interventions and health promotion; physical activity; Hispanic populations; children.
Xianglin L. Du, Associate Professor. M.B., Anhui Medical University, 1984; M.S., Anhui Medical University, 1987; Ph.D., University of Manchester, 1997. 
*Research Interests:* Clinical Epidemiology of cardiovascular disease and cancer; health services and outcomes research; claims-based health care studies.

Herbert L. DuPont, Professor, Mary W. Kelsey Chair, and Director of the Center for Infectious Disease (CID). A.B., Ohio Wesleyan University, 1961; M.D., Emory University, School of Medicine, 1965. 
*Research Interests:* Worldwide study of the epidemiology; microbiology; genetic susceptibility, treatment and prevention of acute diarrhea.

*Research Interests:* Virology; Lassa and Ebola hemorrhagic fevers; tuberculosis; human Papilloma virus; biocontainment; microbiology; molecular epidemiology; public health.

D. Michael Hallman, Assistant Professor. B.A., College of Charleston, 1977; M.S.P.H., University of South Carolina, 1988; Ph.D., The University of Texas Graduate School of Biomedical Sciences at Houston, 1994. 
*Research Interests:* Genetic epidemiology of chronic disease, especially atherosclerotic disease and diabetes; genetic analysis of longitudinal data.

Craig L. Hanis, Professor. B.S., Brigham Young University, 1974; M.S., Brigham Young University, 1977; M.A., University of Michigan, 1981; Ph.D., University of Michigan, 1981. 
*Research Interests:* Genetic epidemiology; genetics of type 2 diabetes and its complications; genomic approaches to identifying genes for common diseases.

John R. Herbold, Associate Professor (San Antonio Regional Campus). B.S., Texas A&M University, 1968; D.V.M., Texas A&M University, 1969; M.P.H., University of North Carolina, 1973; Ph.D., Ohio State University, 1981. 
*Research Interests:* Epidemiology; environmental health; infectious disease; animal-human issues; military medicine.

*Research Interests:* Molecular evolution; human genetic variation; gene families.

James Hixson, Professor. B.A., The University of Texas at Austin, 1978; M.S., University of Michigan, 1980; Ph.D., University of Michigan, 1983. 
*Research Interests:* Molecular genetics of common diseases including cardiovascular disease, obesity, and diabetes; SNP discovery and analysis in population-based studies of common diseases; allelic effects on gene expression and protein function related to common diseases and measured risk factors.

Lu-Yu Hwang, Professor. M.B.B.S., National Taiwan University, 1975. 
*Research Interests:* Pediatrics; infectious disease; perinatal transmission; viral epidemiology; cancer epidemiology; hepatitis virus/liver cancer; HIV/AIDS, HTLV/leukemia; EBV/nasopharyngeal cancer; viral oncology.
Zhi-Dong Jiang, Assistant Professor. M.D., Beijing Medical University, 1983; M.P.H., University of Texas School of Public Health-Houston, 1994; Dr.P.H., University of Texas School of Public Health-Houston, 1998.  
Research interests: Epidemiology of travelers’ diarrhea; genetic factors for acute diarrhea; enteric pathogens.

Steven H. Kelder, Associate Professor (Austin Regional Campus). B.S., Northern Illinois University, 1981; M.P.H., University of Minnesota, 1988; Ph.D., University of Minnesota, 1992.  
Research Interests: School health promotion; CV/cancer disease prevention; work-site health promotion; smoking cessation; weight loss and physical activity; child and adolescent nutritional intake and exercise behavior; research design; quantitative methods.

Harold William Kohl, III, Professor (Austin Regional Campus). B.A., University of San Diego 1982; M.S.P.H., University of South Carolina 1984; Ph.D., University of Texas Health Science Center, Houston, 1993.  
Research interests: Epidemiology, Physical activity and public health, development of physical activity national guidelines; physical activity for chronic disease prevention.

Xiaoming Liu, Assistant Professor. B.S., Fudan University, Shanghai, China, 1997; M.S., Fudan University, Shanghai, China, 2000; Ph.D., Graduate School of Biomedical Sciences, University of Texas, 2006.  
Research Interests: theoretical population genetics; sequence-based gene mapping of complex human diseases; molecular evolution of pathogens.

Taylor J. Maxwell, Assistant Professor. B.S., Brigham Young University, 2000; Ph.D., Washington University in St. Louis, 2006.  
Research Interests: Population Genetics, Quantitative Genetics, Bioinformatics, Evolutionary Biology, Human Disease Genetics.

Research Interests: Infectious Diseases (particularly viral such as Ebola; Lassa fever: HIV/AIDS), Health issues in international settings; vaccines; epidemiology and bioterrorism.

Shaper Mirza, Assistant Professor (Brownsville Regional Campus). B.S., University of Karachi, 1989; M.S., University of Karachi, 1990, Ph.D., University of Alabama at Birmingham, 2006.

Alanna C. Morrison, Associate Professor. B.S., University of Michigan, 1996; Ph.D., The University of Texas School of Public Health at Houston, 2001.  
Research Interests: Elucidation of genes involved in complex diseases such as cardiovascular disease, hypertension and stroke. Identifying single nucleotide polymorphisms influencing inter-individual disease risk, linkage analyses and association studies, and development and application of novel statistical methods to evaluate genetic data.
Kristy O. Murray, Assistant Professor. B.S., Texas A&M University, 1994; B.S., Texas A&M University, 1995; DVM, Texas A&M University, 1998.  
*Research Interests*: West Nile Virus, arboviruses, rabies virus, unexplained encephalitis, emerging infectious diseases, zoonoses.

Roberta B. Ness, Dean; Professor, Epidemiology and Disease Control; M. David Low Chair in Public Health. B.Sc., University of Maryland, Honors College, 1980; M.D., Cornell University, 1984; M.P.H., Columbia University School of Public Health, 1989.  
*Research interests*: Epidemiology of women’s health, specifically, etiology and treatment of ovarian cancer, preeclampsia, and pelvic inflammatory disease; adverse pregnancy and perinatal outcomes; links between reproductive history and cardiovascular disease; bacterial sexually transmitted infections.

Jennifer A. Nettleton, Assistant Professor. B.A., Wartburg College, 1999; Ph.D., University of Minnesota, 2003.  
*Research Interests*: Nutrition and cardiovascular disease epidemiology; food/nutrient synergy and dietary patterns; environmental and genetic modification of diet effects; clinical dietary interventions for cardiovascular/chronic disease prevention; dietary assessment methodology.

Theresa J. Ochoa, Assistant Professor. M.D., Universidad Peruana Cayetano Heredia, Lima, Peru, 1997; Pediatrics, Universidad Peruana Cayetano Heredia, Lima, Peru, 2001; Pediatric Infectious Diseases, University of Texas School of Medicine, Houston, TX, 2004.  
*Research Interests*: pediatric diarrhea; pathophysiology of enteric pathogens; diarrheagenic E. coli; respiratory infections.

Linda Piller, Associate Professor. B.S., University of 1975; M.P.H., The University of Texas School of Public Health at Houston, 1979; M.D., The University of Texas Medical School at Houston, 1986.  
*Research Interests*: Hypertension; ischemic heart disease; coronary heart disease; clinical trials; cardiovascular clinical trials; endpoint reporting in clinical trials; safety in clinical trials; congestive heart failure; cardiovascular pathology; cervical pathology; breast pathology.

M. Hossein Rahbar, Professor. B.S., Shiraz University, 1978; M.S., Shiraz University, 1980; Ph.D., Michigan State University, 1988.  
*Research Interests*: Clinical Trials; Survival Analysis; Statistical and Study Design Issues in Epidemiology; Autism Spectrum Disorders; Developmental Disabilities; Global Health; Environmental Health with a focus on Toxic and Heavy Metals; Gene-Environment Interactions in relation to Autism; Data Mining; Sequential Procedures; Cost-Effectiveness Analysis; Stroke; Massive Transfusion.

Blanca I. Restrepo, Assistant Professor (Brownsville Regional Campus). B.S., Colegio Mayor de Antioquia, 1986; Ph.D., The University of Texas Health Science Center at San Antonio, 1994.  
Bahman Sayyar Roudsari, Assistant Professor (Dallas Regional Campus). M.D., Tehran University of Medical Sciences, 1999; M.P.H., University of Washington, 2004; Ph.D., University of Washington, 2006. 
Research Interests: Epidemiology of alcoholism, health care, injury, and trauma.

Shreela V. Sharma, Assistant Professor. B.S., University of Bombay, 1996; M.A., University of Iowa, 1999; Ph.D., University of Texas School of Public Health – Houston, 2005. 
Research Interests: Health promotion and health education focused towards primary prevention of chronic diseases; Nutritional and physical activity epidemiology; Design and evaluation of measurement and psychometric tools such as Ecological Momentary Assessment (EMA) to accurately measure dietary intake and physical activity behavior as well as their psychosocial correlates; Development of statistical analysis techniques for analysis of group-randomized trials.

Eva M. Shipp, Assistant Professor (San Antonio Regional Campus). B.A., University of Texas at Austin, 1997; M.S., University of Texas School of Public Health – Houston, 2000; Ph.D., University of Texas School of Public Health – Houston, 2005. 
Research Interests: Occupational injury/illness among agricultural and adolescent workers; back injury; vulnerable populations.

Kerem Shuval, Assistant Professor. B.Ed, Zinman College of Physical Education & Sports Science, 1999; M.P.H., Braun Hebrew University-Hadassah School of Public Health & Community Medicine, 2002; Ph.D., Haifa University School of Public Health, 2007. 
Research interests: Physical activity epidemiology and promotion, lifestyle modification, primary care, community-based research, evidence-based medicine and public health, program evaluation.

Melissa H. Stigler, Assistant Professor (Austin Regional Campus). B.S., College of William and Mary, 1991; M.P.H., University of Minnesota School of Public Health, 1999; Ph.D., University of Minnesota School of Public Health, 2003. 
Research Interests: Child and adolescent health, global/international health, with special emphasis on India; tobacco prevention and cessation; obesity prevention; behavioral epidemiology.

Elaine Symanski, Associate Professor. B.S., University of Rochester, 1978; B.S., Western Washington University, 1981; M.S.P.H., University of North Carolina at Chapel Hill, 1992; Ph.D., University of North Carolina at Chapel Hill, 1996. 
Research Interests: Development of quantitative methods for modeling occupational and environmental exposures; retrospective exposure assessment for workplace contaminants; investigation of health effects related to occupational and environmental exposures.

Loubna Tazi, Assistant Professor (Brownsville Regional Campus). B.S., Bordeaux II University, France, 1998; M.S., Montpellier II University, France, 1999; Ph.D., Montpellier II University, France, 2002. 
Research Interests: Tuberculosis; Transmission dynamics; Drug resistant tuberculosis; Population genetics; Human susceptibility to tuberculosis; Evolution of infectious diseases (HIV, Malaria, Gonorrhea).
Kelly A. Volcik, Assistant Professor of Human Genetics. B.S., Texas A&M University, 1995; Ph.D., Graduate School of Biomedical Sciences, 2001. 
Research Interests: Human genetics; genetics of common diseases; gene-environment interaction; cardiovascular disease.

Kim Waller, Associate Professor. B.A., University of California at Santa Cruz, 1975; B.S., University of California at San Francisco, 1979; M.P.H., University of California at Berkeley, 1986; Ph.D., University of California at Berkeley, 1991. 
Research Interests: Preventable risk factors for birth defects; low birth weight; fetal death; birth defects; screening programs; association of serum biomarkers (measured early in pregnancy) and pregnancy outcome.
Environmental and Occupational Health Sciences (EOHS) is the field of study that deals with the (1) anticipation, identification and characterization of potentially harmful physical, chemical, and biological agents in community and workplace environments; (2) identification and study of the relevant pathways of exposure; (3) assessment of the effects of such agents on the environment and human health; and (4) development of interventions to prevent or ameliorate problems associated with environmental or occupational contaminants. Biological, genetic, psychological, and social factors are also important determinants of environmental and occupational health.

Within the program, the industrial hygiene master’s curriculum is accredited by the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The occupational medicine residency program is accredited by the Accreditation Council for Graduate Medical Education (ACGME). For more information, refer to the website for the Southwest Center for Occupational and Environmental Health (under ‘Academic Programs’).

The program of Environmental and Occupational Health Sciences offers the M.P.H. and Dr.P.H. in Occupational and Environmental Health, and Ph.D. degrees in Environmental Science. The M.P.H. and Dr.P.H. degrees focus upon public health practice related to prevention, assessment, and control of occupational and environmental exposures, and injuries and illnesses, which constitute major problems not only nationally but worldwide. The Ph.D. degree is designed to train professionals to develop both in-depth knowledge in a particular specialty area, and a broad understanding of the complexities inherent in environmental problems with a focus on research.

The EOHS program also offers a minor course of study (minimum nine semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. Courses for the minor include:

- PHWM 2100 Foundations of Environmental and Occupational Health Sciences (required)
- PHM 2130 Recognition of Environmental and Occupational Hazards (recommended)
- PH 2175 Toxicology I (recommended)

Centers

One Center is located within the program of Environmental and Occupational Health Sciences. The mission of the Southwest Center For Occupational and Environmental Health (SWCOEH) is to promote health, safety, and well-being in the workplace and the community. The Center has training and research grant funding devoted to problems related to its core area of focus.

Master of Public Health Degree Program

The Master of Public Health (M.P.H.) degree program in Occupational and Environmental Health prepares students to assume positions in public health practice in the government or the private sector. The program provides a foundation in environmental and occupational health sciences in addition to the skills needed to function as a practitioner in a variety of public health settings.
Special Entrance Requirements
Applicants for this degree are expected to have successfully completed coursework in mathematics, chemistry, and biological sciences and typically hold a baccalaureate or higher degree in the physical, chemical, or biological sciences, engineering, nursing, or medicine from a regionally accredited institution of higher education. Applicants with majors from other disciplines who satisfy the undergraduate course work requirements will be considered. Additional requirements apply for certain areas of study, including industrial hygiene and occupational medicine.

A GRE score of 1000 for the combined verbal and quantitative portions is strongly preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

Course of Study
The following program courses are required for an M.P.H. student majoring in Occupational and Environmental Health:

- PHWM 2100 Foundations of Environmental and Occupational Health Sciences (Available Online Only)
- PHM 2101 Contemporary Issues in Environmental and Occupational Health
- PHM 2130 Recognition of Environmental and Occupational Hazards
- PH 2175 Toxicology I
- PH 3725 Health and Safety Program Management

At least three additional courses are required from the EOHS program offerings (or, by permission and with strong justification, relevant courses from other SPH programs). The practicum and culminating experience should have an environmental or occupational health focus.

Students usually require a minimum of two years of full-time study to complete the degree requirements. The actual scope and length of the program will be determined by the student’s advisory committee based on the student’s academic objectives and prior experience.

All M.P.H. students in EOHS are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Environmental and Occupational Health Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

Doctor of Public Health Degree Program
The Doctor of Public Health (Dr.P.H.) program in Occupational and Environmental Health offers interdisciplinary training for students who wish to practice at an advanced level or pursue academic careers in public health practice.

Special Entrance Requirements
Applicants for this degree should have a prior M.P.H. degree or equivalent preparation from an accredited institution of higher education. In addition, applicants are
expected to have successfully completed coursework in mathematics, chemistry, and biological sciences, and environmental health.

Specific prerequisites for admission, or makeup requirements (all strongly preferred prior to admission) are courses essentially equivalent in scope and coverage to the following:

- PHM 2100 Foundations of EOHS
- PHM 2130 Recognition of EOHS Hazards
- PH 2175 Principles of Toxicology
- PH 1700 Intermediate Biostatistics
- PHM 2610 Fundamentals of Epidemiology

A GRE score of 1200 for the combined verbal and quantitative portions is preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

Course of Study

To be eligible to take the Preliminary Examination in EOHS, students must meet the following requirements:

- PHWD 2106 Intro to Doctoral Research Methods in Environmental and Occupational Health Sciences, 2 credits
- PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar, 1 credit, take twice (2 credits total)
- PHD 2135 Risk Analysis – Principles and Practice, 3 credits OR PHD 2190 EOHS Policy, 3 credits
- PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences, 3 credits OR PHD 2760 Occupational Epidemiology, 3 credits

Elective courses: at least nine more credit hours of other EOHS doctoral level courses are required prior to the Preliminary Examination.

- The list of all EOHS ‘D’ courses in the current catalog shows those eligible for election. Any other EOHS ‘D’ level courses that may be modified or created in the future are available in the elective category. The faculty may approve other ‘D’ courses.
- One EOHS course which is neither designated ‘M’ nor ‘D’ may be substituted for a ‘D’ course in the above elective requirement. The list of such courses in the current catalog shows those available for election. Any other such EOHS courses that may be modified or created in the future are eligible in the elective category. The faculty may approve other non-‘M’, non-‘D’ courses.

A minor and a breadth area must be completed, following School of Public Health requirements. Courses for these may be completed after the Preliminary Examination, as may further elective courses in EOHS.
The Dr.P.H. practicum should have an environmental or occupational health focus. Students are expected to carry out original research that constitutes a substantial contribution to public health practice with an emphasis in Environmental and Occupational Health Sciences.

All Dr.P.H. students in EOHS are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Environmental and Occupational Health Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

Doctor of Philosophy Degree Program
The Doctor of Philosophy (Ph.D.) program offers in-depth didactic and research training for students who wish to focus their careers in academic, governmental or other research institutions, and/or in high-level policy/regulatory positions.

Special Entrance Requirements
Applicants for this degree should have a prior M.S. or equivalent degree in Environmental Health Sciences or a related field from an accredited institution of higher education. In addition, it is expected that applicants have successfully completed coursework in calculus, organic chemistry, physics, and biological sciences.

Specific prerequisites for admission or makeup requirements (all strongly preferred prior to admission) are courses essentially equivalent in scope and coverage to the following:

- PHM 2100 Foundations of EOHS
- PHM 2130 Recognition of EOHS Hazards
- PH 2175 Principles of Toxicology
- PH 1700 Intermediate Biostatistics
- PHM 2610 Fundamentals of Epidemiology

A GRE score of 1200 for the combined verbal and quantitative portions is preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

Course of Study
To be eligible to take the Preliminary Examination in EOHS, students must meet the following requirements:

- PHWD 2106 Intro to Doctoral Research Methods in Environmental and Occupational Health Sciences, 2 credits
- PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar, 1 credit, take twice (2 credits total)
- PHD 2135 Risk Analysis – Principles and Practice, 3 credits OR PHD 2190 EOHS Policy, 3 credits
• PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences, 3 credits
• OR PHD 2760 Occupational Epidemiology, 3 credits

Elective courses: at least nine more credit hours of other EOHS doctoral level courses are required prior to the Preliminary Examination.

• The list of all EOHS ‘D’ courses in the current catalog shows those eligible for election. Any other EOHS ‘D’ level courses that may be modified or created in the future are available in the elective category. The faculty may approve other ‘D’ courses.
• One EOHS course which is neither designated ‘M’ nor ‘D’ may be substituted for a ‘D’ course in the above elective requirement. The list of such courses in the current catalog shows those available for election. Any other such EOHS courses that may be modified or created in the future are eligible in the elective category. The faculty may approve other non-‘M’, non-‘D’ courses.

A minor and a breadth area must be completed, following successful completion of School of Public Health requirements. Courses for these may be completed after the Preliminary Examination, as may further elective courses in EOHS.

Students will carry out original research leading to a dissertation with a special emphasis in Environmental and Occupational Health Sciences. Graduates of the program are prepared to carry out research activities in governmental or private organizations or to pursue academic careers.

All Ph.D. students in EOHS are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Environmental and Occupational Health Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Courses, Environmental and Occupational Health Sciences

PHWM 2100 Foundations of Environmental and Occupational Health Sciences
Delclos, Perkins, Whitehead, 4 credits, a (Available Online)

This one-semester course offering covers basic concepts in the field as groundwork on which the remainder of the Environmental and Occupational Health Sciences (EOHS) curriculum is built. Together with PH 2130 Recognition of EOHS Hazards, PH 2175 Principles of Toxicology, PH 2101 Contemporary Issues in EOHS, PH 3725 Health and Safety Program Management, and PH 2100 Foundations of EOHS comprises the common core courses required of all M.P.H majors in the EOHS program. Completion of PH 2100 alone does not meet the non-major M.P.H core course requirement in environmental health. In addition, doctoral students selecting a minor in EOHS will typically complete this course, together with PH 2130 Recognition of EOHS Hazards, in partial fulfillment of their coursework requirements.

Prerequisites: Must be a masters student majoring in the EOHS program, or a doctoral student from other divisions or programs with a minor in EOHS; or equivalent
undergraduate preparation as that of an EOHS major. Exceptions with approval from instructor.

This is a designated core course for M.P.H. students majoring in Environmental and Occupational Health Sciences.

**PHM 2101 Contemporary Issues in Environmental and Occupational Health**

Sexton, 2 credits, b

This core course for majors provides an overview of many of the most important topics at the forefront of the field, including gene-environment interactions and environmental health disparities. In addition, students learn how to analyze, interpret, and critique articles published in the peer-reviewed literature through discussion of published articles on crucial topics. Students will participate in a series of group discussions on assigned journal articles. Course emphasis is on understanding how a peer-reviewed journal article is constructed, learning basic techniques for analyzing and appraising a journal manuscript and becoming familiar with some of the most critical contemporary scientific and policy issues.

**PHD 2101 Contemporary Issues in Environmental and Occupational Health**

Sexton, 2 credits, b

The purpose of this course is to ensure that doctoral students are familiar with the most significant scientific issues currently affecting the field of environmental health sciences, and that they can read, understand, and evaluate/criticize relevant articles in the peer-reviewed literature. Class discussions of assigned journal articles are used to explore topical research issues, identify key scientific uncertainties, assess the utility of relevant methods and techniques and examine the role of scientific research in policy decisions about environmental and occupational health hazards.

**PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar**

Gimeno, Delclos, 1 credit, a, b

This is a seminar course for doctoral students and post-doctoral fellows in EOHS. Doctoral students in other divisions and programs may enroll with the consent of the instructor. The course combines research seminar presentations with specific assignments to provide students an opportunity to improve their knowledge of the latest EOHS topics, their presentation skills and their scientific productivity in the formulation of research proposals and journal publications and presentations at scientific meetings. The seminar provides opportunities to involve mentors (advisors, dissertation supervisors, committee members) and to practice mentoring and teaching with other class members.

**PHWD 2106 Introduction to Doctoral Research Methods in Environmental and Occupational Health Sciences**

Gimeno, Delclos, 2 credits, b (Available Online)

This course provides doctoral students with a background in the perspectives, the key concepts as well as the methods involved in conducting research and evaluating scientific claims in the EOHS context, part of the necessary training to undertake a future research project. The course considers basic aspects and challenges of the philosophy of science and the inference of causality, ethical issues on conducting
research, study design and sampling methods, the role of statistics and the appropriateness of the measures of association, including hypothesis formulation and testing, and presentation of findings. Students will also be introduced to the scientific production process.

**PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences**
Gimeno, Delclos, 3 credits, b

The purpose of the course is for doctoral level students to gain experience on developing skills and designing strategies to plan the analysis of and critically evaluate epidemiological data from occupational and environmental settings. The goal of the course is to prepare students to integrate their knowledge of epidemiology and biostatistics through applied data analysis in the context of occupational and environmental problems.

**PHM 2110 Overview of Environmental Health**
Sexton, Mena, Stock, 3 credits, a, b

This course is a survey of the major areas of environmental health, and provides students with an understanding of hazards in the environment, the effects of environmental contaminants on health, and various approaches to address major environmental health problems. Areas of emphasis are population dynamics, global environmental health problems, toxicology, food, air and water quality, occupational health, radiation, noise, and solid and hazardous waste.

This is a designated core course for M.P.H. students *not majoring* in Environmental and Occupational Health Sciences.

**PHWM 2120 Man’s Impact on the Environment**
Schroder, 3 credits, a, b, cd (Available Online)

The major goals of this course are to develop a general awareness of how the man-made and natural ecosystem interact to affect health and the quality of life, review relevant principles from the natural sciences, and discuss issues influencing the solutions to environmental health problems. This will be accomplished through lectures, videos, class discussions, group activities, written assignments, and examinations.

This is a designated core course for M.P.H. students *not majoring* in Environmental and Occupational Health Sciences.

**PHM 2125 Medical Geographic Information Systems and Time Series Methods**
Cech, 4 credits, a (not offered in 2011-2012)

This course teaches methods of spatial and temporal analyses that are critical for the conduct of studies in environmental science, epidemiology, biometry, human genetics, health planning, international health and other fields of public health. The course consists of lectures, computer laboratory exercises and student projects.

**PHD 2125 Medical Geographic Information Systems and Time Series Methods**
Cech, 4 credits, a (not offered in 2011-2012)
This course teaches methods of spatial and temporal analyses that are critical for the conduct of studies in environmental science, epidemiology, biometry, human genetics, health planning, international health and other fields of public health. The course consists of lectures, computer laboratory exercises and student projects. Students will demonstrate additional competencies in formulating a research proposal including testable hypotheses, methods related to disease clusters and environmental risks and a pilot project.

**PHM 2130 Recognition of Environmental and Occupational Hazards**  
Whitehead, Stock, Mena, 2 credits, a

This course provides an overview of industrial and community sources of major chemical hazards. Principal toxicological effects of and diseases affected by these chemicals are presented. The occurrence as ambient air, water, soil, and indoor and workplace pollutants is described. Transport to other environmental media, and environmental and biological fate are discussed for some key pollutants.

Prerequisites (or, concurrently): PHM 2100, 2110, 2115, or 2120

**PHM 2135 Risk Analysis - Principles and Practice**  
Sexton, 3 credits, a

This course provides an introduction to risk assessment for environmental and occupational health hazards as currently practiced in the United States. The course will examine the strengths and weakness of existing procedures for integrating and interpreting scientific data for the purpose of making risk management decisions. Assumptions underlying both cancer and non-cancer risk assessment are examined. Compromises that must be made to span the gap between available scientific evidence and decisions about acceptable risk are elucidated. Case studies are used to demonstrate important principles and practices.

**PHD 2135 Risk Analysis - Principles and Practice**  
Sexton, 3 credits, a

The purpose of this course is to acquaint doctoral students with the principles underlying risk assessment and to provide them with a working knowledge of the practices by which these principles are implemented, particularly in the United States. Through a combination of lectures, class discussions and team projects, students will become proficient at evaluating the strengths and weaknesses of contemporary health risk assessments, will be able to compare and contrast traditional risk assessment approaches with application of the precautionary principle and will know and be able to explain the role of science in risk assessment and risk management decisions.

**PH 2150 Air Environment**  
Stock, 3 credits, a

This course provides an overview of air pollution, including sources, influencing factors, effects, regulations, surveillance methods, control techniques and standards, and the criteria upon which they are based. Both outdoor ambient air and (non-
occupational) indoor air quality will be considered. Special emphasis will be placed on human health effects and the determinants of human exposure.

**PH 2155 Environmental Sampling and Analysis**
Stock, 4 credits, b

This course covers the theoretical bases and practical applications of sampling techniques and analytical methods used in the quantitative determination of chemical air contaminants, ionizing radiation, and noise in the workplace and community environments. Emphasis will be on spectroscopic, chromatographic, and other modern instrumental methods. Laboratory exercises will be included.

Prerequisites: Undergraduate chemistry and mathematics, consent of instructor

**PHD 2170 Methods for Exposure Assessment**
Symanski, 4 credits, b

This course examines qualitative and quantitative methods to evaluate exposures to occupational and environmental contaminants. Particular emphasis focuses on statistical techniques for describing sources of variability and identifying determinants of exposure. This course also explores implications of exposure variability on the design of sampling strategies, the evaluation of compliance with exposure limits, the assessment of exposure-response relationships, and the classification of individuals in epidemiologic studies. Students apply models presented formally in class to occupational and environmental exposure data sets.

Prerequisites: PHM 2610 or PHM 2612, PH 1690 and PH 1700, and one graduate-level course in Environmental and Occupational Health Sciences, consent of instructor

**PH 2175 Toxicology I: Principles of Toxicology**
Smith, 3 credits, a

This course presents basic principles of toxicology and their applications to the understanding of xenobiotic-induced target organ toxicity. Topics covered include toxicant disposition, mechanisms of toxicity, and target organ responses to toxic agents. A broad overview of various classes of toxic agents will be presented in the context of their exposure routes, disposition, toxicologic sequelae, and mechanisms of toxicity. This course is designed to provide a foundation for understanding the complex interactions between toxicants and biologic systems.

Prerequisites: Prior biological science coursework required (i.e., biology, chemistry, or physiology) and consent of instructor

**PH 2177 Toxicology II: Toxic Agents and the Environment**
Smith, 3 credits, b

Guided readings will provide the basis for in-class discussions on current topics in toxicology. The discussions include the historical context for our understanding of toxicant-induced adverse health effects. Class activities will be based on discussions of books designed for the lay public and the scientific literature on which the books are based. Principle mechanisms of toxicity as they relate to the understanding of
environmentally-induced disease form the framework for the course. In-depth re-
views of various classes of environmental contaminants and their adverse health
effects will be presented.

Prerequisites: PH 2175 preferred; consent of instructor

PHM 2190 Environmental and Occupational Health Policy
Sexton, 3 credits, b

This course provides graduate students with a general survey of environmental and
occupational health policy, acquaints them with the public policy process in the
United States, introduces conceptual frameworks for analyzing public policy alterna-
tives and instills an appreciation of the challenges inherent in making policy deci-
sions. Because public policies aimed at protecting worker and community health
form the structure and context for most of the professional activities in the field of
environmental health sciences, it is imperative that students gain an appreciation of
the complexities involved in formulating, implementing and evaluating regulatory
and non-regulatory policies.

PHD 2190 Environmental and Occupational Health Policy
Sexton, 3 credits, b

The purpose of this course is to provide doctoral students with a firm grounding in
the basics of policy formulation, implementation and evaluation within the context
of protecting public health from the adverse effects of environmental and occupa-
tional hazards. Students learn essential frameworks for analyzing and evaluating
policy decisions, use these tools to examine and assess contemporary environmen-
tal health policies, and evaluate relative roles played by science, economics, politics,
social factors and legal issues in various policy decisions.

PHM 2230 Water Environment
Cech, 4 credits, b (not offered in 2011-2012)

This course is designed to provide “hands-on” practical experience to students
across the School of Public Health, especially those majoring in biosecurity, global
health, epidemiology, disease control, biostatistics, management policy and plan-
ing. Topics include water and soil resources, availability, pollution control (water
and soil-related, acute and chronic), health risk assessment, quality criteria, stan-
dards, community preparedness and control methods.

PHD 2230 Water Environment
Cech, 4 credits, b (not offered in 2011-2012)

This course teaches concepts, skills, and "hands-on" methods (field and laboratory)
necessary to assess and monitor the quality of hydrological systems utilized as wa-
ter supplies. Issues of water quality, as they relate to human and ecological health,
will include appropriate biomarkers of human exposure to water and soil pollutants,
as well as water quality criteria, goals, standards, enforcement, oversight, water
supply protection, and means of remediation. Integrated classroom, laboratory,
computer, and fieldwork learning sessions will focus on water quantity and quality
issues. Students will identify and formulate a question of importance to public
health, define why it is important to public health and what is still unknown, develop methods for answering this research question (either in laboratory, in community, or both) analyze results, and identify how findings will help improve the public health.

**PHWM 2235 Global Environmental Health**  
Cech, 4 credits, cd

This course addresses environmental issues with global implications. The course will build a foundation to understanding environmental hazards, the health effects they have on people, as well as the theory and practice of assessing, correcting, controlling and preventing those hazards. Examples will be drawn from the domestic United States experience, but for the most part, the course will focus and learn from experiences (both positive and negative) of neighboring countries to the North and South, as well as in other parts of the world.

**PHWD 2235 Global Environmental Health**  
Cech, 4 credits, cd

This course addresses environmental issues with global implications. The course will build a foundation to understanding environmental hazards, the health effects they have on people, as well as the theory and practice of assessing, correcting, controlling and preventing those hazards. Examples will be drawn from the domestic US experience, but for the most part, the course will focus and learn from experiences (both positive and negative) of neighboring countries to the North and South, as well as in other parts of the world. Students will demonstrate additional competencies in formulating a research proposal including testable hypotheses, methods related to disease clusters and environmental risks, and conducting a pilot project.

**PH 2245 Fundamentals of Industrial Hygiene**  
Whitehead, 4 credits, a

This course introduces students to concepts of industrial hygiene and occupational health hazards. Typical industrial conditions which may produce work-related disorders and diseases are studied. Major chemical, physical, and biological stresses in the industrial environment are presented, and important sources, effects, and evaluation and control measures are discussed. Where appropriate, typical calculation methods are included.

Prerequisites: Undergraduate biology, chemistry (through organic), and mathematics

**PH 2250 Occupational Health Controls**  
Whitehead, 4 credits, b

This course presents the principles and practice of controlling workplace and associated hazards, and details CPC, respiratory protection, dilution and local exhaust ventilation engineering controls: basic design and evaluation of industrial ventilation systems, and noise control.

Prerequisites: PHM 2100 or 2110 or 2120, and PH 2130; PH 2245 in lieu of the previous courses
PH 2255 Clinical Occupational Medicine
Schecter, Delclos, 4 credits, b

This course offers students the opportunity to familiarize themselves with the clinical practice of and current issues in occupational medicine, supplement their basic knowledge in the clinical presentations of occupational illness and injury by organ systems, and are introduced to systematic approaches to the evaluation and management of work-related injury and illness. The course is designed for students interested in occupational medicine practice and who have taken at least a college level biology course.

PH 2260 Occupational Health Field Trips
Whitehead, Carson, 3 credits, b

The course takes students into approximately one-half dozen industrial and occupational settings, with analysis of processes and potential worker health hazards involved. Course goals are to introduce students to basic industrial processes and delivery of occupational health services through plant visits, enable students to perform simple walk-through evaluations of plant facilities and to provide written reports on these evaluations in order to identify potential workplace hazards and evaluate their level of control, and have students appreciate the importance of using an integrated interdisciplinary approach in the anticipation, evaluation, and control of workplace hazards.

Prerequisites: PH 2245 or permission of instructor

PH 2280 Environmental Microbiology
Chappell, Mena, 3 credits, a

This course is an introduction to environmental microbiology, with particular emphases on how microorganisms are transmitted to humans as well as ways to identify and prevent this transmission. Topics include microbial sources of contamination, environmental sampling and laboratory techniques, preventive strategies for air-, water- and food-borne disease, global issues impacting microbial disease and the roles of epidemiology and risk assessment in addressing human exposure to environmental microbes.

PH 2285 Topics in Infectious Disease
Schecter, 3 credits, a

This course introduces students to current perspectives of selected classical and emerging infectious diseases. Guest lecturers are from academia, including Southwestern Medical Center, Infectious Diseases Division, and also the Dallas County Health and Human Services Department. Temporal and geographical aspects of the diseases are presented from a public health perspective. Students are expected to write a short summary or analysis of each lecture prior to the following lecture. Grades in this Pass-Fail course are determined by attendance and participation (with the short summary as well as class discussion constituting participation). The course assumes a minimum of college biology training but is aimed also at health care providers including physicians, nurses, physician assistants and others.
**PHM 2290 Immunology**  
Chappell, Brown, 3 credits, b

This course covers the essential concepts of the human immune response and their relevance to disease control and prevention. In the first part of the course, the foundations of the subject of immunology will be outlined. In the second part of the course, there will be presentations from guest lecturers who have expertise in specific areas where the principles of immunology find their application to human health. Throughout, extra emphasis is given to aspects of immunology with particular relevance to public health, such as immunodeficiency, blood transfusion, nutrition and immunology, tumor immunology, and vaccines. Each student will prepare a report on an area of immunology that is of particular interest to them. Grades are based on two written examinations and a report on the current state of knowledge in an area of basic or applied immunology selected by the student.

Prerequisites: Basic background in biology

**PH 2498 Special Topics in Environmental and Occupational Health Sciences**  
The Faculty in Environmental and Occupational Health Sciences, 1-4 credits, a, b, cd

Topics will vary from semester to semester to provide intensive study of selected environmental factors, or specific methods of analysis, evaluation, or control. Previous topics have included:

*Occupational Medicine Practice*  
*Occupational Safety*  
*Site Visits in Environmental Public Health*

**PH 2499 Individual Study in Environmental and Occupational Health Sciences**  
The Faculty in Environmental and Occupational Health Sciences, 1-9 credits, a, b, cd

A plan of study is determined for each participating student and supervised by a member of the Environmental and Occupational Health Sciences faculty. This course may be repeated for credit.

**PH 9996 Capstone Course**  
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

**PH 9997 Practicum**  
The faculty in Environmental and Occupational Health Sciences, 1–9 credits, a, b, cd
A practicum is determined by the student and advisor and supervised by a member of the Environmental and Occupational Health Sciences faculty.

**PH 9998 Culminating Experience/Thesis Research**
The Faculty in Environmental and Occupational Health Sciences, 1-9 credits, a, b, cd

Thesis research is determined by the student with approval of the student's advisory committee. This course may be repeated for credit.

**PH 9999 Dissertation Research**
The Faculty in Environmental and Occupational Health Sciences, 1-9 credits, a, b, cd

Dissertation research is determined by the student with approval of the student's advisory committee. This course may be repeated for credit.

**Primary Faculty, Environmental and Occupational Health Sciences**

**Abul Hasanat Alamgir**, Associate Professor (San Antonio Regional Campus). M.Pharm., Dhaka University-Bangladesh, 1995; MBA, West Texas A & M University, 1999; PhD, University of British Columbia, 2006. 
*Research Interests*: occupational Injury epidemiology; economic consequences of injury; evaluation of interventions; workers' compensation; global occupational health.

**Cynthia L. Chappell**, Professor. B.S., Middle Tennessee State University, 1971; M.S., Middle Tennessee State University, 1976; Ph.D., Baylor College of Medicine, 1985. 
*Research Interests*: Parasitology; gastrointestinal parasites; immune response to parasites.

**George L. Delclos**, Professor. M.D., University of Barcelona, 1981; M.P.H., The University of Texas School of Public Health at Houston, 1988; Ph.D., Pompeu Fabra University 2007. 
*Research Interests*: Occupational hazards of health care workers; occupational and environmental respiratory disease; international aspects of occupational health.

**David I. Douphrate**, Assistant Professor (San Antonio Regional Campus). B.S. Texas A&M University, 1992; B.S., The University of Texas Medical Branch at Galveston, 1993; M.P.T., The University of Texas Medical Branch at Galveston, 1995; M.B.A., University of Mary Hardin-Baylor, 2003; Ph.D., Colorado State University, 2008. 
*Research Interests*: Occupational ergonomics and safety; cause and prevention of work-related musculoskeletal disorders; occupational health management; incorporation of occupational health and safety into business practice.

**Robert J. Emery**, Associate Professor. B.A., University of North Carolina, Wilmington, 1979; M.S., University of North Carolina, Chapel Hill, 1989; M.S., East Carolina University, 1991; Dr. P.H., The University of Texas School of Public Health at Houston, 1997. 
*Research Interests*: Comprehensive approaches to health and safety; health and safety program outcome measures; health and safety for special populations; occupational radiation protection; hazardous waste management; emergency preparedness and response, training.
David Gimeno Ruiz de Porras, Associate Professor (San Antonio Regional Campus). B.A. and M.A., Universitat de Barcelona, Barcelona, Catalonia (Spain), 1997; Ph.D., Universitat Pompeu Fabra, Barcelona, Catalonia (Spain), 2003.

Research Interests: Occupational and social epidemiology; employment status, work organization and health; work stress; health-related productivity; social inequalities in health and aging; applied multilevel statistical models; cross-national epidemiological studies.

Thomas A. Mackey, Professor. B.S.N., Loyola University, 1974; M.P.H., University of Tennessee, 1977; Ph.D., Southern Illinois University, 1988.

Research Interests: Quality improvement and changes in diabetic patient outcomes in an academic nurse practitioner primary care practice and manage patient violence; nurse practitioner clinic based practices.

Kristina D. Mena, Associate Professor. (El Paso Regional Campus). B.A., Franklin College, 1991; M.S.P.H., University of South Florida, 1993; Ph.D. University of Arizona, 1996.

Research Interests: Water quality, food safety, microbial risk assessment.

Jimmy L. Perkins, Professor (San Antonio Regional Campus). B.A., The University of Texas at Austin, 1974; M.S., The University of Texas School of Public Health at Houston, 1976; Ph.D., The University of Texas School of Public Health at Houston, 1981.

Research Interests: Chemical exposure assessment; risk communication; risk analysis; dermal exposure; statistical applications.

Arnold J. Schecter, Professor (Dallas Regional Campus). B.S., University of Chicago, 1957; M.D., Howard University Medical School, 1962; M.P.H., Columbia University, 1976.

Research Interests: Exposure assessment; environmental epidemiology; persistent organic pollutants (POPS), especially dioxins and related compounds and also brominated flame retardants; Agent Orange; Dioxins in Vietnam, Cambodia and Laos; the USA; Russia; Israel and Palestinian Areas; Germany; China; and Japan.

Gene D. Schroder, Associate Professor. B.A., Rice University, 1967; M.A., Rice University, 1970; Ph.D., University of New Mexico, 1974.

Research Interests: Ecosystem structure and dynamics; environmental contaminating rodent ecology.


Research Interests: Human exposure analysis; health risk assessment; environmental risk management; environmental health policy; business environment interactions.

Mary Ann Smith, Assistant Professor. B.S., The University of Texas at Austin, 1979; Ph.D., The University of Texas at Austin, 1984.

Research Interests: Cellular and molecular mechanisms of nephrotoxicity; in-vitro toxicology; environmental justice.
Thomas H. Stock, Associate Professor. B.S., Villanova University, 1968; M.S., Cornell University, 1972; Ph.D., Cornell University, 1977; M.P.H., The University of Texas School of Public Health at Houston, 1979. 
Research Interests: Assessment of community and occupational pollutant exposures; characterization of major determinants of indoor and outdoor air quality; evaluation of air monitoring and industrial hygiene methods.

Lawrence W. Whitehead, Associate Professor. B.A., B. Arch., Rice University, 1971; M.P.H., The University of Texas School of Public Health at Houston, 1972; M. Arch., Rice University, 1973; Ph.D., The University of Texas School of Public Health at Houston, 1976. 
Research Interests: Exposure assessment; occupational epidemiology; environmental health; industrial noise; demography of occupational health professions; bilingual resources for occupational health education and practice.
HEALTH PROMOTION AND BEHAVIORAL SCIENCES

The Division of Health Promotion and Behavioral Sciences seeks to improve the public’s health through the application of social and behavioral sciences to solving the problems of human disease and disability. Lifestyle behaviors and aspects of the social environment offer important opportunities to modify the incidence, prevalence, and mortality from many diseases. The Division’s academic and research programs focus on identifying the modifiable determinants of health and disease, and developing and testing interventions to change or eliminate those determinants. Students may work with an academic advisor from among faculty members who have a primary or a secondary appointment in the Division.

The Division offers the M.P.H. and Dr.P.H. degrees in Health Promotion/Health Education and a Ph.D. degree in Behavioral Sciences.

The Division also offers a minor course of study (nine semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. The specific courses for the student minoring in Health Promotion and Behavioral Sciences will be determined by the student’s committee with guidance from the HPBS member of the committee to meet the individual needs of the student.

The requirements include three to four courses selected from the following list. The minor should include primary theory and methods in Health Promotion and Behavioral Sciences and program evaluation and intervention development (especially for the Dr.P.H. student) and may also include a Special Topics course in the student’s area of interest.

Courses suggested for the minor include:

- PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs
- PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students
- PHD 1130 Measurement Theory
- PHD 1420 and PHD 1421 Research Design and Analysis in Behavioral Sciences I and II
- PHD 1425 Applied Multivariate Statistics for the Behavioral Sciences
- PH 1118 Introduction to Qualitative Research Methods
- PH 1430 Systematic Review, Meta-Analysis, and Evidence-Based Public Health
- PH1260 Chicano/Mexican American Health: Exploring Its Social Dimensions
- PH 1350 Ethnicity, Race, Class & Gender: A Multicultural Public Health Perspective

Centers

Major research centers affiliated with the division provide opportunities for students in all degree programs to work intensively with faculty. The mission of the Center for Health Promotion and Prevention Research (CHPPR) is to conduct research to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. The mission of The University of Texas Prevention Research Center is to unite accomplished researchers and dedicated community leaders in a common goal of improving the health of children and ado-
lescents in Texas. The mission of the Michael & Susan Dell Center for Healthy Living is to serve as a state, national and international leader in the promotion of healthy living through: prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.

Master of Public Health Degree Program
The program of study for the M.P.H. in Health Promotion/Health Education integrates the broad field of public health with the behavioral and social sciences. The curriculum includes intervention methods for health promotion development and evaluation in a variety of settings.

Special Entrance Requirements
An earned bachelor’s degree. Some coursework in the social or behavioral sciences and/or health promotion is preferred. Work or volunteer experience in the community or other settings is preferred. The GRE is required.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Course of Study
The following Divisional courses are expected for an M.P.H. student majoring in Health Promotion/Health Education:

- PHM 1111 and PHM 1112 Health Promotion Theory and Methods I and II
- PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
- PHM 1120 Introduction to Program Evaluation
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)

Additional coursework is expected in research methods, ethics in research and public health, and social and behavioral science content courses.

All M.P.H. students in Health Promotion and Behavioral Sciences are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Health Promotion and Behavioral Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

Doctor of Public Health Degree Program
The Dr.P.H. degree in health promotion/health education is designed to train students for leadership roles as public health professionals in governmental and non-governmental agencies, health departments, or for work in the research or academic setting. Students receiving a Dr.P.H. are expected to contribute to and apply scientific discoveries in public health settings.

Special Entrance Requirements
Candidates for this Dr.P.H. degree should hold an earned master’s degree or equivalent in public health with a substantial behavioral sciences component. Leadership experience through paid employment or volunteer work is preferred. Applicants are
asked to submit a writing sample that demonstrates competence in written communication for academic work. Theses, publications or other academic work are preferred. The applicant should be the sole or first author on the submitted work. The GRE is required, and a combined score over 1200 is preferred.

Course of Study
The student will complete a course of study focused on the social and behavioral aspects of public health and the development and evaluation of health promotion interventions.

The following Divisional courses are recommended for a Dr.P.H. student majoring in Health Promotion/Health Education:

- PHD 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
- PHD 1121 Advanced Program Evaluation
- PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students
- PHD 1123 Health Promotion Theory and Methods II—Doctoral level
- PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
- PHD 1420 and PHD 1421 Research Design and Analysis in Behavioral Sciences I and II
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)
- PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students
- PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar(all semesters after admission to candidacy)

The course of study must be approved by the academic advisor. The student will complete a dissertation as agreed upon with the dissertation committee and will focus on social and behavioral aspects of public health or the development and evaluation of health promotion interventions.

All Dr.P.H. students in Health Promotion and Behavioral Sciences are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Health Promotion and Behavioral Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

Doctor of Philosophy Degree Program
The Ph.D. in Behavioral Sciences focuses on the aspects of public health and the development and evaluation of health promotion interventions. The Ph.D. program provides training in social and behavioral science theory and methods as applied to public health, and is designed to provide students with the skills necessary to succeed in academic and research positions. The emphasis in this degree program is preparation for independent research and teaching.

Special Entrance Requirements
Candidates for the Ph.D. will hold an earned master’s degree or equivalent in a social or behavioral science, such as psychology, sociology, anthropology, education, or communications. Applicants are asked to submit a writing sample that demonstrates competence in written communication for academic work. Theses, publications or other academic work are preferred. The applicant should be the sole or first author on submitted work. The GRE is required, and a combined score over 1200 is preferred.

Course of Study
The following Divisional courses are recommended for a Ph.D. student majoring in Behavioral Sciences:

- PHD 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
- PHD 1121 Advanced program Evaluations
- PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students
- PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
- PHD 1420 and PHD 1421 Research Design and Analysis in Behavioral Sciences I and II
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)
- PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students
- Advanced theory and methods course(s) (to be determined by advisor)
- PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar (all semesters after admission to candidacy)

The course of study must be approved by the academic advisor. The student will complete a dissertation as agreed with the dissertation committee and will focus on social and behavioral aspects of public health.

All Ph.D. students in Health Promotion and Behavioral Sciences are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Health Promotion and Behavioral Sciences, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/phd/](http://www.sph.uth.tmc.edu/academics/degree-programs/phd/).

Courses, Health Promotion and Behavioral Sciences

**PHM 1110 Social and Behavioral Aspects of Community Health**
Taylor, Fernandez-Esquer, Ross, Perry, McAlister, Shegog, Barroso, Vaeth, Tiro, Kendzor, 3 credits, a, b, c (Available Online)

This course focuses on health problems and issues and public health methods that have a major social or behavioral component. It is intended for the student with little background in the behavioral sciences. The course will enable students to describe one or two core theoretical perspectives from each of the social science disciplines of psychology, sociology, and anthropology, and their application to public health. The course will cover the major social and behavioral science models used in health pro-
motion and disease prevention. The course will also cover existing social inequalities in health status related to race, social class, and gender, and the critical intersection between social risk factors, behavioral risk factors, and the development and implementation of public health interventions. The problems considered in this course will vary from year to year, but include topics with social and behavioral risks.

PHM 1110 is the core course for non-health promotion majors (Regional Campus non-majors may use PHM 1111 if desired.)

**PHM 1111 Health Promotion Theory and Methods I**  
Hoelscher, Reininger, Businelle, 3 credits, b

This course introduces students to the application of selected behavioral science theories and concepts in health education and health promotion programs directed toward individuals and groups. Concepts emphasized are drawn from the Health Belief Model, the Theory of Reasoned Action, Trans-Theoretical Model, and Social Cognitive Theory with some attention to numerous additional theories and perspectives. Teaching-learning techniques include lecture, demonstration, and problem-based learning case studies. At a regional campus, PHM 1111 can take the place of PHM 1110 as the core course for non-health promotion majors.

PHM 1111 and PHM 1112 are the required core courses for all HPBS majors. These courses must both be taken, but can be taken in any order.

**PHM 1112 Health Promotion Theory and Methods II**  
Reininger, McAlister, Evans, Barroso, Brown, 3 credits, a, b

In this course students are introduced to the application of health education and health promotion intervention theory and methods directed toward change in organizations, communities, and governments. Topics include organizational change, mass media, community organizations, diffusion of innovations, community development, social action, and political action. Students are provided opportunities to demonstrate knowledge and gain experience in applying theory, in designing interventions, and in developing programs of intervention to affect programs, policies, and environmental conditions.

PHM 1111 and PHM 1112 are the required core courses for all HPBS majors. These courses must both be taken, but can be taken in any order.

**PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)**  
Bartholomew, Fernandez, Markham, Springer, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.
Prerequisites: PH 1690, PHM 2610, and PHM 1111

**PHD 1113** *Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)*
Bartholomew, Fernandez, Markham, Springer, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH 1700, PHM 2610, and PHM 1111

**PHM 1116** *Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)*
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1690, PHM 2610, and PHM 1111. PHM 1116 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**PHD 1116** *Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)*
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication.
Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1700, PHM 2610, and PHM 1111. PHD 1116 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**PH 1118 Introduction to Qualitative Research Methods**  
McCurdy, 4 credits, a

This course is designed to familiarize students who have little or no experience in conducting qualitative research with the perspectives, methods, and techniques of its practitioners. The course covers the underpinnings of qualitative research, some of the major qualitative research traditions, methods of data collection used in the conduct of qualitative inquiries, and preliminary analysis of narrative or text data. Part I provides the students with a broad overview of qualitative research traditions and techniques as they begin to conceptualize and design their own research project. Part II covers the conduct of fieldwork. Students work in small groups or independently to carry out a field-based research project. Part III covers qualitative analysis and presents the students with the opportunity to learn preliminary coding and axial coding techniques. Project and methodological practice reports, based on the fieldwork experience, are required in this course.

**PH 1119 Qualitative Analysis**  
McCurdy, 3 credits, b

The purpose of this course is to provide the basic tools for analyzing ethnographic and other forms of qualitative data. Different analytical approaches are explored and examined. Students will explore the use of different types of analysis that are appropriate to the data project’s overarching theoretical approach and the topical focus of the study from which it was produced. Students will learn the basics of ATLAS.ti, a software program for coding textual and visual data. Preferably, students will analyze data collected in PH1118 or in another project conducted after they took that course. The final paper will be the write up of their results. Other coursework includes lectures, instruction and work with ATLAS.ti, discussions, and intensive group work on other data students will analyze as part of a team.

Prerequisites: PH 1118 or consent of the instructors

**PHM 1120 Introduction to Program Evaluation**  
Mullen, Peskin, Gay, 3 credits, a, b (Hybrid ITV-online)

This course introduces students to the theory and application of program evaluation, emphasizing a range of evaluation goals and designs. Exercises, discussions, and lectures focus on practical tools for conducting field evaluations that are focused on three levels: 1) critique of the program concept and design; 2) program implementation and process; and 3) program impact and outcomes. Stakeholders are identified, and methods for involvement of stakeholders are emphasized to promote use of study findings. Students prepare a proposal for the evaluation of an
existing program or policy. Sections of the proposal are written and revised during the semester based on further learning and feedback from the instructor and other students. The course also includes a midterm and final exam.

Prerequisites: PH 1690 or PH 1700, PHM 2610, and PHM 1110 or PHM 1111

**PHD 1121 Advanced Program Evaluation**  
Mullen, Peskin, Gay, 3 credits, a (Hybrid ITV-online)

This course covers methods to determine whether and how a health-related program works in a particular context and how likely it is to work in other contexts. The course's goal is to prepare students to apply the principles and techniques of evaluation science to the design and conduct of three levels of evaluation: 1) Program Design & Concept: Description and critique of a) the problem and the causal factors targeted for intervention and b) the intervention approach(es) selected to address the problem using logic models, theory and evidence; 2) Program Process: Assessment of program context, reach, dose, fidelity, implementation, cost, and mechanisms of action using management information systems, special audits, and other data collection techniques; 3) Program Outcome: Estimating program efficacy and effectiveness using quasi-experimental and experimental designs, informed by considerations regarding the validity of causal conclusions drawn from the particular study and the validity of generalizing those findings to other interventions, outcomes, populations, settings, and times. Skills and knowledge for each level include how to frame evaluation questions and involve stakeholders, select suitable study designs, and apply appropriate analytic approaches.

Prerequisites: PHM 2610 and PHD 1420 and PHD 1421 or consent of the instructor

**PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students**  
Bartholomew, Hoelscher, Vernon, 3 credits, a

This course provides doctoral students in Health Promotion and Behavioral Sciences with an in-depth overview of the application of selected behavioral science theories and concepts used in health education and health promotion programs directed toward individuals and groups. The objectives for this class are to: (1). apply the theories covered in class to development of interventions for health problems; (2). develop group leadership and teaching skills; (3). monitor and improve scientific writing skills. For this class, doctoral students participate in PHM 1111, Health Promotion Theory and Methods as problem-based learning group leaders. In this role, they receive instruction and feedback on their group leadership and teaching skills. They meet one hour per week outside the PHM 1111 class to discuss the problem-based learning case studies and their group experiences. They cover each theory in class with the same readings as the master’s students. They then build on this work by reading the 8-10 papers on each theory chosen by their group members, and they grade the group member critiques. Concepts emphasized are drawn from the Health Belief Model, the Theory of Reasoned Action, the Theory of Planned Behavior, The Trans-Theoretical Model, and Social Cognitive Theory, with some attention to additional theories and perspectives.
Prerequisites: Enrollment in a Doctoral Program in Health Promotion and Behavioral Sciences

**PHD 1123 Health Promotion Theory and Methods II**
Reininger, 3 credits, b

This doctoral level course will involve the student in the development of an NIH style proposal using Community Based Participatory Research methods. The course will cover community assessment coalition building, choosing community partners, ethical issues of community work and important methodological issues of CBPR. See PHD 1122.

**PH 1125 The Principles and Practice of Data Management in Behavioral Sciences Research**
Diamond, 3 credits, d (periodically offered during second summer session)

This course is designed to provide the student with the skills required to manipulate data from various sources in order to address the many different types of research questions that arise in behavioral sciences research. SPSS statistical program is used in this class, but the logic and procedures that are covered are directly transferable to other major statistical packages. The class covers such basic principles as maintaining careful documentation, data cleaning and error checking, merging and adding files from multiple sources, extracting strategic records from complex file structures, and accessing data from sources, such as the internet, administrative databases, mainframe “flat files” and relational databases. The course is “hands-on,” and students have the opportunity to gain practice linking research questions to data structure and modifying that structure as needed to address those questions. In general students have the opportunity to learn to deal with many of the problems and challenges associated with the use of the numerous secondary data sources available to public health and behavioral sciences researchers. The course is held in the computer lab and includes a mixture of lectures, demonstrations, and practices.

Prerequisites: Basic research methods and PH 1690 and PH 1700 or consent of the instructor

**PHD 1128 Advanced Qualitative Methods**
McCurdy, 3 credits, b (even-numbered years)

The course provides students with the opportunity to acquaint themselves with the participatory action research (PAR) approach to establishing research partnerships. Students will learn about the skills and knowledge set required for developing collaborative projects. Students will develop an understanding of the theories, criteria, and strategies attributed to PAR and learn about the strengths and weaknesses of using this approach given a particular set of circumstances. Case studies will be critically discussed in weekly seminars and students will be expected to engage in the systematic process of developing their own action-oriented research project with a community organization. A final presentation will examine the intersection between academic and community concerns and approaches as well as the compromises that evolved during this interactive process.

Prerequisites: PH 1118 or consent of the instructor
**PHD 1130 Measurement Theory**  
Swank, 3 credits, b

This course introduces the student to basic aspects of psychometric theory with an emphasis on the development of valid and reliable questionnaires. The course covers classical test theory, generalizability theory, common scaling methods, and Item Response Theory (IRT). The course format is a combination of lectures, class discussions, computer labs, and assignments.

Prerequisites: PH 1725 and PH 1726 (Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, both courses become PH 1700 Biostatistics II.)

Faculty from The University of Texas Medical School at Houston teach this course.

**PHD 1132 Latent Variable Models and Factor Analysis**  
Diamond, 3 credits, b

This course offers the skills and understanding necessary to use and apply several statistical techniques related to Latent Variable Analysis. The course covers Exploratory and Confirmatory Factor Analysis, Path Analysis, Structural Equation Modeling, and Latent Growth Curve Modeling. Students have the opportunity to test the factorial validity of an instrument (questionnaire or test), invariant factorial structure of an instrument, validity of a causal structure, and analyze dichotomous and polytomous variables. Emphasis is placed on understanding the relationship of latent variable models to other multivariate techniques. The course focuses on the application of these methods in public health and on understanding research studies that use these methods. The student has the opportunity to become familiar with different programs developed to assess these models. The course format is a combination of lectures, class discussions, computer labs, and assignments.

