2007-2009
SPH CATALOG
ADDENDUM

March, 2008

ADDENDUM TO

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON
SCHOOL OF PUBLIC HEALTH

2007-2009 CATALOG
Core Requirements for M.P.H. Students

Change from:

**Biostatistics:**
PH 1610 *Introduction to Biostatistics*
PH 1725 *Intermediate Biostatistics I*
PH 1726 *Intermediate Biostatistics II*

*PH 1725 and PH 1726* must be taken in a sequence; one course alone does not satisfy the core requirement. *PH 1725 and PH 1726* are required core courses for M.P.H. majors in the Biostatistics Division.

**Environmental and Occupational Health Sciences:**
PH 2100 *Foundations of Environmental and Occupational Health Sciences*
PH 2110 *Overview of Environmental Health*
PH 2120 *Man’s Impact on the Environment*

**Epidemiology and Disease Control:**
PH 2610 *Introduction to Epidemiology*

**Health Promotion and Behavioral Sciences:**
PH 1110 *Social and Behavioral Aspects of Community Health*
PH 1111 *Health Promotion Theory and Methods I*
PH 1112 *Health Promotion Theory and Methods II*

*PH 1111 and PH 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.

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

**Management, Policy and Community Health:**
PH 3710 *Administration and Public Health*
PH 3715 *Introduction to Management and Policy Sciences*
PH 3720 *Principles and Practice of Public Health*
PH 3725 *Health and Safety Program Management*
PH 3740 *Community-Based Health Assessment*
PH 3922 *Economic and Social Determinants of Health*

Change to:

**Biostatistics:**
PH 1610 *Introduction to Biostatistics (Online)*
PH 1725 *Intermediate Biostatistics I*
PH 1726 *Intermediate Biostatistics II*
PH 1725 and PH 1726 must be taken in a sequence; one course alone does not satisfy the core requirement. PH 1725 and PH 1726 are required core courses for M.P.H. majors in the Biostatistics Division.

Environmental and Occupational Health Sciences:
PH 2100 Foundations of Environmental and Occupational Health Sciences
PH 2110 Overview of Environmental Health
PH 2120 Man’s Impact on the Environment (Online)

PH 2100 is a required core course for M.P.H. majors in the Environmental and Occupational Health Sciences Division.

Epidemiology and Disease Control:
PH 2610 Introduction to Epidemiology
PH 2612 Introduction to Epidemiology for Majors

Health Promotion and Behavioral Sciences:
PH 1110 Social and Behavioral Aspects of Community Health (Online)
PH 1111 Health Promotion Theory and Methods I
PH 1112 Health Promotion Theory and Methods II

PH 1111 and PH 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.

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

Management, Policy and Community Health:
PH 3710 Administration and Public Health
PH 3715 Introduction to Management and Policy Sciences
PH 3720 Principles and Practice of Public Health (Online)
PH 3725 Health and Safety Program Management
PH 3740 Community-Based Health Assessment
PH 3922 Economic and Social Determinants of Health

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Courses, Environmental and Occupational Health Sciences

Change from:

PH 2100 Foundations of Environmental and Occupational Health Sciences
The Faculty of Environmental and Occupational Health Sciences, 4 credits, a

This course is designed as a core course in environmental and occupational health sciences for all students majoring in the EOHS Division. This one-semester offering covers basic concepts in the field as groundwork on which the remainder of the EOHS curriculum is built.
Prerequisites: Be a masters student majoring in the EOHS Division, or a doctoral student from another division with a minor in EOHS; or equivalent undergraduate preparation as that of an EOHS major.

Change to:

**PH 2100 Foundations of Environmental and Occupational Health Sciences**
The Faculty of Environmental and Occupational Health Sciences, 4 credits, a (Online)

This course is designed as a core course in environmental and occupational health sciences for all students majoring in the EOHS Division. This one-semester offering covers basic concepts in the field as groundwork on which the remainder of the EOHS curriculum is built.

Prerequisites: Must be a master’s student majoring in the EOHS Division, or a doctoral student from another division with a minor in EOHS; or equivalent undergraduate preparation as that of an EOHS major. Exceptions with approval from instructor.

Change from:

**PH 2120 Man’s Impact on the Environment**
Schroder, 3 credits, a, b, cd

This course’s major goals 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.

Change to:

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

The major goals of this online 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.

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**Courses, Environmental and Occupational Health Sciences**

Change from:

**PH 2125 Medical Geography**
Cech, Smolensky, Burau, 3 credits, a
Change to:

**PH 2125 Medical Geography**  
Cech, Burau, Smolensky, 3 credits, a

Added courses:

**PH 2130 Recognition of Environmental and Occupational Hazards**  
Whitehead, Perkins, 2 credits, a

Industrial and community sources of major chemical hazards are overviewed. Principal toxicological effects of and diseases affected by these chemicals are presented. Their 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.

**PH 2131 Environmental Risk Assessment**  
Perkins, 2 credits, b

This course expands concepts learned in Biostatistics and Environmental Health Science core courses. Previous work in toxicology (Hazards PH 2130) and exposure assessment (Foundations PH 2100) are utilized as components of risk analysis. This is a problem-oriented course which relies upon examples and homework problems using environmental data. Problems are meant to be solved using computer techniques. Computer software programs will be utilized, including @Risk Monte Carlo simulation software.

Prerequisites (or, concurrently): PH 2100 Foundations of Environment and Occupational Health Sciences, PH 1610 Introduction to Biostatistics, PH 2610 Introduction to Epidemiology

Change from:

**PH 2170 Methods for Exposure Assessment**  
Symanski, 4 credits, cd

Change to:

**PH 2170 Methods for Exposure Assessment**  
Symanski, 3 credits, cd

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**Courses, Environmental and Occupational Health Sciences**

Change from:

**PH 2255 Clinical Occupational Medicine**  
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 be 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.

Change to:

**PH 2255 Clinical Occupational Medicine**
Delclos, Schecter, 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 be 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.

Change from:

**PH 2275 Disease: Natural History, Prevention, Control**
Jiang, Piller, 3 credits, a

This course is intended for students who have not had significant training in disease biology. It will cover common diseases, medical terminology, and the associated scientific and medical literature. A series of lectures will be provided by interdivisional faculty from the School of Public Health. The objectives of the course are to provide a basic understanding of the biological basis of health and disease processes and to develop a vocabulary of medical terminology to enhance the student’s ability to read and comprehend public health literature. Evaluations will be based on mid-term and final examinations (given during class), as well as attendance. Examinations will cover lecture material, study questions, and textbook.

Change to:

**PH 2275 Disease: Natural History, Prevention, Control**
Jiang, Piller, 3 credits, a

This course is intended for students who have not had significant training in disease biology. It will cover common diseases, medical terminology, and the associated scientific and medical literature. A series of lectures will be provided by interdivisional faculty from the School of Public Health. The objectives of the course are to provide a basic understanding of the biological basis of health and disease processes and to develop a vocabulary of medical terminology to enhance the student’s ability to read and comprehend public health literature. Evaluations will be based on mid-term (30%) and final examinations (30%) (given during class), as well as attendance (40%). Examinations will cover lecture material, study questions, and textbook.

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Epidemiology – Master of Science Degree Program

Change from:

In addition to coursework, satisfactory completion of the M.S. degree requires successful completion of a master’s thesis or a project (in a form suitable for publication in a professional journal) demonstrating not only an understanding of epidemiology and biostatistics, but also the knowledge and skill required to carry out research relating to an epidemiologic problem. M.S. students may assist with the teaching program, when appropriate, under guidance of the faculty.

Change to:

In addition to coursework, satisfactory completion of the M.S. degree requires successful completion of a master’s thesis demonstrating not only an understanding of epidemiology and biostatistics, but also the knowledge and skill required to carry out research relating to an epidemiologic problem. M.S. students may assist with the teaching program, when appropriate, under guidance of the faculty.

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

Doctor of Philosophy Degree Program

Change from:

The Ph.D. degree is offered to those students with career interests in teaching and research. Students in the program prepare themselves to become independent epidemiologic investigators. Some teaching experience is acquired as well.

Change to:

The Ph.D. degree is offered to those students with career interests in teaching and research. Students in the program prepare themselves to become independent epidemiologic investigators, and may acquire some teaching experience as well.

Course of Study

Those seeking a Ph.D. degree should anticipate at least a three-year program of study. Upon admission, a faculty advisor is assigned to each student. The student will select at least two additional faculty members representing the minor fields of concentration to serve on the Advisory Committee. The Committee will oversee the academic program, evaluate the student’s progress, and administer a qualifying examination. The examination is given when the student
has completed the basic academic preparation and is ready to begin work on the doctoral dissertation.

The student must complete a minimum of 12 courses and 36 credit hours as determined by the advisory committee, and must demonstrate adequate understanding of the other relevant disciplines (see M.S. Course of Study). Ordinarily, the student is required to complete at least four courses in each of two designated minor fields. Each minor field will be represented on the advisory committee.

Upon satisfactory completion of the qualifying examination, a dissertation committee will be formed. This committee will evaluate the student’s doctoral dissertation, which will be a formal investigation constituting a substantial contribution to the field of epidemiology.

Change to:

**Course of Study**

Students who pursue a Ph.D. in Epidemiology must complete a minimum of 12 courses and 36 credit hours, pass the qualifying examination, and complete a doctoral dissertation (which will be presented and defended in a public forum at the school). Those seeking a Ph.D. degree should anticipate at least a three-year program of study. Upon admission, a faculty advisor is assigned to each student. The student will then select two additional faculty members representing the student’s minor areas of study to serve on the qualifying committee. This committee will oversee the academic program, evaluate the student’s progress, and administer a qualifying examination. The examination is given after the student has completed a minimum of 11 courses and 30 credit hours.