Prerequisites: PH 1690 and PH 1700 and completion of an applied multivariate statistics course is strongly encouraged

**PH 1224 Disparities in Health in America: Working Toward Social Change**  
Fernandez, 3 credits, a, cd

More than twenty-five years of research demonstrate that there are wide disparities in health throughout America. Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. It is now known that the distribution of health is not at random, but that health is systematically distributed according to different levels of social advantage. This course will examine the social and societal factors that are fundamental in creating disparities in health. In addition, the course will focus on the formulation of public policy objectives to reduce and ultimately eliminate health disparities.

**PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course**  
Fernandez-Esquer, 3 credits, b

This doctoral level course focuses on theories that advance the understanding of health behavior and are the basis for health behavior interventions. The course provides an overview of the philosophy of science, an in depth exploration of theory
and public health and introduces theory and theory testing, and also presents emerging social science theories of strategic importance to health behavior research. This course complements Research Design I and II. The course elaborates and expands on critical issues presented in PHM 1110 and PHM 1111 and emphasizes understanding the role of theory in the behavioral sciences and behavioral science research.

Prerequisites: PHM 1110 or PHM 1111 and PHM 1112 (or equivalent), PH 1700. This course is for advanced masters or doctoral students with a background in the behavioral sciences.

**PHM 1230 Social and Behavioral Aspects of Occupational and Environmental Health**
Amick, 3 credits, a

This course covers the role of social and behavioral science theories in explaining and understanding the causes of occupational and environmental health problems and in designing intervention strategies to resolve problems. Students have the opportunity to use social and behavioral science theories and methods to solve occupational safety and health and environmental health problems. The course also covers how Employee Assistance Programs work as well as the role of worker’s compensation in occupational health.

**PHM 1231 Advances in Medical Nutrition Therapy**
Hedberg, 4 credits, a

This is an advanced course focusing on the assessment and nutritional management of persons with conditions requiring medical nutrition therapy in general medicine (diabetes, cardiovascular, gastrointestinal) and critical care (surgery, renal, oncology, enteral, and parenteral nutrition). Specialized nutritional needs and principles of clinical management are covered. Grades are based on competency examinations, case studies, and presentations.

Prerequisite: Approval of instructor

**PHM 1232 Public Health Nutrition Practice**
Hoelscher, Evans, 3 credits, b

This course presents an overview of the roles, responsibilities, skills and career opportunities of the public health nutritionist. Topics include: review of nutrition education literature; development of behaviorally-based nutrition education materials; identification of community problems, needs, and resources; evaluation of program effects; nutrition policy; and the effects of culture on food consumption. Applications of national dietary goals to various population groups are presented.

**PHM 1233 Public Health Nutrition**
The Faculty of Health Promotion and Behavioral Sciences, 3 credits, a

This course covers nutrition issues that affect the public health of developed countries, specifically the United States. Topics covered include dietary guidelines for populations; dietary assessment techniques; diet and chronic disease relationships; communication of nutrition issues to the public; and emerging issues in public health nutrition, such as biotechnology and gene/nutrient interactions. Biologic
mechanisms will be discussed as well as epidemiologic relationships between diet and disease.

**PHM 1234 Advances in Specialty Nutrition Practice**  
Hedberg, 2 credits, b (even-numbered years)

This is an advanced course required for Dietetic Internship students that provides the student exposure to selected areas of specialty dietetics practice, including lectures from practicing dietetic specialists. Information for professional dietetic practice will also be covered, including Review for the Registration Examination for Dietitians, licensure acts, and preparation of a Professional Development Portfolio.

Open only to dietetic interns concurrently enrolled in Public Health Practicum: Dietetic Internship Supervised Practice Rotation.

**PH 1235 Social and Behavioral Aspects of Physical Activity and Public Health**  
Taylor, 3 credits, b

The purpose of this course is to present, review, and discuss the extensive scientific literature on health-related physical activity. The course covers behavioral science theories, physical activity research, and public health interventions to promote physical activity.

**PH 1236 Issues in Aging**  
Spike, 3 credits, b (even-numbered years)

This survey course focuses on biological, psychological, and social theories of aging and contextual issues that surround the provision of health and social services to the elderly. Students will participate in an interdisciplinary group project and a variety of field experiences designed to acquaint them with the broad spectrum of issues in aging.

**PH 1237 Obesity, Nutrition, & Physical Activity**  
Hoelscher, Barroso, Springer, 1 credit, a

The goal of the course is to provide a forum in which current research papers in obesity, nutrition and physical activity can be reviewed and critiqued. Topics will vary and will be driven by the current published literature. In addition, students will learn about on-going research activities in obesity, nutrition and physical activity in the Texas Medical Center. Seminars will be set up in an informal manner, with faculty leading the first session and students assuming the lead later in the semester. Discussions will focus on issues related to study design, analysis, interpretation of results, and relationship to the current body of knowledge.

**PH 1238 Adolescent Sexual Health**  
Tortolero, Markham, Peskin, 3 credits, a

This course explores issues and controversies related to adolescent sexual health in the United States. This course will provide a broad perspective on adolescent sexual health, sexuality education, what the research indicates is effective and how young people are affected by its implementation, and advocacy for adolescent sexual health. Topics covered include prevalence of adolescent pregnancy, STIs, HIV; sex in
the media; sexuality through the life span; sexual response cycle; sexual diversity; effective programs; answering hard questions; adolescent cognitive development; Texas law; contraceptives; and healthy relationships.

**PH 1239 Theories of Child and Adolescent Development**
Caughy, 3 credits, b

This course is geared to doctoral students although enrollment is open to masters students as well. The purpose of the course is to provide students with a foundation in historical and contemporary theories of developmental science and explores how these theories facilitate our understanding of normative development from infancy through adolescence. In addition, the course will utilize developmental theories to examine the factors contributing to public health problems affecting children and youth as well as the development and implementation of public health interventions serving these populations.

**PH 1240 Mental Health of Children and Adolescents**
Roberts, 3 credits, a, b

The purpose of this course is to provide students an overview of the mental health of children and adolescents in the United States. The focus is on assessing the current state of knowledge and reviewing the central research questions and strategies regarding the epidemiology of child and adolescent psychiatric disorders. The requirements include reading materials assigned for class, participating in class discussions, making a class presentation, and writing a term paper. Each student selects major epidemiologic studies of mental disorders among children and/or adolescents, or prevention of mental health problems among children and/or adolescents. Students report on the design and results of the research. The presentations are descriptive and evaluative. The presentation is written as a formal scientific report for course credit.

**PH 1242 AIDS in Africa: Global Socioeconomic and Political Contexts**
McCurdy, Ross, 3 credits, b

In this seminar students examine the social, cultural, political, and economic contexts in which ideas, practices beliefs, and actions that surround individuals, families, and communities’ experiences of HIV/AIDS emerge. Drawing from reports, articles, ethnographies, the internet, and videos, the different ways that people respond to the global threat of HIV/AIDS are considered. This is an intensive reading and writing seminar designed to expand students understanding of the myriad factors that work to produce specific and general responses to HIV/AIDS policies and programs at the local, state, and translocal levels. Students learn about the range of dynamic cultural and social practices, local economic and political situations, and beliefs and concerns that men and women are producing throughout the world today as they negotiate and transform gendered and generational roles and obligations within their communities. Students learn about the different ways that members of specific international communities respond to the global threat and reality of HIV/AIDS in their lives and about HIV/AIDS interventions.

**PH 1247 History of Public Health**
McCurdy, 3 credits, b
Using an historical perspective, this course examines the development of organized public responsibility for the creation and maintenance of a healthy population. Public health emerged in response to and is closely related to the changing status and development of nation states. We will examine how power, agency, class, race and gender infuse public health concerns and intertwine with social, political and economic factors. Case studies will examine: 1) the environmental conditions that set the stage for nineteenth century epidemics of cholera, typhoid, yellow fever and other epidemic diseases; 2) the Bacteriological Revolution and the impact of shifts in scientific knowledge and practice upon the development of public health; 3) the urban industrial environment and tuberculosis; 4) the creation of international and development organizations (e.g., Rockefeller, UNICEF, WHO, and the World Bank) and public health programs and policies; 5) the global eradication campaign against malaria; 6) the more recent grassroots and state responses to HIV/AIDS; and 7) innovations in technology and medicine.

**PH 1250 Genital, Sexual, and Reproductive Public Health**
Ross, 3 credits, b

This course integrates the basic biology, epidemiology, behavioral science, and health promotion interventions of genital and reproductive aspects of public health. The course covers bacterial and viral sexually transmissible diseases (including HIV); cancers of the genital and reproductive system in men and women; contraception and abortion; sexual dysfunction; sexual violence; and the sexual behaviors associated with public health problems (with emphasis on cultural and social variation). The emphasis of this course is on the design and analysis of health promotion approaches to sexual, genital and reproductive public health problems given their biological, epidemiological, and policy implications. Each student prepares and presents a proposal for an intervention study based on biological and epidemiological analysis of the issue. It would be helpful but not essential if students have taken, or are taking, a basic Health Promotion class or equivalent.

**PH 1260 Chicano/Mexican American Health: Exploring its Social Dimensions**
Balcazar, 3 credits, a, b

The purpose of the course is to describe, discuss, analyze and interpret research literature on Chicano/Mexican American health. The course will focus on topics about the social relationships, cultural and economic conditions, and other social determinants of health (including system factors) that relate to the distribution of disease/health among Mexican origin populations and that concern public health practice. Research will be examined within disciplines of epidemiology health promotion and behavioral sciences, environmental health and public policy. Research will also be examined within historical and contemporary contexts.

**PHD 1320 Ethics in Public Health**
Spike, 2 credits a, b

This course provides a systematic overview of major ethical issues pertaining to health care, delivery, health promotion, disease prevention and health policy from a public health perspective. The course will include a survey of ethical issues in public health as well as important ethical issues in health care to which public health can contribute. Readings will include the APHA “Ethics and Public Health: A Model Curriculum,” case studies, and some other brief but seminal works. Students will partic-
ipate in teaching responsibilities for small groups with the MPH students. Prior approval of instructor is required, and evidence of teaching skills will be a factor considered. Mentors/facilitators will help Master’s students recognize the primary features of an ethical problem in public health; become familiar with the language and discourse of public health ethics; recognize and analyze the social and cultural dimensions of ethical dilemmas in public health; and formulate a process for preventing and/or resolving ethical conflicts.

PHM 1325 Research Ethics for Public Health
Spike, 3 credits, b

This course examines social, cultural and ethical dimensions of health research and research process, with implications for future public health investigators. Case-based discussions deal with topical areas in the history of research, ethical issues in study design and implementation, and the political and economic contest of the research endeavor. The course will include four broad categories of topics: use of animals in clinical research, use of humans in clinical research, ethical issues in qualitative, social, and psychological research and special issues about the scientific method (including integrity in research). Course participants become familiar with the language and discourse of ethics and develop an ethical framework for planning and conducting investigations.

PHM 1330 Scientific Writing for the Behavioral Sciences
Froelich-Grobe, 3 credits, b, (odd-numbered years)

The goal of the course is to provide students with the basic writing skills critical for scientific writing. Writing is a learned skill that develops with practice coupled with feedback and more practice. Good writing takes more than simply translating ideas onto the page. Good writing includes knowledge of grammar, crafting arguments, and careful revision and editing. This course provides a platform for students to revisit the rules of grammar, practice crafting and structuring arguments, translate ideas onto paper, and write a scientific proposal or manuscript. Students will have the opportunity to read good writing as well as enhance their writing skills through weekly writing assignments and receiving regular feedback.

PHD 1330 Scientific Writing for the Behavioral Sciences
Froelich-Grobe, 3 credits, b (odd-numbered years)

The goal of the course is to provide students with the basic writing skills critical for scientific writing. Writing is a learned skill that develops with practice coupled with feedback and more practice. Good writing takes more than simply translating ideas onto the page. Good writing includes knowledge of grammar, crafting arguments, and careful revision and editing. This course provides a platform for students to revisit the rules of grammar, practice crafting and structuring arguments, translate ideas onto paper, and write a scientific proposal or manuscript. Students will have the opportunity to read good writing as well as enhance their writing skill through weekly writing assignments and receiving regular feedback. Doctoral students will select and work on a degree program writing requirements (e.g., dissertation proposal, manuscript, grant proposal).

PH 1335 Writing and Communicating in Science
Fernandez, 2 credits, a – Intensive one-week format course
This one-week course will help participants communicate more effectively to the scientific community. Participants will improve scientific writing and presentation skills using techniques for editing their own writing and proven guidelines for producing compelling oral presentation. Students will learn how to avoid common writing mistakes, correctly summarize and reference sources, avoid plagiarism, and how to write with movement, clarity, and action. Participants will also learn the process of preparing and submitting manuscripts to scientific journals. Participants will develop critical editing skills through in-class and homework assignments. The course instructor will provide individual feedback and recommendations designed to address each student’s particular challenges to communicating effectively in science. Students will prepare a two-page literature review before the beginning of the course that will be used to assess their current writing level and to determine their eligibility for the course. This course is not designed for students who are learning English as a second language and who are still struggling with basic writing and grammar. Instead it is designed for students with basic writing skill who want to improve their communication effectiveness and write more clearly and powerfully.

PH 1335 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

PH 1350 *Ethnicity, Race, Class & Gender: A Multicultural Public Health Perspective*
Fernandez-Esquer, 3 credits, c

This seminar-style course will explore contemporary perspectives on ethnicity, race, social class and gender, and the way these social identities are portrayed in the public health literature, particularly in health disparities. The course will also review basic social science definitions of culture, multiculturalism, and social identity. Students are expected to demonstrate in an oral presentation and in two take-home examinations how concepts learned in class may be used to understand, review, and critique public health research conducted in the U.S. and around the world.

PH 1410 *Addictive Behavior*
Faculty in Health Promotion and Behavioral Sciences, 3 credits, a

Alcohol and other drug use is ubiquitous in the United States, and leads to significant personal, familial, social and economic consequences. Substance abuse is especially likely to affect members of disadvantaged groups, which further complicates their ability to cope with stressful life circumstances. Although substance use disorders are prevalent and identifiable, public health professionals often fail to identify and intervene with their substance-using clients. As a result, many opportunities to reduce the suffering of these persons and their families are lost. This course provides public health students with an introduction to the epidemiology, etiology, prevention and treatment of alcohol and other drug use disorders. As a course with a behavioral science emphasis, practical application is emphasized, both through classroom discussions and out-of-class assignments.

PH 1418 *Practice in Health Behavior Change*
Faculty in Health Promotion and Behavioral Sciences, 3 credits, b

Public health practitioners spend an enormous amount of time emphasizing the importance of healthy behaviors. Despite these efforts, many patients continue to engage in unhealthy or self-destructive patterns. This course covers psychological
theories of behavior change, with an emphasis on brief interventions such as motivational interviewing that have proven effective in counseling, health care, and other public health settings. Through a mixture of didactic presentation, role-play, discussion, and personal exploration, the course focuses on interventions for six of the leading health indicators as identified by Healthy People 2010—smoking, alcohol and other drug use, physical activity, obesity, risky sexual behavior, and injury and violence. In addition to theory, students will learn specific skills for interacting with patients around health behavior changes in multiple settings.

**PHD 1420 Research Design and Analysis in Behavioral Sciences I**  
Diamond, Amick, Vernon, 4 credits, a

This course focuses on linking research questions common in behavioral sciences research to appropriate analytic methods. The course focuses on the philosophy of science, paradigms of inquiry, analytic methods that are appropriate for assessing group differences and those that are used for assessing relationships and making predictions. The course emphasizes on the ability to understand the benefits and limitations of particular research designs to answer specific questions, read and understand scientific journal articles that make use of these methods, appropriate use of statistical software for conducting these analyses, interpret output from this software, and professionally present the results from analyses in oral and written form.

Prerequisites: Instructor approval required

**PHD 1421 Research Design and Analysis in Behavioral Sciences II**  
Diamond, Amick, 4 credits, b

This course expands on the material covered in PHD 1420 and extends the focus to: analyses that assess measurement reliability, validity and latent structure; methods that can be used to group either people or objects; and procedures that assess differences between groups and/or change over time. The course emphasizes reading and understanding scientific journal articles that make use of these methods, use of statistical software to conduct the analyses, interpreting the output from this software, and professionally presenting the results from analyses in oral and written form.

Prerequisites: PHD 1420

**PHD 1423 Society and Health**  
Amick, Gimeno 3 credits, b

This course provides an overview of the society and health field. It explores how broad social, cultural, and economic inequalities in society affect health. This course is designed to provide students with a way of thinking about public health from the population health perspective. Despite spending more money on health care than any other country in the world, the United States has some of the poorest health indicators of any developed country. Why is this? Some would argue it is the wide and widening social and economic inequalities in American society. The course explores some of the major explanations for this observation. Why is it that countries like Costa Rica with few economic resources can have an average life expectancy greater than the United States? This is explored in the context of how societies
function. How does society get ‘under the skin’ to affect health, illness and disease? The society and health course considers these and other questions and addresses the policies that can be considered to mend these inequalities.

**PH 1424 Social Epidemiology/Social Justice**
Amick, Gimeno, Linder, 2 credits, a, b

This course considers the current knowledge in the areas of social epidemiology and social justice. It is a reading seminar covering topics ranging from social capital, globalization, and the political economy to topics of cultural context, multi-level analysis, and emerging issues in the social spread of infectious diseases. The course also considers principles of social justice and their relevance to addressing inequalities and health disparities. A goal of the course is to develop an understanding of the connections between social epidemiology and social justice in the context of current research in both areas.

**PHD 1425 Applied Multivariate Statistics for the Behavioral Sciences**
Diamond, 3 credits, a

This course is designed for behavioral researchers who will use multivariate methods to address research questions. Topics will include multiple regressions, multivariate analysis of variance and covariance, discriminate function analysis, canonical correlation, and other relevant multivariate methods. The emphasis will be on a conceptual understanding of these methodologies and their assumptions, implementation using standard statistical packages, and interpretation of output. Students should be familiar with the elements of research design and have completed a basic statistical sequence that covered univariate methods and hypothesis testing.

**PHD 1426 Methods for the Analysis of Change: Applied Longitudinal Analysis**
Faculty in Health Promotion and Behavioral Sciences, 3 credits, b

This course is designed for behavioral researchers who are interested in answering questions related to change over time. Topics will include growth curve analysis, survival analysis, latent transition analysis, time series analysis, and other procedures that are designed to answer questions related to change. The emphasis will be on a conceptual understanding of these methodologies and their assumptions, implementation using standard statistical packages, and interpretation of output. Students should be familiar with the elements of research design and have completed statistical classes that covered both univariate and multivariate methods.

**PHD 1430 Systematic Review, Meta-Analysis, and Evidence-Based Public Health**
Mullen, 3 credits, a

This course introduces the methods of systematic review and meta-analysis, including formulating questions, criteria for relevance and rigor in selecting primary studies, search strategies, coding protocols, tables and other formats for presenting data, qualitative and quantitative representations of effect sizes from individual primary studies, and analyses of groups of studies to estimate an average effect size and to explain variation. The course also introduces students to the methods and
products of the U.S. (Clinical) Preventive Services Task Force and Evidence-based Practice Centers and to the newer U.S. Community Preventive Services Task Force.

Prerequisites: PH 1700 or consent of the instructor and PHM 2610 or equivalent

PHD 1431 Tools & Methods for Systematic Reviews and Meta-Analyses
Mullen, Vonville, 2 credits, a, b, c – Intensive one-week format course

This course is designed to 1) introduce students to best practices, resources, and methods for systematic reviews and meta-analyses; and 2) to guide students through the steps of a systematic review. The course will use examples from a wide variety of completed reviews as well as exercises and readings. Both face-to-face (in-person/ITV) and online exercises, readings, and recorded lectures will be used; students will be expected to participate in discussions in class and online. Activities are aimed at building awareness of resources and skills for each step. Course resources and materials will be available on Blackboard (Bb) throughout the semester to assist with student reviews. The skills and knowledge gained in this course can be applied to a culminating experience or dissertation.

PHD 1431 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences
Vernon, 1 credit, a, b

This seminar will provide opportunities to learn about faculty and student research in health promotion and behavioral sciences. Faculty and students will present aspects of planned, ongoing, and completed research. There will be opportunity for discussion and feedback. The seminar encourages presentation of projects in process for which investigators are seeking constructive criticism. All students in the Health Promotion and Behavioral Sciences Division must enroll for the Division Seminar at least one semester during their degree program. It is strongly recommended that students enroll early in their coursework in order to learn more about the kinds of health promotion research engaged in by the faculty at the School and neighboring institutions.

PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students
Vernon, 2 credits, a, b

The lab will build on the first hour of the research seminar (PHM 1433) in health promotion and behavioral sciences. Students will discuss and critique readings related to the seminar topic. Through this experience students are expected to develop skills in critical thinking and an ability to critique the literature in health promotion and behavioral sciences.

Prerequisite: PHM 1433 simultaneously

PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar
Mullen, Vernon, Swank, Carpentier, 2 credits a, b, cd
This seminar course affords the opportunity for doctoral students and post-doctoral fellows to improve their skills and increase scientific productivity in the formulation of research proposals and journal publications and presentations at scientific meetings. Participants present their work-in-progress. The seminar provides opportunities to involve mentors (advisers, dissertation supervisors, committee members) and to practice mentoring and teaching with other class members. This course may be repeated for credit.

Prerequisites: Doctoral student or post-doctoral fellow in Health Promotion and Behavioral Sciences or consent of the instructor

Faculty from The University of Texas Medical School at Houston participate in this course.

**PH 1440 Research Proposal Development**  
Roberts, 2 credits, a, b, cd – Intensive one-week format course

The purpose of the course is to provide students an overview of the process of writing thesis or dissertation proposals and grant applications, particularly to the National Institutes of Health. Upon completion of the course, students should better understand how to craft a proposal, including: Identifying a significant public health problem; developing research questions or hypotheses; selecting of and justifying of the type of research design to be used; identifying of best available measures to include; identifying of appropriate strategies for collecting reliable and valid data; basic understanding of the role of sampling and different sampling strategies; and describing of a general strategy for analyzing the data and its appropriateness, given other elements of the research design.

PH 1440 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**PH 1498 Special Topics in Health Promotion and Behavioral Sciences**  
The Faculty in Health Promotion and Behavioral Sciences, 1-4 credits, a, b, cd

Special Topics courses in areas of faculty research are periodically offered.

**PH 1499 Individual Study in Health Promotion and Behavioral Sciences**  
The Faculty in Health Promotion and Behavioral Sciences, 1-9 credits, a, b, cd

A plan of study is determined for each participating student and supervised by a member of the Health Promotion and Behavioral Sciences faculty. This course may be repeated for credit.

**PH 9996 Capstone Course**  
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.
(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

**PH 9997 Practicum**  
The Faculty in Health Promotion and Behavioral Sciences, 1-9 credits, a, b, cd  

A practicum is determined by the student and advisor, and supervised by a member of the Health Promotion and Behavioral Sciences faculty.

**PH 9998 Culminating Experience/Thesis Research**  
The Faculty in Health Promotion and Behavioral Sciences, 1-9 credits, a, b, cd  

Thesis research is determined by the student with approval of the student’s advisory committee.  
This course may be repeated for credit.

**PH 9999 Dissertation Research**  
The Faculty in Health Promotion and Behavioral Sciences, 1-9 credits, a, b, cd  

Dissertation research is determined by the student with approval of the student’s advisory committee.

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**Primary Faculty, Health Promotion and Behavioral Sciences**

**Benjamin C. Amick III**, Professor. B.A., University of Maryland, 1978; B.S., University of Maryland, 1978; Ph.D., Johns Hopkins University, 1986.  
*Research Interests*: Social epidemiology and health disparities; work organization and health; worksite injury prevention and control; work stress, labor markets, disability; epidemiology of musculoskeletal injuries; ergonomics and organizational change.

*Research Interests*: Latino health, Hispanic paradox, acculturation, family variables and health outcomes, development of culturally-competent Latino community outreach programs, use of lay health workers, health disparities and border health.

**Cristina S. Barroso**, Assistant Professor (Brownsville Regional Campus). B.S., University of Michigan, 1991; M.P.H., The University of Texas School of Public Health at Houston, 1998; Dr.P.H., The University of Texas School of Public Health at Houston, 2005.  
*Research Interests*: Physical activity; nutrition; genetic epidemiology of chronic diseases (gene-environment interactions; design and analysis of health promotion interventions (e.g., school-based interventions); use of mass media to promote health promotion interventions; health disparities.

**L. Kay Bartholomew**, Associate Professor. B.A., Austin College, 1974; M.P.H., The University of Texas School of Public Health at Houston, 1978; Ed.D., University of Houston, 1990.
Research Interests: Self-management of pediatric chronic disease; health education/promotion intervention.

Louis Brown, Assistant Professor, (El Paso Regional Campus). B.A., University of Michigan, 2001; M.A., Wichita State University, 2004; Ph.D., Wichita State University, 2005; Research Interests: Community coalitions, self-help and mutual support, substance abuse prevention, delinquency prevention, parenting, mental illness, implementation science, program engagement.

Michael S. Businelle, Assistant Professor (Dallas Regional Campus). B.S., University of Southwestern Louisiana, 1996; E.M.P., University of Louisiana, 2001; M.A., Louisiana State University, 2003; Ph.D., Louisiana State University, 2007.

Melissa Carpentier, Assistant Professor. B.A., Our Lady of the Lake University, 2001; M.S. Oklahoma State University, 2003; Ph.D., Oklahoma State University, 2007. Research Interests: Survivorship outcomes of adolescent and young adult cancer survivors; impact of cancer on romantic relationships, sexual and reproductive health, and quality of life; mixed methods, couples-based, and technologically-driven approaches to assessment and intervention.

Margaret O. Caughy, Associate Professor (Dallas Regional Campus). B.S., Texas A&M University, 1986; M.Ed., University of Maryland, 1989; Sc.D., Johns Hopkins University, 1992. Research Interests: Child development, parenting, poverty, maternal and child health, neighborhood research; social inequalities in health and development.

Meryl Cohen, M.Ed, LCSW, Adjunct Instructor, Vice President of Education/Counseling, Planned Parenthood of Houston and Southeast Texas, Inc.

Pamela M. Diamond, Assistant Professor. M.A., Texas Woman’s University 1986; Ph.D., The University of Texas at Austin, 1992. Research Interests: Interface between criminal justice and mental health policy, psychiatric epidemiology, community reintegration for female offenders, and the use of latent variable models in public health research.

Alexandra E. Evans, Associate Professor (Austin Regional Campus). B.S., Texas A&M University, 1988; M.P.H., The University of Texas School of Public Health at Houston, 1990; Ph.D., The University of Texas at Austin, 1997. Research Interests: Child and adolescent health promotion through interventions with parents and schools; obesity prevention.

Maria E. Fernandez, Assistant Professor. B.A., University of Maryland, 1989; B.S., University of Maryland, 1989; M.A., University of Maryland, 1992; Ph.D., University of Maryland, 1995. Research Interests: Cancer control, Hispanic populations, informed decision-making health promotion planning and evaluation, health informatics, health communications.

Maria E. Fernandez-Esquer, Associate Professor. A.A., Marymount College of Virginia, 1977; B.A., Loyola University-New Orleans, 1979; M.A., University of Arizona, 1986; Ph.D., University of Arizona, 1989.
Research Interests: AIDS and cancer prevention; perception of risk; ethnic differences in health beliefs and behaviors.


Research Interest: Promoting exercise among those with physical disabilities, Obesity prevalence and weight control among those with disabilities, Measuring and reducing stress among those with physical disabilities, Increasing function and quality of life among those with disabilities, improving access to health care for individuals with disabilities

Jennifer L. Gay, Assistant Professor (Brownsville Regional Campus). B.A., University of South Carolina, 2001; M.S., University of Nevada – Las Vegas, 2002; Ph.D., University of South Carolina Arnold School of Public Health, 2008.

Research Interests: Physical activity in adolescents and adults; motivation theories; environmental and contextual influences on health behaviors; latent variable modeling; growth and maturation issues in physical activity.

Ann-Marie Hedberg, Assistant Professor and Director Dietetic Internship. B.S., Nutrition, University of Delaware, 1978; M.S., The University of Texas Graduate School of Biomedical Sciences at Houston, 1982; Dr.P.H., The University of Texas School of Public Health at Houston, 1997.

Research Interests: Obesity prevention program design and evaluation, interprofessional teaching methods, Outcome and effectiveness evaluation of nutrition interventions.

Deanna M. Hoelscher, Professor (Austin Regional Campus). B.S., Texas A&M University, 1983; M.A., The University of Texas at Austin, 1985; Ph.D., The University of Texas at Austin, 1991.

Research Interests: Child nutrition and physical activity; child and adolescent obesity; prevention of chronic disease (cardiovascular disease, type 2 diabetes, obesity, osteoporosis); school-based health promotion programs; assessment of diet and physical activity; gene-diet interactions.

Darla E. Kendzor, Assistant Professor (Dallas Regional Campus). B.A., University of Illinois, 2000; M.A., Louisiana State University, 2005; Ph.D., Louisiana State University, 2007.

Research Interests: Tobacco use and cessation in socioeconomically disadvantaged populations; health behavior change; health disparities; cancer prevention.

Christine M. Markham, Assistant Professor. B.A., Temple University, 1985; M.A., University of Pennsylvania, 1990; Ph.D., The University of Texas School of Public Health at Houston, 2002.

Research Interests: Adolescent and child health, including HIV, STD and pregnancy prevention, substance use prevention, chronic disease management, influence of parental factors, qualitative research, outcome, and process evaluation.

Alfred L. McAlister, Professor (Austin Regional Campus). B.A., The University of Texas at Austin, 1972; Ph.D., Stanford University, 1976.

Research Interests: Tobacco policy; violence prevention; peace and conflict; health disparities; advocacy and mass communication; international health.
*Research Interests*: substance abuse; STDs; HIV/AIDS; women’s health; underserved and vulnerable populations; violence; ethnography; history of health and medicine, East Africa; global health.

Patricia Dolan Mullen, Professor. A.B., University of California at Berkeley, 1966; M.L.S., University of California at Berkeley, 1970; M.P.H., University of California at Berkeley, 1971; Dr.P.H., University of California at Berkeley, 1975.  
*Research Interests*: Health promotion for disadvantaged women, including incarcerated women; transtheoretical model of behavior change and motivational interviewing; preventing alcohol, tobacco and other drug-exposed pregnancies; contraception and STD/HIV risk reduction; informed decision making for cancer and other screening tests; training and career development programs; evaluation methods; systematic review and meta-analysis.

Guy S. Parcel, Professor (Austin Regional Campus). B.S., Indiana University, 1965; M.S., Indiana University, 1966; Ph.D., Pennsylvania State University, 1974.  
*Research Interests*: School health promotion; child and adolescent health; health behaviors.

Cheryl L. Perry, Professor (Austin Regional Campus). B.A., University of California at Los Angeles, 1971; M.A., University of California at Davis, 1973; Ph.D., Stanford University, 1980.  
*Research Interests*: Child and adolescent health behavior change through school, family, and community interventions, with a focus on promoting healthy eating and physical activity, and preventing tobacco, alcohol, and other drug use and violence among young people.

Melissa F. Peskin, Assistant Professor. B.A., The University of Texas at Austin, 1997; M.S., The University of Texas School of Public Health at Houston, 2000; Ph.D., The University of Texas School of Public Health at Houston, 2004.  
*Research Interests*: Child and adolescent health, specifically in HIV, STD, and pregnancy prevention, violence, bullying, cyberbullying; intervention development and program evaluation

Ronald J. Peters, Jr., Associate Professor. B.S., Virginia Commonwealth University, 1991; M.S., Medical College of Virginia, 1993; Dr.P.H., The University of Texas School of Public Health at Houston, 1998.  
*Research Interests*: Sexual risk-taking behavior; design and analysis of drug use studies among youth and incarcerated populations; and cultural and economic aspects of health behaviors in underserved communities.

Nalini Ranjit, Professor of Health Promotion and Behavioral Sciences. Ph.D., Cornell University, 1999.  
*Research interests*: Social epidemiology of cardiovascular risk, the evaluation of policy measures and interventions on population health, and the relationship of psychosocial variables to health, consumption of sugar sweetened beverages.

Belinda Reininger, Associate Professor (Brownsville Regional Campus). B.S., The University of Texas at Austin, 1988; M.P.H., The University of Texas School of Public Health, 2001; Ph.D., University of Texas School of Public Health, 2006.  
*Research Interests*: Technological and social determinants of health; evaluation of health promotion and disease prevention interventions; community health assessment and planning; community health promotion interventions; health care delivery systems and access.
Health at Houston, 1991; Dr.P.H., The University of Texas School of Public Health at Houston, 1994.

**Research Interests:** Evaluation research; community based health promotion; health disparities.

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**Research Interests:** Cross-cultural research; psychiatric epidemiology; adolescent mental health; affective disorders; suicide, sleep disorders, obesity, and mental health.

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**Research Interests:** STDs; HIV/AIDS; drug abuse; community level and correctional STD/HIV prevention cross-cultural aspects of public health; internet sexuality.

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**Ross Shegog,** Assistant Professor. B.S., University of Sydney, 1983; Diploma in Nutrition and Dietetics, University of Sydney, 1985; Diploma in Biomedical Communications, University of Texas, 1990; M.P.H., The University of Texas School of Public Health at Houston, 1992; Ph.D., The University of Texas School of Public Health at Houston, 1997.

**Research Interests:** Application of instructional and/or decision-support technology in health promotion and disease prevention including pediatric asthma management; prevention and cessation of adolescent and young adult tobacco use; prevention of HIV, STD, and pregnancy in middle school children.

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**Kirk L. Smith,** B.A., M.A., Ph.D, M.D, Adjunct Associate Professor, Associate Professor, Departments of Internal Medicine, Family Medicine, Preventive Medicine and Community Health, Director of UT Community Outreach Program, Executive Director of Frontera de Salud at the University of Texas Medical Branch, Galveston, Texas

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**Andrew E. Springer,** Assistant Professor (Austin Regional Campus). B.A. Wittenberg University, 1985; M.P.H. The University of Texas School of Public Health at Houston, 1995; Dr.P.H, The University of Texas School of Public Health at Houston, 2000.

**Research Interests:** Child and adolescent health promotion; childhood obesity prevention and physical activity; socio-ecological influences of adolescent health behavior; health promotion in Latino populations.

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**Wendell C. Taylor,** Associate Professor. A.B., Grinnell College, 1972; M.S., Eastern Washington University, 1974; Ph.D., Arizona State University, 1984; M.P.H., The University of Texas School of Public Health at Houston, 1989.

**Research Interests:** Worksite health promotion; Physical activity; Environmental Justice; Health promotion and disease prevention in underserved populations.

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**Susan R. Tortolero,** Associate Professor. B.S., University of Houston, 1985; M.S., The University of Texas School of Public Health at Houston, 1989; Ph.D., The University of Texas School of Public Health at Houston, 1994.
Research Interests: Adolescence; children; sexual risk taking, STDs, pregnancy, substance use, violence mental health; depression; Hispanics; prevention research.

Patrice A. Caetano Vaeth, Assistant Professor of Health Promotion and Behavioral Sciences (Dallas Regional Campus). B.A., University of California, Santa Cruz, 1983; M.P.H., University of California, Berkeley, 1989; Dr.P.H., University of California, Berkeley, 1995.
Research Interests: Ethnic and gender disparities in health; the social and behavioral determinants of chronic disease.

Elizabeth Vandewater, Associate Professor (Austin Regional Campus). B.A., Boston University, 1986; M.A., University of Michigan, 1990; Ph.D., University of Michigan, 1994.
Research Interest: Developmental epidemiology of obesity and chronic disease among children and adolescents; Uses of technology and bioinformatics for health behavior change; Statistical and methodological approaches for addressing multi-level change overtime and high resolution data.

Louis Velez, M.D., MPH, Ph.D, Adjunct Assistant Professor, Asst. Research Professor, UTHSC-San Antonio School of Medicine.

Sally W. Vernon, Professor. B.A., University of Oklahoma, 1968; M.A., New York University, 1971; Ph.D., The University of Texas School of Public Health at Houston, 1980.
Research Interests: Cancer prevention and control for breast, cervical and colorectal cancers; informed decision making for prostate cancer testing; psychosocial issues in cancer genetic testing; measurement of psychosocial constructs; reliability and validity of self-report cancer screening behaviors.
MANAGEMENT, POLICY AND COMMUNITY HEALTH

The Division of Management, Policy and Community Health (MPACH) provides instruction in the fields of health economics, health services research, health policy, health law, health management and administration, health planning, community health practice, public health leadership, population health, organization management, health disparities, economic and social determinants of health, global issues in pregnancy and perinatal health, and health and economic development.

The Division offers the M.P.H. and Dr.P.H. programs in three areas: Community Health Practice, Healthcare Management, and Health Services Organization. A Ph.D. program is offered in Management and Policy Sciences.

The Division also offers a minor course of study (nine semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. Students are expected to take at least one course in each of the following areas:

- Health Economics/Health Services Research,
- Health Policy, and
- Healthcare Management.

The Division of Management, Policy and Community Health is home to two Centers. The mission of the Center for Health Services Research (CHSR) is to conduct research and provide technical assistance and training in the organization, financing, and outcomes of health services, systems, and policies. The mission of the George McMillan Fleming Center for Healthcare Management is to collaborate with other prominent University of Texas schools to provide innovative healthcare research and education on healthcare management, finance, and organization; and to bring together leading healthcare executives, researchers, and students to enable change in health delivery and organizational effectiveness.

Master of Public Health Degree Programs

The M.P.H. in Community Health Practice focuses on the application of public health sciences at the community level. Faculty and students are concerned with the assessment of population health, the planning, implementation and evaluation of health programs in community settings, and appraisal of community-level effects of health policies and programs. The teaching program emphasizes systematic analysis and appropriate use of quantitative and qualitative health data. Students can develop and enhance their skills by examining community health issues in the classroom and the community.

The M.P.H. in Health Services Organization emphasizes the planning, management, and evaluation of health service systems, services, technologies, and policy. The curriculum includes health economics, decision analysis, health services research, public health and legislative processes, survey research, outcomes research, quantitative methods, evaluation research, health disparities and vulnerable populations, health administration, economic and social determinants of health, utilization of health services, and ethical and legal aspects of public health.

The M.P.H. in Healthcare Management is designed to provide students with a solid foundation in management in an interdisciplinary public health environment and a basis for understanding key managerial functions within the broad spectrum of
public health systems. A distinctive characteristic of this healthcare management degree program is recognition of the importance of linking private-sector healthcare institutional management with public-sector healthcare management and related community initiatives.

Special Entrance Requirements
A student entering the M.P.H. program should hold an undergraduate and/or graduate degrees in one of a variety of areas, including the social and behavioral sciences, business, the biological and medical sciences, law, and/or quantitative methods.

Course of Study
The M.P.H. in Community Health Practice focuses on the application of public health sciences at the community level. Faculty and students are concerned with the understanding and assessment of population health, the planning, implementation, and evaluation of health programs and policies and the translation of findings into policies and programs. The program emphasizes systematic analysis and appropriate use of quantitative and qualitative data. Students develop and enhance their skills of evidence-based public health by examining health issues in the classroom and community.

The following courses are strongly recommended for an M.P.H student majoring in Community Health Practice:
- PHM 3630 Health Program Planning, Implementation, and Evaluation
- PHM 3640 Community-Based Health Assessment
- PHM 3922 Economic and Social Determinants of Health
- PHD 3926 Health Survey Research Design
  OR
- PH 2615 Field Epidemiology II
- Four elective courses in Community Health Practice (from a defined set of courses)

The following Divisional courses are strongly recommended for an M.P.H. student majoring in Health Services Organization:
- PH 3920 Health Services Delivery and Performance
- PHM 3910 Health Economics
- PH 3915 Methods for Economic Evaluation of Health Programs
- PH 3940 Healthcare Outcomes and Quality Research
- PH 3815 Health Policy Analysis
- PH 3810 Health Policy in the United States or PH 3818 Texas Health Policy: Emerging Issues and New Approaches
- Two management courses (PHM 3720 Healthcare Finance, PH 3736 Healthcare Payment Systems and Policy, PH 3998 Federal Healthcare Programs)

The following Divisional courses are strongly recommended for an M.P.H. student majoring in Healthcare Management:
- PH 3744 Organizational Behavior in Healthcare Organizations
- PH 3747 Healthcare Operations Management
- PHM 3720 Healthcare Finance
- PH 3736 Healthcare Payment Systems and Policy
- PH 3738 Legal Issues in Healthcare
- PH 3746 Quality Management and Improvement in Healthcare
- PH 3735 Healthcare Strategic Management

The practicum and culminating experience should have a community health practice, health services organization or healthcare management focus, respectively.

All M.P.H. students in Management, Policy and Community Health are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Management, Policy and Community Health in any one of these tracks, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

**Doctor of Public Health Degree Program**

The Doctor of Public Health (Dr.P.H.) program in the Division of Management, Policy and Community Health offers interdisciplinary training for students who wish to practice at an advanced level or pursue academic careers in public health. The student may choose the Community Health Practice or the Health Services Organization program focus.

**Special Entrance Requirements**

Admission to the Dr.P.H. program requires a prior M.P.H. degree or its equivalent. Applicants with public health work experience and applicants who have completed coursework in quantitative methods or who can provide evidence of quantitative abilities are preferred. The GRE is required.

**Course of Study**

Those seeking a Dr.P.H. degree should anticipate a minimum three-year program of study. All Dr.P.H. students are strongly recommended to complete a minor in Management and Leadership in addition to a public health breadth area.

The following courses are strongly recommended for a Dr.P.H. student majoring in Community Health Practice:

- PHM 3620 Principles and Practice of Public Health
- PHM 3926 Health Survey Research Design
- PH 2615 Epidemiology II or PH 2710 Epidemiology III
- PHD 3922 Social and Economic Determinants of Health (3 credit hours)
- PHD 3630 Health Program Planning, Implementation, and Evaluation (3 credit hours)
- PHD 3640 Community-Based Health Assessment (4 credit hours)
- PH 9997 Practicum
- PHD 3970 Dissertation proposal development in Management, Policy, and Community Health(taken after admission to candidacy)
- PHD 3980 Doctoral Seminar(at least one semester following admission to candidacy)
- PH 9999 Dissertation Hours

All Dr.P.H. students in Community Health Practice are expected to have completed PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to have a
background in the disciplines of public health. The practicum and dissertation research should have a Community Health Practice focus.

The following courses are strongly recommended for a Dr.P.H. student majoring in Health Services Organization:
• PHD 3745 Organizational Theory and Management
• PH 3815 Health Policy Analysis
• PHD 3910 Health Economics
• PHD 3922 Economic and Social Determinants of Health
• PHD 3926 Health Survey Research Design
• PHD 3930 Econometrics in Public Health
• PHD 3945 Advanced Health Services Research Methods
• PHD 3850 Translating Research into Policy
• PHD 3812 Comparative Healthcare Systems
• PHD 3830 Ethics and Policy
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9997 Practicum
• PH 9999 Dissertation Hours

All Dr.P.H. students in Health Services Organization are expected to have completed PH 3920 Health Services Delivery and Performance, PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to have a background in the disciplines of public health. The practicum and dissertation research should have a health services organization focus.

All Dr.P.H. students in Management, Policy and Community Health are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Management, Policy and Community Health in any one of these tracks, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

The Doctor of Philosophy Degree Program
The Doctor of Philosophy (Ph.D.) program in the Division of Management, Policy and Community Health provides depth in three tracks: health economics/health services research; health policy and law; and health management. Depth is achieved by electing advanced specialty courses in one or more of these areas. Students interested in careers in these areas may pursue advanced study that leads to original research and culminates in the award of the Ph.D. degree.

Special Entrance Requirements
Admission to the Ph.D. program requires a post-baccalaureate degree in the social sciences, policy, law, management or public health. Applicants with backgrounds in more than one relevant subject are preferred. The program also requires advanced knowledge of quantitative methods; applicants with strong math and/or statistics backgrounds are preferred. The GRE is required.
Course of Study

Students choose a major area of study one minor area of study and a public health breadth area. The minor area of study may come from one of the three designated tracks or from another public health discipline, while the public health breadth area must come from a public health discipline outside the Division.

Students majoring in Management, Policy and Community Health are expected to take at least one course from each of the three tracks. Individual courses cannot be counted twice for both the major and minor area of specialization.

The following Divisional courses are strongly recommended for Ph.D. students specializing in Health Economics/Health Services Research:

- PH 3915 Methods for Economic Evaluation of Health Programs
- PHD 3930 Econometrics in Public Health
- PHD 3931 Advanced Econometrics, offered at UH
- PHD 3910 Health Economics
- PH 3940 Health Care Outcomes and Quality Research
- PHD 3945 Advanced Health Services Research Methods
- PHD 3970 Dissertation proposal development in Management, Policy and Community Health (taken after admission to candidacy)
- PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
- PH 9999 Dissertation Hours

Health Economics Emphasis:

- PHD 3935 Advanced Health Economics
- PH 3998 Advanced Health Services Research or PH 3926 Health Survey Research Design

Health Services Research Emphasis:

- PH 3998 Advanced Health Services Research
- PHD 3935 Advanced Health Economics or PH 3926 Health Survey Research Design

All Ph.D. students in Health Economics/Health Services Research are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

The following Divisional courses are recommended for Ph.D. students specializing in Policy and Law:

- Five courses from the list below:
  - One or two courses on policy processes and policymaking institutions (PHD 3810; PHD 3812; PH 3818; PH 3825)
  - One or two courses on approaches and methods (PH 3815; PH 3826; PHD 3830; PHD 3835; PHD 3850)
  - One or two courses on a policy content area (e.g., PH 3855; PH 3860; PH 3998)
- A doctoral level course in policy from a political science department (e.g. at University of Houston, Rice)
- One course from the Health Economics/Health Services Research Core
- PHD 3810 Health Policy in the United States
- PHD 3812 Comparative Healthcare Systems and Policy
• PH 3815 Health Policy Analysis
• PH 3825 Public Health Law
• PHD 3830 Ethics and Policy
• UH Pol 6312 Survey of American Institutions and Policy

Select 6 hours from the following:
• PH 3850 Translating Research into Policy
• PH 3915 Methods for Economic Evaluation of Health Programs
• PH 3998 Healthcare Payment Systems and Policy
• PH 3998 Science and Law
• PH 3998 Advanced Health Services Research Methods
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9999 Dissertation Hours

All Ph.D. students in Policy and Law are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

The following Divisional courses are recommended for Ph.D. students specializing in Healthcare Management:
• PHD 3743 Advanced Organization and Management Theory
• PHD 3998 Advanced Case Applications in Health Care Finance
• PH 3915 Methods for Economic Evaluation of Health
• PHD 3945 Advanced Health Services Research Methods
• PHD 3998 Operations, Technology, and Decision Management in Health
• PHD 3998 Introduction to Healthcare Management Research
• PH 2610 Introduction to Epidemiology
• 3 credit hour MPACH elective
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9999 Dissertation Hours

All Ph.D. students in the Healthcare Management track are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

All Ph.D. students are expected to have completed PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to have a background in the disciplines of public health. All students are also expected to be registered for at least one semester of PH 3980 Doctoral Seminar after admission to candidacy.

Dissertation research in the chosen area of study (i.e., major) should culminate in the completion and presentation, in written form, of an original research project.

All Ph.D. students in Management, Policy and Community Health are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).
For a full sample of the course of study for a Ph.D. in Management, Policy and Community Health in any one of these tracks, please see the sample degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Courses, Management, Policy and Community Health

**PHM 3620 Principles and Practice of Public Health**
The Faculty in Management, Policy and Community Health, 3 credits, a, cd

This course illustrates how the health of populations is promoted and protected by organized public health practice. Students are acquainted with current evolving concepts and performance of public health practice and are introduced to essential public health services performed by public health agencies. Students will learn expectations of the effective and efficient performance of agencies and the competencies required of individual public/community health workers. Representatives from community/public health programs will participate in class presentations along with faculty.

**PHM 3630 Health Program Planning, Implementation and Evaluation**
Lloyd, Urrutia-Rojas, 3 credits, b

This three-credit pass/fail course will introduce Master of Public Health students to the fundamental concepts and techniques of planning, implementing, and evaluating public health programs. The course will cover concepts that are relevant to evaluation of health, and social and behavioral interventions in the community settings. These will include program/intervention, implementation and impact evaluation concepts, models/designs, methods, indicators, and data collection, analysis and interpretation strategies. Design and application of evaluations will include both quantitative and qualitative research methods.

**PHD 3630 Health Program Planning, Implementation and Evaluation**
Lloyd, Urrutia-Rojas, 3 credits, b

This is an advanced three-credit pass/fail doctoral level course. Students will be required to apply evaluation techniques that involve the application of quantitative and qualitative evaluation methods, as well as to synthesize the principles and methods of community health, program design, implementation and evaluation. This course will cover concepts that are relevant to evaluation of health, and social and behavioral interventions in the community settings. These will include program/intervention, implementation and impact evaluation concepts, models/designs, methods, indicators, and data collection, analysis and interpretation strategies. The students will be directed to provide leadership and to collaborate effectively with community agencies to achieve the goals of public health programs.

**PHM 3640 Community-Based Health Assessment**
Moore, Urrutia-Rojas, 4 credits, b

This is a four-credit master’s level course that covers a variety of concepts which are especially relevant to community diagnosis such as: statistics on health status, health resources, health needs and health problems; systematic collection, assem-
bly, analysis, and interpretation of data related to the characteristics, the resources, and the health of the community. Students will identify and apply the concepts and components of the community-based assessment process, as well as the steps and procedures involved in assessing the community needs including qualitative and quantitative methods. Students will work in partnership with selected local agencies to provide a service through collaboratively develop a plan for assessment and implementation of a selected community, group, or the agency population of interest.

Prerequisites: Introductory course to Biostatistics or consent of instructor.

**PHD 3640 Community-Based Health Assessment**  
Moore, Urrutia-Rojas, 4 credits, b

This is a course designed for doctoral students in Community Health Practice that focus in community assessment, one of the core functions of public health that facilitates problem solving and policy development. Students will apply the concepts and components of the community-based assessment process, including qualitative and quantitative methods; will demonstrate mastery of methods for rapidly assessing community health problems, understand their policy context, and the resources available for their solution. Students will identify and analyze the role of social, economic, and environmental factors in the origin of community health needs, determine the who, what, where, why, and how of community social and health data, the community demands, needs, and problems, as well as the resources available. In the process of implementing a community-based assessment, doctoral students will work in partnership with community agencies demonstrating attributes of leadership in public health and determining strategies to identify and involve stakeholders in the assessment and systems change processes.

**PH 3660 Demographic Data Methods for Public Health Practitioners**  
Bradshaw, 4 credits, cd

This course will comprise an overview of demographic methods commonly used by professionals in public health practice and research. The course is an interactive graduate level electronic seminar. Participants will be introduced to age, sex, ethnicity, and cause specific death rates; period rates and cohort rates; methods of standardization of rates and proportions and selection of standards; the life table and some of its uses; common fertility and reproductivity rates; uses of data from the birth certificate; mobility data and measures; and population estimates and projections.

**PHM 3670 Public Health Policy and Practice**  
The Faculty in Management, Policy and Community Health, 3 credits, b (even-numbered years)

This course focuses on the practice of policy analysis in the real world of resource and time constraints and political cross pressures. Faculty and students will work with community leaders, program administrators, outside researchers, experts, and policymakers at the national, state, and local level in developing collaborative research projects related to public health and health care policy issues. Guest lecturers from a number of organizations and institutions will play an important part, offering an opportunity for students to interact with possible future employers.
Topics will vary from year to year and will relate to the evolving policy agenda and the interests and specialization of the professors involved.

**PHM 3710 Administration and Public Health**  
Gammon, 3 credits, a, b  
This course covers the elements and effective practice of management and administration. It includes the investigation of organizational environments, strategic decision-making and control, policy and program development, and selected aspects of behavior in organizations.

**PHM 3715 Introduction to Management and Policy Sciences**  
The Faculty in Management, Policy and Community Health, 3 credits, a, b, c  
This course surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include: public health in the U.S. health system/ legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, public sector institutions, management and decision-making; and private sector health care institutions, management and decision making.

This is the designated M.P.H. core course for MPACH.

**PHM 3720 Healthcare Finance**  
Mikhail, Gammon, 3 credits, a  
This course offers students the opportunity to improve their understanding and use of financial concepts and principles in the health care industry. Managerial and financial accounting, as well as financial analysis and strategic planning, are covered. Financial management under prospective payment and capitation systems, as well as product costing and pricing, will be emphasized.

**PHD 3720 Healthcare Finance**  
Mikhail, Gammon, 3 credits, a  
This course offers students the opportunity to improve their understanding and use of financial concepts and principles in the health care industry. Managerial and financial accounting, as well as financial analysis and strategic planning, are covered. Financial management under prospective payment and capitation systems, as well as product costing and pricing, will be emphasized. In addition to the course requirements for MPH students, each doctoral student will be required to read and submit a written critique of a combination of "classic" and recent journal articles on each of nine topics in the course. The critique offers the doctoral student an opportunity to synthesize accounting and finance techniques and evaluate their application in the health care environment.

**PH 3725 Health and Safety Program Management**  
Emery, 3 credits, b  
This course draws on concepts from sociology, political science and anthropology, and is designed to provide students with the opportunity to master the analytical tools necessary to understand and function efficiently within organizations. The course will
include exposure to management theory and its application to current health and safety programs. Using “real world” health- and safety-based examples, students will be challenged to apply the concepts presented in this class to anticipate, recognize, evaluate, and control a variety of managerial problems. Students will have ample opportunity to participate in class discussions, simulations, and group exercises. Guest lecturers from a wide array of health and safety management settings add dimension to the course material presented. This course is designed for students in the Industrial Hygiene programs or for those students with a strong interest in the area of health and safety program management.

**PH 3735 Healthcare Strategic Management**  
Mikhail, 3 credits, b

The purpose of PH3735, Healthcare Strategic Management, is to provide students with an overview of the basic concepts and principles of strategic planning. These concepts and principles are presented in the context of healthcare organizations and the overall strategic management of such organizations. In addition, basic principles of community-based health planning are examined and the potential linkages between organizational strategic planning and community health planning are explored.

**PH 3736 Healthcare Payment Systems and Policy**  
Morgan, Krause, Rosenau, 3 credits, b

This course provides a review of current U.S. healthcare payments systems in the form of insurance plans or other forms of group coverage offered to eligible populations. Each healthcare payment system will be examined in depth to reveal the policies that serve as the foundation of the program -- the authority, the economics, the targeted population, and the current challenges. As our nation discusses healthcare reform, it is critical to understand existing policies that establish the operations of public, private, and commercial health coverage. This course provides the framework for a comprehensive understanding of current approaches, significant limitations, and potential impact of proposed reform initiatives.

**PH 3738 Legal Issues in Healthcare**  
Hacker, 3 credits, a

An understanding of select areas of law is necessary to work effectively in the administration of health care. Students will consider during this semester a matrix of the several kinds of transactions in health care with the legal considerations affecting these transactions. On completion of this course, students should be able to explain the role of law in the American health care system, including explaining how the federal government oversees the reimbursement of costs incurred by health care providers, describing the Texas regulatory and payment system, describing licensure, accreditation, and hospital/physician issues affect administration of health care, and explaining how environmental laws and antitrust laws affect the administration of health care.

**PHD 3743 Advanced Organization and Management Theory**  
DelliFraine, 3 Credits, a
This course will assist doctoral students in developing frameworks for thinking about the world of health care organizations and its complexity. The specific emphasis will be health services organizations and management research, with an emphasis on organizational theory. Organization theory is a set of approaches to the understanding of how organizations form, survive and grow, interact with each other, recruit and process members, gain and manage resources, and deal with internal and external problems. The primary goals of this course are to apply relevant theories to a range of organizational problems and attain skills needed to be an effective researcher in health services organization and management research.

**PH 3744 Understanding Organizational Behavior in Health Services Organizations**
Dotson, 3 credits, a

This course will assist students in developing a framework for thinking about health care organizations and their complexity. The specific emphasis will be health services organizations. The primary goals of this course are to apply relevant theories to a range of organizational problems and attain competencies (knowledge, skills, attitudes, and behaviors) needed to be an effective leader and manager in health services organizations. Topics covered include management skills such as leadership, teamwork, organizational change, and performance improvement.

**PHM 3746 Quality Management and Improvement in Healthcare**
DelliFraine, 3 credits, b

The goal of this course is to provide students with requisite knowledge and skills for managing quality improvement and patient safety efforts in health care organizations. The various perspectives on the challenges of providing safe and reliable health services are covered. Operational approaches to quality improvement adapted from industry are examined and practiced in cases and exercises. Students learn to identify key aspects of systems and work flows. They employ currently used analytic tools to analyze quality-related systems problems and identify potential solutions. Finally, the course will assist students in improving management skills in the affective realm.

**PH 3747 Healthcare Operations Management**
Langabeer, 3 credits, a

Management is fundamentally about two things: developing a strategy and executing daily. In this course we will be discussing these topics, and how agencies and organizations can use more advanced methods to improve healthcare processes. Specific focus will be on reducing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes.

**PHM 3810 Health Policy in the United States**
Rosenau, 3 credits, a, c

The purpose of this course is to provide an overview of health policy in the U.S. The principal institutions, processes, and ideas shaping health policy at the federal level will be described and explained. Health policy questions will be illustrated using substantive topics of importance to public health.
PHD 3810 *Health Policy in the United States*
Rosenau, 3 credits, a, c

The purpose of this course is to teach students to appraise health policy in the U.S. and evaluate its strengths and weaknesses. Principal policy making institutions, processes, and ideas that shape health policy at the federal level will be assessed and criticized.

PHD 3812 *Comparative Healthcare Systems: Policy Challenges and Economic Perspectives*
Rosenau, Swint, 3 credits, b (odd-numbered years)

This course is in a doctoral seminar format, and examines economic, political, and other pertinent aspects of eight to ten national health care systems in an effort to better understand the range of options available for health care reform efforts. In the past the course has covered Australia, Canada, Chile, China, Costa Rica, France, Germany, Japan, Mexico, the Netherlands, New Zealand, Sweden, Russia, South Korea, Taiwan, the U.K., the U.S. and Vietnam.

PH 3815 *Health Policy Analysis*
Begley, 3 credits, a

This course examines the process of policy development and the role of research and analysis in the process. A framework is introduced for selecting the type of research and analysis needed to address different policy questions. Key concepts and methods of policy research and analysis are introduced and applied to real-world policy problems in public health. Upon completion of the course the student should have an understanding of the role of policy analysis in the policy development process, be able to frame policy issues for research and analysis, and be able to identify and appropriately apply research methods and analysis to policy questions.

PH 3818 *Texas Health Policy: Emerging Issues and New Approaches*
Begley, Warner, Rowan, Shaw, 3 credits, b

Major issues, new programs, and legislative initiatives in Texas health policy are discussed and analyzed. Background information on the state legislative process, budget, and historical role of in health policy is presented. Policy analysis concepts and methods are introduced as a guide for class discussion and student assignments. When the legislature is in session, topics are selected that reflect proposed legislation. In semesters between legislative sessions, topics are selected based on interim study assignments and other sources. Topics typically addressed include: Medicaid/CHIP changes/reform, healthcare regulation, behavioral health, long-term care, medical education, rural and border health, disease prevention and control, and health promotion. Students are introduced to the latest policy debates on each topic through selected readings and informed speakers.

PH 3825 *Public Health Law*
Hacker, 3 credits, b

Public health law defines the extent to which the state can interfere with private interests when protecting the health of the population. In this course students will
study, through constitutional and statutory analysis, how the balance between these interests is determined. Because administrative agencies are used extensively to regulate matters that affect the public health, students will examine the legal characteristics of these governmental entities. The use of the common law to establish public health policy and remedies for public health problems will be considered.

**PH 3826 Introduction to Administrative Law**  
Hacker, 3 credits, a

Administrative agencies are important in the practice of public health. Numerous administrative agencies have been created by the U.S. Congress or various state legislatures to act as agents of the executive branch and carry out activities that are intended to protect the public's health. This course considers the laws and legal principles that govern the activities of these entities. Students will study statutes, regulation, and case law affecting selected public health agencies and will delve into the workings of a local regulatory agency.

**PHD 3830 Ethics and Policy**  
Linder, 3 credits, b

This course focuses on the application of ethics, values, and moral reasoning to problems and issues in public health. It offers a careful overview of approaches to moral theory and modes of assessment to develop students’ skills in reasoning and evaluation. Special attention will be given to justice and equity as key moral claims in public health. Practical examples will be used to illustrate moral arguments, criteria, and modes of reasoning connected with health promotion, disease prevention, and health care delivery.

**PH 3835 Ethics for Management, Policy and Community Health**  
Rosenau, 3 credits, b (even-numbered years)

This course examines ethical dimension of health issues in the community, hospitals, long-term care facilities, and health insurance companies. Students will learn to be self-conscious about ethical issues in the areas of access to health services, costs of health care, payment of health services, responsibility for quality of health services, and conflict of interest issues. Ethical choices of health system policy makers, the ethical implications regarding community health practice, the balancing of corporate interest and patient claims are also considered.

**PHD 3850 Translating Research into Policy**  
Linder, 3 credits, a

The purpose of this course is to examine the challenges and strategies for bridging the gap between research and practice. Students will understand the role of translating research into a form that meets users’ needs and the challenges of disseminating translated information to the appropriate audience. In prevention and population health research, users include the community of practitioners and health policy makers as well as the public.

**PH 3855 Climate Change Policy**  
Linder, 3 credits, b
The purpose of this course is to introduce students to the issues and controversies surrounding public policy to mitigate global climate change. The course will follow the progress of bills in the U.S. Congress intended to reduce greenhouse gas emissions, and will consider EPA’s regulatory initiatives and policies adopted in the states. The course will assess the full range of political positions, the role of science, and the impact of propaganda and advocacy on the climate change debate. The format will include lectures, film, group discussion, and written assignments.

**PH 3860 Pharmaceutical Politics and Policy**  
Rosenau, 3 credits, b, c

This course will introduce students to pharmacy policy, an essential aspect of public health. The approval process and the categorization of drugs is considered. The policy process of development, distribution, marketing and consumption of pharmaceuticals is studied. Domestic medication policy, the global marketplace and cross border issues will be discussed. Conflict of interests, normative choices, and ethical dilemmas of pharmaceutical policy will be studied.

**PHM 3910 Health Economics**  
The Faculty in Management, Policy and Community Health, 3 credits

This course covers the theory of microeconomic analysis and its application to health and health services. It emphasizes the use of theory to understand problems of organization, delivery, and financing of health services; discrepancies in health levels among members of society; and the choices available to society regarding these issues.

**PHD 3910 Health Economics**  
Lairson, Swint, 3 credits, b

This course covers the theory of microeconomic analysis and its application to health and health services. It emphasizes the use of theory to understand problems of organization, delivery, and financing of health services; discrepancies in health levels among members of society; and the choices available to society regarding these issues. In addition to the course requirements for Master’s students, each doctoral student will be required to prepare a paper that identifies and discusses the major policy and research issues in one of the areas of health economics that is introduced in the course, critically reviews the relevant published research in this area, and synthesizes their view of the state of this research and suggests what types of research might not be most fruitful; e.g. as one might wish to pursue in a dissertation.

**PH 3915 Methods for the Economic Evaluation of Health Programs**  
Lairson, Swint, 3 credits, a

This course covers the concepts and methods for the economic analysis of health care decision alternatives. Topics will include cost-benefit, cost-effectiveness and cost-utility analysis, and other methods of decision analysis. It emphasizes the application of these methods to the evaluation of alternative health programs.
PH 3920 Health Service Delivery and Performance
Rowan, Morgan, Begley, Lairson, 3 credits, b

This course explores the effectiveness, efficiency, and equity of the U.S. health care system. Students are introduced to definitions, concepts, and methods used in health services research and policy analysis and given an opportunity to use them to evaluate important problems and efforts to reform the system. Each section of the course is taught by a different faculty member with expertise related to one area of health services research and/or policy analysis. Each year there is a thematic focus for the course that is addressed from the various perspectives and is the subject of a policy analysis exercise at the end of the semester.

PHM 3922 Economic and Social Determinants of Health
Franzini, Swint, 3 credits, b

This course introduces the concept of population health and studies the reason for health disparities between countries as well as socioeconomic and racial/ethnic groups within countries. The course takes an approach to public health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course presents an overview of these concepts and is intended as the introductory course for students interested in the topic. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors, human behavior and biology and assessing economic social and policies.

PHD 3922 Economic and Social Determinants of Health
Franzini, Swint, 3 credits, b

This doctoral level course illustrates the concept of population health and analyzes the reason for health disparities within and between countries, focusing on socioeconomic and racial/ethnic disparities. It takes an approach to health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors and human behavior and biology. The course also relates the methods used in health disparities research and assesses relevant economic and social policies.

PHD 3926 Health Survey Research Design
Morgan, 3 credits, a

This course presents the methods for designing and conducting health surveys. Emphasis will be placed on problem conceptualization, measurements, and questionnaire design in the context of a total survey design framework. Examples of face-to-face, telephone, mail, and internet surveys will be presented.

Prerequisites: PH 1690 and PHM 2610 or equivalent

PHD 3930 Econometrics in Public Health
Franzini, 3 credits, a

This course has two learning objectives: to develop skill in quantitative methods for the analysis of complex models and to understand and critically evaluate public health research using econometric methods. This course consists of 11 units, including: multicollinearity; autocorrelation and heteroscedasticity; specification tests; random and fixed effect models; endogeneity and instrumental variables; simultaneous equation models; and selection models.

Prerequisites: PH 1700 or equivalent (some knowledge of regression)

**PHD 3935 Advanced Health Economics**
Lairson, Franzini, Swint, 3 credits, a (odd-numbered years)

This course is in a doctoral seminar format and focuses on the applications of microeconomic analysis to questions dealing with the production of health, the demand for health services, the production and supply of health services, market equilibrium, social health insurance, and government regulation of health sector activities.

Prerequisites: PH 3910 (or its equivalent) and consent of instructor

**PH 3940 Health Care Outcomes and Quality Research**
Rowan, 3 credits, a

This course introduces students to measurement and evaluation issues associated with patient-centered outcomes and quality of care studies, an increasingly important component of present-day health services research. The focus will be application of measurements, rather than development. Topics that will be covered in this class include development of the outcomes framework, outcomes measures, risk adjustment of health outcomes, technical and practical issues with measurement and estimation, and empirical examples of health care outcomes research. Outcome and quality measures that will be covered include generic and condition-specific health status measures, satisfaction, patient trust, and patient adherence.

**PHD 3945 Advanced Health Services Research Methods**
Begley, Rowan, Morgan, 3 credits, b

This course is designed to introduce students to the application of quantitative methods in health services research. The major elements of designing and conducting an empirical study will be covered with emphasis on specification of research questions and design, measures, use of primary and secondary data sources, and issues in bivariate and multivariate analysis. Examples of the use of different methods in the literature will be reviewed and sample datasets will be available for homework assignments.

**PHD 3970 Doctoral Dissertation Proposal Development in Management, Policy and Community Health**
Morgan, 3 credits, a

The focus of the course is the development and critique of a dissertation research proposal for Division Ph.D. and Dr.P.H. students.
**PHD 3980 Management Policy and Community Health Doctoral Seminar**
Franzini, 1 credit, a, b

This is a seminar course for doctoral students in Management Policy and Community Health who are currently working on their dissertation. The seminar is a venue for students to present and discuss their work in a supportive environment of peers and faculty. Faculty may also present ongoing research.

Prerequisites: Management, Policy and Community Health doctoral students (Dr.P.H. or Ph.D.) near or post-qualifying exams

**PH 3998 Special Topics in Management, Policy and Community Health**
The Faculty in Management, Policy and Community Health, 1-4 credits, a, b, cd

Topics vary from semester to semester and provide in-depth study of various public health issues. Previous topics have included:

- Advanced Health Services Research Methods
- Advanced Organization and Management Theory
- Case Applications in Healthcare Finances
- Case Studies in Health Care Financial Management
- Community Mental Health
- Current Issues in the Health Care Delivery System
- Decision Analysis in Healthcare
- Design, Health and Environment
- Diversity in the Modern Organization
- Federal Healthcare Programs
- Federal Healthcare Programs
- Health Disparities Seminar
- Hospital Law
- Integration of Health Systems: Managing Health Care Organizations
- Law and Science
- Law at Line
- Management and Behavior of Environmentally Sustainable Organization
- Mental Illness, Issues and Policy
- Obesity and Public Health
- Politics of Community Health
- Qualitative Policy Analysis
- Quality Management and Improvement in Healthcare
- Quantitative Methods for Management Research
- US-Mexico Border Health Issues

Federal Policymaking: A View from Inside the Federal Government Course (3 hours)/The Archer Center Washington Internship (6 hours) - Students must register for both the course and internship, which totals 9 credit hours with prior approval.

**PH 3999 Individual Study in Management, Policy and Community Health**
The Faculty in Management, Policy and Community Health, 1-9 credits, a, b, cd
A plan of study is determined for each participating student and supervised by a member of the Management, Policy and Community Health faculty. This course may be repeated for credit.

**PH 9996 Capstone Course**  
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

**PH 9997 Practicum**  
The Faculty in Management, Policy and Community Health, 1-9 credits, a, b, cd

A practicum is determined by the student and advisor, and supervised by a member of the Management, Policy and Community Health faculty.

**PH 9998 Culminating Experience/Thesis Research**  
The Faculty in Management, Policy and Community Health, 1-9 credits, a, b, cd

Thesis research is determined by the student with approval of the student’s advisory committee. This course may be repeated for credit.

**PH 9999 Dissertation Research**  
The Faculty in Management, Policy and Community Health, 1-9 credits, a, b, cd

Dissertation research is determined by the student with approval of the student’s advisory committee. This course may be repeated for credit.

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**Primary Faculty, Management, Policy and Community Health**

**Dennis Andrulis**, Ph.D., Associate Professor, Management, Policy and Community Health; Ph.D. Educational Psychology, University of Texas at Austin, Masters of Public Health, University of North Carolina at Chapel Hill, B.S., Psychology Fordham University New York, New York, June 1969.  
*Research Interests:* Racial/ethnic disparities in health and health care; health care policy, health care reform and addressing the needs of culturally diverse and other vulnerable populations; integrating racially and ethnically diverse communities into public health emergency preparedness

**Charles E. Begley**, Professor. B.S., Northern Arizona University, 1969; M.A., The University of Texas at Austin, 1972; Ph.D., The University of Texas at Austin, 1978.  
*Research Interests:* Economic evaluation of health policy and programs particularly regarding Medicaid, Medicare, state and local safety net, neurological diseases, and breast cancer.
Jose Betancourt, Dr.P.H., Associate Professor, Management, Policy and Community Health; Doctor Of Public Health George Washington University, School Of Public Health And Health Services -- Washington, Dc 2003; Master Of Science United States Army War College, School Of Strategic Studies Carlisle, Pennsylvania 2006; Master Of Science Defense Intelligence College -- Bolling Air Force Base, Washington, Dc 1993; Master Of Science Troy State University, School Of Business, Fort Benning, Georgia 1990; Bachelor Of Science, University Of Florida, School Of Liberal Arts And Sciences Gainesville, Florida 1985. 

Research Interests: Infectious disease surveillance; Tele-Behavioral Health; Surveillance of Behavioral Health Indicators; Military Medicine; Global Health; Health of Displaced Populations

Benjamin S. Bradshaw, Professor (San Antonio Regional Campus). B.A., The University of Texas at Austin, 1956; M.A., The University of Texas at Austin, 1960; Ph.D., Brown University, 1968.

Research Interests: Demography; minority populations; U.S.-Mexico border health issues.


Research Interests: Health economics; urban economics; managed care; insurance demand.


Research Interests: Organization Theory and Behavior, Safety-Net Hospitals, Telemedicine and Rural Health and Innovation and Change.

Ebbin Dotson, Ph.D., Assistant Professor, Management, Policy and Community Health; PhD Organizational theory from University of California at Berkeley, 2008; Masters of Health Services Administration from University of Michigan, 2001; BS Organization studies from University of Michigan, 1999.

Research Interests: Healthcare management, policy, leadership, diversity, culture, health disparities, organizational theory and behavior.

Luisa Franzini, Associate Professor. B.S., London School of Economics, 1977; M.S., London School of Economics, 1978; Ph.D., London School of Economics, 1983.

Research Interests: Health economics and econometrics; economic and social determinants of health; racial/ethnic health disparities and minority health; income inequality; cost effectiveness and cost-utility analysis; cost of medical education.

Carol A. Galeener, Ph.D., Assistant Professor of Management, Policy and Community Health; Ph.D., Public Health from the University of Texas Health Science Center, School of Public Health, 2004; Master of Public Health in Community Health from the University of Texas Health Science Center, School of Public Health, 1996; Master of Science in Computer Science from New Jersey Institute of Technology, Newark, N.J., 1976; Bachelor of Arts in Mathematics from Caldwell College, Caldwell, N.J., 1965.

Research Interests: Unintended consequences of policy, Decision making in the public health context.
Elizabeth Gammon, Ph.D., C.P.A., Assistant Professor of Management, Policy and Community Health; Ph.D., Health Economics from MPACH division, University of Texas, School of Public Health; Education Requirement for C.P.A., University of Texas at San Antonio; M.A., English from University of Houston; B.A., English, Texas A&M University.

Research Interests: Economic costs of research misconduct, financial management of publicly funded health care entities, health economics, and efficiency in health care research administration.

Carl S. Hacker, Associate Professor. B.S., College of William and Mary, 1963; Ph.D., Rice University, 1969; J.D., University of Houston Law Center, 1987.

Research Interests: Public health law; environmental law; behavior of environmentally sustainable organizations; modeling vector populations; effect of pollutants on ecosystems.

Nuria Homedes, Associate Professor (El Paso Regional Campus). M.D., Autonomous University of Barcelona, 1979; Dr.P.H., The University of Texas School of Public Health at Houston, 1990.


John K. Kehoe, Associate Professor. B.A., with Honors, Northwestern University, M.A., St. Louis University, Ph.D., Harvard University.

Research Interests: Leadership and teaching.

Trudy Krause, Ph.D., Assistant Professor of Management, Policy and Community Health; Doctorate in Public Health, University of Texas School of Public Health, 1995: Occupational Health and Aerospace Medicine, and Behavioral Health Masters of Business Administration, Louisiana State University, 1986: Management Bachelor of Science, University of Minnesota, 1976: Special Education, Art Therapy.

Research Interests: Health Outcomes, Quality Outcomes, Standards of Care, Health Status and Presenteeism, Occupational Health, Behavioral Health.

David R. Lairson, Professor. B.B.A., University of Kentucky, 1970; M.A., University of Kentucky, 1971; Ph.D., University of Kentucky, 1975.

Research Interests: Health care economics; economics of health promotion/disease prevention with special interest in cancer; economic evaluation of health care technology.


Research Interests: Governance and Management in Hospitals and Health Systems and Information Technology and Financial Management in Healthcare.

Stephen H. Linder, Professor. B.A., University of Massachusetts, 1972; M.A., University of Iowa, 1973; Ph.D., University of Iowa, 1976.

Research Interests: Policy studies; social theory; media studies; climate change and health.
Linda E. Lloyd, Associate Professor. M.S.W., Wilfrid Laurier University, 1976; M.B.A., Radford University, 1981; Ph.D., University of Texas at Austin, 1989. 
Research Interests: Public health practice, health disparities, injury prevention, cancer control, women’s health.

Research Interests: Hospital industry structure; strategic planning; healthcare finance; technology assessment.

Frank I. Moore, Associate Professor (San Antonio Regional Campus). B.A., Oklahoma State University, 1960; M.S. Oklahoma State University 1962; Ph.D., University of Oklahoma, 1968. 
Research Interests: State health policy; health professions supply and requirements; leadership development in public health; rural health care delivery.

Robert O. Morgan, Professor. B.A., University of Texas at Austin, 1975, Ph.D., University of Texas at Austin, 1983. 

Research Interests: Public health policy; health system reform in industrialized countries (especially in the U.S. and Canada); comparative health policy; health system performance; competition; private/public partnerships for health services; pharmacy policy; and the social determinants of health.

Paul Rowan, Assistant Professor. B.A., University of Texas, Austin, Texas, 1987; M.Ed., University of Houston, Houston, Texas, 1993; M.A., University of Alabama, 1998; M.P.H., University of Alabama at Birmingham, Birmingham, Alabama, 2002; Ph.D., Clinical Psychology, University of Alabama. 
Research Interests: The influence of psychological factors upon health care outcomes; organization of health care systems for detecting and treating psychological difficulties.

Lynn Schroth, Dr.PH., Professor of Management, Policy and Community Health; Doctorate in Public Health, 1992; Ph.D., University of Texas School of Public Health, Houston, Texas 1996; Master of Science in Nursing Administration, 1981 University of Texas, Houston, Texas; Bachelor of Science in Nursing, 1980 University of Texas Medical Branch, Galveston, Texas Northwest Texas Hospital School of Nursing, Amarillo, Texas Nursing Diploma, 1971. 
Research Interests: Hospital Operations and Academic Leadership.

Beatrice J. Selwyn, Associate Professor. B.S., Vanderbilt University, 1964; M.S., Tulane University, 1970; Sc.D., Tulane University, 1974. 
Research Interests: Perinatal and pediatric epidemiology; international health; health survey methodology; rapid epidemiologic assessment methods; studies of the future of public health.
Jennifer Shaw, Dr.PH., Assistant Professor of Management, Policy and Community Health; Dr.PH Leadership and Policy Track, University of Arkansas for Medical Sciences May 2008; Master of Public Health Biostatistics University of Arkansas for Medical Sciences 2004; Master of Applied Psychology Experimental, University of Arkansas at Little Rock, 2000; Bachelor of Arts in Psychology, University of Arkansas at Little Rock May 1998.

Research Interests: Obesity; Community engagement; Faith-Based Programming; Policy; Development; injury prevention; chronic disease management.


Research Interests: Economic evaluation of public health and health care interventions and health care policy alternatives; comparative health care systems; health care system reform; health and economic development.

Catherine L. Troisi, Ph.D., Visiting Associate Professor, Management, Policy and Community Health; Ph.D., Epidemiological Sciences, from University of Michigan; M.S., Biochemistry from Michigan State University; B.A. Chemistry, University of Rochester.

Research Interests: Epidemiology of infectious diseases, particularly viral hepatitis and HIV, infectious causes of cancer, leadership studies, homelessness, public health practice, workforce development.

Ximena Urrutia-Rojas, Associate Professor. B.S., University of Concepcion, Chile, S.A. 1972; M.P.H. University of Texas School of Public Health at Houston, 1989; Dr.P.H., University of Texas School of Public Health at Houston, 1995.

Research Interests: Childhood obesity; and related risk for metabolic disorders; intervention programs that aim to prevent and reverse obesity and chronic diseases in minority children and their families, with an emphasis on Latinos.


Research Interests: Health finances; health economics; health policy; diabetes policy; border health; cross border utilization; mental health finance; health planning; national health insurance.
Interdivisional Courses
This interdivisional course is for all M.P.H. students new to the school and is designed for students in the first semester of enrollment. Students in other degree programs are also welcome to enroll. The course will be offered to all campuses.

Global Health Concentration
The Concentration in Global Health is intended for students interested in exploring how globalization is affecting the determinants of health, the health status of the population, and the capacity of nation states to deal with the determinants of health and disease. Global Health recognizes that many of the solutions to today’s public health challenges are beyond the capacity of national institutions. The challenges have to be addressed through international collaboration and negotiation as well as through local nongovernmental organizations and grassroots action.

The goal of the Global Health concentration is to prepare students for positions that involve public health decision-making and research in a changing world. It encourages those in the Global Health Concentration to become “global systems thinkers.”

In this concentration, students are provided the opportunity to relate their knowledge of public health to the larger trends and issues that affect all societies, including the transnational interactions of peoples, cultures, economies and policies, the globalizing influences of communication media, technological and environmental changes and their effect on the epidemiologic transition of diseases and the susceptibility of populations, the growing impact of non-governmental organizations and local grassroots movements, and the search for world order, law, and human rights.

Students in any Division, in any degree program, and at any campus may elect to add this concentration to their course of study. First, students apply to and are admitted into one of the School’s five Divisions and one of four degree programs. The concentration expands on the customary degree program, providing an integrated multidisciplinary approach. To elect the Global Health Concentration (GHC) requires completion of a request form approved by the student’s academic advisor, the GHC Director, and a member of the GHC faculty who agrees to serve on the student’s Advisory Committee.

Course of Study
The concentration involves the completion of a minimum of 12 credit hours in qualified courses, which include, but are not limited to the courses listed in the global health concentration program below. The practicum must be in a global health setting, and the thesis or dissertation topic must be relevant to global health. The student’s advisory committee determines if the student has met the requirements of the concentration. Students in this concentration are required to complete PH 5610 and participate in the Global Health Seminar (PH 5612).
Courses, Global Health Concentration
Courses recognized as addressing Global Health issues are listed below. Detailed descriptions of the courses can be found below or in the Division where the instructor holds a primary appointment.

**PH 5610 Global Health Overview**
Homedes, and the Faculty in Global Health, 3 credits, a

This course will present an overview of the issues that are affecting the living conditions and the health status of low income country residents, and the local and global responses to these problems. Throughout the semester students will develop an understanding of global and international health through the discussion of sub-themes, including the different meanings of globalization; population and demographics; assessment, health indicators, and epidemiology; immunizations, communicable and emerging diseases; war, conflict, refugees, migration and displacement; health systems; cultural differentiation; maternal and child health; food security and nutrition; trade agreements, agriculture and pharmaceuticals; environmental health and pollution; urban health and the development of mega-cities; and economic development.

This course is required for students enrolled in the Global Health concentration.

**PH 5612 Global Health Seminar**
Faculty in Global Health Concentration, 1 credit, a b

This weekly seminar is presented by faculty, students, and Visiting Professors, and varies in subject matter, depending on current events as well as the special expertise and experience of presenters.

This course is required for students enrolled in the Global Health concentration.

**PH 5613 Critical Cinema for Public Health**
The Faculty in Global Health Concentration, 2 credits, a

A series of documentaries and Big Screen movies revolving around public health topics will be shown and discussed. The range of topics presented will include health disparities, health systems, culture – behavior and health, environmental health themes, globalization, addictions, mental health, food production, research ethics and methods, violence, surveillance and control of epidemics. All movie presentations will be followed by a class discussion.

**PH 5698 Special Topics in Global Health**
The Faculty in Global Health Concentration, 1 credit, a, b, cd

The following elective courses offer opportunities to focus on a variety of Global Health issues. The courses offered may vary from year to year.

PHM 1115 Health Survey Research Design
PHM 1233 Public Health Nutrition
PH 1242 AIDS in Africa: Global Socioeconomic and Political Contexts
PH 1250 Genital, Sexual and Reproductive Public Health
PH 1350 Ethnicity, Race, Class & Gender: A Multicultural Public Health Perspective
PH 1410 Addictive Behavior  
PH 2125 Medical Geographic Information Systems  
PHM 2230 Water Environment  
PHM 2290 Immunology  
PH 2730 Epidemiology and Control of Infectious Diseases  
PH 2800 Public Health Microbiology I  
PH 2805 Public Health Microbiology II  
PHD 3812 Comparative Healthcare Systems: Policy Challenges and Economic Perspectives  
PH 3823 Global Issues in Pregnancy and Perinatal Health  
PHM 3922 Economic and Social Determinants of Health  
PH 5613 Critical Cinema for Public Health  
PH 5615 Public Health and Human Rights  

**Divisional Special Topics Courses**

*Demography and Public Health*  
*Rapid Assessment Methods in Public Health*  
*Emerging Infectious Diseases*  
*Vaccinology*  
*Design, Health and Environment*  
*Program Evaluation*  
*Sampling*

**Health Disparities Concentration**

A concentration in Health Disparities is a program of study added by degree-seeking students (M.P.H., M.S., Dr.P.H., Ph.D.) to their degree plans in addition to requirements for public health breadth, majors and minors. The Concentration can be taken in addition to any major field of study at the University of Texas School of Public Health. The Concentration will enable public health trained individuals to focus practice and/or research activities on the recognition, description and elimination of disparities.

Health disparities have been defined as differences in “the overall rate of disease incidence, prevalence, morbidity, mortality or survival rates”\(^1\) Health disparities exist across race/ethnic groups, geographic residence, gender, age, and disability status. Determinants of health disparities are multifactorial and include cultural factors, socioeconomic factors, racism/discrimination, and political factors.

Public health and health care practitioners and researchers play a critical role in the identification and amelioration of health disparities. The University of Texas School of Public Health builds upon extensive faculty expertise and existing courses to provide focused training in health disparities for SPH students and other professionals. Students in any Division, in any degree program, and at any SPH campus may elect to add this concentration to their course of study. First, students apply to and are admitted into one of the five Divisions and one of the four degree programs. The concentration expands on the customary degree program, providing an integrated, multidisciplinary approach. To elect the Health Disparities Concentration requires the completion of a request form approved by the student’s academic advisor, the Health Disparities Concentration Coordinator and a faculty member of the Health Disparities Concentration who agrees to serve on the student’s Advisory Committee.

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Course of Study
The concentration involves the completion of a minimum of 14 credits in qualified courses listed in the Health Disparities Concentration program below. Students in degree programs requiring participating in a practicum should have an experience that is related to health disparities and the thesis or doctoral dissertation topic must be relevant to health disparities. The student’s advisory committee determines if the student has met the requirements of the concentration. A list of suggested courses recognized as addressing Health Disparities Concentration is listed below. Detailed descriptions of the courses can be found in the Division where the course is offered. Health Disparities Program coordinators will periodically review eligible courses and will make the list available online.

The Health Disparities Concentration will comprise 14 hours or 4 courses plus 2 semesters of the Health Disparities Core Seminar. A student who has not had a previous course in epidemiology will take the PHM 2610 course in epidemiology prior to beginning the disparities courses.

Health Disparities Core Seminar
Faculty in the Health Disparities Concentration will hold a Core Seminar for 1 hour credit in both Fall and Spring Semester. This seminar will be open to all SPH students. However, students who are enrolled in the Concentration will be required to enroll in the course two semesters.

Courses, Health Disparities Concentration

**PH 5101 Disparities in Health in America**
Fernandez, 3 credits, cd

More than 25 years of research demonstrate that there are wide disparities in health throughout America. Health disparities include differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. It is now known that the distribution of health is not random, but that health is systematically distributed and according to different levels of social advantage. This course will examine the social and societal factors that are fundamental in formulation of public policy objectives to reduce and ultimately eliminate health disparities.

**PH 5102 Health Disparities Seminar**
Fernandez, 1 credit, b

This is a seminar course for students in the Health Disparities concentration. The seminar is a venue for students to discuss current health disparities issues in a supportive environment of peers and faculty.

Students in the Health Disparities Concentration must complete at least two courses (6 credits) selected from the list below.

- PH 1423 Society and Health (3 credits)
- PH 3922 Economic and Social Determinants of Health (3 credits)
- PH 1498 Disparities in America: Working toward Social Change (3 credits)
Elective Courses, Health Disparities
A least 6 credit hours of electives must be chosen from the list of primary elective courses for the Health Disparities Concentration.

PH 1350 Ethnicity, Race, Class & Gender: A Multicultural Public Health Perspective
PH 1424 Social Epidemiology/Social Justice
PH 2125 Medical Geographic Information Systems
PH 2998 Cancer Epidemiology in Geoethnic
PH 3640 Community-based Health Assessment
PH 1260 Chicano/Mexican American Health: Exploring Its Social Dimensions
PH 3998 Federal Healthcare Programs
PH 1498 Obesity, Nutrition, and Physical Activity Practice
PH 2740 Cardiovascular Disease Epidemiology and Prevention
PH 3810 Health Policy in the United States
PH 3998 Healthcare Payment Systems and Policy
PH 3818 Texas Health Policy: Emerging Issues and New Approaches
PH 2998 Injury Epidemiology
PH 3920 Health Services Delivery and Performance
PH 1230 Public Health Nutrition Practice
PH 2498 Contemporary Issues in Environmental and Occupational Health
PH 2190 Environmental and Occupational Health Policy
PH 3998 US-Mexico Border Health Issues
PH 3998 Demographic Data for Public Health Professionals
PH 1498 Behavioral Journalism: Theory, History, and Application
PH 1113 Advanced Methods for Planning and Implementing Health Promotion Programs
PH 1225 Contemporary Social and Cultural Theory

Leadership Studies Concentration
The Concentration in Leadership Studies (LSC) is intended for students interested in exploring how leadership theories and concepts apply to public health challenges. Specifically, the course will explore how the development of leadership capabilities at the individual, institution and system level can create changes that improve population health and well being. Leadership studies recognize that many of the solutions to today’s public health problems are beyond traditional institutions and conventional strategies. Modern public health challenges need innovative approaches and the collaboration of institutions, professionals and communities. Organizational, professional and individual change requires an understanding of change dynamics and the ability to lead others toward a common purpose.

The goal of the Leadership Studies Concentration is to prepare students educated in leadership principles so they can face public health challenges as knowledgeable professionals ready to engage in change for improved health outcomes through research and practice. The Leadership Studies Concentration encourages students to think in terms of the future of public health.

In this concentration, students are provided the opportunity to develop their personal and professional leadership attributes and to apply these to current public health issues in research and practice. Further, students explore the literature on leadership studies to gain an understanding of its theories, principles and research.
Students will also relate their knowledge of public health to leadership approaches that generate change and health improvement in communities, organizations and society.

Students in any Division, in any degree program, and at any SPH campus may elect to add this concentration to their course of study. First, students apply to and are admitted into one of the five Divisions and one of the four degree programs. The concentration expands on the customary degree program, providing an integrated, multidisciplinary approach. To elect the Leadership Studies Concentration requires the completion of a request form approved by the student’s academic advisor, the LSC Coordinator, and a faculty member of the Leadership Studies Concentration who agrees to serve on the student’s Advisory Committee.

Course of Study
The concentration involves the completion of a minimum of 12 credits in qualified courses, which include, but are not limited to the courses listed in the Leadership Studies Concentration below. Students in degree programs requiring participating in a practica should have an experience that is leadership related and the thesis or doctoral dissertation topic must be relevant to leadership. The student’s advisory committee determines if the student has met the requirements of the concentration. Students in this concentration are required to complete PH 5200 and PH 5210. A list of suggested courses recognized as addressing Leadership Studies are listed below. Detailed descriptions of the courses can be found in the Division where the course is offered.

Courses, Leadership Studies Concentration

PH 5200 Foundations of Leadership in Public Health
Tortolero and Faculty in Leadership Studies Concentration, 3 credits, a

This is an introductory course in public health leadership for students in all academic programs. The purpose of the course is to expose students to the theories and principles of effective leadership, present leadership challenges and discover personal attributes of leadership in public health practice and research. Students will begin to develop life-long learning skills through self-development, experiential learning and discussion of leadership approaches. Content areas will include complexity theory, change management, vision and mission development, ethics, collaborative leadership, effective communication, team-building and dialogue, decision-making, conflict and negotiation, leadership evaluation, advocacy and strategic planning. Students are expected to participate in class discussion, complete assigned readings and exercises and give a presentation at the end of the semester. As an on-going leadership project, students will initiate the development of a professional portfolio highlighting their work in public health leadership.

This course is required for students enrolled in the Leadership Studies Concentration.

PH 5210 Leadership Luminaries in Public Health
Selwyn, Bray and Faculty in Leadership Studies Concentration, 1 credit, b

This seminar is designed to explore how leaders in public health become leaders. This course complements other leadership courses and provides an excellent obser-
vation of professional leadership development. The course will feature five public health leaders from a variety of disciplines, organizations and levels who will give an hour presentation as a colloquium speaker. They will share how they developed as a leader, and what challenges they faced in advancing their perspectives. In addition, a panel of community leaders will reveal their experiences in making a difference through community leadership. Following the presentations, students will meet with the leaders for a dialogue on leadership. Students will be required to read selected literature, attend all presentations and classes, complete discussion questions after each presentation and participate in a dialogue with the leaders.

This course is required for students enrolled in the Leadership Studies Concentration.

**PH 5215 Advanced Leadership Studies in Public Health**
Selwyn, and Faculty in Leadership Studies Concentration, 3 credits, cd

This doctoral level course is available to students in all disciplines who have had previous leadership courses or leadership training. The purpose of the course is to synthesize, apply and evaluate leadership theories, concepts and emerging perspectives; to analyze personal, professional, organizational and system leadership dynamics in a rapidly changing and complex world; and to discern the implications of leadership research on the practice of leadership in public health research and practice settings. The course content will examine in depth the nature of leadership as it is observed, experienced, practiced and developed. The course is designed to create a learning community among the students and faculty. The teaching approach uses an experiential method called “Case-in-Point” that emphasizes student and faculty interaction with the class as the unit of leadership analysis. Three themes of reflection, critical thinking and communication support the examination of leadership dilemmas, patterns, behaviors and outcomes. Discussions of leadership cases through peer consultation, practice in leading, and dialogue with leaders strengthen the students’ capabilities to apply leadership theories, concepts and perspectives to careers in research and practice. Other topics to be addressed include leadership studies research; complex adaptive systems and sustainability; culture and change; ethics; power influence and politics; creating and sharing a vision; and futures studies.

**PH 5298 Special Topics in Leadership Studies**
The Faculty in Leadership Studies, 1-4 credits, a, b, c, d

The following suggested elective courses are some of the courses that offer opportunities to focus on a variety of issues in leadership. The courses offered may vary from year to year.

PH 5215 Advanced Leadership Studies
PH 1325 Research Ethics for Public Health
PH 1426 Social Epidemiology and Social Justice
PH 1423 Society and Health
PH 1350 Ethnicity, Race, Class & Gender: A Multicultural Public Health Perspective
PH 3830 Ethics and Policy
PH 3850 Translating Research into Policy
PH 3750 Organizational Psychology (San Antonio)
PH 3922 Economic and Social Determinants of Health
Maternal and Child Health Concentration

The Concentration in Maternal and Child Health (MCH) is intended for graduate-level students interested in furthering their skills in the development and delivery of programs and services for women, infants, children and adolescents. The training program is designed to equip students with skills to professionally promote and enhance the health of women, children and their communities on a local, state, federal and international level, while working as advocates in health care organizations, academic institutions and other public and private organizations. The MCH concentration is available to strengthen the capacity of the public health work force to meet the diverse needs of MCH populations via accessible and customized public health education and training. An in-depth diverse curriculum in maternal and child health fills a critical deficit in public health education and prepares graduates to work in areas of public health practice related to women and children and to interface more effectively with community and governmental programs.

Students in any Division, in any degree program, and at any SPH campus may elect to add this concentration to their course of study. First, students apply to and are admitted into one of the five Divisions and one of the four degree programs. The concentration expands on the customary degree program, providing an integrated, multidisciplinary approach. To elect the MCH Concentration requires the completion of a request form approved by the student’s academic advisor, the MCH Program Director and a faculty member of the MCH Concentration who agrees to serve on the student’s Advisory Committee.

Course of Study

The concentration involves the completion of a minimum of 12 credits in qualified courses, which include, but are not limited to the courses listed in the Maternal and Child Health Concentration. Students in degree programs requiring a practica should have an experience that is MCH-related. In addition, the thesis or doctoral dissertation topic must be relevant to maternal and child health. The student’s advisory committee determines if the student has met the requirements of the concentration. Students in this concentration are required to complete PH 5301 and PH 5311, the two-semester MCH Core Training Seminar. The Core Training Seminar should be taken in sequence during a single academic year, with the fall semester completed first. A list of suggested courses recognized as MCH electives are listed below. Detailed descriptions of the courses can be found in the Division where the course is offered.

Courses, Maternal and Child Health Concentration

PH 5300 Overview of Maternal and Child Health
Caughy, 3 credits, a
The purpose of this course is to provide students with an overview of the health status of women, infants, children, and adolescents in the United States, the structure of health care services for women and children, and the development and implementation of interventions to improve the health of MCH populations. Overview of Maternal and Child Health is open to MCH Certificate students as well as to degree-seeking students who are not enrolled in the MCH Concentration. MCH Concentration students should take the MCH Core Training Seminar. Overview of Maternal and Child Health will not count as an elective for MCH Concentration students.

Prerequisite: PHM 2610. This course will not count as an elective for MCH Concentration students.

**PH 5301 Maternal and Child Health Core Training Seminar I**
Caughy, Waller, 3 credits, a

**PH 5311 Maternal and Child Health Core Training Seminar II**
Caughy, Peskin, 3 credits, b

The MCH Core Training Seminar sessions will provide an opportunity for intensive instruction and discussion of topics specific to Maternal and Child Health as well as hands-on experiences in community-related projects. The scope of the MCH Core Training Seminar curriculum is centered on life span development, from perinatal/infant health to child/adolescent and women’s health. MCH students will receive instruction on utilizing data sources specific to MCH such as vital records and other routine data sources as well as hands-on experience in extracting data, analyzing data, and interpreting results.

Prerequisites: These courses are required for students enrolled in the MCH Concentration. They must be taken in sequence, Fall course, PH 5301, taken first, followed by the Spring course PH 5311.

The following suggested elective courses are some of the courses that offer opportunities to focus on a variety of issues in leadership. The courses offered may vary from year to year.

**PH 1113 Advanced Methods for Planning and Implementing Health Promotion Programs**
**PHM 1120 Introduction to Program Evaluation**
**PH 1239 Theories of Child and Adolescent Development**
**PH 1240 Mental Health of Children & Adolescents**
**PH 1418 Practice in Health Behavior Change**
**PH 1423 Society and Health**
**PH 2615 Field Research Methods**
**PH 3640 Community-Based Health Assessment**
**PH 3730 Health Program Planning, Implementation & Evaluation**
**PH 3922 Economic & Social Determinants of Health**

**Special Topics**
**PH 1498 Current Topics in Obesity, Nutrition & Physical Activity**
**PH 1498 Seminar in Child and Adolescent Health**
PH 2998 Perinatal Epidemiology
PH 2998 Nutritional Epidemiology
PH 2998 Vaccines & Immunization Programs
PH 2998 Current Child Health Issues
PH 2998 Ethnicity & Health Care
PH 2998 Child & Adolescent Health Care
PH 3998 Obesity & Public Health

* Availability of electives will vary from semester to semester; students should consult SPH Semester Course Schedule.
* Alternative electives can be selected with written approval from MCH Director.

**Maternal and Child Health Trainee Fellowship Program**
The MCH Trainee Fellowship Program is open to students enrolled in the MCH Concentration or in the MCH Certificate Program (see page 28) who are interested in a year-long intensive training experience in maternal and child health. The MCH Trainee Fellowship Program will identify a cohort of professionals from Medicine, Nursing, Nutrition, Public Health and Social Work, and develop them as a team of interdisciplinary professionals committed to MCH. The fellowship program is currently open to students located in Dallas or Houston or at Grand Valley State University in Michigan. Trainee Fellows are required to take an additional four credit hours of Fellowship Training Seminar in addition to the MCH Core Training Seminar. The MCH Fellowship Training Seminar, PH 5302 and PH 5312, should be taken in sequence (Fall semester first, at the same time that the student is completing the MCH Core Training Seminar, PH 5301 and PH 5311). The MCH Trainee Fellowship program will include a Conductive Leadership Curriculum as well as experiential placements working on MCH-related projects and programs with local and state agencies.

**PH 5301 Maternal and Child Health Core Training Seminar I**
Caughy, Waller, 3 credits, a

**PH 5311 Maternal and Child Health Core Training Seminar II**
Caughy, Peskin, 3 credits, b

The MCH Core Training Seminar sessions will provide an opportunity for intensive instruction and discussion of topics specific to Maternal and Child Health as well as hands-on experiences in community-related projects. The scope of the MCH Core Training Seminar curriculum is centered on life span development, from perinatal/infant health to child/adolescent and women’s health. MCH students will receive instruction on utilizing data sources specific to MCH such as vital records and other routine data sources as well as hands-on experience in extracting data, analyzing data, and interpreting results.

Prerequisites: These courses are required for students selected for MCH Trainee Fellows. They must be taken in sequence, Fall course, PH 5301, taken first, followed by the Spring course PH 5311.

**PH 5302 Maternal and Child Health Fellowship Training Seminar I**
Caughy, Waller, 2 credits, a

**PH 5312 Maternal and Child Health Fellowship Training Seminar II**
The purpose of these afternoon sessions is for MCH Fellows to develop mastery of content covered in the MCH Core Training Seminar morning session by exploring MCH practice from a team perspective. In addition to leadership training, which explores each of the MCH leadership competencies experientially, the afternoon sessions of the MCH Core Training Seminar will allow the trainee cohorts to experience a shift from a “big group process” in the morning to a “team process” in the afternoon.

Prerequisites: These courses are required for students selected for MCH Trainee Fellows. They must be taken in sequence, Fall course, PH 5302, taken first, followed by the Spring course PH 5312.

Approximately 8-12 Fellowships are available to trainees in the Dallas and Houston area, and participants in the MCH Training Fellowship program will be selected through a competitive application process. Partial tuition support is available for students who are selected for an MCH Training Fellowship.

Other Interdivisional Courses

**PHM 5010 Ethics in Public Health**

Spike, 1 credit a, b

This course provides a systematic overview of major ethical issues pertaining to health care, delivery, health promotion, disease prevention and health policy from a public health perspective. The course will include a survey of ethical issues in public health as well as important ethical issues in health care to which public health can contribute. Readings will include the APHA “Ethics and Public Health: A Model Curriculum,” including case studies to be discussed in small groups. Students learn to recognize the primary features of an ethical problem in public health; become familiar with the language and discourse of public health ethics; recognize and analyze the social and cultural dimensions of ethical dilemmas in public health; and formulate a process for preventing and/or resolving ethical conflicts.

All masters students must successfully complete PHM 5010.

**PH 9996 Capstone Course**

The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)
REGIONAL CAMPUSES

The UTSPH has a system of five regional campuses that serve the major population centers and border areas of the state. These campuses in Austin, Brownsville, Dallas, El Paso and San Antonio are integral parts of the UT School of Public Health at Houston and provide onsite public health education to local populations. Degree and non-degree programs are designed to enhance the public health workforce’s ability to respond widely to the needs of the Texas population.

Each campus has 10-12 onsite faculty led by a regional dean. Educational programs and administration of the School, headquartered in Houston, are integrated across all campuses. Thus, regional campus faculty and students regularly interact with the Houston main campus and other regional campuses. Each regional campus is well equipped with state-of-the-art communication systems so that students and faculty are full participants in the same class with those at other sites. The UTSPH provides courses and learning experiences at each campus and across campuses through a variety of distance education modalities, including interactive TV, webcam, and online offerings.

Students are admitted to a specific campus and complete all or the bulk of their educational program at that site. However, students are encouraged to engage in research with faculty at any site and may relocate, if warranted.
The Austin Regional Campus
Regional Dean: Cheryl L. Perry, Ph.D.

The Austin Regional Campus (http://www.sph.uth.tmc.edu/austin/default.aspx) was established in March 2007 to offer graduate level courses leading to the Master of Public Health degree. Since that time, other degree programs have been approved. The University of Texas at Austin serves as the host institution for the campus. The campus is currently housed at 1616 Guadalupe Street, Suite 6.300, in the UT Austin building in downtown Austin.

Degree and Non-Degree Programs
The Austin Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., Dr.P.H. in Health Promotion/Health Education, and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings. There are three dual degree programs with UT Austin’s School of Social Work (MSSW-MPH) and the LBJ School (MGPS-MPH, MPA-MPH).

Special areas of interest at the Austin Regional Campus include child and adolescent health promotion, obesity prevention with children, tobacco and alcohol use prevention, and community-based policy and programs to support children’s health.

Centers
The campus also houses the Michael & Susan Dell Center for Healthy Living, which serves as a state, national, and international leader in the promotion of healthy living through prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.
The Brownsville Regional Campus  
*Regional Dean: Joseph B. McCormick, M.D.*

The Brownsville Regional Campus was established in 2001 on The University of Texas at Brownsville and Texas Southmost College Campus (UTB/TSC) in the Lower Rio Grande Valley (LRGV) to offer graduate level courses leading to the Master of Public Health degree. Since that time, other degree programs have been added. The campus is less than a mile from the Mexico border and is part of the Regional Academic Health Center (RAHC). The Brownsville Regional Campus is housed in a 26,000 square foot building with classrooms, computer research laboratories, offices, and a commons.

**Degree and Non-Degree Programs**

The Brownsville Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., Dr.P.H. in Health Promotion/Health Education, and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings.

The campus’ research and community outreach programs focus on the health problems and their solutions in the border area. Special areas of interest include obesity and diabetes and their interaction with infectious diseases such as tuberculosis, and with cancer. Students in Brownsville also have a great opportunity to gain invaluable experience in International Health with numerous bi-national programs with Mexican organizations and studies in adjacent areas of Mexico.

**Centers**

The Hispanic Health Research Center is housed on the Brownsville Regional Campus. The purpose of the Center is to conduct research into strata of diseases prevalent in Hispanic populations.
The Dallas Regional Campus  
*Regional Dean: Raul Caetano, M.D., M.P.H, Ph.D.*

The Dallas Regional Campus was established in 1998 to offer graduate level courses leading to the Master of Public Health degree. Since that time two doctoral degree programs have been approved. The academic program is carried out in partnership with The University of Texas Southwestern Medical Center at Dallas, and the campus is housed at The University of Texas Southwestern School of Health Professions.

**Degree and Non-Degree Programs**

The Dallas Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., Dr.P.H. in health promotion and health education and Ph.D. in Epidemiology programs. These degree programs are described under the Division listings. The M.P.H. can have a generalist focus or concentrate in epidemiology or behavioral sciences.

The academic curriculum offers interactive video courses that connect the Dallas campus with other School campuses as well as in-person instruction by the Dallas faculty. In addition, members of the Dallas public health community as well as UT Southwestern faculty serve in a formal advisory capacity to the program. The program takes advantage of the outstanding educational and research activities that are characteristic of the UTHSC-H and UT Southwestern campuses.

The programs offered by the Dallas Regional Campus emphasize the particular health problems of the large metropolitan area of the Dallas/Fort Worth metroplex, as well as issues relating to populations and communities in the north Texas and east Texas regions.
The El Paso Regional Campus
Regional Dean: Hector G. Balcazar, Ph.D.

The El Paso Regional Campus was established in 1992 to offer courses at the graduate level leading to the Master of Public Health degree. Since that time a doctoral degree program has been approved. The Regional Campus was created as a collaboration between The University of Texas School of Public Health at Houston and The University of Texas at El Paso (UTEP) and is located on the UTEP campus in the Stanton Professional Building.

Degree and Non-Degree Programs
The El Paso Regional Campus offers public health education, including all of the certificate programs the school offers (non-degree programs), the M.P.H., and Dr.P.H. in Health Promotion/Health Education programs. The Dr.P.H. degree program is described under the Division listings. In addition to the M.P.H. curriculum, opportunities for depth of study in Behavioral Sciences and Environmental Sciences are provided via educational collaborations between UTSPH and UTEP. In depth M.P.H. coursework is also available in epidemiology and biostatistics via distance education courses from the Houston campus.

The special interests of the faculty at the El Paso Regional Campus include public health issues that are important to the U.S. but are directed primarily to border health studies. These studies reflect the campus physical location on the U.S.-Mexico border and its characteristic and unique bicultural milieu.

Centers
The Hispanic Health Disparities Research Center is a collaborative program with UTEP and is housed, in part, at the El Paso Regional Campus. The purpose of the Center is to enhance the understanding of health disparities in the border region; identify new community-based intervention strategies; and to disseminate research findings to Hispanic populations, other researchers, practitioners and policy makers.
The San Antonio Regional Campus
Regional Dean: Sharon P. Cooper, Ph.D.

The San Antonio Regional Campus was established in 1979 to offer courses at the graduate level leading to the Master of Public Health degree. Since that time, other degree programs have been added. The San Antonio Regional Campus is located in the Datapoint Building, near its host institution, The University of Texas Health Science Center at San Antonio (UTHSCSA).

Degree and Non-Degree Programs
The San Antonio Regional Campus offers public health education, including all of the certificate programs the school offers (non-degree programs), the M.P.H., M.P.H. in Epidemiology, M.S. in Epidemiology, Dr.P.H. in Community Health Practice, Dr.P.H. in Occupational and Environmental Health and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings.

The programs offered by the San Antonio Regional Campus emphasize community-focused and population-based health research centering on the many public health problems of the San Antonio and South Texas region. These include community health assessment; diabetes; cancer control; health services research; bioterrorism and domestic preparedness; exposure to toxic materials; occupational health; and community information systems.
The UTSPH has a strong commitment to the use of distance education to increase course availability and provide robust educational experiences for all students. A variety of communication technologies link students and faculty with one another at the five UTSPH regional campuses (Austin, Brownsville, Dallas, El Paso, and San Antonio) and with the main campus in Houston.

Since 1993, courses have been made available at all UTSPH campus via the interactive video conference network (ITV). Interactive video conferencing allows faculty and students to see and hear each other in real time in a traditional classroom experience. In 2006, state-of-the-art ITV classrooms were completed that enhance audio and video interactions and allow faculty with specific specialties to share their knowledge across UTSPH campuses as guest presenters. In this manner, faculty and students from all sites can participate in courses not originating at their location, and can share in additional learning experiences through seminars, “brown bags,” and conferences that are an important part of graduate education. Most ITV courses utilize Blackboard, a web-based content management system accessible by all students, to provide content, group discussion boards, and chat rooms to supplement classroom activities. Students can access a large selection of online periodicals and other professional publications through their Web-based link to the UTSPH Library.

Five online courses covering the basic disciplines of public health were made available to all degree and non-degree students in 2005. These introductory courses in epidemiology, biostatistics, health promotion/behavioral science, environmental health, and management, policy and community health sciences meet the core requirements for the M.P.H. degree. Online courses require no in-class activities and rely heavily on asynchronous class activities through Blackboard.

UTSPH also supports non-degree students in Austin by providing local and ITV classes and seminars at the UT-Austin School of Nursing and the Texas Department of State Health Services main campus. Students in Austin share the same learning experiences as students at all UTSPH campuses.
Institute for Health Policy
The Institute for Health Policy was established at The University of Texas School of Public Health at Houston to assist researchers throughout the UT Health Science Center at Houston in translating their technical findings into usable advice for program administrators and practical recommendations for health policymakers. The mission of the Institute for Health Policy (IHP) UTSPH is to:

• Provide useful and scientifically-valid information Health policy formulation and decision-making based on both the translation of scholarly research and on ongoing assessments of health indicators and best practice.
• Develop effective strategies for the design, communication and dissemination of viable policy options and to build the collaboration necessary to make these solutions more effective.
• Develop creative ways to bridge the communication gap between academic researchers, public health practitioners, and policymakers.
• Equip the next generation of health policy leaders with the skills necessary to interpret and rely on findings from scholarly research.

Director: M. David Low, M.D., Ph.D.
Associate Director: Stephen H. Linder, Ph.D.

Center for Biosecurity and Public Health Preparedness
The Center for Biosecurity and Public Health Preparedness was created in 2003 to respond to the unique public health preparedness challenges in Texas through its regional campuses, including sites along the critical U.S.-Mexico Border. The Center’s mission is to educate frontline public health workforce, medical and emergency responders, key leaders, and other professionals to respond to threats such as bioterrorism and other public health emergencies. The Center works at the local, state, national, and international level with academic institutions, governmental agencies, relief organizations, and foreign ministries of health to promote public health preparedness programs. During the 2005 Hurricanes (Katrina and Rita), the Center responded by immediately establishing an operations center for the coordination of university public health relief efforts, in support of local health departments for disease tracking among survivors. In addition to working closely with state and local health departments, the Center has responded abroad to the SARS outbreak in China in 2003 and to the tsunami in Indonesia in 2004. Public-private partnerships are encouraged for staff working within the Center to ensure we provide the most competitive products. The Center is a designated CDC Academic Center for Public Health Preparedness, has trained more than 100,000 persons, and is organized into three main areas.

• Integrated training and community service endeavors provide a forum to bring critical community responders and academic experts together. In addition to targeted programs of preparedness instruction for community health and legal workforce, are provided. Provides public health emergency response support, expertise for planning, exercises, public health and hospital preparedness. A main focus of the Center is to work with local health departments and organizations, such as the Texas Association of County and City Health Officials (TALHO) to promote public health readiness. The Student Epidemic Intelligence Society (SEIS), an integral part of the Center, provides volunteer epidemiologic support for local health departments across the state of Texas, and provides support for drills and exercises.
• **Evaluation** of efforts for preparing local public health departments for disasters include syndromic surveillance, rapid case identification, epidemic response, financial investment outcomes in the preparedness infrastructure, the impact of preparedness training programs on responder readiness, and business continuity. The Center also strives to translate new ideas into effective solutions that address state and local health security needs.

• Many of the educational products developed by the Center are now being made available online, such as disaster preparedness, public health and the law, preparedness considerations for vulnerable populations (elderly), a laboratory guide for working with select agents, public health and displaced populations, field epidemiology, and risk communications. The Center also provides a number of different opportunities for a more specialized graduate education including a certificate program in emergency preparedness offered by the SEIS program. A concentration in public health preparedness is expected to be available soon.

Director: John Herbold, D.V.M., M.P.H., Ph.D.

Faculty and Staff:

Kristy Murray, D.V.M., Ph.D., (Associate Director of Laboratory Services, Research, and Development)

Robert Emery, Dr.P.H. (Associate Director of Outreach and Service)

James R. Langabeer, II, Ed.D., M.B.A. (Associate Director, Fleming Center for Healthcare Management)

Richard N. Bradley, M.D. (Associate Director of EMS)

Sandra Tyson, M.A. (Program Manager)

Liliana Rodriguez, Dr. P.H. (Lab Training Manager)

Carolyn E. Barney, M.S. (Coordinator for Preparedness and Response Programs)

Jane R. Montealegre, M.S.P.H. (Student Epidemic Intelligence Society President)

Sheila A. Guillory (Sr. Staff Assistant)

Larry Dybala (IT Coordinator)

The Centers for Health Promotion and Prevention Research

The mission of the Centers for Health Promotion and Prevention Research (CHPPR) is to conduct research to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. Faculty members form the core for graduate education in health promotion and behavioral sciences at the UTSPH and provide a stimulating research environment for pre- and post-doctoral training. CHPPR leadership has worked to attain a breadth and depth of collaborative relations with a wide variety of academic and community partners. CHPPR has been designated as Centers for Disease Control and Prevention (CDC) Prevention Research Center and has been a World Health Organization (WHO) Collaborating Center designation (currently in reapplication).

CHPPR is organized into research teams that assume responsibility for conducting individually funded research projects. UTSPH Investigator research interests include cancer prevention and control, adolescent and adult risk behaviors, women’s health, health promotion in the prison system, HIV and STD prevention, alcohol and substance abuse, disease management, social determinants of health, mental health,
obesity prevention, reproductive health, ethical issues in health promotion research, intervention development and evaluation, qualitative methods, and health disparities.

The WHO Collaborating Center for Health Promotion and Prevention Research is currently under reapplication. The CHPPR has collaborations with many institutions around the world and include formal collaborations with the Department of Health Education at Maastricht University in The Netherlands and the School of Public Health at Queensland University of Technology in Australia. Visiting fellowships allow faculty to exchange ideas for future projects and provide direction for graduate student research. Visiting fellows from over 17 countries have been hosted in the Center.

The University of Texas Prevention Research Center (UTPRC) is funded by the Centers for Disease Control and Prevention (CDC). The UTPRC is part of network of academic centers, health agencies, and communities for health promotion and disease prevention research. The theme of the UTPRC is “From Healthy Children to Healthy Adults.” The Center focuses on prevention of childhood and adolescent morbidity and mortality and prevention of adult illnesses with origins in the pre-adult years.

Director: Susan Tortolero, Ph.D.

Director: (Pre- and Post-doctoral Fellowship Program)
Pattricia Dolan-Mullen, M.P.H., Dr.P.H.

Director: (International Programs)
Michael W. Ross, Ph.D., M.P.H.

Director: (Texas Prevention Research Center)
Susan Tortolero, Ph.D.

Center for Health Services Research
The mission of the Center for Health Services Research (CHSR) is to conduct research and provide technical assistance and training in the organization, financing, and outcomes of health services, systems, and policies. The Center focuses on the development and application of health services research methods in the design and evaluation of individually targeted health care and community-based public health.

The Center complements other research activities within UTHSC-H and School of Public Health by applying basic research on causal relationships, intervention design, and population surveillance to service, system, and policy questions. The CHSR provides graduate and postgraduate training and practice opportunities for students and fellows, and collaborative research opportunities with other centers, institutes, and external organizations where knowledge of financing, evaluation, organizational relationships, and policy is important. It creates opportunities for research collaboration among faculty and students at the Houston and regional campuses and the Texas Medical Center, as well as with other public and private organizations throughout Texas.

Research areas of the Center:
- Clarify the costs and benefits of health promotion, protection, prevention, treatment, and rehabilitation services
- Identify and evaluate financing and service delivery initiatives to better serve uninsured, low-income populations
Identify and evaluate relevant federal, state, and local health policy related to these issues

Directors:
Charles E. Begley, Ph.D.
David R. Lairson, Ph.D.

The Center for Infectious Diseases (CID)
The mission of the Center for Infectious Diseases (CID) is to address public health concerns of the citizens by providing infrastructure and administrative support for multidisciplinary and coordinated research, teaching, and community service programs; to foster epidemiological and biomedical research and training in infectious diseases; and to encourage international collaborative research efforts addressing infectious disease problems of mutual concern.

The CID is dedicated to the control and prevention of existing, emerging, and re-emerging diseases of public health importance by bringing together the biological, clinical, and behavioral sciences.