Upon completion of the qualifying examination, the qualifying committee is dissolved. The student and faculty advisor will then form a dissertation committee to provide guidance and eventually, evaluate the student’s doctoral dissertation.

Change from:

Students in the doctoral program assist with the Epidemiology teaching program under the guidance of the faculty.

Change to:

Students in the doctoral program may assist with the Epidemiology teaching program under the guidance of the faculty. Courses, Epidemiology and Disease Control

**Changes on page 123**
Courses, Epidemiology and Disease Control

Change from:

**PH 2610 Introduction to Epidemiology**
Risser, Tortolero, Sanderson, Caetano, Cardenas, Herbold, and the Faculty in Epidemiology and Disease Control, 3 credits, a (Houston); b (Houston, ; cd

Change to:

**PH 2610 Introduction to Epidemiology**
The Faculty in Epidemiology and Disease Control, 3 credits, a, b, cd (Online)

Deleted course:

**PH 2611 Introduction to Epidemiology Lab**
Epidemiology majors must be concurrently enrolled in the PH 2610 Lecture class. This class is primarily designed for Epidemiology students. The class will complement the 2610 Lecture class – but is independent of that class. The class will be problem-based, offering instructions on how to solve common epidemiology problems faced by epidemiologists working in public health. Emphasis will include descriptive epidemiology and statistical methods for describing measures of association.

Prerequisites: Concurrent enrollment in PH 2610.

Added course:

**PH 2612 Introduction to Epidemiology for Majors**
Du and the Faculty in Epidemiology and Disease Control, 3 credits, a

This is a core course for students enrolled in the MPH or MS 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 concepts, 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.

This is a designated core course.

Prerequisites: Consent of instructor.
Change from:

**PH 2615 Field Research Methods in Epidemiology**
Day, Selwyn, Cardenas and the Faculty in Epidemiology and Disease Control, 4 credits, a (Houston, El Paso); b (Houston)

Change to:

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

Change from:

**PH 2710 Advanced Epidemiologic Methods I**
Aragaki, Shabath, Sanderson,, and the Faculty in Epidemiology and Disease Control, 4 credits, a, b (Houston)

Change to:

**PH 2710 Advanced Epidemiologic Methods I**
The Faculty in Epidemiology and Disease Control, 4 credits, a, b

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Courses, Epidemiology and Disease Control

Change from:

**PH 2720 Epidemiologic Proposal Development**
Kelder, Waller, Cardenas, Herbold, and the Faculty in Epidemiology and Disease Control, 3 credits, a (San Antonio); b (Houston, )

Change to:

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

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Courses, Epidemiology and Disease Control

Change from:

**PH 2740 Cardiovascular Disease Epidemiology and Prevention**
The Faculty in Epidemiology and Disease Control, 3 credits, b
This course focuses on epidemiologic, public health, preventive, and clinical aspects of leading cardiovascular diseases (CVD). Topics to be presented and discussed include pathophysiology of leading CVD, CVD survey methods, national and international trends in CVD mortality and morbidity and their public health implications, risk factor concept and major population-based epidemiologic studies of CVD in the U.S. and elsewhere, CVD risk factors (blood pressure, lipids, cigarette smoking, physical activity, coagulation factors, nutrition, obesity, genetic, psychosocial, and emerging new risk factors), major strategies in prevention of CVD, design, implementation, and evaluation of community-based CVD prevention programs, identification of major target groups for preventive interventions, secondary prevention of CVD and summary of major CVD clinical trials. Instruction will be in the form of lecture presentations, reading assignments, exercises, discussions, and individual consultations.

Change to:

**PH 2740 Cardiovascular Disease Epidemiology and Prevention**
Morrison and the Faculty in Epidemiology and Disease Control, 2 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.

Deleted courses:

**PH 2750 Epidemiology and Natural History of HIV Disease and Treatment**
Tarwater, 1-3 credits, cd (El Paso)

This course focuses on the application of epidemiologic methods to the study of natural history and treatment of HIV. Therefore, this class extensively reviews the epidemiologic and statistical methods used in cohort studies (time to event and longitudinal data).

Prerequisites: None

**PH 2760 Epidemiology and Prevention of Injuries**
Cardenas and the Faculty of Epidemiology and Disease Control, 1-3 credits, cd

This course reviews the current concepts and methods used in surveillance, research and public practice dealing with injury prevention and control including Haddon’s matrix and approaches to injury prevention, sources of data and their limitations, and epidemiologic designs and analysis used to deal with intentional and unintentional injuries as subjects of study. The course draws from the local experience of the Trauma Registry of El Paso, and datasets available to students, including Fatality ARS and others.
Prerequisites: None

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Courses, Epidemiology and Disease Control

Added course:

**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 biometry.

Prerequisites: None.

Change from:

**PH 2810** *Pathology and Public Health*
Piller, 3 credits, b

Change to:

**PH 2810** *Pathology and Public Health*
Piller, 3 credits, b (Online)

Deleted course:

**PH 2825** *Introduction to Genomics and Bioinformatics*
Xiong, Fu, White, 2 credits, a

This course will introduce some fundamental approaches and statistical/computational methods commonly used in genomics data analysis. The topics include sequence alignment, homology search in public databases, phylogeny reconstruction, gene mapping, and micro-array data analysis.

Prerequisites: Consent of instructor.

Cross-listed with UTHSC-H GSBS GS110032
Added course:

**PH 2830 Introduction to Medical Genetics in Public Health**
Daiger and the Faculty in Epidemiology and Disease Control, 2 credits, cd (Houston)

The intent of this course is for SPH students to learn fundamentals of medical genetics, with emphasis on the practice of medical genetics as it might 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, Dept. of Pediatrics, UT Medical School. Teaching will be by didactic classroom instruction. Subject material covers basic biology of medical genetics, genetic diseases and anomalies as seen in a typical medical genetics clinic, the provision of medical genetics services in the State of Texas, and public policy issues relating to the practice of medical genetics.
Prerequisites: Recent college biology or equivalent.

Deleted course:

**PH 2850 Population Genetics**
Fu, Xiong, Innan, 2 credits, b

This course will discuss the principles of population genetics and statistical methods for analyzing genetic samples of individuals from one or more populations. Students will learn classical theory of population genetics and a modern approach known as coalescent theory, the cornerstone for analyzing DNA sequence samples from populations.

Prerequisites: Genetics and statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110042

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Courses, Epidemiology and Disease Control
Deleted courses:

**PH 2910 Introduction to Computational Systems Biology**
Xiong, 2 credits, b (even-numbered years)

Complex biological systems depend on gene function and on biochemical signaling and information exchange through metabolic, genetic, and protein networks and their different levels of organization. This course will develop a novel conceptual framework to quantitatively describe network properties and methods for integrating experimental and theoretical/computational approaches. A system biology approach integrating genomic and proteomic data will be used to identify genes responsible for complex diseases and to uncover and understand complex physiology and dynamic disease processes of molecular biological networks, cells, tissues, whole organism, and clinical phenotypes.
Prerequisites: None

PH 2915 Evolution of DNA and Protein Sequences
Rodin, Hewett-Emmett, Fu, 3 credits, a (odd-numbered years)

The course will provide basic principles for understanding factors that govern the evolution of DNA and protein sequences. Students will 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.
Prerequisites: Consent of instructor.
Cross-listed with UTHSC-H GSBS GS110103

PH 2925 Statistical Genetics

Fu, Xiong, Innan, 2 credits, a (even-numbered years)

In this course, statistical procedures of estimating genetic parameters and testing hypotheses and aspects of population genetics are discussed. The topics covered include segregation analysis, test of genetic linkage, estimation of gene frequencies, genetics of quantitative characters, inheritance of complex characters, paternity testing, and genetic counseling.
Prerequisites: Calculus, statistics, and consent of instructor.

Cross-listed with UTHSC-H GSBS GS110072

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Courses, Epidemiology and Disease Control

Change from:

Special topics in Epidemiology are offered by one or more members of the epidemiology faculty, and vary each semester. Previous topics have included:

Applied Genetic Methods in Public Health
Biological Predictors of Health Status
Causation
Child and Adolescent Mental Health
Community Disease Control Programs
Current Child Health Issues
Current Topics in Disease Control
Diet and Chronic Disease
Emerging Infectious Diseases
Epidemiologic Study Using Claims-Based Healthcare Data
Epidemiology and Control of Cardiovascular Disease
Epidemiology and Control of Infectious Disease
Epidemiology of Aging
Ethnicity and Health Care
Foundations of Modern Human Genetics
Hospital Infection Control
Human Adaptability
Immunization Programs
Injury Epidemiology
Judging Epidemiologic Evidence
Maternal and Child Health
Nutritional Epidemiology
Occupational Epidemiology
Rapid Assessment Methods in Public Health
Perinatal Epidemiology
Prions and Prion Diseases
Quality Control in the Community Laboratory
Social Epidemiology
Vaccinology
Work Organization Epidemiology

Change to:

Special Topics in Epidemiology vary each semester. Previous topics have included:

Biological Basis of Emerging Disease
Cancer Epidemiology
Causation CITAR Seminar
Current Topics in Emerging Viral Infections
Diet and Chronic Disease
Epidemiology of Aging
Epidemiology Seminar
Genetics and Infectious Disease
Injury and Violence: A Public Health Approach
Maternal and Child Health
Nutritional Epidemiology
Occupational Epidemiology
Public Health Response to Chronic Disease in the 21st Century
Rapid Assessment Methods in Public Health
Reproductive and Perinatal Epidemiology
Seminar in Child and Adolescent Health
Social Epidemiology
Vaccines and Immunization

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Health Promotion and Behavioral Sciences

Change from:

The primary course of study for doctoral programs is located at the Houston campus. However, doctoral candidates may complete their course of study by engaging in research in residency at a Regional Campus in Brownsville, Dallas, El Paso or San Antonio where they would work with a Regional Campus faculty as the Dissertation Advisor. Research activities of the faculty at the Houston and Regional Campuses are listed in the Division’s list of faculty.

Change to:

The primary course of study for doctoral programs is located at the Houston campus. However, doctoral candidates may complete their course of study by engaging in research in residency at a Regional Campus in Austin, Brownsville, Dallas, El Paso or San Antonio where they would work with a Regional Campus faculty as the Dissertation Advisor. Research activities of the faculty at the Houston and Regional Campuses are listed in the Division’s list of faculty.

Master of Public Health Degree Program

Change from:

Course of Study
The M.P.H. student will be expected to take social and behavioral theory (PH 1111, PH 1112), health promotion program planning (PH 1113), and program evaluation (PH 1120), with additional coursework in research methods, ethics in research and public health, and social and behavioral science content courses.

Change to:

Course of Study
The M.P.H. student will be expected to take social and behavioral theory (PH 1111, PH 1112), health promotion program planning (PH 1113), and program evaluation (PH 1120), and at least one semester of the division seminar (PH 1433) with additional coursework in research methods, ethics in research and public health, and social and behavioral science content courses.

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Health Promotion and Behavioral Sciences – Doctor of Public Health Degree Program

Change from:

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 course of study must be approved by the academic advisor. The student must achieve satisfactory performance on a qualifying examination as certified by the student’s qualifying examination committee. 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.

Change to:

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
course of study includes social and behavioral theory (PH 1122, 1123, Dr.P.H. only) health
promotion planning (PH 1113), the research methods sequence (PH 1420 and 1421) and other
theory and methods courses to be approved by the academic advisor. The student will also
enroll for at least two semesters in the Division research seminar (PH 1433) and will have
continuous enrollment in the Division doctoral seminar (PH 1435) post-qualifying examination.
The student must achieve satisfactory performance on a qualifying examination as certified by
the student’s qualifying examination committee. 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.

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Courses, Health Promotion and Behavioral Sciences

Change from:

PH 1110 Social and Behavioral Aspects of Community Health
Taylor, Caughy, Field, McFall, Byrd, 3 credits, a b c

Change to:

PH 1110 Social and Behavioral Aspects of Community Health
Taylor, Caughy, Field, McFall, Byrd, Fernandez-Esquer, Ross, Perry, McAlister, 3 credits, a b cd
(Online)

Change from:

PH 1111 Health Promotion Theory and Methods I
Hoelscher, Byrd, Reininger, McFall, 3 credits, a

Change to:

PH 1111 Health Promotion Theory and Methods I
Hoelscher, Byrd, Reininger, McFall, Murray, 3 credits, a

Change from:

PH 1112 Health Promotion Theory and Methods II
Byrd, Reininger, 3 credits, b
Change to:

**PH 1112 Health Promotion Theory and Methods II**
Byrd, Reininger, McAlister, Evans, 3 credits, a, b

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Courses, Health Promotion and Behavioral Sciences

Change from:

**PH 1120 Introduction to Program Evaluation**
Mullen, McFall, 3 credits, a b

Change to:

**PH 1120 Introduction to Program Evaluation**
Mullen, McFall, Peskin, 3 credits, a, b (Online)

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Courses, Health Promotion and Behavioral Sciences

Change from:

**PH 1232 Public Health Nutrition Practice**
Hoelscher, Kelder, 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.

**PH 1233 Public Health Nutrition**
Hoelscher, 3 credits, a

Change to:

**PH 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.

**PH 1233 Public Health Nutrition**
Faculty of Health Promotion and Behavioral Sciences, 3 credits, a

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**Courses, Health Promotion and Behavioral Sciences**

Change from:

Prerequisites: PH 2610 and PH 1110 or PH 1111

Change to:

Prerequisites/Corequisite: PH 1110, PH 1111, PH 1112 or equivalent

Added course:

**PH 1260 Chicano/Mexican American Health: Exploring its Social Dimensions**
Balcazar, 3 credits, 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 amount 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 concepts.

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**Courses, Health Promotion and Behavioral Sciences**

Change from:

**PH 1430 Evidence-Based Public Health**
Mullen, 3 credits, b

Change to:

**PH 1430 Systematic Review, Meta-Analysis, and Evidence-Based Public Health**
Mullen, 3 credits, b
Added course:

**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.

**PH 3758 Aging and the Life Course**
Krueger, 3 credits, a

This course introduces students to current theories and research that examine how health and well-being unfold over the life course. The main goals of the course are to: (1) help students to achieve an understanding of the life course perspective, (2) assist students in critically evaluating empirical research, including the theories and methods used throughout research in this area, and (3) help students to develop their research and writing skills. We will cover topics including race/ethnic, gender, and socioeconomic variation in the life course; the influence of early life conditions on later life health; longevity and health among the aged; and some of the key social and behavioral factors that shape health among youth, adults, and the oldest old. Our readings will come from disciplines including sociology, demography, medicine, and epidemiology.

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Added course:

**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. Health providers are also affected in this new environment of a competitive, market-oriented health sector. There is a need 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. New and emerging ethical quandaries demand attention as the US health system progresses toward personal accountability for health, private delivery of services, and greater out-of-pocket payments. Previous ethical models were grounded more on the assumptions of public responsibility for the provision of health services. But ethical issues related to private-public partnerships for the delivery of health care, and from the outsourcing of health services...
are increasingly important. Even the terminology is new, and the implicit ethical implications of this language need to be consciously considered. Ethical choices of health system policy makers, the ethical implications regarding community health practice, the balancing off of corporate interest and patient claims all require study. The inter-relationship of ethics and community health raises draws attention to equity for vulnerable populations. What ethical questions arrive from the interaction of industrialized and developing countries in our shared global health environment?

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Student Services

Added scholarships:

*President James T. and Nancy Beamer Willerson Endowed Scholarship in the School of Public Health*
Award is based on academic merit.

*Dr. David W. Martin Memorial Scholarship*
Award is based on academic merit and financial need.

*Richard M. Grimes Scholarship in Public Health*
Award is based on academic merit and financial need.

*People with AIDS International Public Health 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’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*
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.

*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 registered during the term of the scholarship. Grades need to be reported to the foundation.

Changes on page 196
The University of Texas Health Science Center at Houston

School of Public Health

2007-2009 Catalog

The University of Texas Health Science Center at Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501; URL http://www.sacs.org/) to award certificates and bachelor, master, doctoral and professional degrees.

This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas School of Public Health at Houston or The University of Texas System. The University of Texas School of Public Health at Houston reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective when the proper authorities so determine and will apply to both prospective students and those currently enrolled.
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Message from the President

Congratulations and welcome to The University of Texas Health Science Center at Houston! Your decision to pursue a career in the health science arena is a noble one. As our world population continues to grow and age, your contributions to eliminating disease and suffering will be increasingly valued.

Inspired by my own parents who were both physicians, I have pursued a career in the field of cardiology -- caring for patients, teaching students, and conducting research that has led to new discoveries. In recent years there has been an explosion of new knowledge that is contributing to a better understanding of the role that genes and proteins play in the development of disease. There is no more exciting or challenging time for health professions students than the present.

You are now a part of our health science center family. This is the most comprehensive academic medical center in the Southwestern United States, with six distinct schools devoted to medicine, dentistry, nursing, public health, biomedical science and health informatics. Additional units are focused on molecular medicine and psychiatric care. Nowhere in the world can a student find the breadth of programs and opportunities available here on our campus with schools located throughout the world-famous Texas Medical Center.

I encourage you to get to know your fellow students and our esteemed faculty – many of whom are internationally known in their fields of endeavor. Become familiar with all components of this diverse health science center and foster opportunities to collaborate.

Each member of our faculty and administration is committed to creating and maintaining the most stimulating and nurturing learning environment possible. We wish you the best in your academic pursuits and in the health sciences career that lies ahead.

James T. Willerson, M.D.
Welcome!

UTHSC-H offers students a stimulating environment. This is important because we believe that learning and personal and professional growth and development occur best in an environment of excitement, creativity, and discovery. People, scholarship, and service are highly valued at UTHSC-H. The people are the students, faculty, staff, patients and others who comprise our university community and give it uniqueness, diversity and excitement. Scholarship is the foundation of all our activities. Scholarship is about learning or discovering new knowledge and teaching, integrating and applying that knowledge. Service occurs as members of the university community apply their knowledge and skills to provide advice and insight to care for patients, to prevent disease, and to analyze and set or change public policies related to education and health care. Our services are provided at the local, state, national, and international levels.

We are committed to leadership and quality in all that we do to further education, research, patient care and community service. That is our mission. As a result of our commitment, we are rigorous in the recruitment of faculty and students, knowing that we will count on their leadership and support now and in the future. Simply put, leadership is reflected in our appreciation for the contributions of others, making decisions based on first-hand information, and setting examples worth following.