The research that is being carried out in the Center for Infectious Diseases is directed towards the emerging and re-emerging infectious agents that threaten public health in Texas, in the United States and in the world. The Center is focusing on the movement of infectious agents and antibacterial resistance across the U.S.-Mexican border. In the studies, the Center focuses on infectious disease transmission, diagnosis, control and prevention. A major focus of the Center is viral, bacterial, and parasitic diarrheal diseases important to children living in developing countries, travelers to these regions and to approximately 80 million persons in the U.S. experiencing food borne enteric disease each year. Hepatitis C transmission and implementation of vaccination programs for hepatitis B in developing countries are research programs in the Center. An AIDS research and training program has been developed by Center faculty in Viet Nam. West Nile virus infection has become an area of research by Center faculty following the introduction of the disease into the U.S. Houston-based studies show that homelessness is a risk factor for West Nile Virus infection. Further, hypertension in infected persons is a predisposing factor for encephalitis. The epidemiology and detection of multiple-drug-resistant (MDR) tuberculosis is being actively pursued in Texas and in the U.S. Texas border regions. With the re-emergence of methicillin-resistant Staphylococcus aureus infection, the Center is pursuing studies of disease epidemiology.

Although the research program is of primary importance, the Center is also dedicated to educating and training public health professionals by involving students and trainees in laboratory research projects. CID investigators consist of public health and medical researchers brought together for a multidisciplinary approach to infectious disease problems. Center investigators are also involved in a number of international studies and collaborations in the U.S. Mexico border area and at other international sites including Peru, India, Thailand, and Viet Nam recognizing migration of humans and animals and travel in both directions has introduced a variety of non-endemic diseases into the U.S. Further, problems in other countries provide important and valuable opportunities to study infections that are of growing relevance to U.S. citizens.

Director: Herbert L. DuPont, M.D.
Center for Transforming Public Health Systems

The Center’s mission is to contribute to fundamental transformation of the people, processes, and technologies required to achieve the vision of “Healthy People in Healthy Communities.” Center programs of research, development and technical assistance focus on three major areas:

- Public health infrastructure: public health workforce; public health organizations and systems; and public health information systems, especially geographic information systems; and
- Community studies: epidemiologic and participatory community assessment methods, and community-based policy and program development; and
- Public health leadership and practice: public health leadership development; futures studies; practice-based research; teaching; and service.

The Center is headquarters for the Texas Public Health Workforce Training Consortium, a collaborative endeavor involving The University of Texas School of Public Health at Houston, Texas A & M School of Rural Public Health, and the University of North Texas Health Science Center School of Public Health.

Another component of the Center is the Valley Border Health Services Project established in 1988. This project serves as focal point for research, analysis, planning and policy development related to health services and health status along the U.S./Mexico border, particularly the Lower Rio Grande Valley. Project faculty and students, in collaboration with UTHSC-H, University component institutions and Valley representatives, develop and implement innovative strategies to expand access to health services and enhance community health.

Director: Frank Moore, Ph.D.

The Coordinating Center for Clinical Trials (CCCT)

The Coordinating Center for Clinical Trials was established in 1971 by members of the Biostatistics faculty. Its primary function is to provide individual investigators with the expertise and personnel to coordinate the design, performance, analysis, and interpretation of results of multi-center randomized controlled clinical trials. To accomplish its objectives, the CCCT has an experienced staff of individuals with expertise in every aspect of trial design and conduct. They are from the fields of medicine, cardiology, hypertension, genetics, epidemiology, biostatistics, clinical trials methodology, analytical methodology, data management and analysis, and administration. To date, the CCCT has served as the Coordinating Center for 16 national and international multi-center clinical trials, including the Antihypertensive and Lipid Lowering to prevent Heart Attack Trial (ALLHAT).

Research areas of the Center include:

- Hypertension – detection, treatment and outcomes
- Hypercholesterolemia – detection, treatment, and outcomes
- Genetics of hypertension
- Cost-effectiveness of treatment of hypertension and hypercholesterolemia
- Heart failure – detection and validation
- Long-term natural history of retinopathy of prematurity (ROP)
- Long-term ophthalmological outcomes in premature infants with severe ROP
- Screening for ROP
Hispanic Health Disparities Research Center
The Hispanic Health Disparities Research Center, a collaborative arrangement between the University of Texas at El Paso College of Health Sciences and The University of Texas School of Public Health at Houston, fosters sustainable mechanisms for scholarship development in Hispanic health disparities. The Center is comprised of four cores: 1) Administrative, 2) Research, 3) Training and Education, and 4) Community engagement and Dissemination. The HHDRC is currently in its second five-year cycle, having been funded for a total of ten years by the National Institutes of Health (NIH), National Center on Minority Health and Health Disparities (NCMHD).

The collaborative relationship described above fosters sustainable mechanisms for scholarship development in Hispanic American health disparities. The HHDRC is guided by a conceptual framework that makes explicit the variables that influence Hispanic health disparities in our border community. Research based upon this framework seeks mechanisms to reduce Hispanic American health disparities.

Co-Director: Hector Balcazar, Ph.D.

Hispanic Health Research Center in the Lower Rio Grande Valley
The Hispanic Health Research Center in the Lower Rio Grande Valley (HHRC-LRGV) was created to address the disease burdens and the paucity of research capacity in this poor, undereducated, and medically underserved Hispanic population residing on the Mexico border. HHRC-LRGV activities encompass research on Hispanic health disparities, provide a source of data on Hispanic health, develop and evaluate intervention strategies for Hispanic cultures, evolve research collaborations with other Hispanic communities, and build research capacity in South Texas’ Lower Rio Grande Valley. The HHRC currently houses the new Center of Excellence in Diabetes for People of Mexican Descent.

The goals of the Center include developing a research capacity in a nucleus of individuals in partnership with minority serving academic institutions in the LRGV, and with institutions in Houston and elsewhere; transferring scientific technology and expertise to the LRGV, It uses training programs aimed at undergraduate and graduate students and at junior faculty; developing the capacity for collecting, managing, and disseminating information on Hispanic health locally, regionally, and beyond. In addition, the center is developing community participatory research and intervention strategies specific for Hispanic, especially Mexican-American cultures.

The center includes studies based on behavioral interventions, epidemiological and biological principles. There is a modern laboratory and an extensive community based program focusing on studies obesity, diabetes and related diseases including infectious diseases and cancer.

Director: Joseph B. McCormick, M.D.

The Human Genetics Center
The mission of the Human Genetics Center is to understand the genetic etiology of the common chronic diseases, including cardiovascular disease, diabetes, and various vision disorders. This objective is pursued and accomplished in multiple human populations. Understanding the genetics of these diseases involves (1) locating and characterizing genes underlying the common chronic diseases; (2) characterizing the extent and utility of DNA variation within and among populations and determining how these patterns of variation evolved in both time and space; and (3) establishing the impact of gene variation on the health of individuals, families, and populations. At each step, the role of computational and bioinformation approaches and resources are preeminent. It is the vision of the Human Genetics Center to be the world’s preeminent research unit focusing on the genetics of common chronic disease.

The goals of the Center are to train investigators in molecular biology and genetics and the management, use, and analysis of familial and population-oriented data; provide educational and research opportunities for doctoral students and post-doctoral fellows through employment on externally derived research funds; understand the contributions of genetic factors to those common diseases that account for most of the mortality in the public health context; understand the forces that influence the patterns of naturally occurring variation in the human genome, and how those patterns can be exploited to understand human disease; continue to expand our base of research through closer interdisciplinary collaboration with other research groups in the Texas Medical Center, in particular those located in the School of Public Health and Institute of Molecular Medicine; and seek external support to maintain the state-of-the-art laboratory and computing equipment which is essential to our research.

Research areas of the Center include:

- Genetics of cardiovascular disease
- Genome variation
- Bioinformatics
- Genetic epidemiology
- Computational biology
- Molecular evolution
- Computational genomics
- Gene family evolution
- Molecular genetics of common human diseases
- Population genetics theory
- Statistical methods for DNA sequence analyses
- Statistical and computational methods in human disease
- Medical resequencing
- Genes and mutations causing retinal diseases
- Diabetes
- Retinal pathophysiology
- Quantitative genetics

**Director:** Eric Boerwinkle, Ph.D.

**Michael & Susan Dell Center for Healthy Living**

The Michael & Susan Dell Center for Healthy Living was established in 2006 with a grant from the Michael & Susan Dell Foundation. The mission of the Dell Center is to
serve as a state, national, and international leader in the promotion of healthy liv-
ing.

With a vision of “healthy children in a healthy world,” strategic priorities and key functions of the Dell Center include:

- **Strategic Priorities**
  - Prevention and control of childhood obesity through healthy eating and physical activity
  - Promotion of healthy eating behaviors
  - Professional education and community service
  - Evaluation of policy and environmental change

- **Key Functions:**
  - Creation of new scholarly works that push the frontiers of public health science
  - Research and development
  - Translation and dissemination of evidence-based programs and practices
  - Collaboration with community partners
  - Policy development and analysis

Center projects include the Coordinated Approach To Child Health (CATCH), a coordinated school health program to prevent obesity and related chronic disease risk factors; the School Physical Activity and Nutrition (SPAN) study, a population-based survey of child overweight in Texas; Project Northland, a program to prevent early use of tobacco and alcohol among adolescents; and Que Sabrosa Vida, a culturally sensitive, community-based nutrition education program. Other projects include the Texas Child Obesity Prevention Policy Evaluation (T-COPPE) Project, an assessment of the impact of two policy initiatives designed to improve physical activity and eating behaviors of children at risk for obesity in Texas; the Surgeon General’s Report, 2010 – Preventing Tobacco Use Among Young People; the U.S. Physical Activity Guidelines; Project MYTRI (Mobilizing Youth for Tobacco-Related Initiatives in India), a randomized controlled trial to develop, implement, and evaluation the efficacy of a tobacco prevention intervention for school children in urban India; and CATCH Middle School, dissemination of the CATCH physical activity and healthy eating program in Central Texas middle schools.

The Dell Center for Healthy Living is located in Austin near the University of Texas campus. Other Center programs and initiatives include a combined M.P.H./Dietetic Internship accredited by the American Dietetic Association; collaboration with the Center for Health Promotion and Prevention Research/Texas Prevention Research Center and the UTSPH NCI pre- and post-doctoral training program; and the Food Intake Analysis System (FIAS), a nutrient analysis software program.

**Director:** Deanna M. Hoelscher, Ph.D., R.D., L.D., C.N.S.

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**The Southwest Center for Occupational and Environmental Health (SWCOEH)**

The mission of the SWCOEH is to promote health, safety, and well-being in the workplace and the community. The goal of the Center is to respond to the critical need for well-trained occupational and environmental health specialists by providing graduate-level academic training and continuing education with an underlying foundation of a state-of-the-art occupational and environmental health research program. The Center faculty are involved with degree programs in occupational...
medicine, occupational health for nurses, industrial hygiene, occupational epidemiology, and occupational injury prevention. Emphasizing a multi-disciplinary approach, these degree programs interface with the associated disciplines of toxicology, epidemiology, biometry, occupational ergonomics, and the environmental, management, and behavioral sciences.

SWCOEH includes two major training programs providing support for graduate level training, short courses, and research training and development in the United States and Latin America. These training programs are funded by the National Institute for Occupational Safety and Health (NIOSH) Education and Research Center training grant program, and by the NIH International Training in Research in Environmental and Occupational Health (ITREOH) Program.

SWCOEH faculty conduct research into the causes and conditions of occupational injuries and illnesses, and the assessment of environmental exposures and related health effects through contracts and grants from industry, unions, federal, state or local government agencies, and community-based organizations. Center research activities in the workplace have focused on the health care, petrochemical, and construction industries. Environmental health research activities have included exposure assessments of outdoor and indoor air, as well as community-level exposures to toxicants, such as lead. Specific research topic areas of the Center over the past few years have included: occupational asthma; environmental exposures and childhood asthma; occupational bladder cancer; childhood lead poisoning; international aspects of occupational health; workplace ergonomics; work organization epidemiology and occupational hazards of health care workers.

The Education and Research Center (ERC) established in 1977, is one of 16 centers in the United States officially designated by the National Institute for Occupational Safety and Health (NIOSH) as a regional Education and Research Center (ERC). The ERC’s educational and outreach programs serve the five-state region of Texas, Oklahoma, Arkansas, Louisiana, and New Mexico. While assisting other academic institutions to develop their occupational health and safety training capabilities, the ERC works closely with industry and labor on issues of safety and health hazards in the workplace. An active Continuing Education Program provides courses for occupational and environmental health professionals. Additional international and consultative activities provide opportunities for research and service within the context of the global community.

The specific programs within the ERC and their Directors are:

- ERC Director: Sarah A. Felknor, Dr.P.H.
- Occupational Medicine/Occupational and Environmental Medicine Residency Program: George Delclos, M.D., M.P.H., Ph.D., Interim Director
- Occupational Medicine/Occupational and Environmental Medicine Residency Program: George Delclos, M.D., M.P.H., Ph.D., Interim Director
- Industrial Hygiene Program: Lawrence Whitehead, M.P.H., Ph.D.
- Occupational Health Nursing Program: Thomas Mackey, Ph.D., R.N.C.
- Occupational Epidemiology Program: Sharon Cooper, Ph.D.
- Occupational Injury Prevention Program: Benjamin Amick III, Ph.D.
- Continuing Education and Outreach Program: Janet Harreld, M.A., M.F.A., M.P.A.
- Pilot Projects Research Training Program: David Gimeno, Ph.D.
The International Research Training Program in Occupational and Environmental Health, founded in 1995, is a collaboration between the Southwest Center for Occupational and Environmental Health of the School of Public Health and the University of Houston Department of Industrial Engineering. It is funded through a grant from the Fogarty International Center of the National Institutes of Health. Its mission is to contribute to capacity-building of Latin American research scientists, teachers, and professionals in the fields of occupational and environmental epidemiology, industrial hygiene, ergonomics, and safety engineering. The program accomplishes this mission by providing support for:

- Long-term academic and research preparation, through graduate education at United States campuses for Latin American students interested in research training in occupational and environmental health, with particular emphasis on the areas of occupational and environmental epidemiology, environmental sciences (industrial hygiene and toxicology), and industrial ergonomics and safety;
- Project-based research training and public health practice;
- Targeted short courses and workshops in various Latin American countries; and
- Institutional research infrastructure development and dissemination of scientific information.

Presently, the International Research Training Program at The University of Texas is coordinating these efforts through collaboration with key educational and/or governmental institutions in Colombia, Costa Rica, Nicaragua, and Venezuela.

The Fogarty International Collaborative Trauma and Injury Research Training Program (ICTIRT) was awarded to the SWCOEH in 2006 and is a new program of the Fogarty International Center designed to address the growing burden of morbidity and mortality in the developing world due to trauma and injury. The ICTIRT program of the SWCOEH is focused on traumatic injury prevention due to highway and traffic accidents in Colombia, South America. The ICTIRT program includes both long and short-term academic training, and pilot research project training. The training grant also promotes information dissemination through conference support and scientific presentations and publications. The main foreign collaborating agency for the ICTIRT program is Javeriana University in Bogotá, Colombia.

Director: Ken Sexton, Sc.D.

Texas Public Health Training Center (TPHTC)
The Texas Public Health Training Center is one of 14 Health Service Research Administration (HRSA) funded Public Health Training Centers across the nation. TPHTC was established in 2000 as a collaborative partnership of The University of Texas School of Public Health at Houston, University of North Texas Health Science Center School of Public Health, and Texas A&M Health Science Center, School of Rural Public Health.

The vision of the Center is to enhance the knowledge and skills of both the current public health workforce and future public health professionals in Texas. Since 2001, TPHTC has developed and delivered over 100 training events involving more than 3,600 participants from state, local, and community organizations, and has signifi-
cantly built partnerships with many health departments and public health organizations in the state.

TPHTC strives to provide quality learning programs and informational sessions in order to:

- Strengthen the technical, scientific, managerial, and leadership competencies and capacities of the current and future public health workforce;
- Contribute to improved performance of the public health system;
- Transform and strengthen public health infrastructure;
- Provide policy makers with evidence-based information to develop and implement comprehensive health care legislation.

**Director:** Linda E. Lloyd, Ph.D.

**World Health Organization Collaborating Center for Health Promotion Research and Development**

In 2000, the Center for Health Promotion and Prevention Research (CHPPR) (established in 1981) and the Texas Prevention Research Center (formerly the Southwest Center for Prevention Research, established in 1986) merged. CHPPR’s mission is to conduct research to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. To achieve this mission, the Center conducts survey research, methodological studies, program evaluations, research syntheses, dissemination studies, and policy research. CHPPR provides the University of Texas System with a focal point for the development and testing of programs and methods to assist public and private sector organizations in broad scale prevention of lifestyle-related diseases, disabilities, and causes of premature death.

In 1986, the Center was designated to provide consultation, technical assistance, and training as a World Health Organization (WHO) Collaborating Center. Service provision is coordinated by the Pan American Health Organization and its regional Health Promotion Program. Global activities are coordinated by the WHO Division of Chronic Disease Prevention, the Global Program on AIDS, the Program on Tobacco or Health, and other units as needed.

Center faculty have led numerous WHO working sessions with participants from many different nations and helped organize global teleconferences through WHO partnerships in Kazakhstan, China, and Switzerland. Ongoing programs for technical assistance and scientific exchange are carried out with the National Public Health Institute in Finland, the University of Maastricht in the Netherlands, Queensland University of Technology in Australia, and the School of Public Health in Colombia. The Center houses a group of five to ten scholars from different countries who are enrolled in courses ranging from two-week orientations to M.P.H., Dr.P.H., and Ph.D. degree programs in Health Promotion/Health Education and Behavioral Sciences. The WHO Center is currently exploring possible links with other Latin American centers.

Although the areas of research and action for which the Center provides leadership are as diverse as the global scope of disease and injury, they share a base of theory from the social and behavioral sciences and have common settings in schools, health centers, and community agencies. Current prevention research at the Center
is concerned with cardiovascular disease, cancer, violent and unintentional injury, addictions and sexually transmitted diseases. Behavioral studies involve nutrition, tobacco and alcohol use, physical and sexual activity, cancer screening, prenatal care, and aggression. The social and behavioral change methods investigated by the Center include patient counseling in primary care, group education, mass communication, community organization, and public policies such as taxation.

**Director:** Susan Tortolero, Ph.D.

**Director for International Programs:** Michael W. Ross, Ph.D., M.P.H.

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**The World Health Organization Collaborating Center for Occupational Health**

The Center for Occupational Health was established in 1985, and emphasizes the School’s expertise in occupational epidemiology, exposure assessment and program development, implementation, and evaluation. The bulk of contributions of the Southwest Center for Occupational and Environmental Health (SWCOEH) as a WHO Collaborating Center are conducted through two National Institutes of Health-funded (Fogarty International Center) Training and Research Programs, one in Occupational and Environmental Health and a second program in Injury Prevention, as well as through participation in the WHO Network of Collaborating Centers in Occupational Health. The activities of the Center are focused on collaborating with and providing assistance mainly, but not exclusively to Spanish-speaking countries. These activities are linked to selected objectives of the WHO Global Strategy on Occupational Health for All, and to the WHO Global Plan of Action. Objectives include strengthening of international and national policies for health at work; development of human resources in occupational health; effective transmission of occupational health data and raising of public awareness through public information; strengthening of research; and development of collaboration in occupational health and with other activities and services.

The priority research areas of the Center include occupational epidemiology, occupational hazards of health care workers, respiratory diseases, ergonomic evaluations, and exposure assessment. The Collaborating Center is housed in the (SWCOEH) and provides advisory services in the development of occupational health programs and applied epidemiology.

To date, internationally coordinated assistance has been provided through short courses and lectures, program development and evaluation, competitive scholarships, and short term research activities in Argentina, China, Colombia, Costa Rica, Cuba, Ecuador, France, Guatemala, Indonesia, Kazakhstan, Mexico, Nicaragua, Poland, Portugal, Russia, Spain, Surinam, Taiwan, and Venezuela. In addition, training assistance through the Occupational Medicine Residency Program has been provided to physicians from Bahrain, Colombia, Egypt, Indonesia, Iraq, Netherlands, Nigeria, Norway, Pakistan, Spain, and Taiwan. Bilingual faculty from the SWCOEH provide assistance to the Pan American Health Organization and WHO by coordinating and directing international symposia and workshops and by participating in occupational health research projects.

**Director:** George Delclos, M.D., M.P.H., Ph.D.

**Associate Director:** Sarah Felknor, Dr.P.H.
The mission of the Office of Student Affairs is to assist students by providing timely and accurate information with a high quality of service in an atmosphere that is both welcoming and professional. The Office of Student Affairs serves as the central "hub" for the services that will assist students from the time they apply through graduation. The services and support systems offered through the office include: communicating with prospective students; processing of applicant documents; conducting orientation; providing financial assistance information; administrative support for UTSPH courses; programs and registration; career information; thesis and dissertation format review; planning commencement activities; and corresponding and coordinating activities with alumni. In addition, the Office, in conjunction with the UTSPH Student Association, promotes student life and acts as a liaison between students and faculty, advocating for student needs and concerns.

The office, located on the second floor, east wing, is open Monday to Friday from 8:00 a.m. to 5:00 p.m.

Financial Assistance
The School administers funds to support a limited number of traineeships and scholarships. Information about a variety of scholarships awarded on the basis of academic merit and achievement is available from the UT Health Science Center Office of Financial Aid. Traineeships and scholarships are awarded according to merit, need, and field of specialization. Students can find information about these and other funds that become available by going to the Office of Student Affairs Financial Assistance website.

Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to apply for federal financial aid. In addition, effective January 1, 1998, the selective service requirement is also applicable to students applying for financial assistance funded by State revenue.

Traineeships
Traineeships are available for the term of the award and vary among types of training grants. The training grants listed below are those that are currently in effect.

Health Resources and Services Administration Training Grant
This grant is designed to train a health workforce that is both diverse and motivated to work in underserved communities. Traineeships consist of a monthly stipend for full-time recipients and payment of tuition and fees for part-time recipients. Traineeships are restricted to United States citizens or permanent residents in the United States. Traineeships may be granted to full-time and part-time Public Health master’s and doctoral level students. Trainees are expected to perform only such work as would be an integral part of their training program. Traineeship awards are based on student needs and continued academic progress.
National Institute of Occupational Safety and Health Training Programs
The Southwest Center for Environmental and Occupational Health has been awarded funds to train health care workers and graduate students in five areas: Occupational Injury Prevention Research Doctoral Training Program; Occupational Epidemiology Doctoral Training Program; Occupational and Environmental Medicine Residency Program; and Industrial Hygiene. Tuition and/or stipends are available on a competitive basis to qualified individuals.

Director: Sarah A. Felknor, Dr.P.H.

Interdisciplinary Pre- and Post-doctoral Fellowships in Cancer Prevention and Control
This training fellowship is designed to prepare individuals for a successful career in cancer prevention and control research. The pre-doctoral program provides four fellowships per year for doctoral students at the University of Texas School of Public Health at Houston who have been admitted to doctoral programs in health promotion, behavioral sciences, epidemiology, biometry, policy sciences, or management and community health. Selected individuals receive payment of tuition and a stipend.

Director: Patricia Dolan-Mullen, M.P.H., Dr.P.H.

National Institutes of Health Training Grant in Biostatistics
This traineeship is designed to provide pre-doctoral students the opportunity to collaborate with researchers in biomedical, genetic, epidemiological, clinical, and behavioral studies while working on methodological research. Trainees receive support for tuition, training related expenses (including support for health insurance), and an annual stipend.

Director: Robert Hardy, Ph.D.

Scholarships
The School of Public Health offers a number of endowed scholarships that are administered by the school or program. Graduate scholarships are awarded on the basis of scholastic excellence and adequate preparation for graduate study in the student’s chosen field, as shown by the student’s academic record. Scholarship eligibility criteria include admission into a degree program, enrollment in course work leading to the degree, reasonable progress in the degree program, good academic standing, Grade Point Average (GPA) and in some cases test scores, references and personal statements. There are additional specific qualifications for scholarships in various areas of study. Students are encouraged to contact the Office of Student Affairs to obtain information about eligibility criteria and scholarships awarded in the student’s area of study. Scholarships that may be available based on funding are listed below; availability may change, amount may change, and only scholarships of greater than $1000 will be eligible for resident tuition:

Outstanding New Student Scholarship
The University of Texas School of Public Health at Houston has a limited number of scholarships available for award to outstanding incoming students. This scholarship is awarded on the basis of academic merit and potential for success in public health. Applicants with Grade Point Averages of 3.5 or greater on a 4.0 scale, and Graduate Record Examination combined verbal and quantitative scores of 1200 or better are
eligible to be recommended for the scholarship by their respective Divisions to the 
Admissions Committee for consideration. Students cannot apply for this scholar-
ship; instead, the Admissions Committee awards scholarships following recommend-
dations made at the time of admission.

**Lu Ann Aday Scholarship**
Eligibility: Returning M.P.H., Ph.D., or Dr.P.H. student whose research focus is on 
improving quality of care and or community health. Award is based on merit and 
financial need.

**J. Fred Annegers Memorial Scholarship**
Eligibility: Continuing student or new student to the M.S. or Ph.D. Epidemiology 
program. Admissions recommendations will suffice for new students. Award is 
based solely on academic merit.

**Catherine Tyrell Campbell Scholarship in Public Health**
Award is based on academic merit.

**Leslie A. Chambers Memorial Scholarship Fund**
Eligibility: Continuing Environmental Sciences student, based solely on academic 
merit.

**The Dolan-Mullen Family Scholarship**
Eligibility: UTSPH student pursuing a degree in Health Promotion/Health Education. 
Award is based on academic merit and need. Two letters of recommendation are 
required.

**Roger Florky Memorial Scholarship Fund**
Eligibility: Occupational Health or Industrial Hygiene student. Based on academic 
merit and need, and student should partially support his or her education through 
employment.

**Richard M. Grimes Scholarship in Public Health**
Award is based on academic merit and financial need.

**Hervey Scholarship Recipient**
Eligibility: This scholarship is for either a new student or returning full time student. 
Award is based on academic merit and financial need. The student must be regis-
tered during the term of the scholarship. Grades need to be reported to the founda-
tion.

**Mr. and Mrs. Ralph T. Hull Scholarship**
Award is based on academic merit.

**Marcus M. Key Scholarship**
Eligibility: Continuing student who has completed a minimum of one semester, or a 
new student with exceptional background, training, and potential for excellence in 
the field of Occupational Health. Award is based solely on merit. Application must 
be accompanied by two letters of recommendation.
Carolyn and Matt Khouri Endowed Scholarship in Nutrition
Eligibility: New or returning UTSPH students whose academic and career plans include a focus on healthy nutrition as a critical component of public health. Awards will be based on academic merit and financial need.

D. Jack Kilian Memorial Endowed Scholarship
Eligibility: UTSPH student pursuing a degree in Cytogenetics, Genetics, Toxicology, or Occupational Medicine. Award based on merit and need.

Lawrence E. Lamb Endowed Scholarship Fund
Eligibility: Students pursuing Dr.P.H. degrees in Health Promotion/Health Education or Health Services Organization, based on academic merit and need.

Ronald J. Lorimor Memorial Scholarship
Eligibility: Student pursuing a Ph.D. in Behavioral Sciences, based on academic merit and need. Application must be accompanied by two letters of recommendation.

Dr. David W. Martin Memorial Scholarship
Award is based on academic merit and financial need.

Guy and Alissa McDaniels Memorial Scholarship
Eligibility: Continuing student or new student to the M.S. or Ph.D. program in Epidemiology. Admissions recommendations will suffice for new students. Award is based solely on academic merit.

People with AIDS International Public Health Scholarship
Eligibility: Returning master’s of doctoral student conducting qualitative research on Human Immunodeficiency Virus, Acquired Immune Deficiency Syndrome or sexually-transmitted diseases with a focus on women, gender issues, or underserved communities. Student’s research will be conducted in a country outside the United States with a preference given to Africa or Asia. The scholarship will be acknowledged in the student’s thesis or dissertation. Award is based on academic merit.

People with AIDS Public Health in the Americas Scholarship
Eligibility: Returning master’s or doctoral student conducting qualitative research on Human Immunodeficiency Virus, Acquired Immune Deficiency Syndrome or sexually-transmitted diseases, with a focus on women, gender issues, or underserved communities. Student research will be conducted in North, Central, or South America or the Caribbean. The scholarship will be acknowledged in the student’s thesis or dissertation. Award is based on academic merit.

Richard D. Remington Scholarship
Eligibility: Continuing Biometry student who has completed a minimum of one semester. Award is based solely on academic merit. Application must be accompanied by two letters of recommendation.

Susan Sampson Memorial Endowed Fund
Eligibility: M.P.H. Student who has completed at least two semesters and who demonstrates an interest in community health assessment and applications, reflected by a written statement of goals and/or an appropriate thesis topic. Award is based on merit and need.
**Susanne M. Savely Scholarship**  
Eligibility: UTSPH student. Award based on academic merit.

**The John E. Scanlon Memorial Scholarship**  
Eligibility: Qualified candidates who have a focus in Tropical Diseases. If an appropriate candidate is not found, the scholarship will be used to support a student who has a focus in Global Health. Award is based on academic merit.

**Richard K. Severs Memorial Scholarship Fund**  
Eligibility: Continuing Environmental Sciences student, based solely on academic merit.

**Reuel A. Stallones Endowed Scholarship Fund**  
Eligibility: Continuing UTSPH student. Award based solely on academic merit.

**Texas Water Pollution Control Endowed Scholarship**  
Eligibility: Continuing Environmental Science student who has successfully completed a minimum of one semester with background, training, and potential for excellence in the field of Environmental Sciences. Award is based on academic merit and need.

**Dr. Oddis Calvin Turner Endowed Scholarship in Health Promotion and Behavioral Sciences**  
Scholarship support to graduate students pursuing a degree with a focus on Health Promotion and Behavioral Sciences. The award will be based on academic merit and financial need. The student must be actively involved in community service, demonstrate leadership qualities, and be committed to working in an African American community after obtaining a degree.

**Polly Sparks Turner, M.P.H., Dr.P.H. Endowed Scholarship in Public Health**  
Award is based on academic merit and financial need.

**M. Stewart West Memorial Scholarship**  
Eligibility: Continuing Biostatistics student who has completed a minimum of one semester, has background, training, and potential for excellence in the field of Biostatistics. Award based on academic merit and need.

**President James T. and Nancy Beamer Willerson Endowed Scholarship in the School of Public Health**  
Award is based on academic merit.

**Zetzman Memorial Scholarship Fund**  
Award based on academic merit and financial need.

**Selection Process**  
Awards of traineeships and scholarships are made by the UTSPH Financial Aid Committee, which is composed of faculty members and administrative staff. In awarding scholarships, the Financial Aid Committee considers the following as appropriate to achieve the donor’s scholarship intent:

- Faculty recommendations
- Academic performance
- Financial need
Research interests

Other professional and personal achievements

Fellowships
A limited number of fellowships are available through the research centers of the School. Application for these fellowships is made directly to the Centers. Selection criteria include those listed above, and the recipients are chosen by the faculty in the Centers. Other fellowships received through the Office of Student Affairs are posted on the website for Fellowships.

Career Services
UTSPH Career Services assists students and alumni in identifying employment positions, and also offers advice and assistance with resume preparation and the development of related skills necessary for attaining satisfactory careers in public health. The Career Services website lists a plethora of information, including direct links to public health agencies, employment resources, Texas Medical Center employment opportunities, a list of UTSPH graduate assistant positions available to enrolled students, and a list of local and national position vacancy descriptions.

Career Services also utilizes “Job Ops,” a web-based system that allows students to register online, upload and manage their resumes, research and apply for jobs, sign-up for interviews, RSVP to attend career events and job fairs, and seek and contact available alumni mentors.

A summary of the UTSPH Career Services office responsibilities is presented during the first week of classes. The office is located on the second floor, east wing, in the Office of Student Affairs. There is no charge for this service.

Alumni Online
“UTSPH Alumni Online” is a website allowing alumni to foster relationships with classmates and faculty. Elements includes creating online groups that share a common interest, such as area of specialty, a class notes section to update activities since graduation, a photo gallery to which alumni can add pictures of work and family, and a section where alumni can join the alumni association.

School Organizations
The School of Public Health Student Association has several purposes: to promote the mutually supportive two-way communication within and between the student body, faculty, staff, and administration at the school and institution; to improve the quality of student life through a variety of social activities; to foster opportunity for student involvement in special events; and to promote service to the community at large.

All registered students in good standing at The University of Texas School of Public Health at Houston are members of the UTSPH Student Association. All student members are eligible to vote in general and committee elections and to hold office.

The Student Association Executive Board directs the general policy of the Student Association and is the governing body of the Student Association with the power to act on all matters for the best interests of the student body. The Executive Board is
composed of 16 members: the elected officers, council representatives, and a representative from each of the Regional Campuses.

The Student Association also appoints students to various school committees, such as the Admission’s Committee.

Diversity Program
The University of Texas School of Public Health at Houston is committed to creating and encouraging a campus community in which diversity is a fundamental value. To this end, the UTSPH Diversity Program promotes recruitment and retention of a diverse student body, and provides opportunities for students that will optimize their chances for success during their tenure as students and beyond.

The program, in collaboration with the Office of Student Affairs, provides financial aid information announcements about special conferences, meetings and workshops with special programs for minority students or topics on health disparities; and exposure to many culturally-diverse Houston-based health organizations, such as the Hispanic Health Coalition, the African-American Health Coalition, and the Asian-American Health Coalition. The UTSPH Diversity Program also works with the larger University community.

The Minority Advisory Council (MAC), an organization sponsored and organized by the UTSPH Diversity Program Office, is comprised of faculty, staff, and students who are committed to contributing to the success of minority students at the School of Public Health. MAC faculty members commit to making themselves available to minority students when needed. They provide advice and mentoring over and above the guidance students receive from their academic advisor. MAC is also charged with raising student, faculty, and staff awareness of health issues that affect minority populations. Twice a year, at the beginning of each semester MAC holds a new student meeting during orientation to provide opportunities for students, faculty, staff, and alumni to interact and learn from each other and to plan activities for the coming semester. The Office for Diversity and MAC also conduct various other cultural and educational activities throughout the year. These include a health disparities journal club, a series of scientific writing lunch session, and student presentations. Minority students in the UTSPH are automatically members of MAC. There is a MAC BlackBoard site that is updated regularly with announcements about MAC activities, scholarships, fellowships, and other opportunities.

Information regarding the UTSPH Diversity Program may be obtained from the Office of Student Affairs.

Director of Diversity Programs: Maria E. Fernandez, Ph.D.
GRADING, CONDUCT, AND SATISFACTORY PROGRESS POLICIES

Grades
Letter grades (A, B, C, or F) are given for all M.P.H. core courses. Elective courses may be letter-graded or pass/fail (P or F) at the discretion of the instructor. A grade point average (GPA) will be calculated from all letter-graded courses. In computing grade point average per hour, the following scores are used: A = 4 points; B = 3 points; C = 2 points; F = 0 points. The grade point average is calculated by multiplying the grade points by the number of credit hours for each course. Repeated courses will be listed on the transcript along with the original course. However, the GPA will be calculated on letter-graded courses using only the grade from the repeated course. An INCOMPLETE will revert to an “F” if the coursework is not successfully completed after one semester. A “W” grade is assigned when a student withdraws from a course. Students may withdraw from courses through the last class day of the term.

Academic Conflict Resolution
Individual faculty members have primary responsibility for grading and evaluations. The faculty member’s judgment is final unless compelling evidence suggests differential treatment or mistake. In attempting to resolve any issue regarding academic matters, it is the obligation of the student first to make a serious effort to resolve the matter with the faculty member with whom the issue originated. If the student and faculty member cannot resolve the matter, the student may elect to file a complaint through the Associate Dean for Academic Affairs. The Associate Dean forwards an unresolved complaint to the Academic Council for facilitation of the academic conflict resolution process.

The academic conflict resolution procedure is available on the Student Affairs website.

Satisfactory Progress
Satisfactory progress is evaluated on an individual basis by a student’s advisor and for Advisory Committee members. Evaluation week for all students is scheduled at the end of the Fall and Spring semesters. Committees review each student’s coursework for purposes of assisting them to achieve their maximum potential and to assess their progress toward academic goals. This overall evaluation of knowledge and performance allows the Committee to determine which students have progressed satisfactorily and which should be placed on academic probation. Failure to attend the evaluation meeting may result in a “hold” placed on the student’s registration for a subsequent term.

Academic probation provides a structure within which the faculty of the student’s Advisory Committee can address issues and problems related to the student’s academic performance. For letter-graded courses, a student may be placed on academic probation if he or she has earned one or more “F”s, two or more “C”s, or multiple “W”s within one or more semesters. For pass/fail courses, a student may be placed on academic probation if he or she has exhibited “marginal performance” in two or more courses or has earned one or more “F”s or multiple “W”s within one or more semesters. Once a student has been placed on probationary status, the Advisor will schedule a meeting of the student’s Advisory Committee to discuss the problem(s) and will design a plan and timetable for remediation. Once the student has met the terms of the recommendation, the Advisor will document the progress via memo-
randum to the Associate Dean for Educational Programs, and the student will be returned to good academic standing.

Students who are veterans and who fail to achieve satisfactory progress at the end of a probationary semester will be reported to the Department of Veterans Affairs as making unsatisfactory progress.

A process for dismissal from the School may be instituted for students who are consistently performing below UTSPH standards. A recommendation for dismissal may be proposed by the faculty of the Student Advisory Committee if any of the following conditions arise:

- A student refuses to accept the advice and guidance of the student’s Advisory Committee in matters of remediation of academic probation; and/or
- A student who has been placed on academic probation does not respond adequately or in a timely manner to the recommendations agreed upon by the student’s Advisory Committee; and/or
- A student has repeated failures documented in any type of course, including thesis or dissertation work; and/or
- Academic probation is invoked a second time; and/or
- A student does not demonstrate satisfactory progress in thesis or dissertation work as determined by the thesis/dissertation advisory committee.

Students who have been dismissed from the School for unsatisfactory progress may be evaluated for readmission. Readmission to the degree program must follow general readmission policies. Students seeking readmission should contact the Assistant Dean for Academic Affairs for details regarding necessary application documents and procedures.

Absences, Long Term Absences and Readmission

Students are excused from attending classes or other required activities, including examinations, for the observance of a religious holy day (as defined by state law), including travel for that purpose. A student absent under these circumstances may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

Students who anticipate interrupting their program for two or more semesters should consider requesting a leave of absence (LOA). Students who have an approved leave of absence maintain their student status within the school. The LOA “stops the clock” on the student’s degree program and does not add to the timeline for completing the degree.

The LOA is requested by submitting a memorandum to the Associate Dean for Student Affairs explaining the reason(s) for the request and estimating the time away from the program. The LOA may be granted for up to one calendar year. In extraordinary circumstances, a second year may be granted. LOAs do not extend beyond two years.

After absences for a duration of one or more calendar years (three or more consecutive semesters), the student is automatically dismissed from the School. To complete a degree, the student must be readmitted to the degree program. All applicants for readmission must meet the admission standards described in the current
UTSPH catalog. Readmission requires a review of the applicant’s record while previously enrolled at the UTSPH. Following the review and decision by the Division or Regional Campus to which the student wishes to be admitted, the Divisional/Regional Campus recommendation will be forwarded for subsequent evaluation and approval of the application by the School’s Admissions Committee.

Credit hours previously accumulated toward the degree program may be counted after readmission to the same degree program. However, the student’s advisory committee may require that the student repeat one or more courses if the student has not been enrolled in the school for more than five years. New course requirements adopted by the School during the student’s absence may be required of the student if the Student Advisory Committee faculty members so advise, even if this requirement results in greater than minimum required credit hours of course work toward the degree.

Prior thesis research must be reviewed and approved by the newly-formed Student Advisory Committee and the UTSPH Research Office. The topic and content are expected to be up to date and relevant. All research compliance policies in effect at the time of readmission apply to the readmitted student and his or her research project.

Students seeking readmission to the school should contact the Associate Dean for Student Affairs for details regarding necessary application documents and procedures.

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**Required Review**

Any student in a doctoral degree program who has successfully completed the qualifying examination is expected to complete the degree within three years from the date of admission to candidacy. Otherwise, the dissertation committee will review the progress at the end of the three-year period and will consider such recommendations as (1) the meeting of any new requirements which may have been adopted in the interim; (2) additional coursework; or (3) discontinuation of the candidacy. If the degree program is continued, the academic progress of the student will be reviewed by the dissertation committee on a regular basis. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs for approval.

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**Student Conduct and Discipline**

Students are charged with knowledge of and compliance with all University regulations concerning student conduct and discipline as set forth in the UTHSC-H Handbook of Operating Procedures.

The University has adopted policies regarding misconduct in school-related scholastic and/or research activities, whether on- or off-campus. Cheating, plagiarism, or dishonesty in any scholastic activity is a serious breach of ethical standards and is grounds for disciplinary action, up to and including dismissal from the School. Responsibility and authority for investigating allegations of misconduct and enacting disciplinary measures lies with the Associate Dean for Academic Affairs, subject to appropriate review by the Dean, whose decision is final. Students are expected to sign a pledge adhering to the honor code during New Student Orientation.
Plagiarism
Plagiarism is the use of ideas or words of another person without giving appropriate credit. The appropriation of another author’s text and the presentation of it as one’s own constitutes plagiarism. Plagiarism, in turn, constitutes academic misconduct under University policy. Written materials regarding plagiarism are provided to all students during orientation. These materials explain what plagiarism is and give helpful examples so that students know how to properly cite sources. These materials are available in the Office of Student Affairs for all students and faculty. International students should pay particular attention to this material since laws, regulations, and practices may differ in various cultures.

The School of Public Health provides a program called SafeAssign in BlackBoard that students should utilize to ensure that their written documents do not contain text that may have been inadvertently copied from a published author’s work. Information and instructions for using SafeAssign are located at http://www.sph.uth.tmc.edu/uploadedFiles/Services/sservices/safeassigns.pdf
FACILITIES AND RESOURCES

Building

The ten-story Reuel A. Stallones School of Public Health Building is the primary site of the school’s teaching, research, and community service activities. Four of the School’s five academic Divisions are located in the building, and the fifth is based in the nearby University Center Tower. The five Regional Campuses are connected through interactive television and other means of communication. Teaching facilities, including auditorium, classroom, and seminar spaces equipped for distance learning, are distributed throughout the building, as are faculty offices and research project spaces. Teaching and research laboratories occupy five levels in the west wing of the building. A comprehensive library, computer study spaces, student services, and administrative offices are also included.

All institutional facilities and locations are intended for the exclusive use of active students, faculty, staff and registered alumni for purposes consistent with educational programs and recognized activities. Solicitation in school facilities or on school property is not permitted except as provided by The University of Texas Boards of Regents Rules and Regulations, the UTHSC-H Handbook of Operating Procedures, and/or as approved by written agreement with the school administration.

Library Facilities and Services

The mission of The University of Texas School of Public Health at Houston Library is to provide primary information support services for the education, research, and community health services programs of the School of Public Health faculty, students, and staff. The focused support of the Library for the specialized academic and research programs of the School is evidenced in the selection of key public health information books, journals, and online databases. Remote access that utilizes a proxy server and the UTHSC-H Virtual Private Network (VPN) makes available to UTSPH students, staff, and faculty over 31,000 electronic periodicals, over 50,000 electronic books, and more than 150 subscribed online databases. UTSPH

The UTSPH Library is a member of the Texas Health Science Libraries Consortium (THSLC), which was formed to develop cooperative programs to improve access to biomedical information at participating institutions. The five library members of THSLC are:

- UT School of Public Health Library at Houston (UTSPH)
- Houston Academy of Medicine-Texas Medical Center Library (TMC)
- M.D. Anderson Cancer Center Research Medical Library (MDA)
- UT Dental Branch at Houston Library (TDB)
- UTMB Moody Medical Library (TMB)

The holdings of the five Consortium libraries have been combined into a single online catalog developed by Endeavor Information Systems that contains more than 400,000 book and journal titles. Borrowing privileges to any of the libraries above are extended to all members of the Consortium. Consortial purchases of online databases and journals have greatly increased access to specialized resources for the UTSPH community.
In addition to the wealth of resources provided by the THSLC, the UTSPH Library is able to take advantage of group purchases made by both the TexShare consortium and The University of Texas System to expand the collection of both electronic journals and online databases. In particular, UT System agreements with major publishers such as Elsevier, Nature, Blackwell, and Springer have resulted in access to a far richer more academically diverse collection of electronic journals and databases than was previously possible through individual library agreements.

To ensure that students are knowledgeable about the specialized resources available in their subject areas, multiple workshops are offered each semester covering primary research databases for each of the five Divisions. Individual instruction is provided on a walk-in basis, by appointment, or by clicking on the “Ask a Librarian” link which can be found on any UTSPH Library Web page, students and faculty may also take advantage of extended literature search assistance for grant applications, research papers, class projects, and theses and dissertations. UTSPH The UTSPH Library is privileged to have experienced and knowledgeable staff that enthusiastically assist faculty, students, and staff in determining which services will best meet their information needs, then working to meet those needs in the most efficient and effective manner possible.

Educational Media Resources

Educational Media Resources (EMR) provides faculty and students at the School of Public Health with consultation and technical support for graphic productions. The staff assists faculty and students in appropriate choices of media for teaching and reporting research findings. These include graphics and studio and on-site photographic services for displays, brochures, newsletters, journal articles, poster sessions, reports, advertising, graphic logos, signage, wall displays, hi-resolution scanning, and promotional materials: graphs, transparencies, and displays. The EMR team supports faculty and students in their efforts to create an effective and stimulating learning environment in the school. The technical and design skills offered help to further enhance the public health education atmosphere.

Computer Services and Facilities

UTSPH Information Technology (IT) provides the school with a team of computer professionals that supports the education, research, and administrative functions of a graduate school. This includes automated universal account activation and maintenance, computer support, disk storage services, electronic groupware including mail and calendaring software, website creation and maintenance, Access and SQL database creation and maintenance, and consulting services on just about anything else technology related.

The School of Public Health maintains a high speed Local Area Network based on gigabit technology with 100 megabit per second access to each workstation within the building. Advanced network monitoring technologies from Cisco Systems help supply the school with diagnostic and corrective tools to maintain the ever expanding network. The School is interconnected to The University of Texas Health Science Center at Houston through fiber optic cabling providing the highest available bandwidth possible for additional University resources and access to the Internet. This network currently provides access to more than 800 computers in Houston and provides additional computing resources to more than 200 computers located remotely at the School’s remote campuses in Dallas, San Antonio, El Paso, Brownsville, and Austin. Between the multiple sites, IT Services provides access to more
than 1,600 student, staff, and faculty. Besides dual high speed connections to the internet, UTSPH maintains high speed connections to collaborative teaching and research networks Internet-2 and the Texas LEARN network. Access to our wireless network is available throughout the entire UTSPH building. General wireless internet access is available without authentication. The wireless network does provide for additional capabilities with user authentication.

IT Services maintains a state-of-the-art microcomputer lab and a computer-based instruction classroom for students, faculty, and staff. The lab and classroom are open during all the hours the School is open. The computer lab provides student access to 18 Intel-based microcomputers running Microsoft Windows XP. The computer-based instruction classroom has 22 workstations. A ceiling mounted projection system is available for demonstrations and instruction. The classroom may be reserved for classes and meetings by both students and faculty. When not being used as a classroom, students may use the room for additional computer lab access. In 2006, UTSPH became one of the first graduate institutions to implement a virtual computer lab. The virtual lab consists of more than 160 computers which can be accessed from the Regional Campuses or any remote location. This allows students to gain access to hardware and software applications on the PCs in the microcomputer lab in off hours from the comfort of their home, or other remote location.

All of these machines are connected to the School’s local area network giving students access to a variety of services including the library services, electronic mail, Microsoft Office, statistical applications, and the Internet. A high speed Xerox multi-bin printer/copier is available for student printing. The following is a partial list of the software packages that are available in the computer lab: Microsoft Office 2007 including Word, Excel, PowerPoint, Access, Publisher, SPSS, Stata, MiniTab, SAS, EpInfo, ML-Win, SmartDraw, S-Plus, Sudaan, TreeAge, R, WinBugs, Simul8, MapInfo, MapMarker, and Surfer. In addition, tutorials are available for many of the software products. All software in the computer lab is copyrighted and licensed to the School by the manufacturer for use only on the lab computers. Any attempt to make copies of this software for use on another computer is a violation of the license agreements and a violation of School and University policy.

Students are encouraged to have a personal computer available to them as a graduate student. UTSPH provides free access to McAfee anti-virus protection software as well as reduced software prices through the UT Bookstore. For compatibility purposes, students should consider a traditional IBM-style computer running Windows Vista, or Windows 7. While Macintosh computers are not restricted, there are certain systems and applications which are not compatible with Macintosh computers. The best support options are available to students who have a traditional IBM-style computer.

All students are provided with a user account which offers access to a feature rich web-based electronic mail application, an online instruction based system in BlackBoard, the ability to connect personal wireless computers within the UTSPH campus, and a file repository and sharing system known as XFiles.
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US SCHOOLS OF PUBLIC HEALTH
ACREDITED BY THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH

GRADUATE SCHOOLS OF PUBLIC HEALTH

University of Alabama at Birmingham
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Mel and Enid Zuckerman
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Drachman Hall
PO Box 245163
Tucson, AZ 85724-5163
(520) 626-7083
www.publichealth.arizona.edu
Dean: G. Marie Swanson, Ph.D., M.P.H.

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Fay W. Boozman College of Public Health
4301 W. Markham, #820
Little Rock, AR 72205-7199
(501) 526-6600
www.uams.edu/coph
Dean: James M. Raczynski, Ph.D.

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(617) 638-4640
http://www.bumc.bu.edu/UTSPH
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245 N. 15th Street
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(215) 762-4110
www.drexel.edu/pubhealth/default.html
Dean: Marla J. Gold, M.D.

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Atlanta, GA 30322
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www.sph.emory.edu
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(202) 994-5179
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Dean: Ruth J. Katz, J.D., Ph.D.

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Dean: Barry Bloom, Ph.D.

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Interim Dean: Sylvia F. Furner, Ph.D., M.P.H.
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www.insp.mx
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(319) 384-5452
www.public-health.uiowa.edu
Dean: James A. Merchant, M.D., Dr.P.H.

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Bloomberg School of Public Health
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University of Massachusetts Amherst
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Amherst, MA 01003
(413) 545-1303
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Dean: John J. Cunningham, Ph.D.

University of Medicine and Dentistry of New Jersey
Rutgers, The State University of New Jersey
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(732) 235-9700
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Dean: Audrey R. Gotsch, Dr.P.H., C.H.E.S.

University of Michigan
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Ann Arbor, MI 48109-2029
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www.sph.umich.edu/
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Dean: Mary S. Applegate, M.D., M.P.H.

New York Medical College
School of Public Health
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Dean: Robert W. Amler, M.D.

University of North Carolina,
Chapel Hill
School of Public Health
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(919) 966-3215
www.sph.unc.edu/
Dean: Barbara K. Rimber, Dr.P.H.

University of North Texas Health Science Center
School of Public Health
3500 Camp Bowie Blvd.
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(817) 735-2323
www.hsc.unt.edu/education/sph/
Dean: Fernando M. Treviño, Ph.D., M.P.H.

Ohio State University
School of Public Health
College of Medicine and Public Health
M-116 Starling Loving Hall
320 W. 10th Ave.
Columbus, OH 43210-1240
(614) 293-3913
www.sph.ohio-state.edu
Dean: Stanley A. Lemeshow, Ph.D., M.S.P.H.
University of Oklahoma
College of Public Health
PO Box 26901
801 NE 13th St.
Oklahoma City, OK 73104-5072
(405) 271-2232
http://w3.ouhsc.edu/coph/
Dean: Gary E. Raskob, Ph.D.

University of Pittsburgh
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A-624 Crabtree Hall
130 DeSoto St.
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(412) 624-3001
www.publichealth.pitt.edu
Dean: Donald Scott Burke, M.D.

University of Puerto Rico
Graduate School of Public Health
Medical Sciences Campus
PO Box 365067
San Juan, Puerto Rico 00936
(787) 764-5975
http://www.rcm.upr.edu
Interim Dean: Ralph Rivera-Gutiérrez, Ph.D.

Saint Louis University
School of Public Health
3545 Lafayette Ave., Suite 300
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(314) 977-8100
http://publichealth.slu.edu
Dean: Connie J. Evashwick, M.A., M.Sc.

San Diego State University
Graduate School of Public Health
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http://www.hsc.usf.edu/publichealth/
Dean: Donna Peterson, M.H.S., Sc.D.

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School of Rural Public Health
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University of Washington
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Seattle, WA 98195
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http://sphcm.washington.edu
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Yale University
Department of Epidemiology and Public Health
School of Medicine
PO Box 208034, 60 College St.
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(203) 785-2867
http://info.med.yale.edu/eph/
Dean: Paul D. Cleary, Ph.D.
2009-2011 SPH CATALOG

ADDENDUM

Academic Year 2011-2012 information is included as an addendum to the 2009-2011 UTHSC-Houston catalog.
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SECTION- Academic Calendar

Add:
2011-2012 ACADEMIC YEAR

Fall Semester 2011
Semester Begins August 29, 2011
Classes End December 9, 2011
Exams December 12 -16, 2011

Spring Semester 2012
Semester Begins January 9, 2012
Classes End April 27, 2012
Exams April 30 – May 4, 2012

Spring Break March 5 - 9, 2012

Summer Sessions 2012
12 Weeks
Session Begins May 21, 2012
Classes End August 10, 2012
Exams August 13 - 14, 2012

1st 6 Weeks 2012
Session Begins May 21, 2012
Classes End June 29, 2012
Exams July 2, 2012

2nd 6 Weeks 2012
Session begins July 5, 2012
Classes End August 13, 2012
Exams August 14, 2012

Change on page 2 (new calendar)

SECTION- Administrative Officers

Change from:
Eric Boerwinkle, Ph.D.
Director, Division of Epidemiology and Disease Control

Change to:
Eric Boerwinkle, Ph.D.
Director, Division of Epidemiology, Human Genetics and Environmental Sciences

Delete:
Robert J. Emery, Dr.P.H.
Acting Director, Division of Environmental and Occupational Health Sciences

Change from:
J. Michael Swint, Ph.D.
Director, Division of Management, Policy and Community Health

Change to:
Luisa Franzini, Ph.D.
Director, Division of Management, Policy and Community Health
Add:
Anne Baronitis
Director of Student and Alumni Affairs

All changes on page 4 (updates to administration)

SECTION- Degree Programs

Change from:
The School of Public Health at Houston has a variety of degree and non-degree programs. Degree programs include professional (Master of Public Health and Doctor of Public Health) and academic degrees (Master of Science and Doctor of Philosophy). The School also offers opportunities for education and training that do not lead to a degree. Non-degree programs include the Certificate in Public Health individual courses for those who wish to gain knowledge in particular topics and established curricula for students who are formally enrolled in a collaborative program.

A course generally consists of a combination of lectures, discussion periods, directed reading, and individual study and inquiry. Courses are letter-graded or pass/fail. All courses satisfying the M.P.H. core requirements are letter-graded. Elective courses may be letter-graded or pass/fail at the discretion of the instructor. Credits earned at other institutions prior to enrollment at the School of Public Health at Houston shall not be applied to UTSPH transcripts or counted toward graduation requirements. Through reciprocal agreements, however, students enrolled at the School of Public Health at Houston may take courses for credit at affiliated institutions.

Students admitted to dual degree programs may transfer the limited number of approved shared credit courses specified in the dual degree agreement. Students should contact the program coordinator for the dual degree program for further information.

General non-degree and certificate students can transfer up to 16 semester credit hours of UTSPH coursework if accepted into a degree program, provided a grade of A or B was earned in the course, and the course was completed within five years prior to matriculation into the degree program.

Credits earned at other institutions prior to enrollment at the School of Public Health at Houston shall not be applied to UTSPH transcripts or counted toward graduation requirements. Through reciprocal agreements, however, students enrolled at the School of Public Health at Houston may take courses for credit at affiliated institutions, provided the courses are recommended and approved prospectively by the student’s advisory committee.

Credit hours toward a degree program’s graduation requirements begin to accrue at the time of matriculation into the degree program. Credit hours earned as part of a master’s degree program do not count toward a doctoral degree program unless the student has been admitted to the master’s degree with the “right to petition.” (See the section on “Admission Process” for details on the “right to petition”) In addition, the Division of Biostatistics and the Division of Epidemiology and Disease Control may admit students holding a bachelor’s degree directly to the Ph.D. program. (See the section on “Admission Process” for details.)

A student is classified “full-time” if enrolled in at least nine semester credit hours during the Fall or Spring semesters, at least six semester credit hours during a 12-week Summer session, or at least three semester credit hours during each six-week Summer session. Full-time students generally enroll in 12-16 credit hours per semester. A minimum of three credit hours must be taken in each semester a student is enrolled. Students are expected to enroll in culminating experience, thesis, or dissertation hours during the time that resources are being used in this endeavor. All courses taken by students accumulate semester credit hours, but no more than a combined total of six credit hours earned for culminating/thesis/dissertation research plus the practicum experience may be counted toward the total credit hour minimum of the degree.
Enrollment is required in the semester in which the research proposal is submitted and continuously through the semester in which all requirements for graduation are completed. Enrollment is also required in the semester in which the qualifying examination (doctoral programs) is taken and in the semester in which the student is involved in a practicum/internship (M.P.H. and Dr.P.H. programs). Students must maintain enrollment in the School so that any absence from the program does not exceed one calendar year (three consecutive semesters). Policies and procedures regarding re-admission to a degree program are addressed in the section, Grading, Conduct, and Satisfactory Progress Policies.

All research papers, theses, and dissertations authored by degree candidates are available to interested members of the general public upon request. Culminating experience documents, theses and dissertations are published electronically and are widely available.

General and specific requirements for degrees may be altered in successive catalogs. A student is bound by the requirements of the catalog in force at the time of his/her admission or readmission; however, a student must complete all degree requirements within seven years or be subject to the degree requirements of the catalog in effect at the time of graduation.

Please note that the school is essentially a day time operation and that it is not possible to earn a degree at night.

**Time Limits on Degree Programs**

Students are expected to complete master's degree programs (M.P.H. and M.S.) within five years and doctoral degree programs (Dr.P.H. and Ph.D.) within seven years. In case of extenuating circumstances, a student may request a one-year extension provided there is adequate justification. The possibility of a second year of extension exists for extraordinary circumstances. Students who do not graduate within the approved time limit will be dismissed from the program and must be readmitted to the School in order to complete the degree program.

**Change to:**

The School of Public Health has a variety of degree and non-degree programs. Degree programs include professional (Master of Public Health and Doctor of Public Health) and academic degrees (Master of Science and Doctor of Philosophy). Non-degree programs include the Certificate in Public Health, Certificate in Maternal and Child Health, Certificate in Health Disparities and Certificate in Public Health Informatics. In addition, admitted non-degree students may take individual courses for those who wish to gain knowledge in particular topics.