Our location and research activities benefit our education programs. Being in the Texas Medical Center and in community hospitals, clinics and schools provide learning opportunities not available in many academic health centers. Our physical plant includes facilities for education, basic science and clinical research, inpatient and ambulatory health care, student accommodations, and recreation.

The quality of our faculty and the variety of our educational, research and patient care programs provide unique opportunities for learning. Our university is nationally recognized for its basic science, population, and clinical research programs. UTHSC-H is in the top tier of research institutions in Texas, as measured by funds expended for research, the number of quality publications authored by faculty, students and staff, and the receipt of the Nobel Prize in Medicine by one of our colleagues.

We believe in teamwork but value the uniqueness of individuals. Students learn to work together, and with faculty, drawing strength from the knowledge, skills and contributions of others. At the same time, we value one another, recognizing and celebrating the talents, creativity and character of each member of the team. We believe that every individual should be treated fairly and with respect and dignity. Furthermore, we believe that individuals are most productive and are more responsible and accountable when engaged in meaningful work or learning and when they know what is expected of them. In this regard, our faculty and others who are in leadership positions strive to provide direction and support for their constituents at all times.

Our goal is to make UTHSC-H an outstanding place for those who join us to share many positive experiences that will enrich their lives, build on the reputation of our university, and benefit our community.

L. Maximilian Buja, M.D.
Executive Vice President for Academic Affairs
# Board of Regents

## Officers

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<tr>
<td>Cyndi Taylor Krier</td>
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<td>Rita Crocker Clements</td>
<td>Vice Chairman</td>
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<td>Francie A. Frederick</td>
<td>General Counsel to the Board of Regents</td>
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## Members

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<td>Brenham</td>
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<td>H. Scott Caven, Jr.</td>
<td>Houston</td>
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<tr>
<td>Judith Craven</td>
<td>Houston</td>
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<td>James Richard Huffines</td>
<td>Austin</td>
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<td>Randal Matthew Camarillo</td>
<td>Fort Worth</td>
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Administrative Officers

The University of Texas System

Mark G. Yudof, LL.B.
Chancellor

Scott C. Kelley, Ed.D.
Executive Vice Chancellor for Business Affairs

Kenneth I. Shine, M.D.
Executive Vice Chancellor for Health Affairs

David B. Prior, Ph.D.
Executive Vice Chancellor for Academic Affairs

The University of Texas Health Science Center at Houston

James T. Willerson, M.D.
President

Brent King, M.D.
Interim Executive Vice President and Chief Operating Officer

L. Maximilian Buja, M.D.
Executive Vice President for Academic Affairs

C. Thomas Caskey, M.D.
Executive Vice President for Molecular Medicine and Genetics and COO of the Brown Foundation Institute of Molecular Medicine for the Prevent of Human Diseases

Peter J. Davies, M.D., Ph.D.
Executive Vice President for Research

Kevin Dillon
Executive Vice President for Administration & Business Affairs, and Chief Financial Officer

Catherine M. Flaitz, D.D.S.
Dean
Dental Branch

Guy S. Parcel, Ph.D.
Dean
School of Public Health

Jerry S. Wolinsky, M.D.
Interim Dean
Medical School

Jack W. Smith, M.D., Ph.D.
Dean
School of Health Information Sciences

George M. Stancel, Ph.D.
Dean
Graduate School of Biomedical Sciences

Patricia L. Starck, D.S.N.
Dean
School of Nursing
Mission and Vision Statements

Teaching, Searching, Serving

Mission Statement

The University of Texas Health Science Center at Houston is a comprehensive health science university composed of six schools, an institute of molecular medicine and a psychiatric center. UTHSC-H’s mission is to treat, cure, and prevent disease now and in the future by educating health science professionals; discovering and translating advances in social and biomedical sciences; and modeling the best practices in clinical care.

To fulfill our mission, UTHSC-H:

1. Educates health professionals and scientists in a diverse interdisciplinary academic community.
2. Creates and evaluates new knowledge – through basic science and applied research – as it relates to disease prevention, treatment and cure.
3. Provides leadership and advances scholarship in biomedical sciences, health professions, health promotion, public health policy and health care delivery.
4. Models appropriate and compassionate clinical care.
5. Addresses the health needs of the community at large through public health expertise, information, outreach and service.
6. Develops the expanding field of health information science.

Vision Statement

“Excellence above all” in the quest to be an acknowledged leader in the collaboration to trust, cure and prevent the most common diseases of our time through education, research and clinical practice.

The University of Texas Health Science Center at Houston aspires to be a leader in the collaboration to treat, prevent, and cure the most common diseases of our time by:

1. Utilizing the distinctive capabilities of its schools, clinics, institutes and centers;
2. Collaborating with colleagues in The University of Texas System, the Texas Medical Center and throughout the world;
3. Being an academic health science center that is nationally and internationally recognized in teaching, research and service;
4. Serving as a home for the visionaries and scholars who will lead the way in defining and creating the future of the health sciences; and
5. Providing a diverse work environment that is ethically-based, service-oriented and community-sensitive.
General Information

History of The University of Texas System
The idea of a university of Texas is as old as the State. The Texas Declaration of Independence lists as one of its main indictments against the government of Mexico the fact that “it has failed to establish any public system of education...” Several early attempts were made to establish a state university, but they were not successful because of the Civil War and subsequent Era of Reconstruction. Establishment of a state university for Texas was provided first by act of the State Legislature in 1881. It provided for the location of the institution by popular vote and for appointment of a Board of Regents to be entrusted with its organization and governance. By results of an election in September 1881, the site of the main university was designated as Austin and Galveston was chosen as the location for the Medical Branch. An undergraduate college and law school were established and The University of Texas formally opened on September 15, 1883.

Since then numerous campuses, schools, colleges, divisions and branches have been added to The University of Texas System at several locations throughout the state. The System now includes academic campuses in Arlington, Austin, Brownsville, Dallas, El Paso, Midland/Odessa (UT Permian Basin), San Antonio, Tyler and Edinburg. The health science centers are located at Dallas, Galveston, Houston, and San Antonio. A health center (hospital) is located in Tyler. The University of Texas M. D. Anderson Cancer Center is located in Houston.

Other components of the System include the Institute of Texas Cultures (at San Antonio), the Institute of Humanities in Medicine (UT Medical Branch, Galveston), the Environmental Science Park near Smithville (UT Cancer Center), the Marine Science Institute in Port Aransas (UT Austin), the McDonald Observatory at Fort Davis (UT Austin), and the Shriners Burn Institute (in conjunction with UT Medical Branch, Galveston).

The University of Texas Health Science Center at Houston
The University of Texas Health Science Center at Houston (UTHSC-H) was established in late 1972 to administer and provide for the operation of the several biomedical and health-related units located in the city through the integration and coordination of functions and activities. The Health Science Center presently includes, in order of establishment:

1905 Dental Branch (originally as the Texas Dental College – joined UTHSC-H in 1943)
1963 Graduate School of Biomedical Sciences
1967 School of Public Health
1970 Medical School
1972 School of Nursing
1973 School of Health Information Sciences
1990 Harris County Psychiatric Center
1995 Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases

As a component of The University of Texas System, UTHSC-H is subject to the Rules and Regulations of The Board of Regents of The University of Texas System for the Governance of The University of Texas System.
The official name of the institution is The University of Texas Health Science Center at Houston. It is informally termed UTHSC-H or the Health Science Center.

Today, UTHSC-H employs more than 4,400 faculty and staff and has over 3,500 students enrolled in various health and biomedical disciplines at its component schools.

**UTHSC-H Addresses**

**Dental Branch**
6516 M.D. Anderson Blvd.
Houston, TX  77030-3402

**Medical School**
(John Freeman Building, Medical School Building and Jesse Jones Library Building)
6431 Fannin
Houston, TX  77030-1503

**Graduate School of Biomedical Sciences**
6767 Bertner Ave., Rm 3.8344
Houston, TX  77030

**School of Health Information Sciences**
(University Center Tower)
7000 Fannin, Suite 600
Houston, TX  77030

**School of Nursing**
6901 Bertner
Houston, TX  77030

**School of Public Health**
(Reuel A. Stallones Building)
1200 Herman Pressler
Houston, TX  77030-3900

**Child Development Center**
7900 Cambridge
Houston, TX  77054-5500

**Jesse Jones HAM-TMC Library**
1133 John Freeman Blvd.
Houston, TX  77030

**Harris County Psychiatric Center**
2800 S. MacGregor Way
Houston, TX  77021

**Houston Recovery Campus**
4514 Lyons
Houston, TX  77020

**Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases**
1825 Hermann Pressler St.
Houston, TX  77030

**Mental Sciences Institute**
1300 Moursund
Houston, TX  77030

**Recreation Center**
7779 Knight Road
Houston, TX  77054

**Speech and Hearing Building**
1343 Moursund
Houston, TX  77030-3496

**UTHSC-H Administrative Offices**
(University Center Tower)
7000 Fannin
Houston, TX  77030

**UT Police Department**
7777 Knight Road
Houston, TX  77054

**UTHSC-H Professional Building**
6410 Fannin
Houston, TX  77030

*Unless otherwise clearly posted or expressed by an authorized official of The University of Texas Health Science Center at Houston (UTHSC-H), the various UTHSC-H facilities and locations are open only to persons with legitimate business purposes requiring presence at such facilities and locations (HOOP Policy 2.09 Use of University Facilities, updated 10/96). UTHSC-H allows only agents of UTHSC-H, employees acting within the scope of their employment with UTHSC-H, the Student InterCouncil, and other registered student, faculty, and staff organizations to solicit on the grounds, sidewalks, or streets on the UTHSC-H campus or in any building, structure, or facility owned, controlled, or operated by UTHSC-H (HOOP Policy 2.05 Solicitation on Campus, updated 04/01).
Institutional Governance

Institutional governance at The University of Texas Health Science Center at Houston is supported by a system of councils and standing committees. As a whole, these councils enhance communication both vertically and horizontally within the university; enable leaders and constituent representatives from each of the major mission areas to participate in exchange of information and decision making; and incorporate ideas and points of view from a variety of students, faculty and staff in the decision-making process. Deliberations and recommendations from councils provide assistance to executive leadership of the university as they make decisions about the university’s future and well-being. The Executive Council is responsible for advising the President in matters of policy development and administration of UTHSC-H. Additional councils are the Academic Council, Diversity Council, Research Council, Clinical Council, Institutional Relations Council, Administrative Council, and Safety Council.

A complete guide to UTHSC-H councils can be found at http://www.uth.tmc.edu/council/index.html.

Standing Committees

- Animal Welfare Committee
- Audit Committee
- Awards Committee
- Chemical Safety Committee
- Committee for the Protection of Human Subjects
- Committee on the Status of Women
- Conflict Resolution Board
- Continuing Education Advisory Committee
- Employee Relations General Administration Committee
- Executive Council
- Faculty Development Leave Committee
- Institutional Biosafety Committee
- Intellectual Property Committee
- Interfaculty Council
- Health Informatics Advisory Committee
- Learning and Technology Advisory Team
- Nominating Committee
- Radiation Safety Committee
- Research Conflicts of Interest Committee
- Student InterCouncil
- Student Services Council
- University Appointment, Promotion and Tenure Committee
- University Classified Staff Council
- Work/Life Council

Development Board

The Development Board consists up to 200 members who serve as ambassadors for the UT Health Science Center and assist the university in advancing its mission through philanthropic support. Members serve three-year terms and may be reappointed for up to four terms.

There are three categories of membership: regular, emeritus and life. Currently, there are 128 regular members of the Development Board. Emeritus membership is reserved for those members who have served as Chair of the Development Board. Life members are those distinguished Board members who have been recognized for their many years of outstanding service.
Board members also are able to serve on Development Councils established to involve members in the ongoing activities of the schools, institutes and centers. Currently, there are three Development Councils; Public Affairs Council, Corporate Relations Council and Government Relations Council. School Development Councils include: Dental Branch Development Council, Graduate School of Biomedical Sciences Development Council, Medical School Development Council, School of Health Information Sciences Development Council, School of Nursing Development Council and School of Public Health Development Council.

**Centers, Programs and Institutes**

A variety of interdisciplinary centers, institutes and programs have been created to enrich the primary programs of the schools of UTHSC-H. In general, the centers focus on specific service and research efforts while the institutes provide opportunities for special multidisciplinary educational projects. These efforts reinforce UTHSC-H’s commitment to providing a means through which the health professions may join with each other and with society to consider health-related issues.

The centers, programs and institutes are listed below along with their primary school affiliates and Web URL addresses when available. Inquiries for more detailed information should be directed to the appropriate school.

**The Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases**

Advances in molecular and cell biology have enormous potential for innovative medical research and the future practice of medicine with more novel therapies. These approaches have been most successfully used to determine the causes of infectious disorders and genetic diseases. However, it is clear that molecular and cell biology will play a major role in clarifying the causes of many unsolved problems of modern medicine: heart disease, hypertension, vascular disorders, major mental illnesses, and inflammatory and immunologic diseases. The Brown Foundation Institute of Molecular Medicine for the Prevention of Human Diseases (IMM) houses six research centers and several support laboratories, each exploring the genetic and molecular aspects of biological processes significant to explain the basis of human diseases.

The long-term goals of the IMM are to set the example for research excellence and collaborations locally, nationally, and internationally. Scientifically, the IMM is on the verge of a new frontier of expansion and collaborations.

The Research Center for Cardiovascular Diseases is leading efforts to identify molecular mechanisms that contribute to the development of heart attacks and heart failure. Recently, Dr. Edward T.H. Yeh and his colleagues discovered that C-reactive protein (CRP), a serum protein that rises during inflammation and heart disease, could directly activate human coronary artery endothelial cells to express adhesion molecules and cytokines. These findings provide a crucial insight into a large body of epidemiological studies showing that CRP, independent from cholesterol, is an important predictor of future cardiovascular events in apparently healthy men and women. The Center’s discovery suggests that CRP is not only a marker of inflammation, but also a direct participant in the pathogenesis of atherosclerosis. Interestingly, several lipid-lowering drugs, such as statins and fibrates, can inhibit the pro-inflammatory effect of CRP. Center scientists have continued to lead an effort to define how CRP-induced inflammation could be regulated in order to prevent the progression of atherosclerosis and its dreaded complications.

The Research Center for Cell Signaling has been examining the role of nitric oxide and cyclic GMP in cellular signaling in vascular biology, inflammation in the gastrointestinal tract and other tissues. The
laboratory has obtained the genomic structure of the gene for mouse and human soluble guanylyl cyclase, and has identified the promoters for these genes. In addition, the enzyme has been expressed in large quantities to perform various biochemical studies. It was found that estrogen has an effect on the regulation of the gene. The isoforms of nitric oxide synthase have been characterized and many nitrotyrosine containing proteins that play a role in inflammation and diabetes, as well as a “denitrase” enzyme that modifies nitrotyrosine. The laboratory has also developed a soluble guanylyl cyclase mutant that is constitutively active in the absence of nitric oxide. This work has numerous implications and applications in many clinical disorders.

The Research Center for Human Genetics is using modern genomic technologies to unravel the genetic predisposition to the most common chronic diseases, such as heart disease and stroke. Cardiovascular diseases are the number one cause of sickness and death in the United States. Identifying and characterizing the genes underlying cardiovascular disease susceptibility promises to offer new treatment strategies (e.g. drugs) and even prevent their occurrence altogether. The Center uses the latest tools for large scale genomic and proteomic analyses. In addition, a major activity of the Center is the statistical and bioinformatics analysis of large-scale DNA sequence, gene expression and proteomic data.

The Research Center for Protein Chemistry serves as a core facility for the structural analysis of proteins; the research activities of this center focus on three major topics. All these activities relate to the significance of the manipulation of conformational change of proteins. (1) Development of technology for the production of diverse and stable conformational isomers of proteins; (2) Elucidation of the mechanisms and pathway(s) of protein folding and unfolding; (3) Preparation and isolation of isomers and derivatives of mouse prion protein that display structural properties of scrapie prion protein.

The Research Center for Immunology & Autoimmune Diseases is examining the molecular and genetic bases of several different allergic, autoimmune, and infectious diseases involving distinct organs. These studies explore the nature, structure, and function of specific cell membrane receptors and their ligands in modulating the immune and inflammatory responses. In concert with the molecular studies, the Center’s scientists have engineered mice with specific targeted gene mutations or deletions that are being used in models of human disease. These animal studies have facilitated the identification of key gene products that play significant roles in modulating the immune system as well as contributing to the pathogenesis of human disease. Presently, the Center’s research efforts are focused on diseases that affect the lung, skin, and kidney.

The Research Center for Vascular Biology is providing new insights into the molecular targets of cell protection and the results should be valuable for further development of cytoprotection therapies. The group is also involved in clinical investigations including the therapeutic use of nitric oxide gas in order to decrease circuit-induced cell and tissue injury in patients subjected to cardiopulmonary bypass and extracorporeal membrane oxygenation. Other clinical efforts have led to studies on the role of NO synthases in liver cirrhosis.

Core Facilities

The Laboratory for Developmental Biology was established to help scientists at the Institute of Molecular Medicine and The University of Texas Health Science Center conduct research that requires the production of transgenic and knock-out animal models of human diseases. Genetically-altered animals, called transgenic and “knock-out” animals, represent invaluable models of human genetic diseases. In these animals, candidate genes are inserted or deleted in order to study the role that specific gene products play in the pathogenesis of different diseases.
The Laboratory for Developmental Biology has produced over five hundred new, transgenic and knock-out mouse lines for scientists from the IMM, UTHSC-H, Baylor College of Medicine and UT M.D. Anderson Cancer Center. Some of the animal models generated were instrumental in the discovery of new genes that have important roles in the development of heart disease, asthma and cancer, just to name a few. By working together with and helping scientists to advance their research, the Core Facility has become an integral and valued component of the University.

Recently, the services of the Laboratory for Developmental Biology have expanded to include a Stem Cell Research Core Facility. This is the only facility in the Texas Medical Center that offers scientists intellectual and technical assistance in stem cell research. Mouse stem lines newly derived in the laboratory are available to investigators to use in their experiments in order to integrate this revolutionary new technology into their own research.

In addition to providing intellectual and technical assistance to other scientists, the Laboratory for Developmental Biology also conducts original research in stem cell therapy. The laboratory’s recent accomplishments include the derivation of new, highly effective mouse stem cells and the genetic modification of these cells to emit a green light. The modified, glowing stem cells may be visually followed when re-implanted into the body and thus they represent an invaluable tool for studying the process by which stem cells regenerate tissues and organs that have been damaged by disease. The Laboratory’s future research plans include the genetic engineering of the stem cells to prevent immune rejection following transplantation into a different organism and the application of the knowledge and experience that was gained by working with the mouse stem cells to research with human stem cells.