A course generally consists of a combination of lectures, discussion periods, directed reading, and individual study and inquiry. Courses are letter-graded or pass/fail. All courses satisfying the M.P.H. core requirements are letter-graded. Elective courses may be letter-graded or pass/fail at the discretion of the instructor. Credits earned at other institutions prior to enrollment at the School of Public Health shall not be applied to UTSPH transcripts or counted toward graduation requirements. Through reciprocal agreements, however, students enrolled at the School of Public Health at Houston may take courses for credit at affiliated institutions, provided the courses are recommended and approved prospectively by the student’s advisory committee.

Students admitted to dual degree programs may transfer the limited number of approved shared credit courses specified in the dual degree agreement. Students should contact the program coordinator for the dual degree program for further information.

General non-degree and certificate students can transfer up to 16 semester credit hours of UTSPH coursework if accepted into a degree program, provided a passing grade is earned in the course, and the course is completed within five years prior to matriculation into the degree program.

Credit hours toward a degree program's graduation requirements begin to accrue at the time of admission to and enrollment into the degree program and courses. Credit hours earned as part of a masters degree program do not count toward a doctoral degree program unless the student has been admitted to the master’s degree with the “right to petition.” (See the “Admission Process” section for details on the “right to petition”) In addition, the Division of
Biostatistics and the Division of Epidemiology and Disease Control may admit students holding a bachelor’s degree directly to the Ph.D. program. (See the “Admission Process” section for details.)

A student is classified “full-time” if enrolled in at least nine semester credit hours during the Fall or Spring semesters, at least six semester credit hours during a 12-week Summer session, or at least three semester credit hours during each six-week Summer session. Full-time students generally enroll in 12-16 credit hours per semester. A minimum of three credit hours must be taken in each semester a student is enrolled. Students are expected to enroll in culminating experience, thesis, or dissertation credit hours during the time that resources are being used in this endeavor. All courses taken by students accumulate semester credit hours, but no more than a combined total of six credit hours earned for culminating experience plus the practicum may be counted toward the total credit hour minimum of the masters degree. Nine combined dissertation and practicum hours may be counted for the doctoral degree.

Enrollment is required in the semester in which the research proposal is submitted and continuously through the semester in which all requirements for graduation are completed. Enrollment is also required in the semester in which the qualifying examination (doctoral programs) is taken and in the semester in which the student is involved in a practicum/internship (M.P.H. and Dr.P.H. programs).

Students must maintain enrollment in the School so that any absence from the program does not exceed one calendar year (three consecutive semesters) unless a formal leave of absence is obtained. Policies and procedures regarding re-admission to a degree program are addressed in the section, Grading, Conduct, and Satisfactory Progress Policies.

All research papers, theses, and dissertations authored by degree candidates are available to interested members of the general public upon request. Culminating experience documents, theses and dissertations are published electronically and are widely available.

General and specific requirements for degrees may be altered in successive catalogs. A student is bound by the requirements of the catalog in force at the time of his/her admission or readmission; however, a student must complete all degree requirements within seven years or be subject to the degree requirements of the catalog in effect at the time of graduation.

Please note that the school is essentially a day time operation and that it is not possible to earn a degree by taking only courses at night or only online.

---

### Time Limits on Degree Programs

Students are expected to complete master’s degree programs (M.P.H. and M.S.) within five years and doctoral degree programs (Dr.P.H. and Ph.D.) within seven years. In case of extenuating circumstances, a student may request a one-year extension. The possibility of a second year of extension exists for extraordinary circumstances. Students who do not graduate within the approved time limit will be dismissed from the program and must be readmitted to the School in order to complete the degree program in effect at the time of readmission.

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### Changes on pages 7-8 (clarifying program requirements for students)

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### SECTION- Master of Public Health

**Change from:**

**Degree Requirements**

- Satisfactory completion of a prescribed course of study of at least one academic year, a minimum of 45 semester credit hours, and demonstration of a breadth of knowledge in the disciplines basic to public health,
- Satisfactory completion of a planned, supervised, and evaluated practice experience (Practicum) that includes the application of public health science and theory, and
- Satisfactory completion of a culminating experience, written in English, demonstrating a substantial knowledge of public health. The culminating experience may take the form of a thesis or report which meets criteria set forth by the School. With the approval of the Advisory Committee, a student may elect to include articles of publishable quality consistent with the standards of a peer-reviewed journal. The number of articles will be subject
to the discretion of the Committee. It is expected, however, that the final submission to the Office of Student Af-
fairs will contain all supporting elements of an acceptable culminating experience.

- All M.P.H. students must give an oral presentation of their culminating experience projects at the School prior to
  graduation. All completed theses or reports will be made available to the public.

Enrollment is required during the semester in which the student is involved in a practicum/internship. Students must
also be enrolled in the semester in which the research proposal is submitted and continuously thereafter through the
semester in which degree requirements are completed.

**Practicum**
The practicum experience is an essential part of the curriculum and is a requirement of the Council on Education for
Public Health (CEPH, the accrediting body of all U.S. schools of public health) for completion of a Master of Public
Health degree. The practicum is designed specifically for M.P.H. and Dr.P.H. students. It consists of an organized in-
ternship at an agency or organization located outside the School of Public Health at Houston that is engaged in work
related to public health. Alternatively, the practicum may be done in a UTSPH Center or project that interacts with
practice agencies. The student is expected to spend a minimum of 12 hours per week (approximately 180-200 hours
total) at the practicum site.

**Culminating Experience (CE)**
The culminating experience is a requirement of the CEPH, for completion of a Master of Public Health degree. The CE
requires a student to synthesize and integrate knowledge and skills acquired in the degree program and apply those
to some aspect of professional practice. Some portion of the CE must be original, whether it is the topic itself, an
analysis of newly collected or extant data, the reinterpretation of others’ findings, or the design and completion of a
practicum-based project. The CE document may be a report based on a public health practice experience, primary or
secondary data collection, a systematic review of the literature, or the analysis of a policy or professional practice
issue. The student must also give an oral presentation of his or her findings.

**Advisory Committee**
An Advisory Committee is assigned during the first semester an M.P.H. student is enrolled. The Committee consists of
the student, a faculty advisor from the academic unit to which the student was admitted, and an “at large” selection.
A student has the option of appointing a third faculty member or a qualified practitioner approved by the Associate
Dean for Student Affairs. During evaluation week at the end of each the Fall and Spring semesters, each M.P.H. stu-
dent meets with his or her advisory committee to review the academic plan and the student’s progress toward com-
pletion of the degree program.

**Change to:**
**Degree Requirements**
- Satisfactory completion of a prescribed course of study of at least one academic year, a minimum of 45 semester
credit hours [a maximum of six combined credit hours of practicum, thesis or culminating experience count to-
ward the minimum of 45 credit hours; therefore, at least 39 credit hours of courses must be taken other than
practicum, thesis or culminating experience], and demonstration of a breadth of knowledge in the disciplines ba-
sic to public health;
- **Satisfactory completion of PHM 5010 Ethics in Public Health;**
- Satisfactory completion of a planned, supervised, and evaluated practice experience (practicum) that includes
  the application of public health science and theory;
- Satisfactory completion of the Capstone Course or culminating experience paper, written in English, demonstrat-
ing a substantial knowledge of public health. The culminating experience may take the form of a thesis or report
that meets criteria set forth by the School. With the approval of the Advisory Committee, a student may elect to
include an article of publishable quality consistent with the standards of a peer-reviewed journal. The article is a
part of the final submission to the Office of Research and contains all supporting elements of an acceptable cul-
minating experience; and
- All M.P.H. students must give an oral presentation of their culminating experience projects at the School prior to
  graduation. All completed written culminating experience documents will be made available to the public.

**Practicum**
The practicum experience is an essential part of the curriculum and is a requirement of the Council on Education for Public Health (CEPH, the accrediting body of all U.S. schools of public health) for completion of a Master of Public Health degree. The practicum is designed specifically for M.P.H. and Dr.P.H. students. It consists of an organized internship at an agency or organization located outside the UTSPH that is engaged in work related to public health. Alternatively, the practicum may be done in a UTSPH Center or project that interacts with practice agencies. The student is expected to spend a minimum of 12 hours per week (approximately 180-200 hours total) at the practicum site. Registration for the practicum seminar is required during the semester of the practicum.

Culminating Experience (CE)
The culminating experience (CE) is a CEPH requirement for completion of a Master of Public Health degree. The CE requires a student to synthesize and integrate knowledge and skills acquired in the degree program and apply those to some aspect of professional practice. The CE may be the Capstone Course or a written paper. In both options students will analyze public health issues, perform written work and give an oral presentation of his or her findings.

Advisory Committee
An academic advisor (either the Divisional or Regional Campus centralized advisor or a Divisional or Regional Campus faculty member) is assigned to students at the time of admission. M.P.H. students who elect a concentration will be required to add one additional member to their committee to represent the concentration (unless the advisor also represents the concentration). If a student chooses to complete a written culminating experience (e.g., thesis), a second member may be added from within or outside the School. Committee membership is approved by the Associate Dean for Student Affairs. During evaluation week at the end of each Fall and Spring semesters, each M.P.H. student meets with his or her advisory committee to review the academic plan and the student’s progress toward completion of the degree program.

Changes on pages 10-11 (clarifying current program requirements and updating program requirements)

Change from:
Core Requirements for M.P.H. Students
The following courses satisfy the M.P.H. core public health discipline requirement.

Biostatistics:
(Courses PH 1610, PH 1725 and PH 1726 will not be offered after Summer 2010. PH 1610 will become PH 1600 Biostatistics I and PH 1725 and PH 1726 will be combined into PH 1700 Biostatistics II from Fall 2010-Summer 2011.)

PH 1610 (PH 1600 Biostatistics I, beginning Fall 2010-Summer 2011) Introduction to Biostatistics (Available Online)
PH 1725 (and PH 1726 combined into PH 1700 Biostatistics II, beginning Fall 2010-Summer 2011) Intermediate Biostatistics I
PH 1726 (and PH 1725 combined into PH 1700 Biostatistics II, beginning Fall 2010-Summer 2011) Intermediate Biostatistics II

PH 1725 and PH 1726 (PH 1700 Biostatistics II, beginning Fall 2010-Summer 2011) is required for majors in the Division of Biostatistics and the Division of Epidemiology and Disease Control and highly recommended for majors in the Division of Environmental and Occupational Health Sciences. Students majoring in the Division of Health Promotion and Behavioral Sciences or the Division of Management, Policy and Community Health may take PH 1610 (PH 1600 Biostatistics I, beginning Fall 2010-Summer 2011) or the PH 1725 and PH 1726 (PH 1700 Biostatistics II, beginning Fall 2010-Summer 2011) sequence. For non-majors, PH 1725 and PH 1726 (PH 1700 Biostatistics II, beginning Fall 2010-Summer 2011) must be taken in a sequence; one course alone does not satisfy the core requirement.

Change to:
Core Requirements for M.P.H. Students
The following courses satisfy the M.P.H. core public health discipline requirement.

Biostatistics:

PH 1690 Foundations of Biostatistics (Available Online)
PH 1700 Intermediate Biostatistics – permission required (Available Online)

PH 1690 and PH 1700 are required for majors in the Division of Biostatistics and Epidemiology and highly recommended for majors in Environmental and Occupational Health Sciences. Students majoring in the Division of Health Promotion and Behavioral Sciences or the Division of Management, Policy and Community Health may take PH 1690.

Change from:
Environmental and Occupational Health Sciences:
PHM 2100 Foundations of Environmental and Occupational Health Sciences (Available Online)
PHM 2110 Overview of Environmental Health
PHWM 2120 Man’s Impact on the Environment (Available Online)
PHM 2130 Recognition of Environmental and Occupational Hazards
PH 2175 Toxicology I: Principles of Toxicology

Four courses, PHM 2100, PHM 2130, PH 2175 and PH 3725 (listed under Management, Policy and Community Health courses), are required for majors in the Division of Environmental and Occupational Health Sciences. Non-majors may meet the requirement by taking either PHM 2110 or PHWM 2120.

Change to:
Environmental and Occupational Health Sciences:

Non-majors:
PHM 2110 Overview of Environmental Health, or
PHWM 2120 Man’s Impact on the Environment (Available Online Only)

Majors in EOHS (all are required):
PHWM 2100 Foundations of Environmental and Occupational Health Sciences (Available Online)
PHM 2101 Contemporary Issues in Environmental and Occupational Health
PHM 2130 Recognition of Environmental and Occupational Hazards
PH 2175 Toxicology I: Principles of Toxicology
PH 3725 Health and Safety Program Management

Change from:
Management, Policy and Community Health:
PHM 3710 Administration and Public Health
PHM 3715 Introduction to Management and Policy Sciences (Available Online)
PHM 3620 Principles and Practice of Public Health (Available Online)
PH 3725 Health and Safety Program Management
PHM 3640 Community-Based Health Assessment
PHM 3922 Economic and Social Determinants of Health

Majors in the Division of Management, Policy or Community Health, Division of Biostatistics, and the Division of Health Promotion and Behavioral Sciences may meet the requirement by taking any one of the above courses. PHM 3620 is recommended for majors in the Division of Epidemiology and Disease Control. PH 3725 is required for majors in the Division of Environmental and Occupational Health Sciences.

Change to:
Management, Policy and Community Health:

PHM 3715 Introduction to Management and Policy Sciences (Available Online)

PHM 3715 is required for both majors and non-majors in Management, Policy and Community Health.

Changes on pages 11-12 (updating program requirements)
SECTION- Doctor of Public Health

Change from:
The Doctor of Public Health (Dr.P.H.) degree signifies distinguished scholarly accomplishment. It is primarily offered for those who plan careers involving professional practice, teaching, or community-based research. Students will be affiliated with one of the Divisions listed below. In addition, students may elect an interdivisional concentration, such as Global Health.

Major Areas of Study:
- Community Health Practice
- Epidemiology
- Health Promotion/Health Education
- Health Services Organization
- Occupational Health and Environmental Sciences

In order to complete a degree with appropriate public health breadth, Dr.P.H. students are required to complete one minor area of study in one of the five public health disciplines (separate from the major area) and one public health breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee. The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

Regional Campus Dr.P.H. Programs
- Health Promotion/Health Education (Austin, Brownsville, El Paso)
- Community Health Practice (San Antonio)

Dr.P.H. Optional Concentrations
- Global Health (Interdivisional)
- Health Disparities (Interdivisional)
- Leadership (Interdivisional)
- Maternal and Child Health (Interdivisional)

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

Admission Requirements
- Prior M.P.H. degree or equivalent preparation from a regionally accredited university or college, and
- An original goal statement, and
- Outstanding promise for scholarly accomplishment and professional leadership or for extending public health practice, particularly to underserved and vulnerable populations. In addition to the M.P.H., evidence of promise could include previous or current employment in a public health or health-related agency or service to such agencies, curriculum vita, copies of reports, articles, recommendations, or other written material believed to reflect such potential.
- Supporting letters of recommendation documenting and evaluating the applicant’s achievements.
- The requirement for the Graduate Record Examination (GRE) varies among Divisions. Applicants should refer to “Special Entrance Requirements” listed in each Division.
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Degree Requirements
• Satisfactory completion of a prescribed course of study of at least one academic year, comprising a minimum of at least 48 semester credit hours.
• Satisfactory completion of a planned, supervised, and evaluated practice experience that includes the application of public health science and theory.
• Satisfactory performance on a qualifying examination deemed the student’s Qualifying Committee to test breadth and depth of knowledge in public health and a capacity to conceive and conduct independent research in the field. Students will have completed at least 36 semester credit hours in preparation for the qualifying examination.
• Satisfactory completion of an original research dissertation, written in English, that constitutes a substantial contribution to the body of knowledge in public health. All doctoral students must present their dissertation research in a public forum at the School prior to graduation. All completed dissertations will be made available to the public.

If a student is unable to successfully complete the qualifying examination (demonstrate competence) after two attempts the student will not be allowed to continue in the Dr.P.H. program. That student’s ability to complete the M.P.H. degree program (if the student does not already possess a M.P.H. degree) is not automatic, and acceptance into the M.P.H. program is decided collectively by Divisional faculty.

Practicum
The practicum is designed specifically for M.P.H. and Dr.P.H. students and consists of an organized internship at an agency or organization located outside the School of Public Health at Houston engaged in work related to public health, or located in a School of Public Health at Houston Center or project that interacts with practice agencies. M.S. and Ph.D. students are encouraged to include a practice experience in their education plan as well, but it is not required. The student is expected to spend a minimum of 12 hours per week (approximately 180-200 hours total) at the practicum site.

Qualifying Committee
The Qualifying Committee assists the student in preparing for the qualifying examination and constructs and administers the exam. The Qualifying Committee consists of at least three regular faculty members, including an academic advisor who is assigned during the admissions process, and two faculty members from the minor field of study and public health breadth area, respectively. The two additional members of the Committee are selected by the principal advisor and the student and must agree to serve on the Committee. Committee membership must be approved by the Associate Dean for Student Affairs. Successful completion of the qualifying examination advances the doctoral student to a doctoral candidate.

Dissertation Committee
A Dissertation Committee of at least three members of the regular faculty, including a principal advisor, must agree to guide the candidate’s research. The advisor and at least two additional members of the regular faculty are recruited by the candidate to constitute the Committee. An optional fourth member of the Committee may be selected to contribute special expertise to the candidate’s research. The optional Committee member may belong to another academic institution. The Committee membership must be approved by the Associate Dean for Student Affairs.

The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

Required Review
Any student who has been admitted to candidacy for a Dr.P.H. degree (i.e., following successful completion of the qualifying examination) is expected to complete the degree within three years from the date of admission to candidacy, not to exceed seven years total time in the degree program. The dissertation committee will review the case at the end of the three-year period following admission to candidacy and will consider such recommendations as (1) a one-year extension of the degree program, or (2) dismissal. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.

Change to:
The Doctor of Public Health (Dr.P.H.) degree signifies distinguished scholarly accomplishment. It is primarily offered for those who plan careers involving professional practice, teaching, or community-based research. Students will be affiliated with one of the Divisions listed below. In addition, students may elect an interdivisional concentration, such as Global Health.

**Major Areas of Study:**
- Community Health Practice
- Epidemiology
- Health Promotion/Health Education
- Health Services Organization
- **Occupational and Environmental Health**

In order to complete a degree with appropriate public health breadth, Dr.P.H. students are required to complete one minor area of study in one of the five public health disciplines (separate from the major area) and one public health breadth area. Each doctoral student requires two minors or a minor and a breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee. It is strongly recommended that either the minor or breadth area be focused on leadership. The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

**Regional Campus Dr.P.H. Programs**
- Community Health Practice (San Antonio)
- Health Promotion/Health Education (Austin, Brownsville, Dallas, El Paso)
- **Occupational and Environmental Health (San Antonio)**

**Dr.P.H. Optional Interdivisional Concentrations**
- Global Health
- Health Disparities
- Leadership
- Maternal and Child Health

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

**Admission Requirements**
- Prior M.P.H. degree or equivalent preparation from a regionally accredited university or college, and
- An original goal statement, and
- Outstanding promise for scholarly accomplishment and professional leadership or for extending public health practice, particularly to underserved and vulnerable populations. In addition to the M.P.H., evidence of promise could include previous or current employment in a public health or health-related agency or service to such agencies, curriculum vita, copies of reports, articles, recommendations, or other written material believed to reflect such potential.
- Supporting letters of recommendation documenting and evaluating the applicant’s achievements.
- **The Graduate Record Examination (GRE) is a requirement of all doctoral programs.**
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

**Degree Requirements**
- Satisfactory completion of a prescribed course of study of at least one academic year, comprising a minimum of at least 48 semester credit hours (a maximum of nine combined credit hours of practicum, thesis or disser-
tation count toward the minimum of 48 credit hours, therefore at least 39 credit hours of courses must be taken other than practicum, thesis or dissertation). Two minors or a minor and a breadth area are required:

- Satisfactory completion of one Epidemiology course, if not already covered in the major, minor or breadth area;
- Satisfactory completion of a planned, supervised, and evaluated practice experience that includes the application of public health science and theory;
- Satisfactory performance on a preliminary examination as described by the degree program (the preliminary examination may be taken after the courses prescribed by the degree program have been successfully completed);
- Satisfactory defense of the dissertation proposal; and
- Satisfactory completion of an original research dissertation, written in English, that constitutes a substantial contribution to the body of knowledge in public health. All doctoral students must present their dissertation research in a public forum at the School prior to graduation. All completed dissertations will be made available to the public.

If a student is unable to successfully complete the preliminary examination (demonstrate competence) after two attempts the student will be dismissed from the Dr.P.H. program. That student may be provided an opportunity to complete the M.P.H. degree program (if the student does not already possess a M.P.H. degree), but the opportunity is not automatic, and acceptance into the M.P.H. program is decided collectively by Divisional faculty.

Practicum
The Dr.P.H. practicum is designed to:

- Relate to the student’s academic goals and professional interests, and specific learning objectives
- Provide opportunities for professional advancement of specific competencies that the student has not yet mastered in their coursework or prior professional experience
- Facilitate the application of public health leadership principles to address a need identified by the host organization through service learning
- Demonstrate the student’s application of public health concepts through observational and performance-based evaluation by the preceptor, faculty, and student
- Provide experiences in developing advocacy and/or leadership skills through collaboration with senior public health practitioners

The student is expected to spend a minimum of 180-200 hours total at the practicum site. Community preceptors, selected based on evidence of specific skills, provide extensive mentoring to students.

Preliminary Committee
All Dr.P.H. students are admitted with an academic advisor who will assist the student in preparing for the preliminary examination. Successful completion of the preliminary examination advances the doctoral student to a doctoral candidate. At this time, the student will constitute a Dissertation Committee.

Dissertation Committee
Upon successful completion of the preliminary exam, students will constitute a dissertation committee composed of a dissertation advisor (who may or may not be the academic advisor) and two other members representing the breadth and minor areas of interest. The dissertation committee will help develop curriculum that supports the student’s research and career goals. This committee can be changed as research interests become more focused. The dissertation committee will also be responsible for evaluating the oral defense of the dissertation research proposal and the oral defense of the completed dissertation. The Committee membership must be approved by the Associate Dean for Academic Affairs.

The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

Required Review and Degree Time Limits
Any student who has been admitted to candidacy for a Dr.P.H. degree (i.e., following successful completion of the preliminary examination) is expected to complete the degree within four years from the date of admission to candidacy, not to exceed seven years total time in the degree program. The dissertation committee will review the case at the end of the four-year period following successful completion of the preliminary examination and will consider such recommendations as (1) a one-year extension of the degree program, or (2) dismissal. A second extension may be granted. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.

Changes all on pages 13-15 (clarifying current program requirements and updating program requirements)

SECTION- Master of Science

Change from:
Major Areas of Study
   Biostatistics
   Environmental Health Sciences (currently inactive)
   Epidemiology

The Master of Science degree is offered at the Houston campus only.

Optional Concentrations
Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

Change to:
Major Areas of Study
   Biostatistics
   Environmental Sciences (currently inactive)
   Epidemiology

The Master of Science degree is offered at the Houston campus only.

M.S. Optional Interdivisional Concentrations
   Global Health
   Health Disparities
   Leadership
   Maternal and Child Health

Concentrations consist of a curriculum designed to address a problem or area of public health concern. Concentrations may be added or discontinued to meet the needs of the public health community.

Change from:
Admission Requirements
   • Prior baccalaureate or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college, and
   • Submission of application and supporting documents by the application deadline.
   • The requirement for the GRE varies with the Division. Applicants should refer to “Special Entrance Requirements” listed in each Division.
   • Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

Degree Requirements
Addendum to 2009-2011 The University of Texas School of Public Health Catalog Page 215

- Satisfactory completion of a prescribed course of study of at least one academic year and at least 36 semester credit hours, and
- Satisfactory completion of a research thesis, written in English, deemed by the faculty to be of excellent quality and to demonstrate an appropriate depth of knowledge in the field of study. If approved by the student’s Advisory Committee, a student may elect to include articles of publishable quality consistent with the standards of a peer-reviewed journal. The number of articles will be subject to the discretion of the Committee. It is expected, however, that the final submission to the Office of Student Affairs will contain all supporting elements of an acceptable research thesis.

Change to:

**Admission Requirements**

- Prior baccalaureate or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college, and
- Submission of application and supporting documents by the application deadline.
- The Graduate Record Examination (GRE) is a requirement of all degree-seeking students.
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

**Degree Requirements**

- Satisfactory completion of a prescribed course of study, including one major and one minor, of at least one academic year and at least 36 semester credit hours (a maximum of six combined credit hours of practicum or thesis count toward the minimum of 36 credit hours, therefore at least 30 credit hours of courses must be taken other than practicum or thesis);
- Satisfactory completion of one Epidemiology course, if not already covered in the major, minor, or breadth area;
- Satisfactory completion of PHM 5010 Ethics in Public Health; and
- Satisfactory completion of a research thesis, written in English, deemed by the faculty to be of excellent quality and to demonstrate an appropriate depth of knowledge in the field of study. If approved by the student’s Advisory Committee, a student may elect to include an article of publishable quality consistent with the standards of a peer-reviewed journal. The article is a part of the final submission to the Office of Research and contains all supporting elements of an acceptable research thesis.

**Add:**

**Practicum**

A practicum consists of an organized internship at an agency or organization located outside the UTSPH engaged in work related to public health, or located in a UTSPH Center or project that interacts with practice agencies. M.S. students are encouraged to include a practice experience in their education plan as well, but it is not required.

**Advisory Committee**

An academic advisor is assigned to each student at the time of admission. One additional member to represent the minor discipline from the UTSPH is required for M.S. students. The member representing the minor discipline will be chosen by the student. Committee membership is approved by the Associate Dean for Academic Affairs.

Changes all on pages 16-17 (clarifying current program requirements and updating program requirements)

**SECTION- Doctor of Philosophy**

Change from:

The Doctor of Philosophy (Ph.D.) degree in Public Health represents outstanding scholarly attainment and signifies a capacity for independent study. It is primarily a research and teaching degree. Curricula leading to this degree are offered in the following fields of study:

Addendum to 2009-2011 The University of Texas School of Public Health Catalog Page 215
In order to complete a degree with appropriate public health breadth, Ph.D. students are required to complete one minor area of study in a public health discipline (separate from the major area) and one public health breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee. The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

Regional Campus Ph.D. Programs

Epidemiology (Austin, Brownsville, Dallas)

Doctoral candidates may complete their course of study by engaging in research in residency in Houston or at a Regional Campus in Austin, Brownsville, Dallas, El Paso or San Antonio. Research activities of the faculty at the Houston and Regional Campuses are indicated in the Division’s list of faculty.

Admission Requirements for Bachelor’s Prepared Applicants

Direct admission to the Ph.D. degree program for those holding a bachelor’s degree is offered in Biostatistics or Epidemiology.

Biostatistics:

- Prior bachelor’s degree (B.A. or B.S.) in a mathematical, biomedical, or physical science from a regionally accredited university or college; and
- An original goal statement; and
- Outstanding promise of scholarly accomplishment and research capability; and
- Submission of application and supporting documents by the application deadline; and
- Graduate Record Exam (GRE); and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Biostatistics for further information.

Epidemiology:

- Prior bachelor’s degree that indicates the development of strong scientific and analytical skills, such as a degree in biology, biochemistry, mathematics, or statistics or a professional doctoral degree in a medical field, such as an M.D., D.D.S., or D.V.M. degree or a prior doctoral degree in a field not directly related to medicine or public health, coupled with evidence of adequate preparation in the biological sciences and mathematics; and
- An original goal statement; and
- Outstanding promise of scholarly accomplishment and research capability; and
- Submission of application and supporting documents by the application deadline; and
- Graduate Record Exam (GRE); and
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Epidemiology and Disease Control for further information.
Admission Requirements for Master’s or Doctoral Prepared Applicants

- Prior master’s or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college; and
- An original goal statement; and
- Outstanding promise of scholarly accomplishment and research capability; and
- Submission of application and supporting documents by the application deadline.
- The requirement for the GRE varies with the Division. Applicants should refer to “Special Entrance Requirements” listed in each Division.
- Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Degree Requirements

- For the student with a master’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 48 semester credit hours; for the student with a bachelor’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 72 semester credit hours.
- Satisfactory performance on a qualifying examination deemed by the faculty of the Advisory Committee to test depth of knowledge in the major and two minor fields of concentration in the public health sciences and a capacity to conceive and conduct independent research in the chosen field. Students with a master’s degree will have completed at least 36 semester credit hours in preparation for the qualifying examination. Students with a bachelor’s degree will have completed at least 60 semester credit hours in preparation for the qualifying examination.
- Satisfactory completion of an original research dissertation, written in English, that makes a substantial contribution to knowledge in the public health sciences. All doctoral students must present their dissertation research in a public forum at the school prior to graduation. All completed dissertations will be made available to the public.

If the student is unable to successfully complete the qualifying examination after two attempts, the student will not be allowed to continue in the Ph.D. program. For students with a bachelor’s degree student the ability to complete an M.S. degree program is not automatic, and acceptance into the M.S. program is decided collectively by Divisional faculty.

All courses taken by students count toward their degree, but students with a masters degree, no more than a total of nine semester credit hours of the 48 semester credit hour minimum may be earned for dissertation research. For students with a bachelor’s degree, no more than a total of nine semester credit hours of the 72 credit hour minimum may be earned for dissertation research.

Enrollment is required during the semester in which the qualifying examination is taken. Candidates for a degree must also be enrolled during the semester in which the research proposal is submitted and continuously through the semester in which degree requirements are completed.

Advisory Committee

The Qualifying Committee advises the student in preparation for the qualifying examination and administers the exam. At least three members of the regular faculty, including an academic advisor and representatives from faculty in the minor fields of study and the public health breadth area, comprise the Qualifying Committee. The academic advisor is assigned during the admission process. Two additional regular faculty members are selected from the student’s minor fields of study and breadth area, respectively. Committee membership is approved by the Associate Dean for Student Affairs. Successful completion of the qualifying examination converts the doctoral student to doctoral candidate.
Dissertation Committee
A Dissertation Committee comprised of at least three members of the regular faculty, including the advisor, will be recruited by the candidate to provide guidance in a research dissertation emphasizing depth of knowledge in the area of concentration. The second member of the Committee represents the student’s major discipline, while the third member represents a different discipline, often one of the student’s minor areas of study. A fourth optional member of the Committee may be selected to contribute special expertise to the candidate’s research. The optional committee member may belong to another academic institution. Committee membership must be approved by the Associate Dean for Student Affairs.

The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

Required Review
Any student who has been admitted to candidacy for a Ph.D. degree (i.e., successful completion of the qualifying examination) is expected to complete the degree within three years from the date of admission to candidacy, not to exceed seven years total time in the degree program. Otherwise, the Committee will review the case at the end of the three-year period following admission to candidacy and will consider such recommendations as (1) a one-year extension of the degree program or (2) dismissal. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.

Change to:
The Doctor of Philosophy (Ph.D.) degree in Public Health represents outstanding scholarly attainment and signifies a capacity for independent study. It is primarily a research and teaching degree. Curricula leading to this degree are offered in the following fields of study:

- Biostatistics
- Behavioral Sciences
- Environmental Sciences
- Epidemiology
- Management and Policy Sciences

In order to complete a degree with appropriate public health breadth, Ph.D. students are required to complete one minor area of study in one of the five public health disciplines (separate from the major area) and one public health breadth area. Each doctoral student requires two minors or a minor and a breadth area. A disciplinary minor requires the successful completion of at least nine semester credit hours that address competencies as specified by the student’s advisory committee (it is strongly recommended that either the breadth or minor be focused on leadership). The disciplinary minor is based on the student’s degree plan and the recommended minor courses from the Division.

Regional Campus Ph.D. Programs
Epidemiology (Austin, Brownsville, Dallas, San Antonio)

Doctoral candidates may complete their course of study by engaging in research in residency in Houston or at a Regional Campus in Austin, Brownsville, Dallas, El Paso or San Antonio. Research activities of the faculty at the Houston and Regional Campuses are indicated in the Division’s list of faculty.

Admission Requirements for Bachelor’s Prepared Applicants
Direct admission to the Ph.D. degree program for those holding a bachelor’s degree is offered in Biostatistics or Epidemiology.

Biostatistics:
- Prior bachelor’s degree (B.A. or B.S.) in a mathematical, biomedical, or physical science from a regionally accredited university or college; and
• An original goal statement; and
• Outstanding promise of scholarly accomplishment and research capability; and
• Submission of application and supporting documents by the application deadline; and
• Graduate Record Exam (GRE); and
• Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Biostatistics for further information.

Epidemiology:

• Prior bachelor’s degree that indicates the development of strong scientific and analytical skills, such as a degree in biology, biochemistry, mathematics, or statistics; and
• An original goal statement; and
• Outstanding promise of scholarly accomplishment and research capability; and
• Submission of application and supporting documents by the application deadline; and
• Graduate Record Exam (GRE); and
• Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Special Entrance Requirements listed in the Division of Epidemiology and Disease Control for further information.

Admission Requirements for Master’s or Doctoral Prepared Applicants

• Prior master’s or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college; and
• An original goal statement; and
• Outstanding promise of scholarly accomplishment and research capability; and
• Submission of application and supporting documents by the application deadline.

• The Graduate Record Examination (GRE) is a requirement of all doctoral programs.

• Applicants who are nationals of countries where English is not the parent language are required to submit scores from the Test of English as a Foreign Language (TOEFL). International graduates may request waiver of the TOEFL requirement if their post-secondary schooling was conducted with English as the primary language of instruction.

See Application Procedures and Deadline Dates for a list of required application materials and factors considered in the admission decision.

Degree Requirements

• For the student with a master’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 48 semester credit hours (a maximum of nine combined credit hours of practicum, thesis or dissertation count toward the minimum of 48 credit hours, therefore at least 39 credit hours of courses must be taken other than practicum, thesis or dissertation); for the student with a bachelor’s degree, satisfactory completion of a prescribed course of study of at least one academic year and a minimum of at least 72 semester credit hours. Two minors or a minor and a breadth area are required;
• Satisfactory completion of one Epidemiology course, if not already covered in the major, minor or breadth area;
• Satisfactory performance on a preliminary examination as described by the degree program. The preliminary examination may be taken after the courses prescribed by the degree program have been successfully completed;
• Satisfactory defense of the dissertation proposal; and
• Satisfactory completion of an original research dissertation, written in English, that makes a substantial contribution to knowledge in the public health sciences. All doctoral students must present their dissertation research in a public forum at the school prior to graduation. All completed dissertations will be made available to the public.

If the student is unable to successfully complete the preliminary examination after two attempts, the student will be dismissed from the Ph.D. program. For students with a bachelor’s degree, the opportunity to complete an M.S. degree program is not automatic, and acceptance into the M.S. program is decided collectively by Divisional faculty.

All courses taken by students count toward their degree, but students with a masters degree, no more than a total of nine semester credit hours of the 48 semester credit hour minimum may be earned for dissertation research. For students with a bachelor’s degree, no more than a total of nine semester credit hours of the 72 credit hour minimum may be earned for dissertation research.

Enrollment is required during the semester in which the preliminary examination is taken. Candidates for a degree must also be enrolled during the semester in which the research proposal is submitted and continuously through the semester in which degree requirements are completed.

Add: Practicum
A practicum consists of an organized internship at an agency or organization located outside the UTSPH engaged in work related to public health, or located in a UTSPH Center or project that interacts with practice agencies. Ph.D. students are encouraged to include a practice experience in their education plan as well, but it is not required.

Academic Advisor
All students will be assigned an academic advisor at admission who will guide them through the course prerequisite to the preliminary exam. Upon successful completion of the preliminary examination, students will constitute a Dissertation Committee.

Dissertation Committee
Upon successful completion of the preliminary exam, students will constitute a dissertation committee composed of a dissertation advisor (who may or may not be the academic advisor) and two other members representing the breadth and minor areas of interest. The dissertation committee will help develop curriculum that supports the student’s research and career goals. This committee can be changed as research interests become more focused. The dissertation committee will also be responsible for evaluating the oral defense of the dissertation research proposal and the oral defense of the completed dissertation. Committee membership must be approved by the Associate Dean for Academic Affairs.

The dissertation requirement will be fulfilled when the document has been approved and signed by all members of the Dissertation Committee, a copy has been filed in the Dean’s office, and an oral presentation of the work has taken place.

Required Review and Degree Time Limits
Any student who has been admitted to candidacy for a Ph.D. degree (i.e., successful completion of the preliminary examination) is expected to complete the degree within four years from the date of successful completion of the dissertation proposal, not to exceed seven years total time in the degree program. Otherwise, the Committee will review the case at the end of the four-year period following admission to candidacy and will consider such recommendations as (1) a one-year extension of the degree program or (2) dismissal. Recommendations of the dissertation committee are forwarded to the Associate Dean for Academic Affairs.

Changes all on pages 18-21 (clarifying current program requirements and updating program requirements)
Change from:
Dual degree programs in The University of Texas School of Public Health are designed so that the curricula of both degrees are integrated to the extent possible. Through these programs students are able to complete both degrees in a shorter time period than doing each separately.

Change to:
Dual degree programs in The University of Texas School of Public Health are designed so that the curricula of both degrees are integrated to the extent possible. Through these programs students are able to complete both degrees in a shorter time period than doing each separately because some specified courses count for both degrees.

Change on page 22 (clarifying information)

Change from:
M.D./M.P.H. Program (Houston)
Medical students at The University of Texas Medical School at Houston may apply for the five-year integrated M.D./M.P.H. Program. Students spend the fall and spring semesters at the School of Public Health at Houston after the first, second, or third medical school year. Interested students may apply early (as soon as possible after medical school acceptance) so that they can enroll in online classes during the summer before they begin medical school. This facilitates completion of the requisite hours needed for graduation. Students may also apply to the dual degree program after they have begun medical school, but this may lengthen the M.P.H. program beyond five years.

The usual application procedures and deadlines should be followed at the School of Public Health at Houston, in consultation with the Medical School’s Associate Dean for Educational Programs.

Contact
Jan M. Risser, Ph.D.
Jan.M.Risser@uth.tmc.edu

Change to:
M.D./M.P.H. Program (Houston)
Medical students at The University of Texas Medical School at Houston may apply for the five-year integrated M.D./M.P.H. Program. The Program prepares the student of medicine for a career in academia or in specialized areas of medicine that are not taught as part of the traditional medical school curriculum. Students spend the fall and spring semesters at the UTSPH after the first, second, or third medical school year. Interested students may apply early (as soon as possible after medical school acceptance) so that they can enroll in online classes during the summer before they begin medical school. This facilitates completion of the requisite hours needed for graduation. Students may also apply to the dual degree program after they have begun medical school, but this may lengthen the M.P.H. program beyond five years. Students can also apply for the Certificate Program; enrolling in this latter program allows them to take courses online for which they can receive credit once they are admitted to the School of Public Health.

Students may start the certificate program during the summer before they enter medical school. Otherwise, students should apply during the winter of their first Medical School year, however, it is possible to apply for entry as late as the winter of the third year. Students cannot begin their year of full-time study at the School of Public Health after graduating from Medical School.

The usual application procedures and deadlines should be followed at the UTSPH, in consultation with the Medical School’s Associate Dean for Educational Programs. Applicants to the Program do not have to take the GRE.

Contact
Chu-Lin Tsai, MD, ScD
Chu-Lin.Tsai@uth.tmc.edu

Change on page 22 (update to program description/requirements)
Change from:
M.D./M.P.H. Program (El Paso)
This four-year dual degree program is designed for students attending medical school at Texas Tech University Paul L. Foster School of Medicine. Students are advised to complete public health core courses in the summer prior to medical school. The remaining public health courses are completed during the four-year medical curriculum. The dual degree program is integrated so that a number of courses and learning experiences in the medical school are counted toward the M.P.H. degree program.

The usual School of Public Health application procedures should be followed. However, early applications will be accepted so that an admissions decision may be made prior to the applicant’s notification of admission to medical school.

Contact
Theresa Byrd, Dr.P.H.
Theresa.L.Byrd@uth.tmc.edu

Change to:
M.D./M.P.H. Program (El Paso)
This four-year dual degree program is designed for students attending medical school at Texas Tech University Paul L. Foster School of Medicine. Students are advised to complete public health core courses in the summer prior to medical school. The remaining public health courses are completed during the four-year medical school curriculum. The dual degree program is integrated so that a number of courses and learning experiences in the medical school are counted toward the M.P.H. degree program.

The usual School of Public Health application procedures should be followed. However, early applications will be accepted so that an admissions decision may be made prior to the applicant’s notification of admission to medical school.

Contact
Kristina Mena, Ph.D.
Kristina.D.Mena@uth.tmc.edu

Change on page 23 (change of contact information)

Change from:
M.S.N./M.P.H. Program
Students wishing to pursue concurrent M.S.N. and M.P.H. degrees may apply to the integrated program available through the School of Public Health (UTSPH) and The University of Texas School of Nursing at Houston (SON). Those interested in the program must be admitted separately to each School and must meet the admission and degree requirements of each School. Students admitted to the integrated program, however, can meet the requirements of both degree programs with fewer credit hours than if the degrees were earned separately and may submit a single thesis. Students enrolled in this program will emphasize public health skills at UTSPH, clinical skills at the SON, and the combining of these skills through courses that are taught by faculty from both schools. Students who are contemplating entering the dual degree program are strongly encouraged to seek further information before applying.

Contact
Beth E. Quill, M.P.H.
Beth.E.Quill@uth.tmc.edu

Change to:
M.S.N./M.P.H. Program
Students wishing to pursue concurrent M.S.N. and M.P.H. degrees may apply to the integrated program available through the School of Public Health (UTSPH) and The University of Texas School of Nursing at Houston (SON). Those interested in the program must be admitted separately to each School and must meet the admission and degree requirements of each School. Students admitted to the integrated program, however, can meet the requirements of both degree programs with fewer credit hours than if the degrees were earned separately and may submit a single thesis. Students enrolled in this program will emphasize public health skills at UTSPH, clinical skills at the SON, and the combining of these skills through courses that are taught by faculty from both schools. Students who are contemplating entering the dual degree program are strongly encouraged to seek further information before applying.
quirements of each School. Students admitted to the integrated program, however, can meet the requirements of both degree programs with fewer credit hours than if the degrees were earned separately and may submit a single thesis. Students enrolled in this program will emphasize public health skills at UTSPH, clinical skills at the SON, and the combining of these skills through courses that are taught by faculty from both schools. Students who are contemplating entering the dual degree program are strongly encouraged to seek further information before applying.

Contact
Sylvia A. Salas, M.P.H.
Sylvia.Salas@uth.tmc.edu

Change on page 24 (change of contact information)

Change from:
M.S.S.W./M.P.H. Program (Austin Regional Campus)
Public health and social work professionals have complementary interests in understanding and improving the health and well-being of individuals and populations. Interested students may study for a Masters in Public Health from The University of Texas School of Public Health Austin Regional Campus and a Masters of Science in Social Work at The University of Texas at Austin School of Social Work. Students are expected to integrate the knowledge and learning experiences through shared credit courses as well as practicum and culminating (thesis) experiences. Students will work with an advisory committee that includes faculty from both institutions. This program offers students an opportunity to integrate their studies in social work and public health, while minimizing duplication in course content and reducing the time and costs that are associated with pursuing each degree independently. The integrated program is designed as a three-year course of study.

Contact
Cheryl Perry, Ph.D. or Alexandra Evans, Ph.D.
Cheryl.L.Perry@uth.tmc.edu
Alexandra.E.Evans@uth.tmc.edu

Change to:
M.S.S.W./M.P.H. Program (Austin Regional Campus)
Public health and social work professionals have complementary interests in understanding and improving the health and well-being of individuals and populations. Interested students may study for a Master of Public Health from The University of Texas School of Public Health Austin Regional Campus and a Master of Science in Social Work at The University of Texas at Austin School of Social Work. Students are expected to integrate the knowledge and learning experiences through shared credit courses as well as practicum and culminating (thesis) experiences. Students will work with an advisory committee that includes faculty from both institutions. This program offers students an opportunity to integrate their studies in social work and public health, while minimizing duplication in course content and reducing the time and costs that are associated with pursuing each degree independently. The integrated program is designed as a three-year course of study.

Contact: Cheryl L. Perry, Ph.D.
Cheryl.L.Perry@uth.tmc.edu
Kelley P. Gabriel, Ph.D.
Kelley.P.Gabriel@uth.tmc.edu
Courtney Greenberg, M.Ed.
Courtney.L.Greenberg@uth.tmc.edu

Change on page 24 (correction and change of contact information)

Change from:
Ph.D./M.P.H. Program
The Doctor of Philosophy (Ph.D.) and Master of Public Health (M.P.H.) is a collaborative effort between The University of Texas Medical Branch and The University of Texas School of Public Health at Houston. The Ph.D./M.P.H. combines
a research degree in the biomedical sciences with valuable training in the public health disciplines. Professionals trained in both areas will be prepared to pursue careers in varied health-related fields including academia, governmental agencies, biotech firms, pharmaceutical corporations, law, and public health.

Change to:

**Ph.D./M.P.H. Program**
The Doctor of Philosophy (Ph.D.) and Master of Public Health (M.P.H.) is a collaborative effort between The University of Texas Medical Branch and The University of Texas School of Public Health. This program is only for students already enrolled at UTMB and who want to obtain an M.P.H. while working on their Ph.D. The Ph.D./M.P.H. combines the research degree in the biomedical sciences with valuable training in the public health disciplines. Professionals trained in both areas will be prepared to pursue careers in varied health-related fields including academia, governmental agencies, biotech firms, pharmaceutical corporations, law, and public health.

Contact
Kristy Murray, D.V.M., Ph.D.
Kristy.O.Murray@uth.tmc.edu

Change on page 26 (clarifying program requirement)

Add:

**M.G.P.S./M.P.H Dual Degree Program (Austin Regional Campus)**
The Lyndon B. Johnson (LBJ) School of Public Affairs at The University of Texas at Austin and the University of Texas School of Public Health offer a dual degree program leading to two graduate degrees, the Master of Global Policy Studies (M.G.P.S.) degree and the Master of Public Health (M.P.H.). The M.G.P.S./M.P.H. dual degree program combines advanced studies of globalization with a focus on the issues, organizations and skills needed to make meaningful contributions in the emerging field of international health. The program is structured so that students can earn both degrees simultaneously in approximately three academic years. As opportunities increase for graduates with skills appropriate to the evolving global environment, this dual degree program is an important addition to the graduate offerings at both The University of Texas at Austin and the University of Texas School of Public Health.

**M.P.Aff./M.P.H. Dual Degree Program (Austin Regional Campus)**
The Lyndon B. Johnson (LBJ) School of Public Affairs at The University of Texas at Austin and the University of Texas School of Public Health offer a dual degree program leading to two graduate degrees, the Master of Public Affairs (M.P.Aff.) degree and the Master of Public Health (M.P.H.) degree. The dual degree program combines advanced studies of government, nonprofit agencies and policy with a focus on the issues, organizations and skills needed to make meaningful contributions in the growing field of public health. The program is structured so that students can earn both degrees simultaneously in approximately three academic years. The demand for graduates of such a dual degree program is likely to expand rapidly in the future. This program will provide students with a deeper understanding of government and non-profit institutions and their financing and management along with more detailed training in public health.

Contact for both MGPS/MPH and MPAff/MPH:  Cheryl L. Perry, Ph.D.
Cheryl.L.Perry@uth.tmc.edu
Kelley P. Gabriel, Ph.D.
Kelley.P.Gabriel@uth.tmc.edu
Courtney Greenberg, M.Ed.
Courtney.L.Greenberg@uth.tmc.edu
M.S.S.W./M.P.H. Dual Degree Program (Dallas Regional Campus)
The M.S.S.W./M.P.H. dual degree program was developed to respond to the need for a greater integration of the knowledge and skills shared by social work and public health professionals. Applications to each school are independent. The UT School of Public Health (UTSPH) will recognize 12 credit hours taken in the UT Arlington (UTA) M.S.S.W. program towards the M.P.H. Depending on the UTA M.S.S.W. program the student is enrolled in (61 or 38 credit-program), the UTA M.S.S.W. will recognize 9 or 12 credit hours taken in UTSPH. The M.S.S.W./M.P.H. program is generally designed to be completed in three years.

Contact:
Raul Caetano, M.D., M.P.H., Ph.D.
Raul.Caetano@uth.tmc.edu

Add all on pages 26 (adding approved/new dual degree programs)

SECTION- Non-Degree Programs

Change from:
Non-degree programs provide students who do not wish to seek a formal degree an opportunity to take School of Public Health courses for credit. A separate application procedure is required for admission as a non-degree student. The application and a description of the process may be found on the UTHSC-H registrar’s website. Admission to a non-degree program does not assure subsequent admission to a degree program. Persons interested in applying to a degree program must follow the usual application procedure.

The non-degree student is allowed to take up to 16 semester credit hours of School of Public Health courses, including non-degree students associated with a formally-recognized educational collaboration or the Certificate of Public Health program. These courses (i.e., up to 16 semester credit hours of courses may be applied to the required credit hours of a UTSPH degree program provided that a grade of A or B was earned; the course was completed within five years of matriculation into the degree program; and the applicant meets all the requirements for admission to the graduate degree program.

Change to:
Non-degree programs provide students who do not wish to seek a formal degree an opportunity to take School of Public Health courses for credit. A special application procedure is required for admission as a non-degree student. The application and a description of the process may be found on the UTHSC-H registrar’s website. Admission to a non-degree program does not ensure subsequent admission to a degree program. Persons interested in applying to a degree program must follow the usual application procedure.

The non-degree student who is not affiliated with a recognized educational collaboration or Certificate program is allowed to take up to 16 semester credit hours of School of Public Health courses. These courses (i.e., up to 16 semester credit hours) may be applied to the required credit hours of a UTSPH degree program provided that a passing grade in each course is earned; the course is completed within five years of matriculation into the degree program; and the applicant meets all the requirements for admission to the graduate degree program. Students may take additional hours if affiliated with formal non-degree programs. However, students wishing to take more than 16 hours are strongly advised to apply for admission to a degree program.

Change on page 27 (clarifying current program requirements)

Add:
On the Frontlines of Public Health: Undergraduate Courses

The undergraduate courses introduce students to public health concepts and skills. There are four on-line courses totaling 12 undergraduate credit hours:
Foundations of Public Health

Public health is often confused with healthcare for the indigent. However, the public health system’s focus is on communities rather than individuals. The course will cover basic public health principles as well as historical context, the core disciplines of public health and essential functions that every public health system should apply.

Epidemiology 101

Epidemiology, the study of disease occurrence and determinants, lays the foundation for all public health practice. It is a scientific way of thinking about causes and effect. Epidemiology is used to investigate disease outbreaks, determine the natural history of disease, set resource priorities, and develop policies. Basic epidemiologic theory and techniques, applicable to public health practice, will be taught.

Creating Healthier Communities

This course focuses on how to address health issues facing communities by making changes at the individual, community, organizational and governmental levels. The course will examine methods and theories to promote healthful changes using real life examples; specifically, individual change theories, community development strategies, diffusion of innovations theory and media advocacy strategies.

Global Public Health

This course focuses on the links between global health and social and economic development. The course will examine the determinants of health, the burden of disease, health status measurements and the importance of high impact, cost effective and sustainable primary and secondary prevention initiatives. The course will focus on low – and middle-income countries and the health of the poor.

Course Coordinators: Linda Lloyd, Ph.D.
linda.e.lloyd@uth.tmc.edu

Catherine L. Troisi, Ph.D.
catherine.l.troisi@uth.tmc.edu

Add on page 29

SECTION- Special Programs

Change from:

Dietetic Internship
R.D./M.P.H., R.D./M.S., R.D./Dr.P.H., R.D./Ph.D.

This combined program offers the opportunity to pursue a dietetic internship in conjunction with a graduate degree in public health. Individuals with a background in nutrition and dietetics and a degree from a didactic program in dietetics are eligible to apply. Separate applications are required for each program, and admission to the internship program School of Public Health. Applications for fall admission to the School of Public Health must be received by December 14th of the year of admission; applications for the Dietetic Internship must be received by February 14th. The Dietetic Internship Program is fully accredited by the American Dietetic Association and participates in their national matching program. The program is also approved by The Commission on Accreditation for Dietetic Education. The Dietetic Internship Program provides more than 1000 supervised practice hours in four major areas of dietetics: Community Nutrition, Food Service Systems Management, Medical Nutrition Therapy, and Specialty Practice. Students accepted into the program are placed in affiliations within the Texas Medical Center and throughout the city of Houston and Harris County.

Director
Ann-Marie Hedberg, Dr.P.H., R.D., L.D.
Ann-Marie.Hedberg@uth.tmc.edu

Change to:

Dietetic Internship
This combined program offers the opportunity to pursue a dietetic internship in conjunction with a graduate degree in public health. Individuals with a background in nutrition and dietetics and a verification statement from a didactic program in dietetics are eligible to apply. Separate applications are required for each program, and admission to either program does not guarantee admission to the other program. Applications for fall admission to the School of Public Health must be received by December 14th of the year prior to anticipated admission; applications for the Dietetic Internship must be received by February 14th. The Dietetic Internship Program is fully accredited by the American Dietetic Association and participates in their national matching program. The program is also approved by The Commission on Accreditation for Dietetic Education. The Dietetic Internship Program provides more than 1200 supervised practice hours in four major areas of dietetics: Public Health Nutrition, Food Service Systems Management, Medical Nutrition Therapy, and Specialty Practice. Students accepted into the program are placed in affiliations within the Texas Medical Center and throughout the city of Houston and Harris County.

Director
Ann-Marie Hedberg, Dr.P.H., R.D., L.D.
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Change on page 30 (clarifying program requirements and updating information)

SECTION- Just in Time Courses

Add, new section:
Intensive one-week courses have been developed to provide graduate students with the skills needed for the semesters ahead. 'Just in time' courses are skill-based courses that will train students for the written culminating experience option or dissertation proposal, as well as provide overall knowledge of the various topics listed below. These courses are formatted to be implemented in an intensive one-week long course.

PHM 1116 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1690, PHM 2610, and PHM 1111

PHD 1116 Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1700, PHM 2610, and PHM 1111
**PH 1335 Writing and Communicating in Science**  
Fernandez, 2 credits, a – Intensive one-week format course

This one-week course will help participants communicate more effectively to the scientific community. Participants will improve scientific writing and presentation skills using techniques for editing their own writing and proven guidelines for producing compelling oral presentation. Participants will learn how to avoid common writing mistakes, correctly summarize and reference sources, avoid plagiarism, and how to write with movement, clarity, and action. Participants will also learn the process of preparing and submitting manuscripts to scientific journals. Participants will develop critical editing skills through in class and homework assignments. The course instructor will provide individual feedback and recommendations designed to address each student’s particular challenges to communicating effectively in science. Students will prepare a 2-page literature review before the beginning of the course that will be used to assess their current writing level and to determine their eligibility for the course. This course is not designed for students who are learning English as a second language and/or who still struggle with basic writing and grammar. Instead it is designed for students with basic writing skill who want to improve their communication effectiveness and write more clearly and powerfully.

**PHD 1431 Tools & Methods for Systematic Reviews and Meta-Analyses**  
Mullen, Vonville, 2 credits, a, b, c – Intensive one-week format course

This course is designed to (1) introduce students to best practices, resources, and methods for systematic reviews and meta-analyses; and (2) guide students through the steps of a systematic review. The course will use examples from a wide variety of completed reviews as well as exercises and readings. Both face-to-face (in-person/ITV) and online exercises, readings, and recorded lectures will be used; students will be expected to participate in discussions in class and online. Activities are aimed at building awareness of resources and skills for each step. Course resources and materials will be available on Blackboard (Bb) throughout the semester to assist with students’ own reviews. The skills and knowledge gained in this course can be applied to a culminating experience or dissertation.

**PH 1440 Research Proposal Development**  
Roberts, 2 credits, a, b, cd – Intensive one-week format course

The purpose of the course is to provide students an overview of the process of writing thesis or dissertation proposals and grant applications, particularly to the National Institutes of Health. Upon completion of the course, students should better understand how to craft a proposal, including: Identifying a significant public health problem; developing research questions or hypotheses; selecting of and justifying of the type of research design to be used; identifying of best available measures to include; identifying of appropriate strategies for collecting reliable and valid data; basic understanding of the role of sampling and different sampling strategies; and describing of a general strategy for analyzing the data and its appropriateness, given other elements of the research design.

**PH 2985 Writing a Student Research Proposal**  
Mitchell, 2 credits, a, b, cd – Intensive one-week format course

This course provides an overview of the steps required to develop and write a successful proposal for the written culminating experience (M.P.H.), thesis (M.S.) or dissertation (Ph.D. or Dr.P.H.). The class includes lectures, in-class exercises and written assignments. Specifically, the course instructor will discuss and illustrate the steps required to write a successful research proposal, including: idea generation, development of specific aims, identification of background/supporting materials, organization, and content. Students draft and begin to write their research proposal, review and discuss papers on the writing process, and engage in the peer review of their work and that of their classmates. Through participation in this class, students gain an understanding of protocol development and develop skills in scientific writing.

There are no pre-requisites for this class. However, students must identify a general topic for their research prior to the start of the class.
SECTION- Application Procedures and Deadline Dates

The following replaces the current Application Procedures and Deadline Dates section.

Students enrolling in the School of Public Health must have a computer and reliable internet access either at home or through the SPH network. Most faculty in the School of Public Health use Blackboard® for course management and content delivery. Reliable and consistent access to the internet is required in order to successfully access online course content. Software needs are dependent on academic fields and career goals. Hardware specifications depend on a variety of factors, including software, speed, and capacity. In general, students will need word processing, spreadsheets, data base management, statistics, and access to the Internet. Computers that use Windows®-based operating systems are strongly recommended. Students with questions may refer to Information Technology Services.

Completed applications for degree programs, with all supporting documents, must be received by:

- **February 1** for Fall Semester priority deadline for scholarship consideration
- **March 1** for Fall Semester, all other applicants**
- **August 1** for Spring Semester

**NOTE:** International applicants will only be considered for Fall Semester admission, unless they are currently enrolled in a U.S. university or are currently working in the U.S. International applicants who are currently enrolled in a U.S. university or are working in the U.S. may apply for either Fall or Spring admission.

Completed applications for certificate, non-degree programs and petitions, with all supporting documents, must be received by:

- **October 1** - Spring Semester
- **March 1** - Summer Session
- **July 1** - Fall Semester

Applicants will be notified by mail of the Admission Committee’s decision within approximately 90 days of the application deadline, provided that all supporting materials are received by the application deadline.

**Degree Program Application Procedures**

Applications to all degree-seeking programs at the School of Public Health are received and processed by the centralized School of Public Health Application Service (SOPHAS). Applicants to dual degree programs apply to the School of Public Health independently of the respective complementary dual degree. The following contains the elements of the application materials required when submitting materials and the process for using the centralized application service, SOPHAS (http://www.sophas.org/). The centralized application service is intended to streamline the application process for applicants who intend to apply to multiple institutions as only one set of transcripts, reference letters and standardized test scores need to be submitted in support of the application. The application fee through SOPHAS is based upon a sliding scale that is determined by the number of schools the applicant is intending to apply to. All of the supporting documentation detailed below is required of those applicants submitting their applications through SOPHAS. Detailed instructions for submission of applications using SOPHAS are described in the SOPHAS link provided above. Official transcripts must be submitted directly to SOPHAS at the following addresses:

For regular mail, please send your transcript to:

SOPHAS  
P.O. Box 9111  
Watertown, MA 02471-9111

For Overnight Delivery ONLY:

SOPHAS/o Liaison International
Application to degree programs must include:

- A completed application form. Applicants should describe their interests in public health in the essay/goal statement section of the application form. The essay should address educational goals specific to the chosen program of study. Applicants should also describe career goals as well as any experience relating to the health field, research, community service, and leadership positions. Experience in these areas may include work, internship, or volunteer settings. Applicants are encouraged to describe how significant life experiences have influenced their motivation, qualifications, or academic record. This essay/goal statement is central to the admission decision and is read by the faculty. (Each applicant will be reviewed by only one program.)

- The requirements for admission also include evidence of proficiency in basic mathematical or other quantitative skills, documented through transcripts, publications, or statement as to how this proficiency was achieved, or will be achieved, prior to enrollment.

- Payment of the SOPHAS application fee, according to the number of designations (schools) chosen.

- Official transcripts covering all periods of post-secondary enrollment in all accredited institutions of higher education attended. Applicants should request that all institutions attended send official (original) transcripts directly to SOPHAS at the addresses listed above.

- Copies of transcripts sent by the applicant are not considered. Transcripts must include both grades and credit hours. Foreign graduates whose academic institutions cannot send official transcripts (marks sheets) should contact SOPHAS directly for further instructions. The School prefers a grade point average of at least 3.0 or higher on a 4.0 scale.

- Letters of recommendation from at least two persons qualified to evaluate the applicant’s academic or professional performance, ability, motivation, and character. Academic letters of reference are preferred. Letters should be on official letterhead.

- Applicants who are nationals of countries where English is not the primary language are required to submit scores from the Test of English as Foreign Language (TOEFL). A minimum score of 565 on the paper-based test, 225 on the computer-based test (CBT) or 86 on the internet-based test (IBT) is required for admission to the School. The Admissions Committee will not review applicants whose TOEFL scores do not meet the minimum TOEFL standard noted above. Information and application booklets may be obtained by contacting the Educational Testing Service directly at http://www.ets.org/toefl/. U.S. citizens and Permanent Residents are exempt from the TOEFL requirement. Receipt of a degree from a U.S. institution qualifies an applicant for an exemption from the TOEFL requirement. Additionally, applicants whose prior post-secondary training was conducted with English as the primary language of instruction may request a waiver of the TOEFL requirement. It is incumbent upon the applicant to provide evidence that their prior instruction was conducted in English.

- Applicants who hold degrees from institutions outside of the U.S. must submit their transcripts for an educational credential evaluation and determination of U.S. equivalency. The minimum requirement is to submit a credential evaluation that demonstrates the applicant holds at a minimum, the equivalent of a baccalaureate degree. Course-by-course translation is preferred, but not required. This can be accomplished by submitting transcripts to either:

  Educational Credential Evaluators, Inc.
  P.O. Box 514070
  Milwaukee WI 53203-3470
  USA
  (414) 289-3400
  Email: eval@ece.org
  Website: http://www.ece.org/

  or

  World Education Services
  Bowling Green Station
  P.O. Box 5087
The results of the evaluation must be submitted directly to SOPHAS by the evaluation agency.

- Graduate Record Exam (GRE) scores are required for all degree-seeking applicants. GRE scores will be reviewed by the Admissions Committee as one factor among others. Applicants holding previous doctoral level degrees from accredited U.S. or Canadian universities may request an exemption from the GRE requirement. Applicants to dual degree programs that have a doctoral component (e.g., M.D. or J.D.) are exempted from the GRE requirement, provided they hold an offer of admission to the participating medical or law school. Applicants who hold an international medical degree and hold ECFMG certification may request a waiver of the GRE requirement provided they are currently practicing medicine in the U.S. at the time of application.

- A combined GRE score (quantitative and verbal sections) below 1000 at the master’s level or below 1200 at the doctoral level is generally not competitive. This test is given at many universities across the United States and in many foreign cities. Information and application booklets may be obtained from any University admissions office or by writing to the Office of the Registrar at the address given below. Only scores received directly from Educational Testing Service (ETS) will be considered. The GRE is but one of several factors considered in the aggregate during the admission process.

- Any published papers, reports, or other materials believed to provide information on an applicant’s capability and performance should be included in the application. Several programs require a writing sample (see application form; please note: send copies only - the School will not be responsible for returning this material).

**Changes on pages 31-33 (updating information)**

**SECTION- Admissions Process**

**Change from:**

Applicants to the M.P.H. and Dr.P.H. degree programs apply to one of the programs housed within one of the five Divisions. Master of Public Health applicants and applicants to certain Dr.P.H. programs may also apply to one of the five Regional Campuses: Austin, Brownsville, Dallas, El Paso, or San Antonio. Applicants to the Ph.D. degree programs indicate one of the five public health Disciplines or Regional Campus-based Ph.D. programs for review; applicants to the M.S. degree programs may select one of two public health disciplines. The faculty of the appropriate program of study or Regional Campus reviews each application and all supporting documentation. Their recommendations are presented to the Admissions Committee of the School, which is composed of one faculty representative from each Division and Regional Campus, and two student representatives. After reviewing the recommendations, the Committee may concur with the recommendation or override it. The recommendations from the Admissions Committee of the School are forwarded to the Dean for administrative review and notification of applicants.

Factors believed to contribute to the academic success of students and their subsequent contributions to the knowledge base and practice of public health throughout Texas are considered in each admission action. Applicants are screened for their potential for success in the program to which they are applying. These criteria, and the material reviewed in evaluating each, include:

- Prior academic preparation (depth, breadth, and performance): application, college transcripts, letters of recommendation;
- Relevant work experience (particularly public health practice in or research related to underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
- Educational Goals (should be consistent with the chosen area of study): application, essay/goal statement, letter of recommendation;
- Career Goals (especially the intent to practice public health in underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
• Motivation (describe any special obstacles or challenges that have been overcome to achieve goals thus far): essay/goal statement, letters of recommendation, college transcripts;
• Integrity: essay/goal statement, letters of recommendation;
• Community Service (particularly service to diverse communities in need): application, essay/goal statement, letters of recommendation;
• Scores on Graduate Record Examination and TOEFL (if required); standardized tests;
• Theses, publications, and other scholarly works: supplemental documents provided by applicant.

While personal interviews are not routinely required, prospective students are encouraged to visit the School and discuss their proposed program with faculty and staff.

Address application inquiries to:

Office of the Registrar
University of Texas Health Science Center at Houston
P.O. Box 20036
Houston, Texas 77225-0036

Direct telephone inquiries to the School of Public Health: (713) 500-9032.
(8:00 a.m. to 5:00 p.m., Central Standard Time)

UTLINK Student.net is available for applicants to check on the status of the application and supporting documents. Enrolled students may also use this service to access their official grades, register for classes, view bills and pay fees, check on the status of financial aid applications, submit address changes, and request official UTHSC-H transcripts.

Change to:

Applicants are required to elect a single degree program located at either the Houston Campus or one of the five Regional Campuses. The faculty or faculty subcommittee of the appropriate program of study at either the Houston Campus, a Regional Campus, or both, reviews each application and all supporting documentation. Their recommendations are presented to the Admissions Committee of the School, which is composed of one faculty representative from each Division and Regional Campus. After reviewing the recommendations, the Committee may concur with the program recommendation or override it. The recommendations from the Admissions Committee of the School are forwarded to the Associate Dean for Student Affairs for administrative review and notification of applicants.

Factors believed to contribute to the academic success of students and their subsequent contributions to the knowledge base and practice of public health are considered in each admission action. Applicants are considered under the following criteria, including for their potential for success in the program to which they are applying. These criteria, and the material reviewed in evaluating each, include:

• Prior academic preparation (depth, breadth, and performance): application, college transcripts, letters of recommendation;
• Relevant work experience (particularly public health practice in or research related to underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
• Educational Goals (should be consistent with the chosen area of study): application, essay/goal statement, letter of recommendation;
• Career Goals (especially the intent to practice public health in underserved and vulnerable communities): application, essay/goal statement, letters of recommendation;
• Motivation (describe any special obstacles or challenges that have been overcome to achieve goals thus far): essay/goal statement, letters of recommendation, college transcripts;
• Integrity: essay/goal statement, letters of recommendation;
• Community Service (particularly service to diverse communities in need): application, essay/goal statement, letters of recommendation;
• Scores on Graduate Record Examination and TOEFL (if required); standardized tests;
• Theses, publications, and other scholarly works: supplemental documents provided by applicant.
While personal interviews are not routinely required, prospective students are encouraged to visit the School and discuss their proposed program with faculty and staff.

Address application inquiries to:

The University of Texas School of Public Health
Office of Student Affairs
Attention: Admissions
1200 Herman Pressler, E-201
Houston, TX 77030

Direct telephone inquiries to the School of Public Health: (713) 500-9032.
(8:00 a.m. to 5:00 p.m., Central Standard Time)

Email inquiries to the School of Public Health may be directed to SPHAdmissions@uth.tmc.edu

UTLINK Student.net is available for applicants to check on the status of the application and supporting documents. Enrolled students may also use this service to access their official grades, register for classes, view bills and pay fees, check on the status of financial aid applications, submit address changes, and request official UTHSC-H transcripts.

Changes on pages 34-35 (updating admissions process information for students)

SECTION- Tuition and Fees

Change from:

The resident tuition for 2009-2010 is $50.00 per semester credit hour. The 2009-2010 nonresident rate is $327.00 per semester credit hour as determined by The Texas Higher Education Coordinating Board. A resident doctoral student who has a total of 129 or more semester credit hours of doctoral work at a Texas institution of higher education is required to pay nonresident doctoral tuition rates. Contact the UTSPH Associate Dean for Management for more information.

In addition, UTHSC-H assesses a $46.00 per semester credit hour charge of designated tuition for deferred maintenance, and a graduate differential tuition of $50.00 per semester credit hour for residents and $185.00 per semester credit hour for nonresidents. Tuition and fees are subject to change by legislative or regental action and become effective on the date enacted. The Texas Legislature does not set the specific amount for any particular student fee. Student fees are authorized by state statute; however, the specific fee amounts and determination to increase fees are made by the University administration and The University of Texas System Board of Regents.

Change to:

The resident tuition for 2011-2012 is $50.00 per semester credit hour. The 2011-2012 non-resident rate is $363.00 per semester credit hour as determined by The Texas Higher Education Coordinating Board. A resident doctoral student who has a total of 129 or more semester credit hours of doctoral work at a Texas institution of higher education is required to pay non-resident doctoral tuition rates. Contact the UTSPH Associate Dean for Management for more information.

In addition, UTHSC-H assesses a $46.00 per semester credit hour charge of designated tuition for deferred maintenance, and a graduate differential tuition of $50.00 per semester credit hour for residents and $225.00 per semester credit hour for non-residents. A supplemental designated tuition of $35.00 per semester credit hour is charged to both residents and non-residents. Tuition and fees are subject to change by legislative or Regental action and become effective on the date enacted. The Texas Legislature does not set the specific amount for any particular student fee. Student fees are authorized by state statute; however, the specific fee amounts and determination to increase fees are made by the University administration and The University of Texas System Board of Regents.
Changes on page 37 (updating tuition increases)

Change from:
Alternative Instruction Fee: UTSPH web courses delivered within Texas - $35.00 per semester credit hour. UTSPH web courses delivered out of state - $725.00 per semester credit hour.

Change to:
Alternative Instruction Fee: UTSPH web courses delivered within Texas - $35.00 per semester credit hour. UTSPH web courses delivered out of state - $750.00 per semester credit hour.

Change on page 40 (updating fee increases)

Change from:
Information Technology Access Fee: An information technology fee of $20.00 is assessed each semester to all students. This fee is assessed to cover the cost of providing student Internet access, email accounts, “help desk” support and other related assistance.

Change to:
Information Technology Access Fee: An information technology fee of $33.00 is assessed each semester to all students. This fee is assessed to cover the cost of providing student Internet access, email accounts, “help desk” support and other related assistance.

Change on page 41 (updating fee increases)

SECTION- Academic Divisions

Change from:
Public health is an interdisciplinary field that focuses on a number of important issues, such as changing patterns of health associated with population and socio-demographic trends; influencing changes in behavior to reduce the risk of disease and to promote health; preserving an environment consistent with human health; and improving the organization and availability of health services for all segments of society. An interdisciplinary, problem-centered field requires an academic structure serving that fundamental idea.

The School of Public Health has five academic divisions that correspond to the five core disciplines of public health. Each division serves to bring teaching, research, and practice activities together conceptually, organizationally, and physically under the common umbrella of life-long learning. The five Divisions are Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, Health Promotion and Behavioral Sciences, and Management, Policy and Community Health.

Each Division has research centers which focus and enhance areas of common, yet interdisciplinary research. The centers provide a forum for exchange of ideas and development of collaborative research. The research activities within the centers provide excellent opportunities for student involvement for meeting academic research requirements as well as for employment opportunities. Each faculty member has a primary appointment in one of the five Divisions. Faculty members are able to affiliate with research centers and have secondary appointments in other Divisions. This encourages development of student and faculty capabilities and initiatives, promotes studies that are comprehensive, and encourages close, cooperative relations between persons with different disciplinary backgrounds.

All students earn a degree in Public Health. Divisions include major and minor areas of study and provide breadth of knowledge and skills for all students. Each student is expected to work with his or her advisor to develop a course of study and academic plan geared to his or her individual professional goals.

Change to:
Public health is an interdisciplinary field that focuses on a number of important issues, such as changing patterns of health associated with population and socio-demographic trends; influencing changes in behavior to reduce the risk of disease and to promote health; preserving an environment consistent with human health; and improving the organization and availability of health services for all segments of society. An interdisciplinary, problem-centered field requires an academic structure serving that fundamental idea.

The School of Public Health has four academic divisions and five academic program areas that correspond to the five core disciplines of public health. Each division serves to bring teaching, research, and practice activities together conceptually, organizationally, and physically under the common umbrella of life-long learning. The Divisions are Biostatistics; Epidemiology, Human Genetics and Environmental Sciences; Health Promotion and Behavioral Sciences; and Management, Policy and Community Health.

Each Division has research centers that focus and enhance areas of common, yet interdisciplinary research. The centers provide a forum for exchange of ideas and development of collaborative research. The research activities within the centers provide excellent opportunities for student involvement for meeting academic research requirements as well as for employment opportunities. Each faculty member has a primary appointment in one of the five Divisions. Faculty members are able to affiliate with research centers and have secondary appointments in other Divisions. This encourages development of student and faculty capabilities and initiatives, promotes studies that are comprehensive, and encourages close, cooperative relations between persons with different disciplinary backgrounds.

All students earn a degree in Public Health. Divisions include major and minor areas of study and provide breadth of knowledge and skills for all students. Each student is expected to work with his or her advisor to develop a course of study and academic plan geared to his or her individual professional goals.

Change on page 45 (updating information regarding new divisions)

SECTION - Biostatistics

Pages 46-63, updates are in yellow for Biostatistics Division section

Biostatistics is a discipline encompassing the study and development of statistical, mathematical, and computer methods applied to the biological and health sciences. Biostatisticians play a key role in the design, conduct, and analysis of research studies of health and disease. There is ample opportunity for experience in consulting and collaborative research. Alumni of the Biostatistics program are prominent in academia, industry, and government.

The Biostatistics Division offers the M.P.H., M.S., and Ph.D. degrees in Public Health with an emphasis in Biostatistics. The curriculum includes courses in applied and theoretical statistics, statistical computing, clinical trials, and statistical genetics.

The Division also offers a minor course of study (9 semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. Courses strongly recommended for the minor include PH 1690 (Foundations of Biostatistics) and PH 1700 (Intermediate Biostatistics) and a Biostatistics elective.

Special Entrance Requirements

Students entering the M.P.H. program should have strong quantitative skills and at least one year of calculus. GRE scores are required of all students and TOEFL scores are required for all international students.

Course of Study

The following Divisional course sequences are strongly recommended for an M.P.H. student majoring in Biostatistics:

- PH 1690 (Foundations of Biostatistics) and PH 1700 (Intermediate Biostatistics) and PH 1820 and PH 1821 Applied Statistical Analysis I and II
In addition to biostatistics courses, M.P.H. students are required to take courses that satisfy the core M.P.H. curriculum requirements of the other four Public Health disciplines (the courses are described elsewhere in this Catalog). Students may also select biostatistics electives from among the following courses: theory of biostatistics, linear models, generalized linear models, applied multivariate analysis, logistic regression, survival analysis, categorical data, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, experimental design, statistical programming, or special topics courses.

All M.P.H. students in Biostatistics are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Biostatistics, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

Master of Science Degree Program
The M.S. degree program is ordinarily a two-year, full-time program. Training is offered in research design, basic statistical theory, data analysis, computer applications, and statistical consultation. Graduates of the program are expected to have prepared themselves to assume intermediate statistical posts in government, private health agencies, or in health research programs. The program emphasizes fundamental statistical theory and methods and computational skills, and provides the basis for doctoral level biostatistical studies.

Special Entrance Requirements
Students entering the M.S. program in Biostatistics should hold an undergraduate degree that emphasizes the development of strong quantitative skills through multivariate calculus and at least one semester of linear algebra. Examples would be degree programs in mathematical, physical, biological, or social sciences. Advanced mathematical training and knowledge of computer programming are highly desirable. The GRE is required of all students and TOEFL scores are required for all international students.

Course of Study
The following two course sequences are strongly recommended for an M.S. student majoring in biostatistics:

- PH 1820 and PH 1821 Applied Statistical Analysis I and II
- PH 1910 and PH 1911 Theory of Biostatistics I and II

Students may also select biostatistics electives from among the following courses: linear models, generalized linear models, applied multivariate analysis, logistic regression, survival analysis, categorical data, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, operations research, experimental design, statistical computing, Bayesian Statistics, or special topics courses. Graduates are expected to have acquired knowledge in at least one minor area selected from one of the other Public Health disciplines (the courses are described elsewhere in this catalog).

All M.S. students in Biostatistics are also required to take one Epidemiology course and PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.S. in Biostatistics, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programms/ms/.

Doctor of Philosophy Degree Program
The Ph.D. program is ordinarily a four-year, full-time program beyond the M.S. degree or a five-year, full-time program beyond the B.A. or B.S. degree. Graduates of the program are expected to prepare themselves to be independent investigators in the development and application of biostatistical analyses to problems of human health and disease. The curriculum is designed to provide opportunities for students to prepare themselves to assume senior statistical posts in governmental or private health research agencies, or to follow careers in teaching and research.

Special Entrance Requirements
Students entering the Ph.D. program are required to have mathematical training beyond the introductory calculus level, including advanced calculus and linear algebra. They should hold degrees in areas that emphasize the development of strong quantitative skills. Examples are degrees in mathematical, biomedical, physical, or social sciences. Students with B.S. or B.A. degrees in one of these areas with appropriate grounding in mathematics and statistics and who show promise for advanced studies may be admitted directly into the Ph.D. program. Students with graduate degrees that are not in one of these areas who have the requisite statistical training may possibly be admitted to the
Ph.D. program. All admissions require approval of faculty. These students are expected to fulfill the course requirements for the M.S. degree in biostatistics or its equivalent during their academic program. GRE scores are required of all students and TOEFL scores are required for all international students.

Course of Study

The following Divisional courses are recommended for a Ph.D. student in Biostatistics:

- PH 1820 and PH 1821 Applied Statistical Analysis I and II
- PH 1910 and PH 1911 Theory of Biostatistics I and II
- PH 1988 Biostatistics Seminar
- PH 1998 Teaching Methods in Biostatistics (required)

Students are also expected to take courses in linear models, stochastic processes, multivariate analysis, generalized linear models/categorical data analysis and survival analysis and to select additional courses including but not limited to, logistic regression, statistical methods in correlated outcome data, survey sampling, methodology of clinical trials, distribution free methods, time series analysis, operations research, experimental design, statistical computing, Bayesian Statistics, advanced survival analysis or special topics courses. Students are encouraged to enroll in the weekly biostatistics seminar series (at least one semester is required).

For bachelor’s prepared students entering the Ph.D. program, the recommended courses include all of the recommended courses for the M.S. program plus the recommended courses for the Ph.D. program. The eight credit hours for the Intermediate Biostatistics Course series PH 1690 and PH 1700 count toward the minimum credit hours for the M.S. program, but do not count toward the minimum credit hours for the Ph.D. program or the “direct admission” to the Ph.D. program. It is expected that most applicants will be sufficiently prepared for advanced courses beyond Intermediate Biostatistics.

The Ph.D. program requires course work in one minor field, ordinarily selected from one of the other public health disciplines (see course descriptions given elsewhere in this catalog), as well as a public health breadth area.

At the end of the second year of doctoral study, students must satisfactorily complete a written preliminary examination (“qualifying examination”) in biostatistics. The preliminary examination will be given twice a year at the beginning of the fall and spring semesters. Upon successful completion of the qualifying examination, the student progresses to candidacy and must form a dissertation committee. The doctoral candidate will work with this committee to prepare a research plan that demonstrates the capacity to conceive and conduct independent research in biostatistics. After completing minor and breadth course requirements, the student will undertake an oral proposal defense covering both their proposal and questions on their minor and breadth areas. The research plan culminates in the completion and presentation in written form of an original research project that makes a substantial contribution to knowledge in biostatistics.

All Ph.D. students in Biostatistics are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Biostatistics, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Minor in Biostatistics

A minimum of three Biostatistics courses above PH 1690 and PH 1700 is necessary to meet the minor requirement in Biostatistics.

(Courses Deleted: 1600, 1610, 1615, 1616, 1725, 1726, 1727, 1728, 1730, 1750, 1970, 1971)
(Courses Added: 1624, 1625, 1840, 1930, 1965, 9996)

Courses, Biostatistics

PH 1620 Introduction to Public Health Research Computing
Burau, 3 credits, a
This course introduces the use of computers in public health research. Emphasis will be on concepts of research data processing. Topics include microcomputers, operating systems, file management, data entry, and the use of statistical packages for data analysis.

Prerequisites: PH 1690 or consent of instructor

**PH 1624 Introduction to SAS Data Management (previously PH1998)**
Burau, 4 credits, cd

Topics covered include reading ASCII files using various formats qualifiers, using DROP and KEEP statements, merging files, writing subsets of files, sorting, labeling variables, calculating date intervals and using the LAG function. Minimal statistical processing such as t tests and chi-squares will also be introduced. Students are given several small, coding assignments that are due approximately one week later. The student must have access to a computer on which SAS is installed in order to complete the assignments.

**PH 1625 Intermediate SAS Data Management (previously PH1998)**
Burau, 2 credits, cd

Students will be presented with a review of intermediate SAS programming techniques. They will be presented with simulated programming tasks in lecture/question/answer sessions. Then they will be given one week to complete programming assignments demonstrating the new techniques. Group collaboration will be encouraged for problem solving, however every student must hand in an individual completed assignment. Every few weeks there will be an in-class programming assignment that must be completed individually. Occasional quizzes will be used to evaluate skill acquisition.

Prerequisites: PH1624 or consent of instructor

**PH 1690 Foundations of Biostatistics**
The Faculty in Biostatistics, 4 credits, a, b, cd

This course is designed as the first biostatistics course for students who have not previously taken a course in Biostatistics; this course is a designated core course for M.P.H. students. This course introduces the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health. Computer applications are included.

**PH 1700 Intermediate Biostatistics**
The Faculty in Biostatistics, 4 credits, a, b, cd

This course is required for a Biostatistics minor and for students in Biostatistics who have not previously taken courses in Biostatistics. This course extends the topics covered in Foundations of Biostatistics to provide a deeper foundation for data analysis, particularly focusing on its application on research problems of public health and the biological sciences. Computer applications are included.

Prerequisites: PH 1690 or equivalent knowledge/training. PH1610 is not sufficient.

**PH 1745 Sampling Techniques**
Perez, 3 credits, b (odd-numbered years)

This course introduces the principles and current practices of survey sampling with health-related applications. Topics include basic concepts and practical issues in statistical sampling, design and analysis for common sample designs, including simple random sampling, stratified random sampling, systematic sampling, cluster sampling, and multistage sampling, and analytic issues concerning the use of complex survey data, such as the National Health and Nutrition Examination Survey.

Prerequisites: PH 1700 or consent of instructor
PH 1820 Applied Statistical Analysis I
The Faculty in Biostatistics, 3 credits, a

This course in methods of data analysis is intended for graduate students in biostatistics, and M.S. or Ph.D. students in other disciplines. The course emphasizes the design, implementation, analysis, and reporting of research investigations. Topics include two-sample inference using t-distributions, robustness and resistance, alternatives to the t-test based analyses, comparisons among several samples, linear combinations and multiple comparisons, simple and multiple linear regression methods, regression diagnostics, variable selection, and related methods. The course requires intensive computer analyses of case studies, emphasizing graphics and the proper use and interpretation of statistical software packages using Stata as a model statistical software package.

Prerequisites: PH 1700 or consent of instructor

PH 1821 Applied Statistical Analysis II
The Faculty in Biostatistics, 3 credits, b

This course is a continuation of PH 1820. Topics include the analysis of variance for two-way classifications, factorial arrangements and blocking designs, analysis of repeated measures and other multivariate responses, exploratory tools for summarizing multivariate responses, logistic methods for binary response variables and binomial counts, and log-linear regression for Poisson counts. As in PH 1820, emphasis is placed on case studies, graphics, and proper use and interpretation of statistical software packages using Stata as a model statistical software package.

Prerequisites: PH 1820 or consent of instructor

PH 1830 Categorical Data Analysis
Baraniuk, 3 credits, a

This course presents the theory and applications of categorical data analysis. Topics include contingency tables, applied generalized linear models, logistic regression model, sampling methods, model building strategies, assessing model fit, conditional logistic regression for matched analyses, polychotomous logistic regression, and Poisson regression.

Prerequisites: PH 1700 and calculus or consent of instructor

PH 1831 Survival Analysis
Davis, 3 credits, b

This course presents the theory and applications of survival analysis. Topics include censoring, parametric and nonparametric models, hypothesis testing, proportional hazards model with fixed and time-varying covariates, model building strategies, and assessing model fit.

Prerequisites: PH 1830 or consent of instructor

PH 1835 Statistical Methodology in Clinical Trials
Tilley, 3 credits,

This course covers the use of current statistical methodology in the design, execution, and analysis of clinical trials. Some of the topics include basic study design, randomization, sample size issues, data analysis issues, and interim monitoring. The course is intended primarily for M.S. and Ph.D. biostatistics students and doctoral students minoring in biostatistics.

Prerequisites: PH 1700 and calculus, or the consent of instructor

PH 1840 Statistical Methods for Handling Missing Data
Perez, 3 credits, b (even-numbered years)
This course covers the use of current statistical methodology for handling missing data in health research studies. Primary emphasis will be given to population-based studies using surveys and the second emphasis will be given to clinical-based studies, e.g., clinical trials, where dropout is commonly present. Some of the topics include: missing data patterns, single imputation methods, estimation of imputation uncertainty, likelihood-based methods, multiple imputation, selection models, pattern-mixture models, shared-parameter models and sensitivity analysis. The course is intended primarily for M.S. and Ph.D. biostatistics students and doctoral students minoring in biostatistics.

Prerequisites: PH 1700 or the consent of instructor

**PH 1855 Distribution-Free Methods**

Lai, 3 credits, b (even-numbered years)

This course introduces the theory and applications of distribution-free (non-parametric) statistical methods. Topics include properties of distribution functions, K-S tests, runs tests, rank sum tests, non-parametric analysis of variance, rank correlation, contingency table analysis, and distribution-free confidence intervals.

Prerequisites: PH 1700

**PH 1910 Theory of Biostatistics I**

The Faculty in Biostatistics, 3 credits, a

Topics include probability theory, distributions of discrete and continuous random variables, mathematical expectation, moments and moment generating functions, distribution of transformed variables, limiting distributions, and estimation. Theoretical results are applied to selected research problems in public health and the biomedical sciences. This course is designed primarily for students specializing in biostatistics.

Prerequisites: Working knowledge of differential and integral calculus

**PH 1911 Theory of Biostatistics II**

The Faculty in Biostatistics, 3 credits, b

This course is a continuation of PH 1910. Topics include statistical hypothesis tests, LR tests, Bayes tests, noncentral distribution and power, selected non-parametric tests, sufficiency, completeness, exponential family, and the multivariate normal distribution. Theoretical results are applied to research problems in public health and biomedical sciences.

Prerequisites: PH 1910 or consent of instructor

**PH 1916 Generalized Linear Models**

Ning, 3 credits, b (even-numbered years)

This is a course on methods for GLMs, rather than a course on using software for data analysis with GLMs. Emphasis will be placed on statistical modeling, building from standard normal linear models, extending to and going beyond GLMs, and going beyond GLMs. The main subject areas are logit models for nominal and ordinal data, log-linear models, models for repeated categorical data, generalized linear mixed models and other mixture models for categorical data. Methods of maximum likelihood, weighted least squares, and generalized estimating equations will be used for estimation and inference. The course focus will be on the theory, but applied examples will also be presented.

Prerequisites: PH 1910 and PH1911

**PH 1918 Statistical Methods in Correlated Outcome Data**

Faculty in Biostatistics, 3 credits, b

This course presents extensions of general and generalized linear models to correlated outcome data. Such models arise from hierarchical designs such as longitudinal studies or sample surveys. Major topics include mixed linear models for continuous, binomial, and count data; maximum likelihood estimation; generalized estimating equations; REML, EM algorithm; current general and specialized software applicable to these me-
methods; and readings from current statistical literature. This course is intended for students with a background in linear models.

Prerequisites: PH 1916 or consent of instructor

**PH 1930 Statistical Computing**
Luo, 3 credits, a

This course consists of two parts. The first part covers programming and other computer skills required for the research and application of statistical methods. The focus will be on programming in the R language. The course will cover the basic language elements and methods for software development in R. Other computing topics covered are Unix/Linux, Emacs, LaTeX, R graphics, culling C code from R, writing R package, running simulation in statistical research, using high-performance computing cluster, and best coding practices. The second part of the course covers the theory and application of common algorithms used in statistical computing. Topics include root finding algorithms, optimization algorithms, numerical integration methods, EM algorithm, importance sampling, rejection sampling, Gibbs sampling, Markov chain Monte Carlo (MCMC), bootstrapping, jackknife, and permutation test. Students will utilize the techniques and software covered in the first part to implement the algorithms.

**PH 1950 Stochastic Processes in Biostatistics I**
Chan, 3 credits, b

This course covers the application of stochastic processes to problems in the biological and health sciences. Topics include discrete-time Markov chains; discrete-time branching processes; random walks; estimation of parameters in discrete-time Markov chains with complete or partially observed data; test of the Markov property and test of stationarity; time-reversible Markov chains; basic theory of Markov chains; Monte Carlo methods and its applications; and Poisson processes. Recent developments in related areas and their applications will be explored. Basic statistical theory, especially the estimation methods and EM algorithm, will be reviewed.

Prerequisites: PH 1911 and a thorough knowledge of calculus.

**PH 1965 Bayesian Data Analysis**
Luo, 3 credits, b

This course examines basic aspects of the Bayesian paradigm including Bayes theorem, decision theory, general principles (likelihood, exchangeability, de Finetti’s theorem), prior distributions (conjugate, non-conjugate, reference), single-parameter models (binomial, poisson, normal), multi-parameter models (normal, multinomial, linear regression, general linear model, hierarchical regression), inference (exact, normal approximations, non-normal iterative approximations), computation (Monte Carlo, convergence diagnostics), and model diagnostics (Bayes factors, posterior predictive checks).

**PH 1982 Evolution of DNA and Protein Sequences**
Faculty in Biostatistics, 3 credits, a (odd-numbered years)

This course will provide basic principles for understanding factors that govern the evolution of DNA and protein sequences. Students will be provided with the opportunity to learn about the formation and evolution of multigene families and other evolutionary phenomena. They will also be introduced to statistical methods and computer programs for analyzing DNA and protein sequence data. There will be computer demonstrations of some topics. The application of these principles and methods to genome-wide Epidemiology will be discussed.

Prerequisites: Calculus, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110103

**PH 1984 Population Genetics**
Fu, Xiong, 3 credits, b

This course is designed to help the students to understand the fundamentals of theoretical population genetics and to be able to apply such knowledge in analyzing DNA samples from a population. Specifically, at the end of the course students should be able to (1) understand allele frequency and how it is affected by various evolutionary forces, such as mutation, population division, random genetic drift, inbreeding and natural selection; (2) understand linkage disequilibrium and dynamics, and be able to apply theory for analyzing linkage disequilibrium pattern in natural populations, such as humans; (3) understand the fundamentals of quantitative genetics and be able to apply to the study of important traits in humans; and (4) understand the fundamentals of coalescent theory and statistical properties of some fundamental summary statistics, and be able to apply statistical methods based on coalescent for analyzing DNA samples from natural populations.

**Prerequisites:** Genetics, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110042

**PH 1986 Statistical Genetics**

Fu, Xiong, Rodin, Liu, Maxwell, 3 credits, a

This course is designed to help the student understand various situations in which significant interplay between statistics and genetics is fundamental. Specifically at the end of the course the student should be able to: (1) describe the fundamental principles and theory in some areas of genetics/biomedical science in which statistics plays important roles, (2) apply some widely used statistical methods and approaches for answering specific genetic questions and (3) be ready for more advanced courses in the area of statistical genetics.

**Prerequisites:** Consent of instructor

Cross-listed with UTHSC-H GSBS GS110072

**PH 1998 Special Topics in Biostatistics**

The Faculty in Biostatistics, 1-4 credits, a, b, cd

Selected topics provide intensive coverage of biometric theory and applications. Topics vary from semester to semester. Previous topics have included:

- Advanced Statistical Theory
- Applied Multivariate Analysis
- Applied Survival Analysis
- Bayesian Data Analysis
- **Computational Systems Biology**
- Current Topics Seminar
- Demographic Analysis for Small Areas
- Demography and Public Health
- Design of Experiments
- Data Mining in Genetic Epidemiology
- Introduction to Spatial Statistics
- Operations Research: A Decision Making Process
- Monte Carlo Approach in Statistics and Genetics
- Statistical Applications in Public Health Research
Statistical Computing

PH 9996 Capstone Course
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

Add:

Yong Chen, PhD, Assistant Professor. B.Sc., University of Science and Technology of China, 2003; M.A., The Johns Hopkins University School of Arts and Sciences, 2005; PhD, The Johns Hopkins University School of Public Health, 2010.
Research Interest: Estimating equations and likelihood methods; Asymptotic theory; Multivariate survival analysis; Diagnostic test; Meta-analysis; Statistical genetics and genomics.

Jing Ning, PhD, Assistant Professor. B.S., University of Science and Technology of China, 1999; M.S. University of Science and Technology of China; 2002, PhD, Johns Hopkins University, Baltimore, Maryland, 2008.
Research Interests: Univariate and multivariate survival analysis; Nonparametric and semiparametric models for multiple event data and length-biased data; Longitudinal analysis; Design and analysis of clinical trials.

Adriana Perez, PhD, Associate Professor. B.Sc., National University of Colombia, 1991; M.Sc., Tulane University, 1994; PhD Tulane University, 1995.
Research Interests: Statistical methods for handling missing data, statistical methods for epidemiological research (including modeling), design conduct and analysis of multicenter clinical trials, sampling and sample size issues in health studies, and statistical methods to account for the uncertainty due to measurement error.

Michael Swartz, PhD, Assistant Professor. B.A., Trinity University, 1997; BS, Trinity University, 1997; MA Rice University, 2002; PhD, Rice University, 2004.
Research Interests: Bayesian methods with applications in Genetics, Epidemiology, and Behavioral Science; Model Averaging and Variable selection Methods; Disease Risk Modeling; Simulation Studies to evaluate Epidemiologic Methods.

Peng Wei, PhD, Assistant Professor. BS, Peking University, 2004; MS, University of Minnesota, 2006; PhD, University of Minnesota, 2009.
Research Interests: Statistical Genomics and Genetics; Bayesian Methods; Mixture Models; Causal Inference and Bayesian Networks.

Jose-Miguel Yamal, PhD, Assistant Professor. B.A., Rice University, 1999; M.A., Rice University, 2005; PhD., Rice University, 2007.
Research Interests: Statistical learning methodology and applications; Statistical evaluation of diagnostic tests for classification; High-dimensional data mining; Early detection of disease, Optical technologies.

Carol Etzel, PhD, Adjunct Faculty Member of Epidemiology, (The University of Texas M.D. Anderson Cancer Center). B.S., Baylor University, 1991; M.S., The University of Texas at San Antonio, 1995; M.S., Southern Methodist University, 1997; PhD, Southern Methodist University, 1999.

Chris Amos, Adjunct Professor, Department of Epidemiology (The University of Texas M.D. Anderson Cancer Center). B.A., Reed College, 1980; M.S., LSU Medical Center, 1985; PhD, LSU Medical Center, 1988.
**Paul Scheet**, Ph.D., Adjunct Professor. Assistant Professor, Department of Epidemiology, Division of OVP, Cancer Prevention and Population Sciences, The University of Texas MD Anderson Cancer Center, Houston, TX

**Hui Zhao**, B.M., M.S., Ph.D., Adjunct Assistant Professor. Senior Data Analyst, Department of Breast Medical Oncology, The University of Texas MD Anderson Cancer Center, Houston, Texas.

**Add to Faculty Emeritus, Biostatistics:**

Asha S. Kapadia, Professor. B.A., Delhi University, India, 1957; M.A., Delhi University, India, 1959; M.S., Massachusetts Institute of Technology, 1965; Ph.D., Harvard University, 1969.

**Update:**

**Yun Xin Fu**, Professor. B.S., Zhongshan University, China, 1982; Ph.D., Reading University, England, 1988. *Research Interests:* Biostatistics; bioinformatics; molecular evolution; population genetics and computational biology.

**Robert J. Hardy**, Professor. B.S., Southeastern Louisiana College, 1962; M.S., Tulane University, 1964; Ph.D., University of California, 1969. *Research Interests:* Biometrical methods; statistical epidemiology; clinical trials.

**Dejian Lai**, Professor. B.S., Jiangxi University, China, 1982; M.S., The University of Texas at El Paso, 1989; Ph.D., The University of Texas at Dallas, 1994. *Research Interests:* Biostatistics; chaos; demography; global health; life table; time series analysis; nonparametric methods; spatial statistics; statistical methods.

**Lemuel A. Moyé**, Professor. B.A., The John Hopkins University, 1974; M.D., Indiana University School of Medicine, 1978; M.S., Purdue University, 1980; Ph.D., The University of Texas School of Public Health at Houston, 1987. *Research Interests:* Bayes methods; continuous time stochastic processes.

**Andrei S. Rodin**, Assistant Professor. B.S., Novosibirsk State University, Russia, 1992; M.S., The University of Texas Graduate School of Biomedical Sciences at Houston, 1997; Ph.D., The University of Texas Graduate School of Biomedical Sciences at Houston, 1999. *Research Interests:* Genetic epidemiology; computational biology; bioinformatics; data mining; artificial intelligence; machine learning; molecular evolution and phylogenetics.

**Barbara C. Tilley**, Professor. B.A., California State University, 1972; M.S., University of Washington, 1975; Ph.D. University of Texas School of Public Health, 1981. *Research Interests:* Clinical trials design, clinical trials applications in trauma, neurological, aging, and health disparities research.

**Momiao Xiong**, Professor. B.S., Fudan University, Shanghai, 1968; M.S., University of Georgia, 1990; Ph.D., University of Georgia, 1993. *Research Interests:* Computational systems biology; functional genomics; bioinformatics; genetic epidemiology; statistical genetics; pharmacogenetics; population genetics.

**M. Hossein Rahbar**, Professor. B.S., Shiraz University, 1978; M.S., Shiraz University, 1980; Ph.D., Michigan State University, 1988. *Research Interests:* Clinical Trials; Survival Analysis; Statistical and Study Design Issues in Epidemiology; Autism Spectrum Disorders; Developmental Disabilities; Global Health; Environmental Health with a focus on Toxic and Heavy Metals; Gene-Environment Interactions in relation to Autism; Data Mining; Sequential Procedures; Cost-Effectiveness Analysis; Stroke; Massive Transfusion.

**Secondary Faculty, Biostatistics**

Pamela Diamond (Health Promotion and Behavioral Sciences), Luisa Franzini (Management, Policy and Commu-
Chul Ahn, Professor of Biostatistics (University of Texas Southwestern Medical Center at Dallas). M.S., Georgia Institute of Technology, 1982; M.S., Carnegie Mellon University, 1983; Ph.D., Carnegie Mellon University, 1986.

J. Jack Lee, Ph.D., M.S., D.D.S., Adjunct Professor. Professor of Biostatistics, Department of Biostatistics, Division of Quantitative Sciences, UTMDACC. B.D.S., National Taiwan University, 1982; M.S., University of California, 1984; Ph.D., University of California, 1989.

Alok Bhargava, B.A., B.Sc., M.Sc., Ph.D., Adjunct Professor. Professor, University of Houston, Department of Economics, Houston, Texas.

Xuelin Huang, Ph.D., Adjunct Associate Professor. Associate Professor of Biostatistics, University of Texas MD Anderson Cancer Center, Houston, Texas.

Kresimir Josic, Ph.D., Adjunct Associate Professor. University of Houston, Department of Medicine, Houston, Texas.

Delete:

Jay H. Glasser, Professor. B.S., University of Connecticut, 1957; M.S., Columbia University, 1960; Ph.D., North Carolina State University, 1967. 
Research Interests: Health services research; utilization analysis; health survey methodology; technology assessment; policy applications.

T. Robert Harris, Associate Professor (Dallas Regional Campus). B.A., Reed College, 1965; Ph.D., Johns Hopkins University, 1972; M.S., Kansas State University, 1986; Ph.D., Kansas State University, 1990. 
Research Interests: Biostatistics; survey methods; exploratory data analysis; imputation; alcohol epidemiology.

Ronald B. Harrist, Associate Professor (Austin Regional Campus). B.S., Texas Technological University, 1959; M.S., Texas Technological University, 1963; Ph.D., Southern Methodist University, 1971. 
Research Interests: Statistical design and data analysis for longitudinal studies; multilevel statistical methods.

Research Interests: Statistical methods in design, conduct and analyses of clinical trials; sequential and survival data analyses.

E. Neely Atkinson, Associate Professor of Biomathematics (The University of Texas M.D. Anderson Cancer Center). B.A., Rice University, 1975; M.A., Rice University, 1981; Ph.D., Rice University, 1981.

Charles F. Contant, Jr., B.A., M.P.H., Ph.D., Adjunct Assistant Professor. Associate Director of Biostatistics, Pfizer Pharmaceutical Research & Development, Groton, CT.

Edmund A. Gehan, B.A., M.S., Ph.D., Adjunct Professor. Professor Emeritus, Vincent T. Lombardi Cancer Research Institute, Georgetown University Medical Center, Washington, D.C.

Kay T. Kimball, B.S., M.S., Ph.D., Adjunct Assistant Professor. Statistical consultant.

Addendum to 2009-2011 The University of Texas School of Public Health Catalog
NEW SECTION – COMBINING ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES & EPIDEMIOLOGY AND DISEASE CONTROL INTO EPIDEMIOLOGY, HUMAN GENETICS AND ENVIRONMENTAL SCIENCES (EHGES)

Pages 64-105 EOHS and EPI will combine into EHGES and changes/updates proceed as follows below.

Add:

**EPIDEMIOLOGY, HUMAN GENETICS AND ENVIRONMENTAL SCIENCES**

Epidemiology, Human Genetics and Environmental Sciences (EHGES) includes a broad group of sciences that involve most areas of public health. Epidemiology is one of the basic sciences of public health. Epidemiologists play a vital role in disease prevention through their study of detecting determinants and patterns of disease in vulnerable populations. Human genetics research involves locating and characterizing genes underlying chronic diseases such as coronary heart disease and diabetes. Geneticists are responsible for characterizing the extent and utility of DNA variation within and among populations, and how this variation has an impact on the health of individuals, families and populations. Environmental science research involves studying the air you breathe, the water you drink, and the environment where you work. Environmental and occupational health scientists study physical, biological, and chemical exposures encountered by the public for purposes of providing solutions to natural and man-made problems in our environment.

The academic programs for EHGES are divided into two areas – Epidemiology and Disease Control and Environmental and Occupational Health Sciences (EOHS). Epidemiology and Disease Control offers M.P.H., M.S., Dr.P.H. and Ph.D. degree programs. The EOHS program offers M.P.H., Dr.P.H. and Ph.D. degrees.

**EPIDEMIOLOGY AND DISEASE CONTROL**

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. With its focus on disease causation and prevention, this field is a fundamental science of both preventive medicine and public health. In addition to having specific research activities, the epidemiology faculty interacts closely with colleagues in government and industry, in clinical institutions in the Texas Medical Center, in community agencies, and with international organizations to provide a broadly based research and learning environment for students.

Epidemiology and Disease Control offers the M.P.H., M.S., Dr.P.H., and Ph.D. in Epidemiology. The curricula of these degree programs are based on instruction in epidemiological principles, concepts and methods, with an emphasis on the application of this knowledge. Students are encouraged to include interdisciplinary coursework, independent research, and practical public health experiences within their academic plan.

The division also offers a minor course of study (nine semester credit hours) for M.S., Dr.P.H., and Ph.D. students majoring in other public health disciplines.

Epidemiology and Disease Control offers strong training in the fundamental research methods and practice of epidemiology.

**Master of Public Health**

The Master of Public Health (M.P.H.) in Epidemiology is designed to provide a breadth of achievement in the five core disciplines of public health, as well as additional knowledge and skills in epidemiology. The goal of this program is to prepare students to put epidemiologic concepts and methods into public health practice, conduct research studies in public health, and interpret scientific evidence relevant to public health.

**Course of Study**

To obtain a basic understanding of epidemiologic principles and practice in the broader context of public health, full time students will ordinarily complete the course sequence of four semesters.
The following Divisional courses are strongly recommended for an M.P.H. student majoring in Epidemiology:

- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
- PH 2710 Epidemiology III
- Two elective courses in Epidemiology
- PH 9997 Practicum

Note that PH 1690 and PH 1700, Foundations of Biostatistics and Intermediate Biostatistics, and PH 2615, Epidemiology II, are prerequisites for PH 2710 Epidemiology III.

Additionally, the M.P.H. degree requires the completion of a formal practicum involving the application of epidemiological science and theory. The culminating experience focuses on an epidemiological problem and requires the student to synthesize the knowledge gained during course work, research, and practice, and includes both a written and oral presentation.

All M.P.H. students in Epidemiology are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.

(Doctor of Public Health Degree Program)

Course of Study

Those seeking a Dr.P.H. degree should anticipate a minimum three year program of study. All Dr.P.H. students are strongly recommended to complete a minor in Management and Leadership in addition to a public health breadth area.

The following Divisional courses are strongly recommended for Dr.P.H. students majoring in Epidemiology:

- PH 1690 Foundations of Biostatistics
- PH 1700 Intermediate Biostatistics
- PH 1830 Categorical Data Analysis and/or
- PH 1831 Survival Analysis
- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
- PH 2710 Epidemiology III
- PHD 2711 Epidemiology IV
- PHD 2712 Experimental Methods in Epidemiology or
- PH 1835 Statistical Methods in Clinical Trials
- PHD 2770 NIH Proposal Development
- PHD 2990 Epidemiology Seminar (1 hour per semester)
- Minor or breadth in Leadership

All students who pursue a Dr.P.H. in Epidemiology must pass the preliminary examination and the dissertation proposal defense. The Dr.P.H. dissertation must constitute a substantial contribution to the body of knowledge in public health practice with special emphasis on the field of epidemiology. All doctoral students must present their dissertation research in a public forum at the School prior to graduation. All completed dissertations will be made available to the public.

For a full sample of the course of study for a Dr.P.H. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.
Master of Science Degree Program

The Master of Science (M.S.) in Epidemiology is a research degree designed to provide an understanding of epidemiologic concepts, theories and methodology. To a large extent, this degree program will be arranged by each student, in consultation with the advisory committee, in order to meet the student's specific educational goals. Adequate understanding of human diseases, including their natural history, etiology, pathogenesis, and prevention or control, may require moderate or advanced preparation in related laboratory or environmental sciences. Students are encouraged to draw upon outside resources (academic, governmental, clinical, etc.) in order to acquire knowledge and skills requisite to their specific educational goals.

Course of Study

To obtain a basic understanding of epidemiologic principles, concepts, methods, and their applications, full-time students will ordinarily complete the epidemiology course sequence in two years. Students will select one minor area of study in a public health discipline.

The following Divisional courses are strongly recommended for an M.S. student majoring in Epidemiology:

- PH 1690  Foundations of Biostatistics
- PH 1700  Intermediate Biostatistics
- PHM 2612 Epidemiology I
- PH 2615  Epidemiology II
- PH 2710  Epidemiology III
- PHM 2720 Epidemiologic Proposal Development
- Two elective courses in Epidemiology

Note that PH 1690 and PH 1700, Foundations of Biostatistics and Intermediate Biostatistics, are prerequisites for PH 2710 Epidemiology III.

In addition to coursework, the M.S. in Epidemiology degree program requires the successful completion of a research thesis that demonstrates an appropriate depth of knowledge in the field. Students are required to complete the M.S. program requirements within five years.

All M.S. students in Epidemiology are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.S. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/ms/.

Doctor of Philosophy Degree Program

The Doctor of Philosophy (Ph.D.) in Epidemiology represents outstanding scholarly achievement, i.e., a mastery of epidemiologic concepts, theories and methodology; and a significant capacity for independent study. Students in the program prepare themselves to become independent epidemiologic investigators, and also will acquire some teaching experience.

Course of Study

For students with a prior master's degree in Epidemiology or Public Health, at least three years of full-time study are generally needed to complete the degree program. Bachelor's prepared students will typically require four years of full-time study.

The following Divisional courses are strongly recommended for a Ph.D. student majoring in Epidemiology:

- PH 1690  Foundations of Biostatistics
- PH 1700 Intermediate Biostatistics
- PH 1830 Categorical Data Analysis and/or PH 1831  Survival Analysis
- PHM 2612 Epidemiology I
- PH 2615 Epidemiology II
• PH 2710 Epidemiology III
• PH 2711 Epidemiology IV
• PHD 2712 Experimental Methods in Epidemiology or
• PH 1835 Statistical Methods in Clinical Trials
• PHD 2770 NIH Proposal Development
• PHD 2990 Epidemiology Seminar
• One elective course in Epidemiology

PH 2710, PH 2711, PHD 2712 or PH 1835, PH 1830 or PH 1831 and one epidemiology special topics course must be taken before students take the preliminary exam. After the exam, students should take PHD 2770 and other courses specific to the students’ research agenda, including three courses in their declared major and three courses in their declared breadth.

All students who pursue a Ph.D. in Epidemiology must pass the preliminary examination and the dissertation proposal defense. The final degree requirement is the completion of an original research dissertation in an area of Epidemiology, presented and defended in a public forum at the School. Students in the doctoral program may assist with the Epidemiology teaching program under the guidance of the faculty.

For a full sample of the course of study for a Ph.D. in Epidemiology, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Add:
PH 2985 Writing a Student Research Proposal
Mitchell, 2 credits, a, b, cd – Intensive one-week format course

This course provides an overview of the steps required to develop and write a successful proposal for the written culminating experience (MPH), thesis (MS) or dissertation (PhD or DrPH). The class includes lectures, in-class exercises and written assignments. Specifically, the course instructor will discuss and illustrate the steps required to write a successful research proposal, including idea generation, development of specific aims, identification of background/supporting materials, organization, and content. Students draft and begin to write their research proposal, review and discuss papers on the writing process, and engage in the peer review of their work and that of their classmates. Through participation in this class, students gain an understanding of protocol development and develop skills in scientific writing.

There are no pre-requisites for this class. However, students must identify a general topic for their research prior to the start of the class. PH 2985 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

PH 9996 Capstone Course
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

Add on page 77

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES
Environmental and Occupational Health Sciences is the field of study that deals with the (1) anticipation, identification and characterization of potentially harmful physical, chemical, and biological agents in community and workplace environments; (2) identification and study of the relevant pathways of exposure; (3) assessment of the effects of such agents on the environment and human health; and (4) development of interventions to prevent or ameliorate problems associated with environmental or occupational contaminants. Biological, genetic, psychological, and social factors are also important determinants of environmental and occupational health.

Within the program, the industrial hygiene master’s curriculum is accredited by the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The occupational medicine residency program is accredited by the Accreditation Council for Graduate Medical Education (ACGME). For more information, refer to the website for the Southwest Center for Occupational and Environmental Health (under ‘Academic Programs’).

The Program in Environmental and Occupational Health Sciences (EOHS) offers the M.P.H., and Dr.P.H. in Occupational and Environmental Health, and Ph.D. degrees in Environmental Science. The M.P.H. and Dr.P.H. degrees focus upon public health practice related to prevention, assessment, and control of occupational and environmental exposures, and injuries and illnesses, which constitute major problems not only nationally but worldwide. The Ph.D. degree is designed to train professionals to develop both in-depth knowledge in a particular specialty area, and a broad understanding of the complexities inherent in environmental problems with a focus on research.

The EOHS Program also offers a minor course of study (minimum of nine semester credit hours) for M.S., Dr.P.H. and Ph.D. students majoring in other public health disciplines. Courses for the minor include:

- PHWM 2100 Foundations of Environmental and Occupational Health Sciences (required)
- PHM 2101 Contemporary Issues in Environmental and Occupational Health
- PHM 2130 Recognition of Environmental and Occupational Hazards (recommended)
- PH 2175 Toxicology I (recommended)

Centers
One Center is located within the Program in Environmental and Occupational Health Sciences. The mission of the Southwest Center For Occupational and Environmental Health (SWCOEH) is to promote health, safety, and well-being in the workplace and the community. The Center has training and research grant funding devoted to problems related to its core area of focus.

Master of Public Health Degree Program
Special Entrance Requirements
Applicants for this degree are expected to have successfully completed coursework in mathematics, chemistry, and biological sciences and typically hold a baccalaureate or higher degree in the physical, chemical, or biological sciences, engineering, nursing, or medicine from a regionally accredited institution of higher education. Applicants with majors from other disciplines who satisfy the undergraduate course work requirements will be considered. Additional requirements apply for certain areas of study, including industrial hygiene and occupational medicine.

A GRE score of 1000 for the combined verbal and quantitative portions is strongly preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

Course of Study
The following program courses are required for an M.P.H. student majoring in Occupational and Environmental Health:

- PHWM 2100 Foundations of Environmental and Occupational Health Sciences (Available Online Only)
- PHM 2101 Contemporary Issues in Environmental and Occupational Health
- PHM 2130 Recognition of Environmental and Occupational Hazards
- PH 2175 Toxicology I
- PH 3725 Health and Safety Program Management

At least three additional courses are required from the EOHS Program offerings (or, by permission and with strong justification, relevant courses from other SPH programs). The practicum and culminating experience should have an
environmental or occupational health focus.

Students usually require a minimum of two years of full-time study to complete the degree requirements. The actual scope and length of the program will be determined by the student’s advisory committee based on the student’s academic objectives and prior experience.

All M.P.H. students in EOHS are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Environmental and Occupational Health Sciences, please see the degree planner at [http://www.sph.uth.tmc.edu/mph/](http://www.sph.uth.tmc.edu/mph/).

**Doctor of Public Health Degree Program**

**Special Entrance Requirements**

Applicants for this degree should have a prior M.P.H. degree or equivalent preparation from an accredited institution of higher education. In addition, applicants are expected to have successfully completed coursework in mathematics, chemistry, biological sciences, and environmental health.

Specific prerequisites for admission, or makeup requirements (all strongly preferred prior to admission) are courses essentially equivalent in scope and coverage to the following:

- PHM 2100 Foundations of EOHS
- PHM 2130 Recognition of EOHS Hazards
- PH 2175 Principles of Toxicology
- PH 1700 Intermediate Biostatistics
- PHM 2610 Fundamentals of Epidemiology

A GRE score of 1200 for the combined verbal and quantitative portions is preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

**Course of Study**

To be eligible to take the Preliminary Examination in EOHS, students must meet the following requirements:

- PHWD 2106 Intro to Doctoral Research Methods in Environmental and Occupational Health Sciences, 2 credits
- PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar, 1 credit, take twice (2 credits total)
- PHD 2135 Risk Analysis – Principles and Practice, 3 credits OR PHD 2190 EOHS Policy, 3 credits
- PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences, 3 credits OR PHD 2760 Occupational Epidemiology, 3 credits

Elective courses: at least nine more credit hours of other EOHS doctoral level courses are required prior to the Preliminary Examination.

- The list of all EOHS ‘D’ courses in the current catalog shows those available for election. Any other EOHS ‘D’ level courses that may be modified or created in the future are eligible in the elective category. The faculty may approve other ‘D’ courses.

- One EOHS course which is neither designated ‘M’ nor ‘D’ may be substituted for a ‘D’ course in the above elective requirement. The list of such courses in the current catalog shows those eligible for election. Any other such EOHS courses that may be modified or created in the future are available in the elective category. The faculty may approve other non-‘M’, non-‘D’ courses.

A minor and a breadth area must be completed, following successful completion of School of Public Health requirements. Courses for these may be completed after the Preliminary Examination, as may further elective courses in EOHS.
The Dr.P.H. practicum should have an environmental or occupational health focus. Students are expected to carry out original research that constitutes a substantial contribution to public health practice with an emphasis in Environmental and Occupational Health Sciences.

All Dr.P.H. students in EOHS are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Environmental and Occupational Health Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

Doctor of Philosophy Degree Program
Special Entrance Requirements
Applicants for this degree should have a prior M.S. or equivalent degree in Environmental Health Sciences or a related field from an accredited institution of higher education. In addition, it is expected that applicants have successfully completed coursework in calculus, organic chemistry, physics, and biological sciences.

Specific prerequisites for admission or makeup requirements (all strongly preferred prior to admission) are courses essentially equivalent in scope and coverage to the following:

- PHM 2100 Foundations of EOHS
- PHM 2130 Recognition of EOHS Hazards
- PH 2175 Principles of Toxicology
- PH 1700 Intermediate Biostatistics
- PHM 2610 Fundamentals of Epidemiology

A GRE score of 1200 for the combined verbal and quantitative portions is preferred. Test scores more than five years old will not be accepted. For those applicants who have not received an undergraduate or graduate degree in an English-speaking program, the Test for Written English (TWE) will also be evaluated – a score of 4.0 is preferred.