The Laboratory for Molecular Imaging, using modern information processing techniques in concert with physics-based simulation methods, is combining structural data of biological machines from a variety of biophysical sources. In particular, the team investigates the architecture, dynamics, and function of large-scale macromolecular assemblies with low-resolution density data from electron microscopy. The experimental work at the Institute is complemented by theoretical research in image processing and bio-computing at the School of Health Information Sciences.

Other core facilities available at the IMM include a flow cytometry and cell sorter facility, an automated DNA sequencing facility, and a BL-3 laboratory for work with highly infectious agents. A core facility for microarray analysis and proteomics is in the planning phase. These techniques are currently being used in some of the Centers.

The IMM is housed in the new 223,000-square foot Faye S. Sarofim Research Building adjacent to the University Center Tower. The new facility consists of two wings, one for technology and administrative offices and one for research labs, with at least 65% of its usable space devoted to actual research. The facility also includes a 200-seat auditorium, a large atrium for events, and conference rooms for collaborative scientific discussion. In addition, a satellite facility exists at the Texas Heart Institute in the Denton Cooley Building. This satellite facility strengthens the IMM’s basic science programs, builds upon its excellence in research, and supports the institution’s goal of continual partnership or collaboration with other Texas Medical Center institutions by sharing space and support services. The additional research space allows the IMM to expand its present research capabilities and recruit the caliber of scientists capable of conducting research at the leading edge.

Website:  [http://www.uth.tmc.edu/uth_orgs/imm/](http://www.uth.tmc.edu/uth_orgs/imm/)

**The Center for Academic & Reading Skills**

The Center for Academic & Reading Skills (CARS) is a research facility that studies the ways in which reading skills and other academic skills develop in young children, including those who are...
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academically disabled or underachieving. The Center examines the effects of concentrated early reading intervention for the prevention of reading difficulties, including an examination of the effects of different types of reading intervention on reading development. One research study looks at changes in brain activation as a function of reading intervention, using a Magnetic Source Imaging technique. CARS transfers research results into classrooms by disseminating information to school personnel, training teachers and educators, providing and implementing prototypes of new approaches to teacher training, monitoring programs, developing better ways to evaluate student performance and designing prevention programs. CARS’ research is supported mainly by grants from the National Institutes of Child Health and Development, the Inter-agency Educational Research Initiative, the Office of Educational Research Improvement and the Texas Education Agency. Additional funding sources include the AT&T Foundation, Meadows Foundation and Houston Endowment.

Website: http://cars.uth.tmc.edu/

Center on Aging

The Center on Aging, established in 1987, advocates interdisciplinary activities, recognizing that the care of older persons requires the collaborative effort of physicians, nurses, social workers, nutritionists, physical and occupational therapists and other health professionals. The Center on Aging has taken the lead in responding to the Texas Higher Education Coordinating Board’s goals of articulating programs, coordinating services and sharing resources among the publicly funded educational institutions that offer gerontology or geriatric programs throughout the state. The primary mission of the Center is to initiate, coordinate and facilitate disciplinary and interdisciplinary aging research, education, community service and institutional development within UTHSC-H.

Specific interdisciplinary aging-related activities initiated by the Center include: (1) research projects that aim at improving the well-being of older adults and their caregivers; (2) educational programs in collaboration with other academic institutions, and community agencies that provide professional development and continuing education; (3) community service programs that seek to improve access to accurate age-related information; (4) a consultation center that provides Aging Resources, Information, Support and Education (ARISE) services to individuals and families who are coping with aging changes and care giving challenges; and (5) the Long-Term Care (LTC) Ombudsman Program, an advocacy service for residents of LTC facilities in Harris County and their relatives.

Website: http://son.uth.tmc.edu/coa/

The Center for Biosecurity Informatics

The Center for Biosecurity Informatics Research is established by the School of Health Information Sciences, the Center for Biosecurity and Public Health Preparedness and Institute for Biotechnology within the UTHSC-Houston to coordinate research and development of IT infrastructures and technological platforms relevant to bioterrorism preparedness, emergency response and situation awareness (Homeland Security).

The Center will promote collaborative research and technology development activities in the context of:

- Bioterrorism Preparedness (Situation Awareness), Emergency Response and Command, Control and Communication, in City, County, State and National levels.
- Education, Training and Drill for emergency response and mass casualty event preparedness, using state of the art information technologies
- Community Awareness and Public Preparedness Services
- Biomedical, Clinical and Public Health Informatics
Primary mission and objectives of the center are: "To be the pioneering research entity nationwide, designing and developing the next generation of public health situation awareness systems and emergency response management infrastructure for public health preparedness against bioterrorism. The center will promote a multidisciplinary collaboration environment between university researchers, private enterprises and government agencies from public health, nursing, informatics, and medical domain, to provide America with state of the art technologies, research and development infrastructures and training, education and drill tools for scientists and for community about bioterrorism and mass casualty events."

This overall mission is supported by three other goals that differentiate this effort from other local initiatives:

1. To establish a "Center of Excellence" from a cluster of scientists, faculties, researchers and students of different domains to:
   a. Identify needs and develop the rationale to deploy new technologies.
   b. Provide a continuous source of grant support.
   c. Collaborate within an inter-disciplinary program to translate or transfer technologies from different domains.

2. Establish an advanced and state-of-the-art training and learning laboratory to simulate, experiment and study public health and environmental incidents in a multi-disciplinary environment.

3. Develop technologies relevant to community services to enhance vigilance, awareness and public preparedness.

Website: [http://www.phinformatics.org](http://www.phinformatics.org)

**Center for Biosecurity & Public Health Preparedness**

The Center for Biosecurity and Public Health Preparedness is a new collaborative endeavor, based in the School of Public Health, that will bring together the expertise of faculty throughout UTHSC-H as well as individuals and organizations statewide to focus on research, education and training, communication and public information, emergency resources and policy development in this critically important area for protection of the public’s health.

Website: [http://www.texasbiosecurity.org/](http://www.texasbiosecurity.org/)

**Center for Cardiovascular Biology and Atherosclerosis Research**

Cardiology Clinical research interests include coronary thrombolysis in acute ischemia, the development of left ventricular assist pumps, and new PTCA and atherectomy devices. Quantitative arteriography to evaluate coronary restenosis and the progression of atherosclerosis is under investigation. Additionally, clinical research in cardiac imaging is being pursued with positron emission tomography and SPECT gamma imaging. Electrophysiology studies are evaluating new antiarrhythmic drugs, intelligent pacemaker cardioverters, implantable defibrillators and the effect of ablation procedures. Basic science research is underway in molecular and cell biology, particularly with regard to endothelial aspects of atherosclerosis and ischemic myocardial damage and repair.

Website: [http://www.uth.tmc.edu/cbar/](http://www.uth.tmc.edu/cbar/)
Center for Clinical Research & Evidence Based Medicine

The goal of the Center for Clinical Research & Evidence Based Medicine is to augment population health – as measured by life expectancy without illness or disability – by promoting clinical research of the highest quality and by advancing the way that this research is applied by physicians in caring for their patients. Faculty of the Center includes 19 colleagues in an array of disciplines – epidemiology, economics, ethics, statistics and behavioral and social sciences – as well as physicians highly experienced in clinical research. The Center has developed a master’s degree program in clinical research and an NIH-supported clinical research curriculum and mentorship program. These programs provide in-depth training in clinical research to fellows and faculty within any department. Mentorship is provided jointly by departmental faculty and center faculty to assist mentees in preparing major grant proposals and in obtaining career development awards. The Center also provides a Design and Analysis Support Service to assist clinical investigators. The research of the Center faculty has focused on problems in newborns, children or adults that cause a major loss of healthy life years. Last year, center faculty were authors on 105 published manuscripts, principal investigators for 17 funded grants and investigators for 48 funded grants.

Website: http://ped1.med.uth.tmc.edu/neo/center-home.htm

Center for Computational Biomedicine

Over the past several years, computational issues for technology-driven biomedical research have proliferated. The Center for Computational Biomedicine (CBM) at UTHSC-H’s School of Health Information Sciences pursues collaborative, interdisciplinary research and education within the broadly defined scientific area of computational biomedicine. This new discipline is defined by and indeed resides upon the interface between the computational sciences (i.e., signal analysis, data mining and computer science in general) and a wide variety of biomedical disciplines including neuroscience, genomics, cardiology and structural biology to name a few. Fundamentally, CBM addresses the modeling, acquisition, processing and long-term storage of the ever-increasing volume of biomedical information.

The Center for CBM encourages the development of collaborative relationships among faculty and others around research and education in CBM related to the mission of the university. The Center for CBM emphasizes the highly interdisciplinary nature of this emerging scientific discipline in health care and biomedical research. The Executive Committee of the Center is composed of representatives from each of the other five UTHSC-H schools.

Website: http://www.sahs.uth.tmc.edu/Centerforcomputationalbiomedicine/

Center for Education and Information Resources

The Center for Education and Information Resources (CEIR) plans, develops, and implements numerous educational and information technological projects and offers related resources in support of the students, faculty, and staff of the SON that encourages the attainment of the University of Texas Houston Health Science Center at Houston’s mission and the goals of the SON. The purpose of the CEIR is to “implement technology that enhances teaching excellence and quality learning.”

Specifically, the CEIR provides support for educational programs, including distance education; develops software/hardware standards; maintains the SON networks; supports and schedules classrooms, supports and maintains the computer labs; and provides training and multimedia development.