Course of Study
To be eligible to take the Preliminary Examination in EOHS, students must meet the following requirements:

- PHWD 2106 Intro to Doctoral Research Methods in Environmental and Occupational Health Sciences, 2 credits
- PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar, 1 credit, take twice (2 credits total)
- PHD 2135 Risk Analysis – Principles and Practice, 3 credits OR PHD 2190 EOHS Policy, 3 credits
- PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences, 3 credits
- OR PHD 2760 Occupational Epidemiology, 3 credits

Elective courses: at least 9 more credit hours of other EOHS doctoral level courses are required prior to the Preliminary Examination.

- The list of all EOHS ‘D’ courses in the current catalog shows those eligible for election. Any other EOHS ‘D’ level courses that may be modified or created in the future are available in the elective category. The faculty may approve other ‘D’ courses.

- One EOHS course which is neither designated ‘M’ nor ‘D’ may be substituted for a ‘D’ course in the above elective requirement. The list of such courses in the current catalog shows those eligible for election. Any other such EOHS courses that may be modified or created in the future are available in the elective category. The faculty may approve other non-'M', non-'D' courses.

A minor and a breadth area must be completed, following School of Public Health requirements. Courses for these may be completed after the Preliminary Examination, as may further elective courses in EOHS.

Students will carry out original research leading to a dissertation with a special emphasis in Environmental and Occu-
pational Health Sciences. Graduates of the program are prepared to carry out research activities in governmental or private organizations or to pursue academic careers.

All Ph.D. students in EOHS are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Environmental and Occupational Health Sciences, please see the degree planner at [http://www.sph.uth.tmc.edu/academics/degree-programs/phd/](http://www.sph.uth.tmc.edu/academics/degree-programs/phd/).

(Courses Deleted: PHM 2108, 2131, 2165)
(Courses Added: 9996)

Courses, Environmental and Occupational Health Sciences

**PHWM 2100 Foundations of Environmental and Occupational Health Sciences**
Delclos, Perkins, Whitehead, 4 credits, a (Available Online Only)

This one-semester course offering covers basic concepts in the field as groundwork on which the remainder of the Environmental and Occupational Health Sciences (EOHS) curriculum is built. Together with PH 2130 Recognition of EOHS Hazards, PH 2175 Principles of Toxicology, **PH 2101 Contemporary Issues in EOHS**, and PH 2101 Principles of Toxicology, PH 2100 Foundations of EOHS comprises the common core courses required of all M.P.H majors in the EOHS Program. Completion of PH 2100 alone does not meet the non-major M.P.H core course requirement in environmental health. In addition, doctoral students selecting a minor in EOHS will typically complete this course, together with PH 2130 Recognition of EOHS Hazards, in partial fulfillment of their coursework requirements.

Prerequisites: Must be a masters student majoring in the EOHS Program, or a doctoral student from other divisions or programs with a minor in EOHS; or equivalent undergraduate preparation as that of an EOHS major. Exceptions with approval from instructor.

This is a designated core course for M.P.H. students majoring in Environmental and Occupational Health Sciences.

**PHD 2105 Environmental and Occupational Health Sciences Doctoral Seminar**
Gimeno, Delclos, 1 credit, a, b

This is a seminar course for doctoral students and post-doctoral fellows in EOHS. Doctoral students in other divisions and programs may enroll with the consent of the instructor. The course combines research seminar presentations with specific assignments to provide students an opportunity to improve their knowledge of the latest EOHS topics, their presentation skills and their scientific productivity in the formulation of research proposals and journal publications and presentations at scientific meetings. The seminar provides opportunities to involve mentors (advisors, dissertation supervisors, committee members) and to practice mentoring and teaching with other class members.

**PHWD 2106 Introduction to Doctoral Research Methods in Environmental and Occupational Health Sciences (Available Online)**
Gimeno, Delclos, 2 credits, b

This course provides doctoral students with a background in the perspectives, the key concepts as well as the methods involved in conducting research and evaluating scientific claims in the EOHS context, part of the necessary training to undertake a future research project. The course considers basic aspects and challenges of the philosophy of science and the inference of causality, ethical issues on conducting research, study design and sampling methods, the role of statistics and the appropriateness of the measures of association, including hypothesis formulation and testing, and presentation of findings. Students will also be introduced to the scientific production process.

**PHD 2108 Applied Epidemiological Analyses in Environmental and Occupational Health Sciences**
Gimeno, Delclos, 3 credits, b
The purpose of the course is for doctoral level students to gain experience on developing skills and designing strategies to plan the analysis of and critically evaluate epidemiological data from occupational and environmental settings. The goal of the course is to prepare students to integrate their knowledge of epidemiology and biostatistics through applied data analysis in the context of occupational and environmental problems.

**PHM 2110 Overview of Environmental Health**  
Sexton, Mena, **Stock**, 3 credits, a, b

This course is a survey of the major areas of environmental health, and provides students with an understanding of hazards in the environment, the effects of environmental contaminants on health, and various approaches to address major environmental health problems. Areas of emphasis are population dynamics, global environmental health problems, toxicology, food, air and water quality, occupational health, radiation, noise, and solid and hazardous waste.

This is a designated core course for M.P.H. students not majoring in Environmental and Occupational Health Sciences.

**PHWM 2120 Man’s Impact on the Environment**  
Schroder, 3 credits, a, b, cd (Available Online)

The major goals of this course are to develop a general awareness of how the man-made and natural ecosystem interact to affect health and the quality of life, review relevant principles from the natural sciences, and discuss issues influencing the solutions to environmental health problems. This will be accomplished through lectures, videos, class discussions, group activities, written assignments, and examinations.

This is a designated core course for M.P.H. students not majoring in Environmental and Occupational Health Sciences.

**PHM 2125 Medical Geographic Information Systems and Time Series Methods**  
Cech, 4 credits, a

This course teaches methods of spatial and temporal analyses that are critical for the conduct of studies in environmental science, epidemiology, biometry, human genetics, health planning, international health and other fields of public health. The course consists of lectures, computer laboratory exercises and student projects.

**PHD 2125 Medical Geographic Information Systems and Time Series Methods**  
Cech, 4 credits, a

This course teaches methods of spatial and temporal analyses that are critical for the conduct of studies in environmental science, epidemiology, biometry, human genetics, health planning, international health and other fields of public health. The course consists of lectures, computer laboratory exercises and student projects. Students will demonstrate additional competencies in formulating a research proposal including testable hypotheses, methods related to disease clusters and environmental risks and a pilot project.

**PHD 2170 Methods for Exposure Assessment**  
Symanski, 4 credits, b

This course examines qualitative and quantitative methods to evaluate exposures to occupational and environmental contaminants. Particular emphasis focuses on statistical techniques for describing sources of variability and identifying determinants of exposure. This course also explores implications of exposure variability on the design of sampling strategies, the evaluation of compliance with exposure limits, the assessment of exposure-response relationships, and the classification of individuals in epidemiologic studies. Students apply models presented formally in class to occupational and environmental exposure data sets.
Prerequisites: PHM 2610 or PHM 2612, PH 1690 and PH 1700, and one graduate-level course in Environmental and Occupational Health Sciences, consent of instructor

**Change from:**
PHM 2190 *Environmental and Occupational Health Policy*

Sexton, 3 credits, b

This course provides graduate students with a general survey of environmental and occupational health policy, acquaints them with the public policy process in the United States, introduces conceptual frameworks for analyzing public policy alternatives and instills an appreciation of the challenges inherent in making policy decisions. Because public policies aimed at protecting worker and community health form the structure and context for most of the professional activities in the field of environmental health sciences, it is imperative that students gain an appreciation of the complexities involved in formulating, implementing and evaluating regulatory and non-regulatory policies.

**Prerequisites: Graduate standing**

**Change to:**
PHM 2190 *Environmental and Occupational Health Policy*

Sexton, 3 credits, b

This course provides graduate students with a general survey of environmental and occupational health policy, acquaints them with the public policy process in the United States, introduces conceptual frameworks for analyzing public policy alternatives and instills an appreciation of the challenges inherent in making policy decisions. Because public policies aimed at protecting worker and community health form the structure and context for most of the professional activities in the field of environmental health sciences, it is imperative that students gain an appreciation of the complexities involved in formulating, implementing and evaluating regulatory and non-regulatory policies.

PHM 2230 *Water Environment* (not offered in 2011-2012)

Cech, 4 credits, b

This course is designed to provide “hands-on” practical experience to students across the School of Public Health, especially those majoring in biosecurity, global health, epidemiology, disease control, biostatistics, management policy and planning. Topics include water and soil resources, availability, pollution control (water and soil-related, acute and chronic), health risk assessment, quality criteria, standards, community preparedness and control methods.

PHD 2230 *Water Environment* (not offered in 2011-2012)

Cech, 4 credits, b

This course teaches concepts, skills, and "hands-on" methods (field and laboratory) necessary to assess and monitor the quality of hydrological systems utilized as water supplies. Issues of water quality, as they relate to human and ecological health, will include appropriate biomarkers of human exposure to water and soil pollutants, as well as water quality criteria, goals, standards, enforcement, oversight, water supply protection, and means of remediation. Integrated classroom, laboratory, computer, and fieldwork learning sessions will focus on water quantity and quality issues. Students will identify and formulate a question of importance to public health, define why it is important to public health and what is still unknown, develop methods for answering this research question (either in laboratory, in community, or both) analyze results, and identify how findings will help improve the public health.

PH 2250 *Occupational Health Controls*

Whitehead, 4 credits, b

This course presents the principles and practice of controlling workplace and associated hazards, and details CPC, respiratory protection, dilution and local exhaust ventilation engineering controls: basic design and evaluation of industrial ventilation systems, and noise control.
**PH 2260** Occupational Health Field Trips
Whitehead, Carson, 3 credits, b

The course takes students into approximately one-half dozen industrial and occupational settings, with analysis of processes and potential worker health hazards involved. Course goals are to introduce students to basic industrial processes and delivery of occupational health services through plant visits, enable students to perform simple walk-through evaluations of plant facilities and to provide written reports on these evaluations in order to identify potential workplace hazards and evaluate their level of control, and have students appreciate the importance of using an integrated interdisciplinary approach in the anticipation, evaluation, and control of workplace hazards.

Prerequisites: PH 2245 or permission of instructor

**PHM 2290** Immunology
Chappell, Brown, 3 credits, b

This course covers the essential concepts of the human immune response and their relevance to disease control and prevention. In the first part of the course, the foundations of the subject of immunology will be outlined. In the second part of the course, there will be presentations from guest lecturers who have expertise in specific areas where the principles of immunology find their application to human health. Throughout, extra emphasis is given to aspects of immunology with particular relevance to public health, such as immunodeficiency, blood transfusion, nutrition and immunology, tumor immunology, and vaccines. Each student will prepare a report on an area of immunology that is of particular interest to them. Grades are based on two written examinations and a report on the current state of knowledge in an area of basic or applied immunology selected by the student.

Prerequisites: Basic background in biology

**PH 2498** Special Topics in Environmental and Occupational Health Sciences
The Faculty in Environmental and Occupational Health Sciences, 1-4 credits, a, b, cd

Topics will vary from semester to semester to provide intensive study of selected environmental factors, or specific methods of analysis, evaluation, or control. Previous topics have included:

*Occupational Medicine Practice*

*Occupational Safety*

*Site Visits in Environmental Public Health*

Add:

**PH 9996** Capstone Course
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

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**Primary Faculty, Environmental and Occupational Health Sciences**

Add:

Abul Hasanat Alamgir, Associate Professor (San Antonio Regional Campus). M.Pharm., Dhaka University-Bangladesh, 1995; MBA, West Texas A & M University, 1999; PhD, University of British Columbia, 2006.
Research Interests: occupational Injury epidemiology; economic consequences of injury; evaluation of interventions; workers' compensation; global occupational health.

David I. Douphtrate, Assistant Professor (San Antonio Regional Campus). B.S. Texas A&M University, 1992; B.S., The University of Texas Medical Branch at Galveston, 1993; M.P.T., The University of Texas Medical Branch at Galveston, 1995; M.B.A., University of Mary Hardin-Baylor, 2003; Ph.D., Colorado State University, 2008. Research Interests: Occupational ergonomics and safety; cause and prevention of work-related musculoskeletal disorders; occupational health management; incorporation of occupational health and safety into business practice.

**Update:**

David Gimeno Ruiz de Porras, Associate Professor [San Antonio Regional Campus]. B.A. and M.A., Universitat de Barcelona, Barcelona, Catalonia (Spain), 1997; Ph.D., Universitat Pompeu Fabra, Barcelona, Catalonia (Spain), 2003.

Kristina D. Mena, Associate Professor. (El Paso Regional Campus). B.A., Franklin College, 1991; M.S.P.H., University of South Florida, 1993; Ph.D. University of Arizona, 1996.


Lawrence W. Whitehead, Associate Professor. B.A., B. Arch., Rice University, 1971; M.P.H., The University of Texas School of Public Health at Houston, 1972; M. Arch., Rice University, 1973; Ph.D., The University of Texas School of Public Health at Houston, 1976. Research Interests: Exposure assessment; occupational epidemiology; environmental health; industrial noise; demography of occupational health professions, bilingual resources for occupational health education and practice.

Ahmed Arif, M.D., Ph.D., Adjunct Assistant Professor. University of North Carolina at Charlotte.

J. Jack Hinton, Dr.P.H., Adjunct Professor. Baker-Hughes, Houston, Texas.

Benjamin Hoffman, M.D., M.P.H., Adjunct Professor, General Electric Corporation.

Lawrence Schulze, Ph.D., P.E., C.P.E., Adjunct Associate Professor. Director of the Graduate Programs, Department of Industrial Engineering, University of Houston, Houston, Texas.

Secondary Faculty, Environmental and Occupational Health Sciences

Benjamin C. Amick III (Health Promotion and Behavioral Sciences) Keith Burau (Biostatistics), Sharon P. Cooper (Epidemiology and Disease Control), Herbert L. DuPont (Epidemiology and Disease Control), Ralph Frankowski (Biostatistics), Carl S. Hacker (Management, Policy and Community Health), James E. Hixson (Epidemiology and Disease Control), Zhi-Dong Jiang (Epidemiology and Disease Control), Stephen H. Linder (Management, Policy and Community Health), Lisa Pompei (Epidemiology and Disease Control), Elaine Symanski (Epidemiology and Disease Control), and Kim Waller (Epidemiology and Disease Control).

Delete:

Irina Cech, Professor. M.S., State University, Moscow, 1965; Ph.D., The University of Texas School of Public Health at Houston, 1973. Research Interests: Environmental health, medical geography, GIS and time series research methods, water quality, chemical, biological, and radioactive contamination, hazardous waste management, and the health risks related to pollution; the role and interactions of chemical and biological risk factors in the etiology of birth defects (neural tube defects and facial cleft) and chronic illnesses (diabetes, Alzheimer’s disease). Health issues on the Texas-Mexico border; international health; environmental policy, regulatory process, and oversight.
Tommy C. Douglas, Associate Professor. A.B., Princeton University, 1969; M.S., California Institute of Technology, 1970; Ph.D., California Institute of Technology, 1974.

Research Interests: Antibody; apolipoprotein; gene expression; genetics; immunogenetics; immunoglobulin; immunology.

H. Erle Janssen, Jr., Adjunct Associate Professor (Retired from The University of Texas at Austin, formerly Director of Environmental Health and Safety). B.S., Sam Houston State University, 1974; M.S., Texas A&M University, 1976.

SECTION - Health Promotion & Behavioral Sciences

Change from:
Centers
Major research centers affiliated with the Division provide opportunities for students in all degree programs to work intensively with faculty. The mission of the Center for Health Promotion and Prevention Research (CHPPR) is to conduct research to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. The mission of The University of Texas Prevention Research Center is to unite accomplished researchers and dedicated community leaders in a common goal of improving the health of children and adolescents in Texas. The mission of the Michael & Susan Dell Center for Advancement of Healthy Living is to serve as a state, national and international leader in the promotion of healthy living through: prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.

Change to:
Centers
Major research centers affiliated with the Division provide opportunities for students in all degree programs to work intensively with faculty. The mission of the Center for Health Promotion and Prevention Research (CHPPR) is to conduct research to develop, evaluate, and disseminate health promotion and disease prevention programs in diverse settings and populations. The mission of The University of Texas Prevention Research Center is to unite accomplished researchers and dedicated community leaders in a common goal of improving the health of children and adolescents in Texas. The mission of the Michael & Susan Dell Center for Healthy Living is to serve as a state, national and international leader in the promotion of healthy living through: prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.

Change on page 106

Updates in yellow:
Course of Study (MPH section)
The following Divisional courses are expected for an M.P.H. student majoring in Health Promotion/Health Education:

- PHM 1111 and PHM 1112 Health Promotion Theory and Methods I and II
- PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
- PHM 1120 Introduction to Program Evaluation
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)

Additional coursework is expected in research methods, ethics in research and public health, and social and behavioral science content courses.

All M.P.H. students in Health Promotion and Behavioral Sciences are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Health Promotion and Behavioral Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/mph/.
Updates in yellow:

Course of Study (DrPH section)
The student will complete a course of study focused on the social and behavioral aspects of public health and the development and evaluation of health promotion interventions.

The following Divisional courses are recommended for a Dr.P.H. student majoring in Health Promotion/Health Education:

- PHD 1113 Advanced Methods for Planning and Implementing Health Promotion Programs ( Intervention Mapping )
- PHD 1121 Advanced Program Evaluation
- PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students
- PHD 1123 Health Promotion Theory and Methods II—Doctoral level
- PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
- PHD 1420 and PHD 1421 Research Design and Analysis in Behavioral Sciences I and II
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)
- PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students
- PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar (all semesters after admission to candidacy)

The course of study must be approved by the academic advisor. The student will complete a dissertation as agreed upon with the dissertation committee and will focus on social and behavioral aspects of public health or the development and evaluation of health promotion interventions.

All Dr.P.H. students in Health Promotion and Behavioral Sciences are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Health Promotion and Behavioral Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

Change on page 108

Updates in yellow:

Course of Study (PhD section)
The following Divisional courses are recommended for a Ph.D. student majoring in Behavioral Sciences:

- PHD 1113 Advanced Methods for Planning and Implementing Health Promotion Programs ( Intervention Mapping )
- PHD 1121 Advanced Program Evaluation
- PHD 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students
- PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
- PHD 1420 and PHD 1421 Research Design and Analysis in Behavioral Sciences I and II
- PHM 1433 Research Seminar in Health Promotion and Behavioral Sciences (at least one semester)
- PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students
- Advanced theory and methods course(s) (to be determined by advisor)
- PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar (all semesters after admission to candidacy)

The course of study must be approved by the academic advisor. The student will complete a dissertation as agreed with the dissertation committee and will focus on social and behavioral aspects of public health.

All Ph.D. students in Health Promotion and Behavioral Sciences are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).
For a full sample of the course of study for a Ph.D. in Health Promotion and Behavioral Sciences, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Change on page 108-109

Change from:
PHM 1110 Social and Behavioral Aspects of Community Health
Taylor, Byrd, Fernandez-Esquer, Ross, Perry, McAlister, Shegog, Barroso, Vaeth, Tiro, 3 credits, a, b, c (Available Online)

This course focuses on health problems and issues and public health methods that have a major social or behavioral component. It is intended for the student with little background in the behavioral sciences. The course will enable students to describe one or two core theoretical perspectives from each of the social science disciplines of psychology, sociology, and anthropology, and their application to public health. The course will cover the major social and behavioral science models used in health promotion and disease prevention. The course will also cover existing social inequalities in health status related to race, social class, and gender, and the critical intersection between social risk factors, behavioral risk factors, and the development and implementation of public health interventions. The problems considered in this course will vary from year to year, but include topics with social and behavioral risks.

This is the designated core course for non-health promotion majors.

Change to:
PHM 1110 Social and Behavioral Aspects of Community Health
Taylor, Byrd, Fernandez-Esquer, Ross, Perry, McAlister, Shegog, Barroso, Vaeth, Tiro, Kendzor, 3 credits, a, b, c (Available Online)

This course focuses on health problems and issues and public health methods that have a major social or behavioral component. It is intended for the student with little background in the behavioral sciences. The course will enable students to describe one or two core theoretical perspectives from each of the social science disciplines of psychology, sociology, and anthropology, and their application to public health. The course will cover the major social and behavioral science models used in health promotion and disease prevention. The course will also cover existing social inequalities in health status related to race, social class, and gender, and the critical intersection between social risk factors, behavioral risk factors, and the development and implementation of public health interventions. The problems considered in this course will vary from year to year, but include topics with social and behavioral risks.

PHM 1110 is the core course for non-health promotion majors (Regional Campus non-majors may use PHM 1111 if desired.)

Change on page: 109

Change from:
PHM 1111 Health Promotion Theory and Methods I
Hoelscher, Byrd, Reininger, 3 credits, a

This course introduces students to the application of selected behavioral science theories and concepts in health education and health promotion programs directed toward individuals and groups. Concepts emphasized are drawn from the Health Belief Model, the Theory of Reasoned Action, Trans-Theoretical Model, and Social Cognitive Theory with some attention to numerous additional theories and perspectives. Teaching-learning techniques include lecture, demonstration, and problem-based learning case studies. At a regional campus, PHM 1111 can take the place of PHM 1110 as the core course for non-health promotion majors.

This course is a designated core course for Health Promotion and Behavioral Sciences majors when taken with PHM 1112.

Change to:
PHM 1111 Health Promotion Theory and Methods I
This course introduces students to the application of selected behavioral science theories and concepts in health education and health promotion programs directed toward individuals and groups. Concepts emphasized are drawn from the Health Belief Model, the Theory of Reasoned Action, Trans-Theoretical Model, and Social Cognitive Theory with some attention to numerous additional theories and perspectives. Teaching-learning techniques include lecture, demonstration, and problem-based learning case studies. At a regional campus, PHM 1111 can take the place of PHM 1110 as the core course for non-health promotion majors.

**PHM 1111 and PHM 1112 are the required core courses for all HPBS majors. These courses must both be taken, but can be taken in any order.**

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Change on page 109-110

**Change from:**

**PHM 1112 Health Promotion Theory and Methods II**
Byrd, Reininger, McAlister, Evans, 3 credits, a, b

In this course students are introduced to the application of health education and health promotion intervention theory and methods directed toward change in organizations, communities, and governments. Topics include organizational change, mass media, community organizations, diffusion of innovations, community development, social action, and political action. Students are provided opportunities to demonstrate knowledge and gain experience in applying theory, in designing interventions, and in developing programs of intervention to affect programs, policies, and environmental conditions.

This course is a designated core course for Health Promotion and Behavioral Sciences majors when taken with PHM 1111.

**Change to:**

**PHM 1112 Health Promotion Theory and Methods II**
Reininger, McAlister, Evans, Barroso, Brown, 3 credits, a, b

In this course students are introduced to the application of health education and health promotion intervention theory and methods directed toward change in organizations, communities, and governments. Topics include organizational change, mass media, community organizations, diffusion of innovations, community development, social action, and political action. Students are provided opportunities to demonstrate knowledge and gain experience in applying theory, in designing interventions, and in developing programs of intervention to affect programs, policies, and environmental conditions.

**PHM 1111 and PHM 1112 are the required core courses for all HPBS majors. These courses must both be taken, but can be taken in any order.**

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**Change on page 110**

**Change from:**

**PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs**
Bartholomew, Fernandez, Markham, Parcel, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Case studies of health promotion program planning from school, health care, worksite, and community settings are included. Student evaluations include written examinations over course content, a written health promotion project plan, and participation in class and group assignments.
Prerequisites: PH1610 (Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, course becomes PH 1600 Biostatistics I.), PHM 2610, and PHM 1111

Change to:
PHM 1113 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)
Bartholomew, Fernandez, Markham, Springer, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1690, PHM 2610, and PHM 1111

Change on page 110

Change from:
PHD 1113 Advanced Methods for Planning and Implementing Health Programs (Doctoral)
Bartholomew, Fernandez, Markham, Parcel, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Case studies of health promotion program planning from school, health care, worksite, and community settings are included. Student evaluations include written examinations over course content, a written health promotion project plan, and participation in class and group assignments.

Prerequisites: PH1725 and 1726 (Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, both courses become PH 1700 Biostatistics II.), PHM 2610, and PHM 1111

Change to:
PHD 1113 Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)
Bartholomew, Fernandez, Markham, Springer, 4 credits, a, b

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1700, PHM 2610, and PHM 1111
Delete:

**PH 1115 Health Survey Research Design**
The faculty in Health Promotion and Behavioral Sciences, 3 credits, cd (not offered after Summer 2010)

This course presents the methods for designing and conducting health surveys. Emphasis is placed on problem conceptualization, measurement, and questionnaire design in the context of a total survey design framework. Examples of face-to-face, telephone, and mail surveys are presented. Readings, assignments, and class lectures and discussions are intended to facilitate the preparation of a survey research prospectus and questionnaire.

Prerequisites: PH 1610 (Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, course becomes PH 1600 Biostatistics I.), PHM 2610 or equivalent

Delete on page 111

Add:

**PHM 1116 Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping)**
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1690, PHM 2610, and PHM 1111. PHM 1116 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**PHD 1116 Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)**
Bartholomew, Fernandez, Markham, 2 credits, a, b, d – Intensive one-week format course

The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. In addition to the class project of choosing a health problem and developing an intervention plan, doctoral students will function in group leadership roles, and prepare a concept outline and abstract as part of preparation of class papers for publication. Further, doctoral students will present their projects to the class. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Students work on health problems of their choice. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH1700, PHM 2610, and PHM 1111. PHD 1116 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

Add on page 111

Change from:

**PHD 1128 Advanced Qualitative Methods**
Williams, 3 credits, b (odd-numbered years)

The course is intended to familiarize the student with the philosophy of scientific inquiry as it is applied to both deductive and inductive research. The initial section of this course is an exploration of the philosophy of science as applied to deductive and inductive inquiry. In this section of the course, students compare and contrast the meanings of observation, measurement, and explanation, among other concepts used in inductive and deductive inquiry. The student has
the opportunity to gain a critical understanding of the differences and similarities between the two scientific methods and the contributions each can make to scientific knowledge. The course is intended to critically examine the principles of inductive inquiry from the perspective of practitioners working in the areas of health promotion and disease prevention research. Students have the opportunity to examine and analyze methods most commonly used in health promotion and disease prevention research. Students critique examples of qualitative research that they have identified in the literature. Critiques are presented to the class for discussion and further assessment. In addition, students have the opportunity to apply their knowledge of qualitative design and inductive methods by developing and writing a research plan.

Prerequisites: PH 1118 or consent of the instructor

Change to:

PHD 1128 Advanced Qualitative Methods
McCurdy, 3 credits, b (even-numbered years)

The course provides students with the opportunity to acquaint themselves with the participatory action research (PAR) approach to establishing research partnerships. Students will learn about the skills and knowledge set required for developing collaborative projects. Students will develop an understanding of the theories, criteria, and strategies attributed to PAR and learn about the strengths and weaknesses of using this approach given a particular set of circumstances. Case studies will be critically discussed in weekly seminars and students will be expected to engage in the systematic process of developing their own action-oriented research project with a community organization. A final presentation will examine the intersection between academic and community concerns and approaches as well as the compromises that evolved during this interactive process.

Prerequisites: PH 1118 or consent of the instructor

Change on page: 114

Delete:
PHD 1225 Contemporary Social and Cultural Theory
Linder, 3 credits, b

This course introduces students to a variety of post-classical social theorists and to the “cultural turn” in social theory. Different schools of thought and representative theorists are chosen for each semester, ranging from critical theorists, such as Adorno and Habermas, and French (post) structuralists, such as Barthes and Foucault, to American (post) Marxists, such as Jameson and Butler. Emphasis is placed upon understanding the selected theoretical perspectives and attending to how they construct public health concepts, expertise, and modes of intervention. Applications to student research will also be featured.

Delete on page 115

Change from:
PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
Fernandez-Esquer, Williams, 3 credits, b

This doctoral level course focuses on theories that advance the understanding of health behavior and are the basis for health behavior interventions. It provides an overview of the philosophy of science, an in depth exploration of theory and public health and introduces theory and theory testing. It also presents emerging social science theories of strategic importance to health behavior research. This course complements Research Design I and II. The course elaborates and expands on critical issues presented in PHM 1110 and PHM 1111 and emphasizes understanding the role of theory in the behavioral sciences and behavioral science research.

Prerequisites: PHM 1110 or PHM 1111 and PHM 1112, PH 1725 and PH 1726 (PH 1725 and PH 1726-Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, both courses become PH 1700 Biostatistics II.) are required. This course is for advanced masters or doctoral students with a background in the behavioral sciences
Change to:
**PHD 1227 Behavioral Science Theories for Health Promotion: An Advanced Course**
Fernandez-Esquer, 3 credits, b

This doctoral level course focuses on theories that advance the understanding of health behavior and are the basis for health behavior interventions. The course provides an overview of the philosophy of science, an in depth exploration of theory and public health and introduces theory and theory testing, and presents emerging social science theories of strategic importance to health behavior research. This course complements Research Design I and II. The course elaborates and expands on critical issues presented in PHM 1110 and PHM 1111 and emphasizes understanding the role of theory in the behavioral sciences and behavioral science research.

Prerequisites: PHM 1110 or PHM 1111 and PHM 1112 (or equivalent), PH 1700. This course is for advanced masters or doctoral students with a background in the behavioral sciences.

Change on page 115

Change from:
**PHM 1231 Advances in Medical Nutrition Therapy**
The Faculty of Health Promotion and Behavioral Sciences, 4 credits, a

This is an advanced course focusing on the assessment and nutritional management of persons with conditions requiring medical nutrition therapy in general medicine (diabetes, cardiovascular, gastrointestinal) and critical care (surgery, renal, oncology, enteral, and parenteral nutrition). Specialized nutritional needs and principles of clinical management are covered. Grades are based on competency examinations, case studies, and presentations.

Prerequisite: Approval of instructor

Change to:
**PHM 1231 Advances in Medical Nutrition Therapy**
Hedberg, 4 credits, a

This is an advanced course focusing on the assessment and nutritional management of persons with conditions requiring medical nutrition therapy in general medicine (diabetes, cardiovascular, gastrointestinal) and critical care (surgery, renal, oncology, enteral, and parenteral nutrition). Specialized nutritional needs and principles of clinical management are covered. Grades are based on competency examinations, case studies, and presentations.

Prerequisite: Approval of instructor

Change on page 115

Change from:
**PH 1238 Adolescent Sexual Health**
Tortolero, 3 credits, a

This course explores issues and controversies related to adolescent sexual health in the United States. This course will provide a broad perspective on what is adolescent sexual health, sexuality education, what the research indicates is effective and how young people are affected by its implementation, advocacy for adolescent sexual health. Topics covered include prevalence of adolescent pregnancy, STIs, HIV; sex in the media; sexuality through the life span; sexual response cycle; sexual diversity; effective programs; answering hard questions; adolescent cognitive development; Texas law; contraceptives; and healthy relationships.

Change to:
**PH 1238 Adolescent Sexual Health**  
Tortolero, Markham, Peskin, 3 credits, a

This course explores issues and controversies related to adolescent sexual health in the United States. This course will provide a broad perspective on defining adolescent sexual health, sexuality education, what the research indicates is effective and how young people are affected by its implementation, and advocacy for adolescent sexual health. Topics covered include prevalence of adolescent pregnancy, STIs, HIV; sex in the media; sexuality through the life span; sexual response cycle; sexual diversity; effective programs; answering hard questions; adolescent cognitive development; Texas law; contraceptives; and healthy relationships.

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**Change on page 117**

**Add:**  
**PHD 1320 Ethics in Public Health**  
Spike, 2 credits a, b

This course provides a systematic overview of major ethical issues pertaining to health care, delivery, health promotion, disease prevention and health policy from a public health perspective. The course will include a survey of ethical issues in public health as well as important ethical issues in health care to which public health can contribute. Readings will include the APHA “Ethics and Public Health: A Model Curriculum,” case studies, and some other brief but seminal works. Students will participate in teaching responsibilities for small groups with the MPH students. Prior approval of instructor is required, and evidence of teaching skills will be a factor considered. Mentors/facilitators will help Master’s students recognize the primary features of an ethical problem in public health; become familiar with the language and discourse of public health ethics; recognize and analyze the social and cultural dimensions of ethical dilemmas in public health; and formulate a process for preventing and/or resolving ethical conflicts.

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**PHM 1330 Scientific Writing for the Behavioral Sciences**  
Froelich-Grobe, 3 credits, b, (odd-numbered years)

The goal of the course is to provide students with the basic writing skills critical for scientific writing. Writing is a learned skill that develops with practice coupled with feedback and more practice. Good writing takes more than simply translating ideas onto the page. Good writing includes knowledge of grammar, crafting arguments, and careful revision and editing. This course provides a platform for students to revisit the rules of grammar, practice crafting and structuring arguments, translate ideas onto paper, and write a scientific proposal or manuscript. Students will have the opportunity to read good writing as well as enhance their writing skills through weekly writing assignments and receiving regular feedback.

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**Add on page 120**

**Change from:**  
**PHD 1330 Scientific Writing for the Behavioral Sciences**  
Williams, 3 credits, b (even-numbered years)

The goal of the course is to provide the student with the basic writing skills needed to write a competent scientific proposal or a manuscript that clearly presents the information needed to communicate study design and/or research findings. The course begins with using words correctly and precisely. Writing sentences is the second skill presented. Sentence building skills are communicating the core message of a sentence, avoiding noun clusters, simplifying sentences, and building parallel sentences. The course teaches students to construct well-crafted paragraphs that clearly and precisely present scientific ideas. Using these basic skills, the course instructs students on the parts of a research manuscript, the essential elements of the text, and the presentation of supporting information.

**Change to:**  
**PHD 1330 Scientific Writing for the Behavioral Sciences**  
Froelich-Grobe, 3 credits, b (odd-numbered years)
The goal of the course is to provide students with the basic writing skills critical for scientific writing. Writing is a learned skill that develops with practice coupled with feedback and more practice. Good writing takes more than simply translating ideas onto the page. Good writing includes knowledge of grammar, crafting arguments, and careful revision and editing. This course provides a platform for students to revisit the rules of grammar, practice crafting and structuring arguments, translate ideas onto paper, and write a scientific proposal or manuscript. Students will have the opportunity to read good writing as well as enhance their writing skill through weekly writing assignments and receiving regular feedback. Doctoral students will select and work on a degree program writing requirements (e.g., dissertation proposal, manuscript, grant proposal).

**Add:***

**PH 1335 Writing and Communicating in Science**  
Fernandez, 2 credits, a – Intensive one-week format course

This one-week course will help participants communicate more effectively to the scientific community. Participants will improve scientific writing and presentation skills using techniques for editing their own writing and proven guidelines for producing compelling oral presentation. Students will learn how to avoid common writing mistakes, correctly summarize and reference sources, avoid plagiarism, and how to write with movement, clarity, and action. Participants will also learn the process of preparing and submitting manuscripts to scientific journals. Participants will develop critical editing skills through in-class and homework assignments. The course instructor will provide individual feedback and recommendations designed to address each student’s particular challenges to communicating effectively in science. Students will prepare a two-page literature review before the beginning of the course that will be used to assess their current writing level and to determine their eligibility for the course. This course is not designed for students who are learning English as a second language and who are still struggling with basic writing and grammar. Instead it is designed for students with basic writing skill who want to improve their communication effectiveness and write more clearly and powerfully.

PH 1335 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**Add on page 120**

**Change from:**

**PHD 1420 Research Design and Analysis in Behavioral Sciences I**  
Diamond, Williams, Amick, Vernon, 4 credits, b (odd-numbered years)

This course focuses on linking research questions common in behavioral sciences research to appropriate analytic methods. It focuses on the philosophy of science, paradigms of inquiry, analytic methods that are appropriate for assessing group differences and those that are used for assessing relationships and making predictions. There is an emphasis on the ability to understand the benefits and limitations of particular research designs to answer specific questions, read and understand scientific journal articles that make use of these methods, appropriate use of statistical software for conducting these analyses, interpret output from this software, and professionally present the results from analyses in oral and written form.

Prerequisites: PH 1690, PH 1700, or the equivalent

**Change to:**

**PHD 1420 Research Design and Analysis in Behavioral Sciences I**  
Diamond, Amick, Vernon, 4 credits, a (odd-numbered years)

This course focuses on linking research questions common in behavioral sciences research to appropriate analytic methods. The course focuses on the philosophy of science, paradigms of inquiry, analytic methods that are appropriate for assessing group differences and those that are used for assessing relationships and making predictions. The course emphasizes on the ability to understand the benefits and limitations of particular research designs to answer
specific questions, read and understand scientific journal articles that make use of these methods, appropriate use of statistical software for conducting these analyses, interpret output from this software, and professionally present the results from analyses in oral and written form.

**Prerequisites:** Instructor approval required

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**Change on page 121**

**Change from:**

PHD 1421 *Research Design and Analysis in Behavioral Sciences II*

Diamond, Williams, Amick, 4 credits, a (even-numbered years)

This course expands on the material covered in PHD 1420 and extends the focus to: analyses that assess measurement reliability, validity and latent structure; methods that can be used to group either people or objects; and procedures that assess differences between groups and/or change over time. There is an emphasis on reading and understanding scientific journal articles that make use of these methods, using of statistical software for conducting the analyses, interpreting the output from this software, and professionally present the results from analyses in oral and written form.

Prerequisites: PHD 1420

**Change to:**

PHD 1421 *Research Design and Analysis in Behavioral Sciences II*

Diamond, Amick, 4 credits, a (even-numbered years)

This course expands on the material covered in PHD 1420 and extends the focus to: analyses that assess measurement reliability, validity and latent structure; methods that can be used to group either people or objects; and procedures that assess differences between groups and/or change over time. The course emphasizes reading and understanding scientific journal articles that make use of these methods, use of statistical software to conduct the analyses, interpreting the output from this software, and professionally presenting the results from analyses in oral and written form.

Prerequisites: PHD 1420

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**Change on page 121**

**Change from:**

PH 1430 *Systematic Review, Meta-Analysis, and Evidence-Based Public Health*

Mullen, 3 credits, b

This course introduces the methods of systematic review and meta-analysis, including formulating questions, criteria for relevance and rigor in selecting primary studies, search strategies, coding protocols, tables and other formats for presenting data, qualitative and quantitative representations of effect sizes from individual primary studies, and analyses of groups of studies to estimate an average effect size and to explain variation. The course also introduces students to the methods and products of the U.S. (Clinical) Preventive Services Task Force and Evidence-based Practice Centers and to the newer U.S. Community Preventive Services Task Force.

Prerequisites: PH 1610 (Not offered after Summer 2010. Beginning Fall 2010-Summer 2011, course becomes PH 1600 Biostatistics I.) and PHM 2610 or equivalent

**Change to:**

PHD 1430 *Systematic Review, Meta-Analysis, and Evidence-Based Public Health*

Mullen, 3 credits, a

This course introduces the methods of systematic review and meta-analysis, including formulating questions, criteria for relevance and rigor in selecting primary studies, search strategies, coding protocols, tables and other formats for
presenting data, qualitative and quantitative representations of effect sizes from individual primary studies, and analyses of groups of studies to estimate an average effect size and to explain variation. The course also introduces students to the methods and products of the U.S. (Clinical) Preventive Services Task Force and Evidence-based Practice Centers and to the newer U.S. Community Preventive Services Task Force.

**Prerequisites:** PH1700 or consent of the instructor and PHM 2610 or equivalent

**Change on page 123**

Add:

**PHD 1431 Tools & Methods for Systematic Reviews and Meta-Analyses**
Mullen, Vonville, 2 credits, a, b, c – Intensive one-week format course

This course is designed to 1) introduce students to best practices, resources, and methods for systematic reviews and meta-analyses; and 2) to guide students through the steps of a systematic review. The course will use examples from a wide variety of completed reviews as well as exercises and readings. Both face-to-face (in-person/ITV) and online exercises, readings, and recorded lectures will be used; students will be expected to participate in discussions in class and online. Activities are aimed at building awareness of resources and skills for each step. Course resources and materials will be available on Blackboard (Bb) throughout the semester to assist with student reviews. The skills and knowledge gained in this course can be applied to a culminating experience or dissertation.

PHD 1431 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.

**Add on page 123**

**Change from:**

PHM 1433 *Research Seminar in Health Promotion and Behavioral Sciences*
Vernon, Faculty in Health Promotion and Behavioral Sciences, 1 credit, a, b

This seminar will provide opportunities to learn about faculty and student research in health promotion and behavioral sciences. Faculty and students will present aspects of planned, ongoing, and completed research. There will be opportunity for discussion and feedback. The seminar encourages presentation of projects in process for which investigators are seeking constructive criticism. All students in the Health Promotion and Behavioral Sciences Division must enroll for the Division Seminar at least one semester during their degree program. It is strongly recommended that they do so early in their coursework in order to learn more about the kinds of health promotion research engaged in by the faculty at the School and neighboring institutions.

**Change to:**

PHM 1433 *Research Seminar in Health Promotion and Behavioral Sciences*
Vernon, 1 credit, a, b

This seminar will provide opportunities to learn about faculty and student research in health promotion and behavioral sciences. Faculty and students will present aspects of planned, ongoing, and completed research. There will be opportunity for discussion and feedback. The seminar encourages presentation of projects in process for which investigators are seeking constructive criticism. All students in the Health Promotion and Behavioral Sciences Division must enroll for the Division Seminar at least one semester during their degree program. It is strongly recommended that students enroll early in their coursework in order to learn more about the kinds of health promotion research engaged in by the faculty at the School and neighboring institutions.

**Change on page 123**

**Change from:**

PHD 1434 *Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students*
Vernon, Faculty in Health Promotion and Behavioral Sciences, 2 credits, a, b
The lab will build on the first hour of the research seminar (PHM 1433) in health promotion and behavioral sciences. Students will discuss and critique readings related to the seminar topic. Through this experience students are expected to develop skills in critical thinking and an ability to critique the literature in health promotion and behavioral sciences.

Change to:

**PHD 1434 Research Seminar in Health Promotion and Behavioral Sciences for Doctoral Students**
Vernon, 2 credits, a, b

The lab will build on the first hour of the research seminar (PHM 1433) in health promotion and behavioral sciences. Students will discuss and critique readings related to the seminar topic. Through this experience students are expected to develop skills in critical thinking and an ability to critique the literature in health promotion and behavioral sciences.

Change on page 123

Change from:

**PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar**
Bartholomew, Mullen, Fernandez, Markham, Vernon, and Swank, 2 credits a, b, cd

This seminar course affords the opportunity for doctoral students and post-doctoral fellows to improve their skills and increase scientific productivity in the formulation of research proposals and journal publications and presentations at scientific meetings. Participants present their work-in-progress. The seminar provides opportunities to involve mentors (advisers, dissertation supervisors, committee members) and to practice mentoring and teaching with other class members. This course may be repeated for credit.

Change to:

**PHD 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar**
Mullen, Vernon, Swank, Carpentier, 2 credits a, b, cd

This seminar course affords the opportunity for doctoral students and post-doctoral fellows to improve their skills and increase scientific productivity in the formulation of research proposals and journal publications and presentations at scientific meetings. Participants present their work-in-progress. The seminar provides opportunities to involve mentors (advisers, dissertation supervisors, committee members) and to practice mentoring and teaching with other class members. This course may be repeated for credit.

Change on page 123

**Add:**

**PH 1440 Research Proposal Development**
Roberts, 2 credits, a, b, cd – Intensive one-week format course

The purpose of the course is to provide students an overview of the process of writing thesis or dissertation proposals and grant applications, particularly to the National Institutes of Health. Upon completion of the course, students should better understand how to craft a proposal, including: Identifying a significant public health problem; developing research questions or hypotheses; selecting of and justifying of the type of research design to be used; identifying of best available measures to include; identifying of appropriate strategies for collecting reliable and valid data; basic understanding of the role of sampling and different sampling strategies; and describing of a general strategy for analyzing the data and its appropriateness, given other elements of the research design.

PH 1440 is an intensive one-week format course. See Just in Time Courses section for more information on these types of courses.
PH 5301 I (a) and II (b) Maternal and Child Health Core Training Seminar  
I (a) Caughy, Waller, 3 credits  
II (b) Caughy, Peskin, 3 credits  

The MCH Core Training Seminar sessions will provide an opportunity for intensive instruction and discussion of topics specific to Maternal and Child Health as well as hands-on experiences in community-related projects. The scope of the MCH Core Training Seminar curriculum is centered on life span development, from perinatal/infant health to child/adolescent and women’s health. MCH students will receive instruction on utilizing data sources specific to MCH such as vital records and other routine data sources as well as hands-on experience in extracting data, analyzing data, and interpreting results.

Prerequisites: Student must be enrolled in the MCH Concentration. Must enroll in the fall, 5301 I (a), followed by spring enrollment 5301 II (b).

PH 5302 I (a) and II (b) Maternal and Child Health Fellowship Training Seminar  
I (a) Caughy, Waller, 2 credits  
II (b) Caughy, Peskin, 2 credits  

The purpose of these afternoon sessions is for MCH Fellows to develop mastery of content covered in the MCH Core Training Seminar morning session by exploring MCH practice from a team perspective. In addition to leadership training, which explores each of the MCH leadership competencies experientially, the afternoon sessions of the MCH Core Training Seminar will allow the trainee cohorts to experience a shift from a “big group process” in the morning to a “team process” in the afternoon.

Prerequisites: Only MCH Fellows will be admitted to the course. Students must enroll in the fall semester of the seminar first, 5302 I (a), followed by enrollment in the seminar in the spring, 5302 II (b).

Add:  
PH 9996 Capstone Course  
The Faculty in UTSPH, 3 credits, a, b, cd  

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

Add to page 125  

Add:  
Louis Brown, Assistant Professor, (El Paso Regional Campus). B.A., University of Michigan, 2001; M.A., Wichita State University, 2004; Ph.D., Wichita State University, 2005;  
Research Interests: Community coalitions, self-help and mutual support, substance abuse prevention, delinquency prevention, parenting, mental illness, implementation science, program engagement.
Melissa Carpentier, Assistant Professor. B.A., Our Lady of the Lake University, 2001; M.S. Oklahoma State University, 2003; Ph.D., Oklahoma State University, 2007.  
Research Interests: Survivorship outcomes of adolescent and young adult cancer survivors; impact of cancer on romantic relationships, sexual and reproductive health, and quality of life; mixed methods, couples-based, and technologically-driven approaches to assessment and intervention.

Meryl Cohen, M.Ed, LCSW, Adjunct Instructor, Vice President of Education/Counseling, Planned Parenthood of Houston and Southeast Texas, Inc.

Research Interest: Promoting exercise among those with physical disabilities, Obesity prevalence and weight control among those with disabilities, Measuring and reducing stress among those with physical disabilities, Increasing function and quality of life among those with disabilities, improving access to health care for individuals with disabilities

Darla E. Kendzor, Assistant Professor (Dallas Regional Campus). B.A., University of Illinois, 2000; M.A., Louisiana State University, 2005; Ph.D., Louisiana State University, 2007.  
Research Interests: Tobacco use and cessation in socioeconomically disadvantaged populations; health behavior change; health disparities; cancer prevention.

Kirk L. Smith, B.A., M.A., Ph.D, M.D, Adjunct Associate Professor, Associate Professor, Departments of Internal Medicine, Family Medicine, Preventive Medicine and Community Health, Director of UT Community Outreach Program, Executive Director of Frontera de Salud at the University of Texas Medical Branch, Galveston, Texas

Elizabeth Vandewater, Associate Professor (Austin Regional Campus). B.A., Boston University, 1986; M.A., University of Michigan, 1990; Ph.D., University of Michigan, 1994.  
Research Interest: Developmental epidemiology of obesity and chronic disease among children and adolescents; Uses of technology and bioinformatics for health behavior change; Statistical and methodological approaches for addressing multi-level change overtime and high resolution data.

Elizabeth Vandewater, Associate Professor (Austin Regional Campus). B.A., Boston University, 1986; M.A., University of Michigan, 1990; Ph.D., University of Michigan, 1994.  
Research Interest: Developmental epidemiology of obesity and chronic disease among children and adolescents; Uses of technology and bioinformatics for health behavior change; Statistical and methodological approaches for addressing multi-level change overtime and high resolution data.

Louis Velez, M.D., MPH, Ph.D, Adjunct Assistant Professor, Asst. Research Professor, UTHSC-San Antonio School of Medicine.

Delete:  
Chin-Hsing Chen, Assistant Professor. B.S., National Tsing-Hua University, M.B.A., State University of New York; Ph.D., University of Minnesota.  
Research Interests: Healthcare financing and utilization; structural design and integration in health care delivery system; decision analysis of health plan/healthcare provider choice; planning, implementation and evaluation of health promotion/education programs; cost-benefit and cost-effectiveness analysis; social determinant of health and health disparities; Geographic Information Systems (GIS) applications in community health promotion.

Jacquelyn Slomka, Assistant Professor. B.S.N., The Ohio State University, 1972; M.A., University of Michigan, 1980; Ph.D., University of Michigan, 1986.  
Research Interests: Research ethics; ethics and public health; culture and health care, health care of older adults.

Mark Williams, Professor. B.G.S., University of Iowa, 1976; M.A., University of Nebraska, 1979; Ph.D., University of Iowa, 1983.  
Research Interests: HIV/AIDS prevention; STD prevention; antiretroviral medication compliance; drug abuse; minority health.
Ira Bernstein, Ph.D., Professor Department of Clinical Sciences, The University of Texas Southwestern Medical Center, Dallas, Texas.

Patricia A. Parker, Ph.D., Adjunct Assistant Professor, Department of Behavioral Sciences, Division of OVP, Cancer Prevention and Population Sciences, The University of Texas M. D. Anderson Cancer Center, Houston, Texas.

Jane Peranteau, Ph.D., Adjunct Assistant Professor, Associate Executive Director at St. Luke’s Episcopal Health Charities, Houston, Texas.


Marianna M. Sockrider, M.D., Dr.P.H., Adjunct Associate Professor. Associate Professor, Department of Pediatrics, Baylor College of Medicine, Houston, Texas.

Deborah Thompson, Ph.D., Adjunct Faculty. Scientist/Nutritionist with USDA/ARS, Baylor College of Medicine, Houston, Texas.

Changes all on pages 125-134

SECTION- Management, Policy and Community Health

Updates in yellow:
Course of Study (MPH section)
The M.P.H. in Community Health Practice focuses on the application of public health sciences at the community level. Faculty and students are concerned with the understanding and assessment of population health, the planning, implementation, and evaluation of health programs and policies and the translation of findings into policies and programs. The program emphasizes systematic analysis and appropriate use of quantitative and qualitative data. Students develop and enhance their skills of evidence-based public health by examining health issues in the classroom and community.

The following courses are strongly recommended for an M.P.H student majoring in Community Health Practice:
- PHM 3630 Health Program Planning, Implementation, and Evaluation
- PHM 3640 Community-Based Health Assessment
- PHM 3922 Economic and Social Determinants of Health
- PHD 3926 Health Survey Research Design
  OR
- PH 2615 Field Epidemiology II
- Four elective courses in Community Health Practice (from a defined set of courses)

The following Divisional courses are strongly recommended for an M.P.H. student majoring in Health Services Organization:
- PH 3920 Health Services Delivery and Performance
- PHM 3910 Health Economics
- PH 3915 Methods for Economic Evaluation of Health Programs
- PH 3940 Healthcare Outcomes and Quality Research
- PH 3815 Health Policy Analysis
- PH 3810 Health Policy in the United States or PH 3818 Texas Health Policy: Emerging Issues and New Approaches
- Two management courses (PH 3720 Healthcare Finance, PH 3736 Healthcare Payment Systems and Policy, PH 3998 Federal Healthcare Programs)
The following Divisional courses are strongly recommended for an M.P.H. student majoring in Healthcare Management:

- PH 3744 Organizational Behavior in Healthcare Organizations
- PH 3747 Healthcare Operations Management
- PHM 3720 Healthcare Finance
- PH 3736 Healthcare Payment Systems and Policy
- PH 3738 Legal Issues in Healthcare
- PH 3746 Quality Management and Improvement in Healthcare
- PH 3735 Healthcare Strategic Management

The practicum and culminating experience should have a community health practice, health services organization or healthcare management focus, respectively.

All M.P.H. students in Management, Policy and Community Health are also required to take PHM 5010 Ethics in Public Health.

For a full sample of the course of study for an M.P.H. in Management, Policy and Community Health in any one of these tracks, please see the degree planner at [http://www.sph.uth.tmc.edu/mph/](http://www.sph.uth.tmc.edu/mph/).

Change on page 136

Updates in yellow:

Special Entrance Requirements (Dr.P.H. section)
Admission to the Dr.P.H. program requires a prior M.P.H. degree or its equivalent. Applicants with public health work experience and applicants who have completed coursework in quantitative methods or who can provide evidence of quantitative abilities are preferred. The GRE is required.

Course of Study (Dr.P.H. section)
Those seeking a Dr.P.H. degree should anticipate a minimum three-year program of study. All Dr.P.H. students are strongly recommended to complete a minor in Management and Leadership in addition to a public health breadth area.

The following courses are strongly recommended for a Dr.P.H. student majoring in Community Health Practice:

- PHM 3620 Principles and Practice of Public Health
- PHM 3926 Health Survey Research
- PH 2615 Epidemiology II or PH 2710 Epidemiology III
- PHD 3922 Social and Economic Determinants of Health (3 credit hours)
- PHD 3630 Health Program Planning, Implementation, and Evaluation (3 credit hours)
- PHD 3640 Community-Based Health Assessment (4 credit hours)
- PH 9997 Practicum
- PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
- PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
- PH 9999 Dissertation Hours

All Dr.P.H. students in Community Health Practice are expected to have completed PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to have a background in the disciplines of public health. The practicum and dissertation research should have a Community Health Practice focus.

The following courses are strongly recommended for a Dr.P.H. student majoring in Health Services Organization:

- PHD 3745 Organizational Theory and Management
- PH 3815 Health Policy Analysis
• PHD 3910 Health Economics
• PHD 3922 Economic and Social Determinants of Health
• PHD 3926 Health Survey Research Design
• PHD 3930 Econometrics in Public Health
• PHD 3945 Advanced Health Services Research Methods
• PHD 3850 Translating Research into Policy
• PHD 3812 Comparative Healthcare Systems
• PHD 3830 Ethics and Policy
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9997 Practicum
• PH 9999 Dissertation Hours

All Dr.P.H. students in Health Services Organization are expected to have completed PH 3920 Health Services Delivery and Performance, PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to have a background in the disciplines of public health. The practicum and dissertation research should have a health services organization focus.

All Dr.P.H. students in Management, Policy and Community Health are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Dr.P.H. in Management, Policy and Community Health, please see the degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/drph/.

Changes on pages 137-138

Updates in yellow:
Special Entrance Requirements (PhD section)
Admission to the Ph.D. program requires a post-baccalaureate degree in the social sciences, policy, law, management or public health. Applicants with backgrounds in more than one relevant subject are preferred. The program also requires advanced knowledge of quantitative methods; applicants with strong math and/or statistics backgrounds are preferred. The GRE is required.

Course of Study (PhD section)
Students choose a major area of study one minor area of study and a public health breadth area. The minor area of study may come from one of the three designated tracks or from another public health discipline, while the public health breadth area must come from a public health discipline outside the Division.

Students majoring in Management, Policy and Community Health are expected to take at least one course from each of the three tracks. Individual courses cannot be counted twice for both the major and minor area of specialization.

The following Divisional courses are strongly recommended for Ph.D. students specializing in Health Economics/Health Services Research:
• PH 3915 Methods for Economic Evaluation of Health Programs
• PHD 3930 Econometrics in Public Health
• PHD 3931 Advanced Econometrics, offered at UH
• PHD 3910 Health Economics
• PH 3940 Health Care Outcomes and Quality Research
• PHD 3945 Advanced Health Services Research Methods
• PHD 3970 Dissertation proposal development in Management, Policy and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9999 Dissertation Hours

Health Economics Emphasis:
• PHD 3935 Advanced Health Economics
• PH 3998 Advanced Health Services Research or PH 3926 Health Survey Design

Health Services Research Emphasis:
• PH 3998 Advanced Health Services Research
• PHD 3935 Advanced Health Economics or PH 3926 Health Survey Research

All Ph.D. students in Health Economics/Health Services Research are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

The following Divisional courses are recommended for Ph.D. students specializing in Policy and Law:
• Five courses from the list below:
  ✓ One or two courses on policy processes and policymaking institutions (PHD 3810; PHD 3812; PH 3818; PH 3825)
  ✓ One or two courses on approaches and methods (PH 3815; PH 3826; PHD 3830; PHD 3835; PHD 3850)
  ✓ One or two courses on a policy content area (e.g., PH 3855; PH 3860; PH 3998)
• A doctoral level course in policy from a political science department (e.g. at University of Houston, Rice)
• One course from the Health Economics/Health Services Research Core
• PHD 3810 Health Policy in the United States
• PHD 3812 Comparative Healthcare Systems and Policy
• PH 3815 Health Policy Analysis
• PH 3825 Public Health Law
• PHD 3830 Ethics and Policy
• UH Pol 6312 Survey of American Institutions and Policy
Select 6 hours from the following:
• PH 3850 Translating Research into Policy
• PH 3915 Methods for Economic Evaluation of Health Programs
• PH 3998 Healthcare Payment Systems and Policy
• PH 3998 Science and Law
• PH 3998 Advanced Health Services Research Methods
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9999 Dissertation Hours

All Ph.D. students in Policy and Law are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

The following Divisional courses are recommended for Ph.D. students specializing in Health Management:
• PHD 3743 Advanced Organization and Management Theory
• PHD 3998 Advanced Case Applications in Health Care Finance
• PH 3915 Methods for Economic Evaluation of Health
• PHD 3945 Advanced Health Services Research Methods
• PHD 3998 Operations, Technology, and Decision Management in Health
• PHD 3998 Introduction to Healthcare Management Research
• PH 2610 Introduction to Epidemiology
• 3 credit hour MPACH elective
• PHD 3970 Dissertation proposal development in Management, Policy, and Community Health (taken after admission to candidacy)
• PHD 3980 Doctoral Seminar (at least one semester following admission to candidacy)
• PH 9999 Dissertation Hours

All Ph.D. students in the Healthcare Management track are expected to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor.

All Ph.D. students are expected to have completed PH 1700 Intermediate Biostatistics (or equivalent), to complete nine credit hours in a minor discipline and nine credit hours in a breadth or second minor, and to
have a background in the disciplines of public health. All students are also expected to be registered for at least one semester of PH 3980 Doctoral Seminar after admission to candidacy.

Dissertation research in the chosen area of study (i.e., major) should culminate in the completion and presentation, in written form, of an original research project.

All Ph.D. students in Management, Policy and Community Health are also required to take one Epidemiology course (if not already covered in the major, minor or breadth area).

For a full sample of the course of study for a Ph.D. in Management, Policy and Community Health in any one of these tracks, please see the sample degree planner at http://www.sph.uth.tmc.edu/academics/degree-programs/phd/.