Website: http://son.uth.tmc.edu/ceir/
Center of Excellence for Patient Safety Research and Practice

The Center of Excellence for Patient Safety Research and Practice is a multi-institutional and multi-disciplinary project dedicated to improving healthcare for providers and patients.

Medical errors are a common and expensive problem in the U.S. healthcare system. To address this public health problem, the Institute of Medicine, the general public, and numerous researchers cite the aviation industry as an example for the healthcare industry to follow. We have assembled a multidisciplinary research team that has a track record of developing, translating, and utilizing aviation safety practices in healthcare. The individual projects of the Center are unified by the theme of translating safety practices from aviation to healthcare.

Website: http://www.uth.tmc.edu/schools/med/imed/patient_safety/index.htm

Center for Transforming Public Health Systems

The mission of the Center for Transforming Public Health Systems 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 upon three major areas:

- Public health infrastructure: public health workforce; public health organizations and systems; and public health information systems, especially geographic information systems.

- Community studies: epidemiologic and participatory community assessment methods, and community-based policy and program development.

- 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 three Schools of Public Health in Texas.

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 institutions and Valley representatives, develop and implement innovative strategies to expand access to health services and enhance community health.

Website: http://www.sph.uth.tmc.edu/mpch/default.asp?id=234

Center for Health Promotion & Prevention Research

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 CHPPR is a CDC Prevention Research Center and a World Health Organization Collaborating Center. The CHPPR has formal collaborative agreements with the University of Maastricht in the Netherlands and Queensland University of Technology in Australia. The CHPPR trains pre- and post-doctoral fellows in behavioral science cancer prevention and control through funding from the National Cancer Institute. The Center’s Continuing Education Network offers professional development for public health practitioners.
In 2002 the CHPPR had 8,973,165 dollars in external funding for over 50 research projects focusing on:
cancer prevention and control, tobacco use prevention and smoking cessation, drug abuse, sexual risk behaviors, asthma management, physical activity, alcohol abuse, cardiovascular health in children, youth health behaviors, diabetes prevention in children, women’s health, injury prevention, comprehensive school health, CD- Rom based health promotion programs and obesity prevention in youth.

Website:  http://www.sph.uth.tmc.edu/chppr/

Center for Health Services Research
The Center for Health Services Research (CHSR) will conduct research and provide technical assistance and training in the organization, financing, and outcomes of health services, systems, and policies. Center faculty and students will apply health services research methods related to the design and evaluation of individually targeted healthcare and community-based public health services. Three major areas will be emphasized: (1) clarify the costs and benefits of health promotion, protection, prevention, treatment, and rehabilitation services; (2) identify and evaluate financing and service delivery initiatives to better serve uninsured, low-income populations; and, (3) identify and evaluate relevant federal, state, and local health policy related to these issues.

The Center will complement other research activities within the UTHSC-Houston and School of Public Health (SPH) by applying basic research on causal relationships, intervention design, and population surveillance to service, system, and policy questions. The CHSR will provide 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 will create opportunities for research collaboration among faculty and students at the Houston and regional UTSPH campuses and the Texas Medical Center, as well as with other public and private organizations throughout Texas.

Website:  http://www.sph.uth.tmc.edu/chsr/

Center for Human Development Research
The Center for Human Development Research (CHDR) is a multidisciplinary center for research on developmental psychopathology and developmental disabilities, based in the Department of Psychiatry and Behavioral Sciences, University of Texas Health Science Center at Houston-Medical School. Our mission is to be a center of excellence in research, education, clinical and community service related to all aspects of human development and developmental psychopathology. Our goal is to improve the lives of people with developmental disorders or mental illness originating in childhood, through research on the nature, causes, and treatment of these disorders.

Website:  http://www.uth.tmc.edu/chdr/

Center for Improving the Readiness of Children for Learning & Education
The Center for Improving the Readiness of Children for Learning & Education (CIRCLE) is actively involved in numerous research and training activities related to the goal of promoting quality learning environments for young children. The child development faculty colleagues and research and training staff of CIRCLE have developed a large research database on early childhood from numerous research programs supported by the National Institute of Child Health and Development, numerous foundations, as well as seed grants from UTHSC-H. Translation of the findings of CIRCLE research has resulted in the development and delivery of several ongoing training and service programs in Texas. Most recently, collaboration with the Episcopal Health Charities has resulted in a community-based early childhood
program with neighborhood mentors, parents and childcare agencies. Also, through funding from the US Department of Education, Department of Health and Human Services – Administration for Children & Families, the Texas Education Agency, the Bank of America and the Meadows Foundation, CIRCLE conducts demonstration teacher training projects across Texas and the United States.

Website:  http://www.uth.tmc.edu/circle/

**Center for Infectious Diseases**

The Center for Infectious Diseases (CID) was created by the Texas Legislature in 1989. It is housed in the UTHSC-H School of Public Health and consists of offices and research laboratories. The Center’s mission is to address the problems of emerging infectious diseases in Texas, especially HIV-related issues, and to develop fundable and sustaining research programs. Current programs include studies in hepatitis viruses, parasitic infections, traveler’s diarrhea, HIV and sexually transmitted diseases, zoonotic diseases and respiratory diseases. 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 members 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 US/Mexico border area and at other non-US sites with the recognition that immigration and travel have introduced a variety of non-endemic diseases into the state. In this respect, the AIDS Research and Control Center located in Mumbai, India, provides an important and valuable site for HIV-related studies, such as heterosexual transmission, an increasing problem in the Texas population. Through a strong program of research and education, CID scientists are working to find ways in which to identify, control and prevent infectious diseases that threaten the public health.

Website:  http://www.sph.uth.tmc.edu/cid/

**Center for Laboratory Animal Medicine & Care**

The Center for Laboratory Animal Medicine and Care (CLAMC) provides laboratory animals and support to more than $25 million in biomedical research projects. The accredited facilities and programs provide professional veterinary, surgical and animal care services in support of principal investigators’ animal use studies. CLAMC staff includes four veterinarians, seven veterinary technicians and over 30 animal care and support personnel. The physical facilities include vivaria in four UTHSC-H buildings, a modern experimental surgery suite and an off-site satellite facility. The CLAMC is an integral part of UTHSC-H’s research and teaching mission and provides the highest standards possible for ensuring the health and well-being of laboratory animals used in biomedical research.

Website:  http://research.uth.tmc.edu/clamc/

**Center for Membrane Biology**

The Center for Membrane Biology is housed in The University of Texas Medical School and is dedicated to advancing our understanding of the structure, function, evolution, and roles of biological membranes in cells and organelles. It is our mission to conduct membrane research on the cutting edge, stimulate and coordinate graduate education in membrane biology, and foster career development of membrane scientists in a world-class center of research excellence.

Our newly formed Center, housed in the Department of Biochemistry & Molecular Biology, with participation also of the Departments of Integrative Biology & Pharmacology, and Microbiology & Molecular Genetics, is currently undergoing a major expansion, which has created career opportunities for new students, post-doctoral researchers, and new faculty members.
Center for Nursing Research

Developed in 1986, the Center for Nursing Research (CNR) in the School of Nursing is dedicated to advancing nursing science and improving the evidence-based practice of nursing through support of the School of Nursing. CNR supports faculty and students in the development and implementation of clinical intervention and outcomes research. The CNR staff provides methodological, statistical and editorial consultations; supports an extensive proposal review process; and facilitates the preparation and submission of research proposals for extramural funding and protocol approval forms to institutional review boards. Other CNR initiatives include a competitive, peer-reviewed intramural grants program, a faculty research internship, an annual Visiting Research Scholar series and faculty development seminars. The CNR also maintains an electronic Research Bulletin Board.

Website: http://son.uth.tmc.edu/research/

Center for the Study of Emerging & Reemerging Pathogens

The Center for the Study of Emerging and Reemerging Pathogens (CSERP) is a university-based interdepartmental collaborative unit, which targets molecular biology, genetics and therapeutics of infectious diseases. The scientific goals of CSERP are to determine how microorganisms cause disease, how they resist host defenses and what microbial targets are crucial for survival in the infected host. The long-range goal is to use this information to develop strategies for preventing or treating these diseases. Educational activities include the Molecular Basis for Infectious Diseases data club (an interdisciplinary monthly seminar with presentations from clinical and basic scientists), an annual retreat with nationally recognized speakers and poster presentations from schools in the south Texas area, and, co-sponsored with the Department of Microbiology and Molecular Genetics, a new course, Bioterrorism Preparedness and Response. The Center provides graduate students, postdoctoral fellows and other trainees with a day-to-day exposure to clinical disciplines as well as the basic sciences in order to establish a broad-based foundation in bacterial virulence and its consequences. Major projects of CSERP investigators include enterococcal virulence, pathogenesis mechanism of B anthracis, antibiotic resistance, lyme disease and syphilis projects, microbial genome analysis, host immune response, immune evasion by microbes, mycology research, new antimicrobial targets, cryptosporidia and HIV clinical trials.

Center for Teaching Excellence

The Center for Teaching Excellence housed in the School of Nursing was established to promote teaching excellence and support the scholarship of teaching in order to enhance faculty performance in nursing education. Greater understanding of pedagogic methodology and teaching technology contributes to more efficient learning and reduces both faculty and student attrition.

Goals of the Center are to facilitate the use and sharing of traditional and innovative teaching methodologies and technologies to promote more efficient student learning; increase program participants’ knowledge and skills related to teaching and learning effectiveness and evaluation; encourage collaborative teaching and promote educational research; and identify, stimulate and reward excellent and innovative teaching.