Changes on pages 138-139

Change from:
PHM 3620 Principles and Practice of Public Health
The Faculty in Management, Policy and Community Health, 3 credits, cd

This course illustrates how the health of populations is promoted and protected by organized public health practice. Students are acquainted with current evolving concepts and performance of public health practice and are introduced to essential public health services performed by public health agencies. Students will learn expectations of the effective and efficient performance of agencies and the competencies required of individual public/community health workers. Representatives from community/public health programs will participate in class presentations along with faculty.
This is a designated M.P.H. core course.

Change to:
PHM 3620 Principles and Practice of Public Health
The Faculty in Management, Policy and Community Health, 3 credits, a cd

This course illustrates how the health of populations is promoted and protected by organized public health practice. Students are acquainted with current evolving concepts and performance of public health practice and are introduced to essential public health services performed by public health agencies. Students will learn expectations of the effective and efficient performance of agencies and the competencies required of individual public/community health workers. Representatives from community/public health programs will participate in class presentations along with faculty.

Change on page 140

Delete yellow below:
PHM 3640 Community-Based Health Assessment
Moore, Urrutia-Rojas, 4 credits, b

This is a four-credit master’s level course that covers a variety of concepts which are especially relevant to community diagnosis such as: statistics on health status, health resources, health needs and health problems; systematic collection, assembly, analysis, and interpretation of data related to the characteristics, the resources, and the health of the community. Students will identify and apply the concepts and components of the community-based assessment process, as well as the steps and procedures involved in assessing the community needs including qualitative and quantitative methods. Students will work in partnership with selected local agencies to provide a service through collaboratively develop a plan for assessment and implementation of a selected community, group, or the agency population of interest.

Prerequisites: Introductory course to Biostatistics or consent of instructor.
The master level course is a designated M.P.H. core course.

Change on page 140-141
Change from:
**PH 3650 Demographic Data Methods for Public Health Practitioners**
Bradshaw, 4 credits, cd

This course will comprise an overview of demographic methods commonly sued by professionals in public health practice and research. The course is an interactive graduate level electronic seminar. Participants will be introduced to age, sex, ethnicity, and cause specific death rates; period rates and cohort rates; methods of standardization of rates and proportions and selection of standards; the life table and some of its uses; common fertility and reproductive rates; uses of data from the birth certificate; mobility data and measures; and population estimates and projections.

Change to:
**PH 3660 Demographic Data Methods for Public Health Practitioners**
Bradshaw, 4 credits, cd

This course will comprise an overview of demographic methods commonly used by professionals in public health practice and research. The course is an interactive graduate level electronic seminar. Participants will be introduced to age, sex, ethnicity, and cause specific death rates; period rates and cohort rates; methods of standardization of rates and proportions and selection of standards; the life table and some of its uses; common fertility and reproductive rates; uses of data from the birth certificate; mobility data and measures; and population estimates and projections.

Change on page 141

Delete yellow below:
**PHM 3710 Administration and Public Health**
Gammon, 3 credits, a, b

This course covers the elements and effective practice of management and administration. It includes the investigation of organizational environments, strategic decision-making and control, policy and program development, and selected aspects of behavior in organizations.

This is a designated M.P.H. core course.

Change on page 142

Change from:
**PHM 3715 Introduction to Management and Policy Sciences**
The Faculty in Management, Policy and Community Health, 3 credits, a, b, c

This course surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include: public health in the U.S. health system/ legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, public sector institutions, management and decision-making; and private sector health care institutions, management and decision making.

This is a designated M.P.H. core course.

Change to:
**PHM 3715 Introduction to Management and Policy Sciences**
The Faculty in Management, Policy and Community Health, 3 credits, a, b, c

This course surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include: public health in the U.S. health system/ legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, public sector institutions, management and decision making; and private sector health care institutions, management and decision making.
This is the designated M.P.H. core course for MPACH.

Change on page 142

Delete yellow below:
PH 3725 Health and Safety Program Management
Felknor, Emery, 3 credits, b

This course draws on concepts from sociology, political science and anthropology, and is designed to provide students with the opportunity to master the analytical tools necessary to understand and function efficiently within organizations. The course will include exposure to management theory and its application to current health and safety programs. Using “real world” health- and safety-based examples, students will be challenged to apply the concepts presented in this class to anticipate, recognize, evaluate, and control a variety of managerial problems. Students will have ample opportunity to participate in class discussions, simulations, and group exercises. Guest lecturers from a wide array of health and safety management settings add dimension to the course material presented. This course is designed for students in the Industrial Hygiene programs or for those students with a strong interest in the area of health and safety program management.

This is a designated M.P.H. core course.

Change on page 142

Change from:
PH 3736 Healthcare Payment Systems and Policy
Morgan, Rosenau, 3 credits, b

This course provides a review of current US healthcare payments systems in the form of insurance plans or other forms of group coverage that is offered to eligible populations. Each healthcare payment system will be examined in depth to reveal the policies that serve as the foundation of the program; the authority, the economics, the targeted population, and the current challenges. As our nation discusses healthcare “reform,” it is critical to understand existing policies that establish the operations of public, private, and commercial health coverage. This course provides the framework for a comprehensive understanding of current approaches, significant limitations, and potential impact of proposed “reform” initiatives.

Change to:
PH 3736 Healthcare Payment Systems and Policy
Morgan, Krause, Rosenau, 3 credits, b

This course provides a review of current U.S. healthcare payments systems in the form of insurance plans or other forms of group coverage offered to eligible populations. Each healthcare payment system will be examined in depth to reveal the policies that serve as the foundation of the program -- the authority, the economics, the targeted population, and the current challenges. As our nation discusses healthcare reform, it is critical to understand existing policies that establish the operations of public, private, and commercial health coverage. This course provides the framework for a comprehensive understanding of current approaches, significant limitations, and potential impact of proposed reform initiatives.

Change on page 143

Add:
PHD 3743 Advanced Organization and Management Theory
DelliFraine, 3 Credits, a

This course will assist doctoral students in developing frameworks for thinking about the world of health care organizations and its complexity. The specific emphasis will be health services organizations and management research, with an emphasis on organizational theory. Organization theory is a set of approaches to the understanding of how organizations form, survive and grow, interact with each other, recruit and process members, gain and manage re-
sources, and deal with internal and external problems. The primary goals of this course are to apply relevant theories to a range of organizational problems and attain skills needed to be an effective researcher in health services organization and management research.

Add on page 143

Change from:
PH 3744 Understanding Organizational Behavior in Health Services Organizations
DelliFraine, 3 credits

This course will assist students in developing a framework for thinking about health care organizations and their complexity. The specific emphasis will be health services organizations. The primary goals of this course are to apply relevant theories to a range of organizational problems and attain competencies (knowledge, skills, attitudes, and behaviors) needed to be an effective leader and manager in health services organizations. Topics covered include management skills such as leadership, teamwork, organizational change, and performance improvement.

Change to:
PH 3744 Understanding Organizational Behavior in Health Services Organizations
Dotson, 3 credits, a

This course will assist students in developing a framework for thinking about health care organizations and their complexity. The specific emphasis will be health services organizations. The primary goals of this course are to apply relevant theories to a range of organizational problems and attain competencies (knowledge, skills, attitudes, and behaviors) needed to be an effective leader and manager in health services organizations. Topics covered include management skills such as leadership, teamwork, organizational change, and performance improvement.

Change on page 143

Delete:
PHD 3745 Organizational Theory and Management
Horwitz, 3 credits, b

The focus of this class is on providing students with an in-depth understanding of important managerial paradigms and a background examination of the course organizational theory, from which effective managerial techniques are developed. The primary objectives are to expose students to theories of the firm based on the traditions of economics, management, and philosophy, and industrial/organizational psychology; to provide a forum for the discussion and critical analysis of these theoretical issues; to familiarize students with past and current managerial techniques for the effective management of business environments in general and health care settings in particular; to foster a thorough integration and understanding of the linkages between managerial and organizational theories; and to provide students with the direction needed to expand their own interests and abilities for promulgating research in the fields of management and organizational theory in the future. This is not a "how-to" course in management; rather, the objective is to improve the managerial ability of students by providing the foundation for critical analyses of situations that may be encountered in the workplace.

PHM 3750 Organizational Psychology
Moore, 4 credits, a

Selected topics from the field of organizational psychology are explored using an experiential learning model as the vehicle. Emphasis is on increasing interpersonal skills and competencies central to supervisory and managerial roles. Three levels of analysis (i.e., intrapersonal, interpersonal and organizational) are considered in each behavioral simulation. Individualized performance contracts are negotiated to provide the basis for evaluation.

PHD 3750 Organizational Psychology
Moore, 4 credits, a
This course is taught at the doctoral level. Selected topics from the field of organizational psychology are analyzed using an experiential learning model as the vehicle. Emphasis is on increasing interpersonal skills and competencies central to supervisory and managerial roles. Three levels of analysis (i.e., intrapersonal, interpersonal and organizational) are considered in each behavioral simulation. Individualized performance contracts are negotiated to provide the basis for evaluation.

**PHM 3811 Health Systems of the World**  
Low, Rosenau, Homedes, 3 credits, b

The course will examine, in detail, health care systems in 15 countries as examples of the different approaches taken by policy-makers to meet the challenges inherent in keeping their respective populations healthy. Students will learn to examine and evaluate national health care systems, explain how the health care systems in these countries developed over time, describe each country’s current health system, resources and funding, and demonstrate comparative global challenges to health across the 15 countries.

**Updates in yellow below**

**PHM 3810 Health Policy in the United States**  
Rosenau, 3 credits, a, c

The purpose of this course is to provide an overview of health policy in the U.S. The principal institutions, processes, and ideas shaping health policy at the federal level will be described and explained. Health policy questions will be illustrated using substantive topics of importance to public health.

**PHD 3810 Health Policy in the United States**  
Rosenau, 3 credits, a, c

The purpose of this course is to teach students to appraise health policy in the U.S. and evaluate its strengths and weaknesses. Principal policy making institutions, processes, and ideas that shape health policy at the federal level will be assessed and criticized.

**Changes on page 145**

**Change from:**  
**PH 3815 Health Policy Analysis**  
Begley, 3 credits, a

This course introduces both qualitative and quantitative methods for analyzing public health policy. Multiple approaches to inquiry and argument that are relevant to decision-making in political settings are covered. Emphasis is on the context of public policy making and its bearing on the conduct and fate of analyses. Applications to various public health problems are presented.

**Change to:**  
**PH 3815 Health Policy Analysis**  
Begley, 3 credits, a

This course examines the process of policy development and the role of research and analysis in the process. A framework is introduced for selecting the type of research and analysis needed to address different policy questions. Key concepts and methods of policy research and analysis are introduced and applied to real-world policy problems in public health. Upon completion of the course, the student should have an understanding of the role of policy analysis in the policy development process, be able to frame policy issues for research and analysis, and be able to identify and appropriately apply research methods and analysis to policy questions.

**Change on page 146**

**Change from:**  
**PH 3818 Texas Health Policy: Emerging Issues and New Approaches**  
Begley, Warner, 3 credits, b
The course analyzes major issues, new programs, and legislation in state health policy. The legislative process, state budget, and role and responsibility of health and human service agencies are discussed. Policy analysis concepts and methods are introduced and applied. When the legislature is in session, topics reflect proposed legislation. Issues addressed by interim studies are emphasized in semesters between legislative sessions. Topics typically addressed include: Medicaid/CHIP changes/reform; healthcare regulation, behavioral health, long-term care, medical education, rural and border health, disease prevention and control, and health promotion. Students are introduced to the latest policy debates on each topic through selected readings and informed speakers.

Change to:
PH 3818 Texas Health Policy: Emerging Issues and New Approaches
Begley, Warner, Rowan, Shaw, 3 credits, b

Major issues, new programs, and legislative initiatives in Texas health policy are discussed and analyzed. Background information on the state legislative process, budget, and historical role of health policy is presented. Policy analysis concepts and methods are introduced as a guide for class discussion and student assignments. When the legislature is in session, topics are selected that reflect proposed legislation. In semesters between legislative sessions, topics are selected based on interim study assignments and other sources. Topics typically addressed include: Medicaid/CHIP changes/reform, healthcare regulation, behavioral health, long-term care, medical education, rural and border health, disease prevention and control, and health promotion. Students are introduced to the latest policy debates on each topic through selected readings and informed speakers.

Change on page 146

Delete yellow below

PH 3855 Climate Change Policy
Linder, 3 credits, b

The purpose of this course is to introduce students to the issues and controversies surrounding public policy to mitigate global climate change. The course will follow the developments at COP 15 in Copenhagen, the progress of bills in the U.S. Congress intended to reduce greenhouse gas emissions, and will consider EPA's regulatory initiatives and policies adopted in the states. The course will assess the full range of political positions, the role of science, and the impact of propaganda and advocacy on the climate change debate. The format will include lectures, film, group discussion, and written assignments.

Update yellow below

PH 3860 Pharmaceutical Politics and Policy
Rosenau, 3 credits, b, c

This course will introduce students to pharmacy policy, an essential aspect of public health. The approval process and the categorization of drugs is considered. The policy process of development, distribution, marketing and consumption of pharmaceuticals is studied. Domestic medication policy, the global market place and cross border issues will be discussed. Conflict of interests, normative choices, and ethical dilemmas of pharmaceutical policy will be studied.

Changes on page 147

Change from:
PH 3920 Health Service Delivery and Performance
Morgan, Begley, 3 credits, b

This course reviews major policy issues in health care services delivery in the United States and introduces students to fields of inquiry concerned with analysis and evaluation of the health care system. The issues of effectiveness, efficiency, and equity of health care are explored as indicators of system performance. Basic analytical concepts and methodologies used in health policy analysis and program evaluation are introduced.
Change to:
PH 3920 Health Service Delivery and Performance
Rowan, Morgan, Begley, Lairson, 3 credits, b

This course explores the effectiveness, efficiency, and equity of the U.S. health care system. Students are introduced to definitions, concepts, and methods used in health services research and policy analysis and given an opportunity to use them to evaluate important problems and efforts to reform the system. Each section of the course is taught by a different faculty member with expertise related to one area of health services research and/or policy analysis. Each year there is a thematic focus for the course that is addressed from the various perspectives and is the subject of a policy analysis exercise at the end of the semester.

Change on page 148

Change from:
PHM 3922 Economic and Social Determinants of Health
Franzini, Low, 3 credits, b

This course introduces the concept of population health and studies the reason for health disparities between countries as well as socioeconomic and racial/ethnic groups within countries. It takes an approach to health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course presents an overview of these concepts and is intended as the introductory course for students interested in the topic. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors, human behavior and biology and assessing economic social and policies.

This is a designated M.P.H. core course.

Change to:
PHM 3922 Economic and Social Determinants of Health
Franzini, Swint, 3 credits, b

This course introduces the concept of population health and studies the reason for health disparities between countries as well as socioeconomic and racial/ethnic groups within countries. The course takes an approach to public health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course presents an overview of these concepts and is intended as the introductory course for students interested in the topic. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors, human behavior and biology and assessing economic social and policies.

Change on page 148

Change from:
PHD 3922 Economic and Social Determinants of Health
Franzini, Low, 3 credits, b

This doctoral level course illustrates the concept of population health and analyzes the reason for health disparities within and between countries, focusing on socioeconomic and racial/ethnic disparities. It takes an approach to health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors, human behavior and biology. The course also relates the methods used in health disparities research and assesses relevant economic and social policies.

Change to:
PHD 3922 Economic and Social Determinants of Health
Franzini, Swint, 3 credits, b

This doctoral level course illustrates the concept of population health and analyzes the reason for health disparities within and between countries, focusing on socioeconomic and racial/ethnic disparities. It takes an approach to health that identifies the social factors, such as inequalities in income and opportunities, and racial/ethnic disparities that influence the health of populations. The course examines population health by exploring economic, social and cultural factors, identifying systematic variation in these factors leading to health disparities, exploring how economic, social and cultural conditions affect individual risk factors and human behavior and biology. The course also relates the methods used in health disparities research and assesses relevant economic and social policies.

Change on page 149

Update yellow below
PHD 3926 Health Survey Research Design
Morgan, 3 credits, a

This course presents the methods for designing and conducting health surveys. Emphasis will be placed on problem conceptualization, measurements, and questionnaire design in the context of a total survey design framework. Examples of face-to-face, telephone, mail, and internet surveys will be presented.

Prerequisites: PH 1690 and PHM 2610 or equivalent

Changes on page 149

Change from:
PHD 3945 Advanced Health Services Research Methods
Begley, Rowan, 3 credits, b

This course is discusses the application of quantitative methods in health services research. The major elements of designing and conducting an empirical study will be covered with emphasis on specification of research questions and design, measures, use of primary and secondary data sources, and issues in multivariate analysis. Examples of the use of different methods in the literature will be reviewed and sample datasets will be available for homework assignments.

Change to:
PHD 3945 Advanced Health Services Research Methods
Begley, Rowan, Morgan, 3 credits, b

This course is designed to introduce students to the application of quantitative methods in health services research. The major elements of designing and conducting an empirical study will be covered with emphasis on specification of research questions and design, measures, use of primary and secondary data sources, and issues in bivariate and multivariate analysis. Examples of the use of different methods in the literature will be reviewed and sample datasets will be available for homework assignments.

Change on page 150

Change from:
PH 3998 Special Topics in Management, Policy and Community Health
The Faculty in Management, Policy and Community Health, 1-4 credits, a, b, cd

Topics vary from semester to semester and provide in-depth study of various public health issues. Previous topics have included:

Advanced Health Services Research Methods
Community Mental Health
Demographic Data for Public Health Practitioners
Decision Analysis in Healthcare
Design, Health and Environment
Diversity in the Modern Organization
Hospital Law
Mental Illness, Issues and Policy
Obesity and Public Health
Politics of Community Health
Quality Management and Improvement in Healthcare
Qualitative Policy Analysis
Quantitative Methods for Management Research
Federal Healthcare Programs
Law at Line
Law and Science
Management and Behavior of Environmentally Sustainable Organization
Case Applications in Healthcare Finances

Change to:

PH 3998 Special Topics in Management, Policy and Community Health
The Faculty in Management, Policy and Community Health, 1-4 credits, a, b, cd

Topics vary from semester to semester and provide in-depth study of various public health issues. Previous topics have included:

Advanced Health Services Research Methods
Advanced Organization and Management Theory
Case Applications in Healthcare Finances
Case Studies in Health Care Financial Management
Community Mental Health
Current Issues in the Health Care Delivery System
Decision Analysis in Healthcare
Design, Health and Environment
Diversity in the Modern Organization
Federal Healthcare Programs
Federal Healthcare Programs
Health Disparities Seminar
Hospital Law
Integration of Health Systems: Managing Health Care Organizations
Law and Science
Law at Line
Management and Behavior of Environmentally Sustainable Organization
Mental Illness, Issues and Policy
Obesity and Public Health
Politics of Community Health
Qualitative Policy Analysis
Quality Management and Improvement in Healthcare
Quantitative Methods for Management Research
US-Mexico Border Health Issues

Federal Policymaking: A View from Inside the Federal Government Course (3 hours)/The Archer Center Washington Internship (6 hours) - Students must register for both the course and internship, which totals 9 credit hours with prior approval.

Change on page 150-151

Add:
PH 9996 Capstone Course
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

Add on page 151

Add:
Dennis Andrulis, Ph.D., Associate Professor, Management, Policy and Community Health; Ph.D. Educational Psychology, University of Texas at Austin, Masters of Public Health, University of North Carolina at Chapel Hill, B.S., Psychology Fordham University New York, New York, June 1969.
Research Interests: racial/ethnic disparities in health and health care; health care policy, health care reform and addressing the needs of culturally diverse and other vulnerable populations; integrating racially and ethnically diverse communities into public health emergency preparedness

Jose Betancourt, Dr.P.H., Associate Professor, Management, Policy and Community Health; Doctor Of Public Health George Washington University, School Of Public Health And Health Services -- Washington, Dc 2003; Master Of Science United States Army War College, School Of Strategic Studies Carlisle, Pennsylvania 2006; Master Of Science Defense Intelligence College -- Bolling Air Force Base, Washington, Dc 1993; Master Of Science Troy State University, School Of Business, Fort Benning, Georgia 1990; Bachelor Of Science, University Of Florida, School Of Liberal Arts And Sciences Gainesville, Florida 1985.
Research Interests: Infectious disease surveillance; Tele-Behavioral Health; Surveillance of Behavioral Health Indicators; Military Medicine; Global Health; Health of Displaced Populations

Ebbin Dotson, Ph.D., Assistant Professor, Management, Policy and Community Health; PhD Organizational theory from University of California at Berkeley, 2008; Masters of Health Services Administration from University of Michigan, 2001; BS Organization studies from University of Michigan, 1999.
Research Interests: Healthcare management, policy, leadership, diversity, culture, health disparities, organizational theory and behavior.

Carol A. Galeener, Ph.D., Assistant Professor of Management, Policy and Community Health; Ph.D., Public Health from the University of Texas Health Science Center, School of Public Health, 2004; Master of Public Health in Community Health from the University of Texas Health Science Center, School of Public Health, 1996; Master of Science in Computer Science from New Jersey Institute of Technology, Newark, N.J., 1976; Bachelor of Arts in Mathematics from Caldwell College, Caldwell, N.J., 1965.
Research Interests: United consequences of policy, Decision making in the public health context.

Elizabeth Gammon, Ph.D., Assistant Professor of Management, Policy and Community Health; Ph.D., Health Economics from MPACH division, University of Texas, School of Public Health; Education Requirement for C.P.A., University of Texas at San Antonio; M.A., English from University of Houston; B.A., English, Texas A&M University.
Research Interests: Economic costs of research misconduct, financial management of publicly funded health care entities, health economics, and efficiency in health care research administration.

Trudy Krause, Ph.D., Assistant Professor of Management, Policy and Community Health; Doctorate in Public Health, University of Texas School of Public Health, 1995: Occupational Health and Aerospace Medicine, and Behavioral Health Masters of Business Administration, Louisiana State University, 1986: Management Bachelors of Science, University of Minnesota, 1976: Special Education, Art Therapy.
Research Interests:  Health Outcomes, Quality Outcomes, Standards of Care, Health Status and Presenteeism, Occupational Health, Behavioral Health.

**Lynn Schroth**, Dr.PH., Professor of Management, Policy and Community Health; Doctorate in Public Health, 1992; Ph.D., University of Texas School of Public Health, Houston, Texas 1996; Master of Science in Nursing Administration, 1981 University of Texas, Houston, Texas; Bachelor of Science in Nursing, 1980 University of Texas Medical Branch, Galveston, Texas Northwest Texas Hospital School of Nursing, Amarillo, Texas Nursing Diploma, 1971. Research Interests: Hospital Operations and Academic Leadership.

**Jennifer Shaw**, Dr.PH., Assistant Professor of Management, Policy and Community Health; Dr.PH Leadership and Policy Track, University of Arkansas for Medical Sciences May 2008; Master of Public Health Biostatistics University of Arkansas for Medical Sciences 2004; Master of Applied Psychology Experimental, University of Arkansas at Little Rock, 2000; Bachelor of Arts in Psychology, University of Arkansas at Little Rock May 1998. Research Interests: Obesity, Community engagement, Faith-Based Programming, Policy, Development, injury prevention, chronic disease management.

**Catherine L. Troisi**, Ph.D., Visiting Associate Professor, Management, Policy and Community Health; Ph.D., Epidemiological Sciences, from University of Michigan; M.S., Biochemistry from Michigan State University; B.A. Chemistry, University of Rochester. Research Interests: epidemiology of infectious diseases, particularly viral hepatitis and HIV, infectious causes of cancer, leadership studies, homelessness, public health practice, workforce development.

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**Changes on page 152-155**

**Page 155 updates are in yellow below**

**Secondary Faculty, Management, Policy and Community Health**

Sharon Cooper (Epidemiology), Xianglin Du (Epidemiology), David Gimeno (Epidemiology), Ann-Marie Hedberg (Health Promotion and Behavioral Sciences), John Herbold (Epidemiology), Sheryl McCurdy (Health Promotion and Behavioral Sciences), Kristy Murray (Epidemiology), Jan M. H. Risser (Epidemiology), Ken Sexton (Epidemiology) and Kerem Shuval (Epidemiology).

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**Delete:**

**Sarah A. Felknor**, Associate Professor. B.A., Tufts University, 1978; M.S., American University of Washington, 1988; Dr.P.H., The University of Texas School of Public Health at Houston, 1997. 

Research Interests: Occupational health and safety management; workplace risk assessment; injury surveillance systems; organizational safety climate; worker safety training; program evaluation; public health systems in Latina America.


Research Interests: Workers’ compensation; occupational health trends and costs; effects of managerial and policy interventions on employee safety; industrial/organizational psychology.


Research Interests: Public health management leadership and practice; organizational change; child health; vulnerable populations.

**Carol Galeener**, Ph.D., Adjunct Assistant Professor, Retired.

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**Change on pages 155-158**
Addendum to 2009-2011 The University of Texas School of Public Health Catalog Page 288

Delete Beth Quill on all following pages: 167, 169 (add Catherine Troisi, Ph.D.), 171 and 189

Add to Adjunct Faculty, Management, Policy and Community Health:
Beth E. Quill, M.P.H., Adjunct Associate Professor, Retired.

Add on page 158

Change

PH 5613 Critical Cinema for Public Health
The Faculty in Global Health Concentration, 2 credits, a, b

A series of documentaries and Big Screen movies revolving around public health topics will be shown and discussed. The range of topics presented will include health disparities, health systems, culture – behavior and health, environmental health themes, globalization, addictions, mental health, food production, research ethics and methods, violence, surveillance and control of epidemics. All movie presentations will be followed by a class discussion.

Change to:

PH 5613 Critical Cinema for Public Health
The Faculty in Global Health Concentration, 2 credits, a

A series of documentaries and Big Screen movies revolving around public health topics will be shown and discussed. The range of topics presented will include health disparities, health systems, culture – behavior and health, environmental health themes, globalization, addictions, mental health, food production, research ethics and methods, violence, surveillance and control of epidemics. All movie presentations will be followed by a class discussion.

Change on page 160

SECTION- Interdivisional Courses and Programs

Change title of this section from Interdivisional Courses and Programs to Interdivisional Concentrations and Other Interdivisional Courses

Add:

PHM 5010 Ethics in Public Health
Spike, 1 credit a, b

This course provides a systematic overview of major ethical issues pertaining to health care, delivery, health promotion, disease prevention and health policy from a public health perspective. The course will include a survey of ethical issues in public health as well as important ethical issues in health care to which public health can contribute. Readings will include the APHA “Ethics and Public Health: A Model Curriculum,” including case studies to be discussed in small groups. Students learn to recognize the primary features of an ethical problem in public health; become familiar with the language and discourse of public health ethics; recognize and analyze the social and cultural dimensions of ethical dilemmas in public health; and formulate a process for preventing and/or resolving ethical conflicts.

All masters students must successfully complete PHM 5010.

PH 9996 Capstone Course
The Faculty in UTSPH, 3 credits, a, b, cd

The culminating experience capstone course for M.P.H. students is a class that offers evaluation of synthesis, integration, and problem-solving. These activities require that the student be able to build on comprehension, application, and synthesis of principles and theory from the five public health disciplines and from the cross-cutting competencies.
Addendum to 2009-2011 The University of Texas School of Public Health Catalog

Add on page 289

(The Capstone Course plus Exam will no longer be offered after Summer 2011. The Capstone Course (as described above) will be offered beginning Fall 2011.)

Add on page 159

Change from:
PH 5998 Special Topics in Global Health
The Faculty in Global Health Concentration, 1 credit, a, b, cd

Change to:
PH 5698 Special Topics in Global Health
The Faculty in Global Health Concentration, 1 credit, a, b, cd

Add on page 160

Health Disparities Concentration

Add:
PH 5101 Disparities in Health in America
Fernandez, 3 credits, cd

More than 25 years of research demonstrate that there are wide disparities in health throughout America. Health disparities include differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. It is now known that the distribution of health is not random, but that health is systematically distributed and according to different levels of social advantage. This course will examine the social and societal factors that are fundamental in formulation of public policy objectives to reduce and ultimately eliminate health disparities.

PH 5102 Health Disparities Seminar
Fernandez, 1 credit, b

This is a seminar course for students in the Health Disparities concentration. The seminar is a venue for students to discuss current health disparities issues in a supportive environment of peers and faculty.

Add on page 162-163

Leadership Studies Concentration

Change from:
Management, Policy and Community Health: Gail Bray, Ph.D., Jami DelliFraine, Ph.D., Carl S. Hacker, Ph.D., J.D., Luisa Franzini, Ph.D., Nuria Homedes, M.D., Dr.P.H., Kim Kehoe, Ph.D., Linda Lloyd, Ph.D., Frank Moore, Ph.D., Beth Quill, M.P.H., [Coordinator], Pauline Rosenau, Ph.D., Beatrice Selwyn, Sc.D., Catherine Troisi, Ph.D.

Change to:
Management, Policy and Community Health: Gail Bray, Ph.D., Jami DelliFraine, Ph.D., Carl S. Hacker, Ph.D., J.D., Luisa Franzini, Ph.D., Nuria Homedes, M.D., Dr.P.H., Kim Kehoe, Ph.D., Linda Lloyd, Ph.D., Frank Moore, Ph.D., Pauline Rosenau, Ph.D., Beatrice Selwyn, Sc.D., Catherine Troisi, Ph.D. [Coordinator]

Add on page 167

Maternal and Child Health Concentration

Change from:
Course of Study
The concentration involves the completion of a minimum of 12 credits in qualified courses, which include, but are not limited to the courses listed in the Maternal and Child Health Concentration. Students in degree programs requiring a practica should have an experience that is MCH-related. In addition, the thesis or doctoral dissertation topic must be relevant to maternal and child health. The student’s advisory committee determines if the student has met the requirements of the concentration. Students in this concentration are required to complete PH 5301 I (a) and II (b), the two-semester MCH Core Training Seminar. The Core Training Seminar should be taken in sequence during a single academic year, with the fall semester completed first. A list of suggested courses recognized as MCH electives are listed below. Detailed descriptions of the courses can be found in the Division where the course is offered.

**Courses, Maternal and Child Health Concentration**

**PH 5300 Overview of Maternal and Child Health**

This course will not count as an elective for MCH Concentration students.

**PH 5301 I (a) and II (b) Maternal and Child Health Core Training Seminar**

This course is required for students enrolled in the MCH Concentration. It must be taken in sequence, with the fall course (PH 5301 I) taken first.

The following suggested elective courses are some of the courses that offer opportunities to focus on a variety of issues in leadership. The courses offered may vary from year to year.

**Maternal and Child Health Trainee Fellowship Program**

The MCH Trainee Fellowship Program is open to students enrolled in the MCH Concentration or in the MCH Certificate Program (see page 28) who are interested in a year-long intensive training experience in maternal and child health. The MCH Trainee Fellowship Program will take a cohort of professionals from Medicine, Nursing, Nutrition, Public Health and Social Work, and develop them as a team of interdisciplinary professionals committed to MCH. The fellowship program is currently open to students located in Dallas or Houston or at Grand Valley State University in Michigan. Trainee Fellows are required to take an additional four credit hours of Fellowship Training Seminar in addition to the MCH Core Training Seminar. The MCH Fellowship Training Seminar, 5302 I (a) and II (b), should be taken in sequence, fall semester first, at the same time that the student is completing the MCH Core Training Seminar, 5301 I (a) and II (b). The MCH Trainee Fellowship program will include a Conductive Leadership Curriculum as well as experiential placements working on MCH-related projects and programs with local and state agencies.

**PH 5301 I (a) and II (b) Maternal and Child Health Core Training Seminar**

This course is required for students selected for MCH Trainee Fellows.

**PH 5302 I (a) and II (b) Maternal and Child Health Fellowship Training Seminar**

This course is required for students selected for MCH Trainee Fellows.

Approximately 8-12 Fellowships are available to trainees in the Dallas and Houston area, and participants in the MCH Training Fellowship program will be selected through a competitive application process. Partial tuition support is available for students who are selected for an MCH Training Fellowship.

**Change to:**

**Course of Study**

The concentration involves the completion of a minimum of 12 credits in qualified courses, which include, but are not limited to the courses listed in the Maternal and Child Health Concentration. Students in degree programs requiring a practica should have an experience that is MCH-related. In addition, the thesis or doctoral dissertation topic must be relevant to maternal and child health. The student’s advisory committee determines if the student has met the requirements of the concentration. Students in this concentration are required to complete PH 5301 and PH 5311, the two-semester MCH Core Training Seminar. The Core Training Seminar should be taken in sequence during a single academic year, with the fall semester completed first.
academic year, with the fall semester completed first. A list of suggested courses recognized as MCH electives are listed below. Detailed descriptions of the courses can be found in the Division where the course is offered.

Courses, Maternal and Child Health Concentration

**PH 5300 Overview of Maternal and Child Health**  
Caughy, 3 credits, a  

The purpose of this course is to provide students with an overview of the health status of women, infants, children, and adolescents in the United States, the structure of health care services for women and children, and the development and implementation of interventions to improve the health of MCH populations. Overview of Maternal and Child Health is open to MCH Certificate students as well as to degree-seeking students who are not enrolled in the MCH Concentration. MCH Concentration students should take the MCH Core Training Seminar. Overview of Maternal and Child Health will not count as an elective for MCH Concentration students.

Prerequisite: PHM 2610. This course will not count as an elective for MCH Concentration students.

**PH 5301 Maternal and Child Health Core Training Seminar I**  
Caughy, Waller, 3 credits, a

**PH 5311 Maternal and Child Health Core Training Seminar II**  
Caughy, Peskin, 3 credits, b

The MCH Core Training Seminar sessions will provide an opportunity for intensive instruction and discussion of topics specific to Maternal and Child Health as well as hands-on experiences in community-related projects. The scope of the MCH Core Training Seminar curriculum is centered on life span development, from perinatal/infant health to child/adolescent and women’s health. MCH students will receive instruction on utilizing data sources specific to MCH such as vital records and other routine data sources as well as hands-on experience in extracting data, analyzing data, and interpreting results.

Prerequisites: These courses are required for students enrolled in the MCH Concentration. They must be taken in sequence, Fall course, PH 5301, taken first, followed by the Spring course PH 5311.

Maternal and Child Health Trainee Fellowship Program  

The MCH Trainee Fellowship Program is open to students enrolled in the MCH Concentration or in the MCH Certificate Program (see page 28) who are interested in a year-long intensive training experience in maternal and child health. The MCH Trainee Fellowship Program will identify a cohort of professionals from Medicine, Nursing, Nutrition, Public Health and Social Work, and develop them as a team of interdisciplinary professionals committed to MCH. The fellowship program is currently open to students located in Dallas or Houston or at Grand Valley State University in Michigan. Trainee Fellows are required to take an additional four credit hours of Fellowship Training Seminar in addition to the MCH Core Training Seminar. The MCH Fellowship Training Seminar, PH 5302 and PH 5312, should be taken in sequence (Fall semester first, at the same time that the student is completing the MCH Core Training Seminar, PH 5301 and PH 5311). The MCH Trainee Fellowship program will include a Conductive Leadership Curriculum as well as experiential placements working on MCH-related projects and programs with local and state agencies.

**PH 5301 Maternal and Child Health Core Training Seminar I**  
Caughy, Waller, 3 credits, a

**PH 5311 Maternal and Child Health Core Training Seminar II**  
Caughy, Peskin, 3 credits, b

The MCH Core Training Seminar sessions will provide an opportunity for intensive instruction and discussion of topics specific to Maternal and Child Health as well as hands-on experiences in community-related projects. The scope of the MCH Core Training Seminar curriculum is centered on life span development, from perinatal/infant health to
child/adolescent and women’s health. MCH students will receive instruction on utilizing data sources specific to MCH such as vital records and other routine data sources as well as hands-on experience in extracting data, analyzing data, and interpreting results.

Prerequisites: These courses are required for students selected for MCH Trainee Fellows. They must be taken in sequence, Fall course, PH 5301, taken first, followed by the Spring course PH 5311.

**PH 5302 Maternal and Child Health Fellowship Training Seminar I**
Caughy, Waller, 2 credits, a

**PH 5312 Maternal and Child Health Fellowship Training Seminar II**
Caughy, Peskin, 2 credits, b

The purpose of these afternoon sessions is for MCH Fellows to develop mastery of content covered in the MCH Core Training Seminar morning session by exploring MCH practice from a team perspective. In addition to leadership training, which explores each of the MCH leadership competencies experientially, the afternoon sessions of the MCH Core Training Seminar will allow the trainee cohorts to experience a shift from a “big group process” in the morning to a “team process” in the afternoon.

Prerequisites: These courses are required for students selected for MCH Trainee Fellows. They must be taken in sequence, Fall course, PH 5302, taken first, followed by the Spring course PH 5312.

Approximately 8-12 Fellowships are available to trainees in the Dallas and Houston area, and participants in the MCH Training Fellowship program will be selected through a competitive application process. Partial tuition support is available for students who are selected for an MCH Training Fellowship.

**Changes on pages 167-169**

### SECTION- Regional Campuses

**Change from:**

**The Austin Regional Campus**

*Regional Dean: Cheryl L. Perry, Ph.D.*

The Austin Regional Campus ([http://www.sph.uth.tmc.edu/austin/default.aspx](http://www.sph.uth.tmc.edu/austin/default.aspx)) was established in March 2007 to offer graduate level courses leading to the Master of Public Health degree. Since that time, other degree programs have been approved. The University of Texas at Austin serves as the host institution for the campus. The campus is currently housed at 313 E. 12th Street, Suite 220, in downtown Austin but will expand to a location on or near the UT-Austin campus.

**Degree and Non-Degree Programs**

The Austin Regional Campus offers public health education, including the Certificate in Public Health (non-degree program), the M.P.H., Dr.P.H. in Health Promotion/Health Education, and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings.

Special areas of interest at the Austin Regional Campus include child and adolescent health promotion, obesity prevention with children, tobacco and alcohol use prevention, and community-based policy and programs to support children’s health.

**Centers**

The campus also houses the Michael & Susan Dell Center for Advancement of Healthy Living, which serves as a state, national, and international leader in the promotion of healthy living through prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.
Members of the Austin Regional Campus faculty are Shelton Brown, Sandra Evans, Ron Harrist, Deanna Hoelscher, Steve Kelder, Bill Kohl, Alfred McAlister, Guy Parcel, Cheryl Perry, Nalini Ranjit, Bruce Rodda, Andrew Springer, Melissa Stigler and David Warner. Faculty Associates include Donna Nichols.

Change to:
The Austin Regional Campus
Regional Dean: Cheryl L. Perry, Ph.D.

The Austin Regional Campus (http://www.sph.uth.tmc.edu/austin/default.aspx) was established in March 2007 to offer graduate level courses leading to the Master of Public Health degree. Since that time, other degree programs have been approved. The University of Texas at Austin serves as the host institution for the campus. The campus is currently housed at 1616 Guadalupe Street, Suite 6.300, in the UT Austin building in downtown Austin.

Degree and Non-Degree Programs
The Austin Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., Dr.P.H. in Health Promotion/Health Education, and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings. There are three dual-degree programs with the UT Austin’s School of Social Work (MSSW-MPH) and LBJ School (MGPS-MPH, MPA-MPH).

Special areas of interest at the Austin Regional Campus include child and adolescent health promotion, obesity prevention with children, tobacco and alcohol use prevention, and community-based policy and programs to support children’s health.

Centers
The campus also houses the Michael & Susan Dell Center for Healthy Living, which serves as a state, national, and international leader in the promotion of healthy living through prevention and control of childhood obesity; healthy eating and physical activity; promotion of healthy living behaviors in youth; policy and environmental change; and professional education and community service.

Members of the Austin Regional Campus faculty are Dennis Andrulis, Shelton Brown, Sandra Evans, Kelley Pettee Gabriel, Deanna Hoelscher, Steve Kelder, Bill Kohl, Alfred McAlister, Guy Parcel, Adriana Perez, Cheryl Perry, Nalini Ranjit, Andrew Springer, Melissa Stigler, Elizabeth Vandewater, David Warner and Anna Wilkinson. Faculty Associates include Donna Nichols.

Adjunct Faculty, Austin Regional Campus

Add:
Sera Bonds, M.P.H., Adjunct Instructor (Austin Regional Campus). Consultant.

Brian C. Castrucci, M.A., Adjunct Assistant Professor (Austin Regional Campus). Director, Georgia Department of Community Health

Chiquita A. Collins, Ph.D., M.A., Adjunct Instructor (Austin Regional Campus). Research Director, Altarum Institute.

Thomas W. George, J.D., Ph.D., Adjunct Professor (Austin Regional Campus). Lawyer, Private Practice of Trial Law.

Lisa S. Jacob, D.D.S., M.S., Adjunct Assistant Professor (Austin Regional Campus). Chief of Pediatric Dental Medicine, Dell Children’s Medical Center of Central Texas.

Peter H. Langlois, Ph.D., Adjunct Associate Professor (Austin Regional Campus). Senior Epidemiologist, Texas Department of State Health Services.
Karla A. Lawson, Ph.D., M.P.H., Adjunct Assistant Professor (Austin Regional Campus). Dell Children’s Medical Center of Central Texas.

Kaylan L. Lewis, Adjunct Assistant Professor (Austin Regional Campus). Manager, Texas Education Agency.

Gita Mirchandani, Ph.D., M.P.H., Adjunct Assistant Professor (Austin Regional Campus). Epidemiologist, Texas Department of State Health Services.

Nancy G. Murray, M.A., Dr.P.H., Adjunct Assistant Professor (Austin Regional Campus). Retired.

Bruce E. Rodda, Ph.D., M.B.A., Adjunct Professor (Austin Regional Campus). Principal, Strategic Statistical Consulting.

Elbert Whorton, M.S., Ph.D., Adjunct Professor (Austin Regional Campus). Professor, UTMB Galveston.

Delete:
Elizabeth Edmundson, Ph.D., Adjunct Associate Professor (Austin Regional Campus). Associate Professor, Department of Kinesiology and Health Education, The University of Texas at Austin.

Jeanne M. Lambrew, B.A., M.S.P.H., Ph.D., Adjunct Associate Professor (Austin Regional Campus). The University of Texas at Austin.

Mike Pratt, M.D., M.P.H., Adjunct Associate Professor (Austin Regional Campus). Physical Activity and Health Branch, Division of Nutrition, Physical Activity and Obesity, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention.

Elizabeth Vandewater, Ph.D., Adjunct Professor (Austin Regional Campus). Associate Professor, Department of Sociology, The University of Texas at Austin.

Changes all on pages 171-172

Change from:
The Dallas Regional Campus

Regional Dean: Raul Caetano, M.D., M.P.H, Ph.D.

The Dallas Regional Campus was established in 1998 to offer graduate level courses leading to the Master of Public Health degree. Since that time a doctoral degree program has been approved. The academic program is carried out in partnership with The University of Texas Southwestern Medical Center at Dallas, and the Campus is housed at The University of Texas Southwestern School of Health Professions.

Degree and Non-Degree Programs
The Dallas Regional Campus offers public health education, including the Certificate in Public Health (non-degree program), the M.P.H., and Ph.D. in Epidemiology programs. These degree programs are described under the Division listings.

The academic curriculum offers interactive video courses that connect the Dallas campus with other UTSPH campuses as well as in-person instruction by the Dallas faculty. In addition, members of the Dallas public health community as well as UT Southwestern faculty serve in a formal advisory capacity to the program. The program takes advantage of the outstanding educational and research activities that are characteristic of the UTHSC-H and UT Southwestern campuses.

The programs offered by the Dallas Regional Campus emphasize the particular health problems of the large metropolitan area of the Dallas/Fort Worth metroplex, as well as issues relating to populations and communities in the north Texas and east Texas regions. The Ph.D. program in Epidemiology focuses on advanced knowledge and skills in epidemiology with an emphasis on population-based cancer epidemiology.
Members of the Dallas Regional Campus faculty are Raul Caetano, Margaret Caughy, Flora Dallo, Robert Harris, Mohamed Mubasher, Bahman Roudsari, Arnold Schecter, Kerem Shuval, Patrice Vaeth, and Scott Walters.

Change to:
The Dallas Regional Campus
Regional Dean: Raul Caetano, M.D., M.P.H, Ph.D.

The Dallas Regional Campus was established in 1998 to offer graduate level courses leading to the Master of Public Health degree. Since that time two doctoral degree programs have been approved. The academic program is carried out in partnership with The University of Texas Southwestern Medical Center at Dallas, and the campus is housed at The University of Texas Southwestern School of Health Professions.

Degree and Non-Degree Programs
The Dallas Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., the Dr.P.H. in health promotion and health education and the Ph.D. in Epidemiology programs. These degree programs are described under the Division listings. The M.P.H. can have a generalist focus or concentrate in epidemiology or behavioral sciences.

The academic curriculum offers interactive video courses that connect the Dallas campus with other School campuses as well as in-person instruction by the Dallas faculty. In addition, members of the Dallas public health community as well as UT Southwestern faculty serve in a formal advisory capacity to the program. The program takes advantage of the outstanding educational and research activities that are characteristic of the UTHSC-H and UT Southwestern campuses.

The programs offered by the Dallas Regional Campus emphasize the particular health problems of the large metropolitan area of the Dallas/Fort Worth metroplex, as well as issues relating to populations and communities in the north Texas and east Texas regions.

Members of the Dallas Regional Campus faculty are Bijal Balasubramanian, Michael Businelle, Raul Caetano, Margaret Caughy, Robert Harris, Darla Kendzor, Arnold Schecter, Kerem Shuval, Patrice Vaeth, and Scott Walters.

Adjunct Faculty, Dallas Regional Campus
Delete:
John Carlo, M.D., M.S.E., Adjunct Assistant Professor of Public Health (Dallas Regional Campus). Dallas County Health and Human Services.

Ira Bernstein, Ph.D., Adjoint Professor of Behavior Sciences and Health Promotion (Dallas Regional Campus). The University of Texas Southwestern Medical Center, Dallas.

Shahid Shafi, M.B.B.S., M.P.H., Adjunct Assistant Professor of Public Health (Dallas Regional Campus). The University of Texas Southwestern Medical Center).

Changes all on pages 174-175

The San Antonio Regional Campus
Regional Dean: Sharon P. Cooper, Ph.D.

Change from:
The San Antonio Regional Campus offers public health education, including the Certificate in Public Health (non-degree program), the M.P.H., Dr.P.H. in Community Health Practice and Dr.P.H. in Occupational and Environmental Health programs. These doctoral degree programs are described under the Division listings.

Change to:
The San Antonio Regional Campus offers public health education, including all of the certificate programs the School offers (non-degree programs), as well as the M.P.H., the M.P.H. in Epidemiology, M.S. in Epidemiology, Dr.P.H. in Community Health Practice, Dr.P.H. in Occupational and Environmental Health and Ph.D. in Epidemiology programs. These doctoral degree programs are described under the Division listings.

Change on page 178

Change from:
Members of the San Antonio Regional Campus are Benjamin Bradshaw, Sharon Cooper, David Gimeno, John Herbold, Alfonso Holguin (Professor Emeritus), Frank Moore, Jimmy Perkins, Eva Shipp, and Ximena Urrutia-Rojas.

Change to:
Members of the San Antonio Regional Campus are Abul Alamgir, Jose Betancourt, Benjamin Bradshaw, Sharon Cooper, David Douphrate, David Gimeno, John Herbold, Alfonso Holguin (Professor Emeritus), Laura Mckieran, Frank Moore, Jimmy Perkins, Jennifer Shaw, and Ximena Urrutia-Rojas.

Change on page 178

Delete Richard Best, Jose Betancourt, Karl Eschbach, Michael Farrell, Steven Hetrick, Brian Masterson, Laura McKiernan, William Spears.

Add:
Ruth E. Berggren, M.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Director, Center for Medical Humanities & Ethics. Associate Professor of Medicine, Division of Infectious Diseases. The University of Texas Center at San Antonio.

John Cornell, B.A., M.A., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Epidemiology & Biostatistics. The University of Texas Health Science Center at San Antonio.

Sue Cunningham, E.D., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Assistant Professor and San Antonio Coordinator, Nutrition & Dietetics Program, School of Health Professions, The University of Texas Health Science Center at San Antonio.

Dorothy Flannagan, B.A., M.S., Ph.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Associate Professor, Psychology; Dean, Graduate School, The University of Texas at San Antonio.

Adela N. Gonzalez, M.P.A., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Executive Director, Center for South Texas Programs and South Texas Area Health Education Center (AHEC), The University of Texas Health Science Center at San Antonio, Laredo Extension Campus, Laredo, Texas.

Craig M. Klugman, B.A., M.A., Ph.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Stewart & Marianne Reuter Professor of Medical Humanities and Assistant Director for Ethics Education, The University of Texas Health Science Center at San Antonio.

Yuanyuan Liang, Ph.D., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Assistant Professor, Epidemiology & Biostatistics, The University of Texas Health Science Center at San Antonio.

Matthew Nonnenmann, M.S., Ph.D., CAIH, Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Assistant Professor, Department of Occupational Health Sciences, The University of Texas Health Science Center at Tyler.

Michael L. Parchman, M.D., M.P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Associate Professor, Graduate School of Biomedical Sciences, The University of Texas Health Science Center at San Antonio.
Deborah Parra-Medina, B.A., M.P.H., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Epidemiology & Biostatistics, The University of Texas Health Science Center at San Antonio.

Daniel Perugini, D.O., Brig. Gen. (Ret) U.S. Army, Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Epidemiology & Biostatistics, The University of Texas Health Science Center at San Antonio.

Bradley H. Pollock, B.S., M.P.H., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor and Chairman, Epidemiology & Biostatistics, The University of Texas Health Science Center at San Antonio.

Joseph D. Reses, M.D., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Anesthesiologist, STAR Anesthesia, San Antonio, Texas.

Bertram W. Roberts, M.D. Adjunct Associate Professor Public Health (San Antonio Regional Campus). Clinical Associate Professor, The University of Texas Health Science Center at San Antonio.

Eva M. Shipp, B.A., M.S., Ph.D., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Assistant Professor, Epidemiology & Biostatistics, School of Rural Public Health, Texas A&M Health Science Center, College Station, Texas.

Melanie A. Stone, M.P.H., M.Ed., Adjunct Instructor of Public Health (San Antonio Regional Campus). Assistant Director for Community Service Learning, The Center for Medical Humanities & Ethics, The University of Texas Health Science Center at San Antonio.

Barbara J. Turner, M.D., M.S.Ed, M.A., FACP, Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Internal Medicine; Director, Research to Advance Community Health Center, The University of Texas Health Science Center at San Antonio; Director, Health Outcomes Research, University Health System, San Antonio, Texas.

Lisa K. Zottarelli, Ph.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Associate Professor and Graduate Advisor, Sociology and Social Work, Texas Woman’s University.

Update:
KoKo Aung, M.D., M.P.H., Adjunct Associate Professor (San Antonio Regional Campus). Associate Professor, School of Medicine, The University of Texas Health Center at San Antonio.

Eileen T. Breslin, B.S., M.S., Ph.D. Adjunct Professor (San Antonio Regional Campus), Professor & Dean, School of Nursing, The University of Texas Health Science Center at San Antonio.

David P. Cappelli, Ph.D., D.D.M., M.P.H., Adjunct Associate Professor (San Antonio Regional Campus). Associate Professor, Dental Public Health Residency Directory, Comprehensive Dentistry, Dental School, The University of Texas Health Science Center at San Antonio.

G. Edward Codina, Ph.D., Adjunct Instructor (San Antonio Regional Campus). Director of Research, Planning and Policy, Methodist Healthcare Ministries.

Dana A. Forgione, B.B.A., M.B.A., M.S.A., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Department of Accounting, College of Business, The University of Texas at San Antonio.

Erin E. Fox, Ph.D., (Cross Appointment) Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Project Coordinator – PROMMTT, Center for Clinical and Translational Sciences, The University of Texas Health Science Center at Houston.

Fernando A. Guerra, M.D., M.P.H., Adjunct Professor (San Antonio Regional Campus). Director of Health, San Antonio Metropolitan Health District, San Antonio.

Sandra Guerra-Cantu, M.D., M.P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus).
Regional Medical Director, Texas Department of State Health Services Region 8, San Antonio.

Daniel E. Hale, M.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Department of Pediatrics, The University of Texas Health Science Center at San Antonio.

Thelma C. Hurd, M.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Associate Professor, Department of Surgery; Director, Esperanza y Vida Program, The University of Texas Health Science Center at San Antonio.

Carlos R. Jaen, B.S., M.S., Ph.D., M.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor and Chair, Family & Community Medicine; Professor, Epidemiology & Biostatistics, The University of Texas Health Science Center at San Antonio.

George B. Kudolo, Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Clinical Laboratory Sciences, School of Health Professions, The University of Texas Health Science Center at San Antonio.

Michael J. Lichtenstein, M.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor of Internal Medicine and Chief, Division of Geriatrics, Gerontology and Palliative Medicine, The University of Texas Health Science at San Antonio.


A. David Mangelsdorff, Ph.D., M.P.H., Adjunct Professor of Public Health, Professor and Psychologist, Army-Baylor University Graduate Program in Health & Business Administration, Department for Health Services Administration, U.S. Army Medical Department Center and School, San Antonio, Texas.

Claudia S. Miller, B.A., M.S., M.D., Adjunct Professor (San Antonio Regional Campus). Professor, Environmental & Occupational Medicine, Assistant Dean for MD/MPH Program, Vice Chair of the Department of Family & Community Medicine. The University of Texas Health Science Center at San Antonio.

William Boyd Miller, Ph.D., Adjunct Professor (San Antonio Regional Campus). San Antonio Metropolitan Health District, San Antonio, Texas.

Jan Evans Patterson, M.D., F.A.C.P., F.I.D.S.A., C.P.E., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor of Medicine & Pathology, Division of Infectious Diseases, The University of Texas Health Science Center at San Antonio.

Roger B. Perales, M.P.H., R.S., Adjunct Instructor of Public Health (San Antonio Regional Campus). Assistant Director, South Texas Environmental Education and Research Program, Family & Community Medicine, The University of Texas Health Science Center at San Antonio, Laredo, Texas.

Lloyd B. Potter, Ph.D., M.P.H., Adjunct Professor of Public Health (San Antonio Regional Campus). Director, Institute of Demographic and Socioeconomic Research, The University of Texas at San Antonio.

Amelie G. Ramirez, Dr.P.H., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Epidemiology and Biostatistics, Director, Institute for Health Promotion Research, The University of Texas Health Science Center at San Antonio.

Janet P. Realini, M.D., M.P.H., Adjunct Professor of Public Health (San Antonio Regional Campus). President, Health Futures of Texas, San Antonio, Texas.

Cherise Rohr-Allegrini, Ph.D., M.P.H., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus), Epidemiologist, Public Health Emergency Preparedness, San Antonio Metro Health District, San Antonio, Texas.
Jean R. Setzer, Ph.D., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Vice President, Strategic Planning, University Health System, San Antonio, Texas.

Kathleen R. Stevens, B.S., M.S., Ed.D., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Health Restoration & Care Management, School of Nursing, The University of Texas Health Science Center at San Antonio.

Beatriz Tapia, M.D., M.P.H., Adjunct Instructor of Public Health (San Antonio Regional Campus). South Texas Environmental Education & Research Center, The University of Texas Health Science Center at San Antonio.

Mauricio Tohen, M.D., Dr.P.H., M.B.A., Adjunct Professor of Public Health (San Antonio Regional Campus). Professor, Department of Psychiatry, The University of Texas Health Science Center at San Antonio.

James W. Tysinger, Ph.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Professor, Family & Community Medicine; Director, South Texas Regional Family Medicine Grand Rounds, The University of Texas Health Science Center at San Antonio.

Veronica Young, Pharm.D., M.P.H., Adjunct Assistant Professor of Public Health (San Antonio Regional Campus). Clinical Assistant Professor, Department of Surgery; Assistant Director, Drug Information Service, The University of Texas Health Science Center at San Antonio.

John E. Zeber, B.A., M.H.A., Ph.D., Adjunct Assistant Professor (San Antonio Regional Campus). Adjunct Research Faculty, Department of Psychiatry, The University of Texas Health Science Center at San Antonio.

Changes all on pages 178-181

SECTION- Institutes, Centers, Collaborating Centers, and Programs

Updates are in yellow below:
Center for Health Services Research – second paragraph
The Center complements other research activities within UTHSC-H and School of Public Health by applying basic research on causal relationships, intervention design, and population surveillance to service, system, and policy questions. The CHSR provides graduate and postgraduate training and practice opportunities for students and fellows, and collaborative research opportunities with other centers, institutes, and external organizations where knowledge of financing, evaluation, organizational relationships, and policy is important. It creates opportunities for research collaboration among faculty and students at the Houston and regional campuses and the Texas Medical Center, as well as with other public and private organizations throughout Texas.

Change on page 185

Change from:
Michael & Susan Dell Center for Advancement of Healthy Living
The Michael & Susan Dell Center for Advancement of Healthy Living was established in 2006 with a grant from the Michael & Susan Dell Foundation. The mission of the Dell Center is to serve as a state, national, and international leader in the promotion of healthy living.

Change to:
Michael & Susan Dell Center for Healthy Living
The Michael & Susan Dell Center for Healthy Living was established in 2006 with a grant from the Michael & Susan Dell Foundation. The mission of the Dell Center is to serve as a state, national, and international leader in the promotion of healthy living.

Change on page 189
Grades
Letter grades (A, B, C, or F) are given for all M.P.H. core courses. Elective courses may be letter-graded or pass/fail (P or F) at the discretion of the instructor. A grade point average (GPA) will be calculated from all letter-graded courses. In computing grade point average per hour, the following scores are used: A = 4 points; B = 3 points; C = 2 points; F = 0 points. The grade point average is calculated by multiplying the grade points by the number of credit hours for each course. Repeated courses will be listed on the transcript along with the original course. However, the GPA will be calculated on letter-graded courses using only the grade from the repeated course. An INCOMPLETE will revert to an “F” if the coursework is not successfully completed after one semester. Faculty may change the “F” to another grade at their discretion based on completion of the work. Incompletes (“I”) given in the last semester prior to graduation not necessary to meet graduation requirements will not convert to an “F,” it will remain an “I.” A “W” grade is assigned when a student withdraws from a course. Students may withdraw from courses through the last class day of the term.

Student Conduct and Discipline
Students are charged with knowledge of and compliance with all University regulations concerning student conduct and discipline as set forth in the UTHSC-H Handbook of Operating Procedures.

The University has adopted policies regarding misconduct in school-related scholastic and/or research activities, whether on- or off- campus. Cheating, plagiarism, or dishonesty in any scholastic activity is a serious breach of ethical standards and is grounds for disciplinary action, up to and including dismissal from the School. Responsibility and authority for investigating allegations of misconduct and enacting disciplinary measures lies with the Associate Dean for Academic Affairs, subject to appropriate review by the Dean, whose decision is final. Students are expected to sign a pledge adhering to the honor code during New Student Orientation.