Website: http://son.uth.tmc.edu/centers/cte/
Coordinating Center for Clinical Trials

The Coordinating Center for Clinical Trials, established in 1971 and located in the School of Public Health, provides individual investigators in biostatistics, epidemiology, biological sciences, management and other disciplines with the expertise and personnel to coordinate the design, analysis and interpretation of multi-center, randomized, controlled clinical trials. The Center includes experts who supervise protocol design and operation, manual development, study forms design, randomization and quality-control procedures, data processing, central and remote data entry, computer software development and maintenance, report generation, analysis and interpretation and fiscal management. The Center has obtained over $250 million in research funding since its inception.

Website:  http://www.sph.uth.tmc.edu/ccct/

Gulf States Hemophilia & Thrombophilia Center/Pediatric AIDS Center

The Gulf States Hemophilia and Thrombophilia Center, affiliated with the Medical School, provides comprehensive diagnosis and treatment services for children and adults with Hemophilia, Thrombophilia, Von Willebrand’s disease and other bleeding disorders. These services include medical, nursing, social services, physical therapy, dental, orthopaedic, genetic counseling, psychosocial and laboratory.

An annual outreach clinic is conducted in El Paso and a satellite clinic has been established in Galveston. The Center conducts research in the diagnosis and treatment of congenital coagulation disorders and HIV and its complications. Research on the impact of changing health care reimbursement on the provision of services to children with rare chronic diseases is conducted on an ongoing basis. The Center also provides educational sessions locally and through the Lone Star Chapter of the National Hemophilia Foundation.

The Pediatric AIDS Center conducts valuable research for the future treatment of HIV disease. In addition, this center provides prenatal care, nursing, medical care, social services and HIV counseling and education to HIV-exposed and -infected children (and, perinatally, their mothers) at little or no cost. The majority of children and mothers receiving care from the Pediatric AIDS Center are from low-income, ethnically diverse backgrounds. For many, the Center provides the only source of comprehensive medical and psychosocial services.

Source: Joan Wasserman, Hemophilia Center/Memorial Hermann Hospital (713-500-8379)

Houston Biomaterials Research Center

The mission of the Houston Biomaterials Research Center, established in 1995 and housed at the Dental Branch, is to support and develop research, education and training in biomaterials at UTHSC-H. Its members investigate applied and fundamental biological, clinical, mechanical, chemical and physical properties of biomaterials for dental, orthopaedic, craniofacial and other applications. Scientists and advisory board members affiliated with the Center include faculty from Baylor College of Medicine, Rice University, Texas A&M University, Texas Heart Institute, UT-San Antonio Dental School, UTHSC-H Dental Branch and Medical School, as well as representatives from the dental industry. The Center supports the specialized master’s program in oral biomaterials at the Graduate School of Biomedical Sciences and continuing dental education program at the Dental Branch. For more information, refer to the Center’s website or contact John.M.Powers@uth.tmc.edu.

Website:  http://www.db.uth.tmc.edu/Biomaterials/
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Human Genetics Center

Originally organized in 1972, the Human Genetics Center is a research and teaching facility which aims to better understand the nature and extent of man’s burden of hereditary disease and disability. Research interests of the faculty involve the study of the mechanisms and forces, which contribute to the distribution of genotypes and traits among individuals, families and populations. Implementation of these interests requires both analytic and laboratory approaches in addition to field work in Texas and elsewhere. Currently, major efforts are underway in the Center to localize and characterize genes contributing to the common chronic diseases including blindness, coronary heart disease, hypertension and diabetes. Faculty in the Center also are actively engaged in studying the fundamental evolutionary mechanisms underlying human genetic variation. In order to accomplish these objectives, high through-put DNA typing and analysis are a major focus of the Center’s efforts. The Center maintains a field office in Starr County, Texas, as part of efforts to study the major contributions to ill health in the Mexican-American community.

Website:  http://www.sph.uth.tmc.edu/hgc/

The Michael and Susan Dell Center for Advancement of Healthy Living

The Michael and Susan Dell Center for Advancement of Healthy Living, formerly the Human Nutrition Center was established in 1977 to develop a multidisciplinary approach to the solution of nutrition problems and to contribute to the nutrition education of health professionals and the public. The Center serves as a resource for individuals and institutions in the Texas Medical Center with common interests in the relationship of food intake and nutritional health status.

Because of the emphasis on disease prevention and nutrition education of public and health professionals, the Center is located in the School of Public Health. The Center’s faculty and staff are particularly concerned with local, national and international nutritional health issues and with the graduate education of students who plan careers in the fields of public health or community nutrition. A Dietetic Internship program is supported by the Center with accreditation from the American Dietetic Association. The Center promotes public and professional awareness and utilization of the nutritional resources available at the Health Science Center. The faculty and staff are also involved in a wide range of educational, research and service activities related to nutritional health issues, and maintain cooperative relationships with a number of academic, health and public health institutions in Houston, the State and throughout the country. The Center’s staff are actively involved in the development of methods for assessing the dietary intake of individuals and population groups, public health nutrition education and research in the etiology and prevention of disease.

Website:  http://www.sph.uth.tmc.edu/DellHealthyLiving/home.asp

John P. McGovern, M.D., Center for Health, Humanities and the Human Spirit

The new John P. McGovern, M.D. Center for Health, Humanities and the Human Spirit at The University of Texas Health Science Center at Houston is an integrative teaching and learning center that will be rooted in the holistic principles established and taught by Sir William Osler (1849-1919), the “father” of American medicine. Dr. Osler sought to merge medical science with human connection and pioneered the modern residency program and bedside teaching for medical students. Students at UTHSC-H will be given the opportunity learn how to interact with patients on a deeper, more meaningful individual level.

The McGovern Center will build on a foundation of programs already underway at the health science center – programs in the medical humanities; health and the human spirit; and medicine, media and the arts. For example, through a health and human spirit course, students work with families in the critical
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care and LifeFlight waiting rooms at Memorial Hermann Hospital, learning how to listen, deliver bad
news, express compassion and maintain hope.

The center will collaborate with nearby institutions like the University of Houston, Texas Southern
University, UT M. D. Anderson Cancer Center and Rice University. It also will offer workshops to help
faculty members maintain and recover their inspiration in teaching, to help build a community of
integrated learning at the health science center.

Website:  http://www.uth.tmc.edu/hhhs/

Laboratory for Molecular Diagnosis of Inherited Eye Diseases

The Laboratory for Molecular Diagnosis of Inherited Eye Diseases was inaugurated on September 1,
1994, and is a joint project of the Hermann Eye Center, the Medical School Department of
Ophthalmology and the Human Genetics Center at the School of Public Health. The purpose of the
laboratory is to provide genetic testing as a service for patients with inherited eye diseases and for
ophthalmologists treating those patients. At present, the principal diseases tested are inherited forms
of retinal degeneration such as retinitis pigmentosa and macular dystrophy. The laboratory also
conducts research in the molecular causes of inherited eye diseases and has a role in training students
and faculty in molecular techniques.

Mental Sciences Institute

The Mental Sciences Institute was founded in 1961 as the Houston State Psychiatric Institute. Its name
was changed to the Texas Research Institute of Mental Sciences (TRIMS) in 1967, and in 1985 it
became The University of Texas Mental Sciences Institute (MSI) in association with the department of
Psychiatry and Behavioral Sciences at the Medical School. The MSI offers comprehensive outpatient
services to children, adolescents, adults, the elderly, the mentally disabled and substance abusers.
Besides its clinical services, MSI also operates a series of research programs that are highly
recognized locally and nationally. MSI also houses a comprehensive psychiatric- and behaviorally-
oriented library.

Link on the Department Of Psychiatry And Behavioral Sciences Website:
http://med.uth.tmc.edu/departments/psychiatry/index.html

Mickey Leland National Urban Air Toxics Research Center

The Mickey Leland National Urban Air Toxics Research Center (NUATRC), located in the Texas Medical
Center, was authorized by the U.S. Congress in the Clean Air Act Amendments of 1990, and
incorporated in 1991. It is named after the late Congressman Mickey Leland, whose efforts on behalf of
public health contributed significantly to the passage of key amendments to the Clean Air Act.

The NUATRC is a research facility that has been specifically charged to sponsor and gather scientific
information on the human health effects caused by exposure to air toxics. By law, it is a non-profit
corporation, financed by government and private funds. To date, private sector gifts to the NUATRC
have come primarily from corporations in the petroleum and chemical industries.

The mission of the NUATRC is to develop and support research which will yield a better understanding
of the potential risks posed to human health by exposure to air toxics, as defined by the 1990 Clean Air
Act Amendments. The Center’s research program, developed collaboratively by scientific experts from
academia, industry and government, seeks to fill the gaps in scientific data that are required to make
sound environmental health public policy decisions.

General Information - 22
Neuroscience Research Center

The Neuroscience Research Center is engaged in interdisciplinary and interinstitutional research in the neurobehavioral sciences. More than 240 faculty members from UTHSC-H schools and departments engage in multidisciplinary investigations of a broad spectrum of issues that comprehensively address all aspects of the neurosciences from the molecular to the clinical. These studies may hold the key to understanding, preventing and treating chronically debilitating neural and behavioral disorders, such as dementia resulting from Alzheimer's disease, mental retardation, learning and developmental disabilities, mental illnesses, alcoholism and other substance-abuse problems, and loss of cognitive functions due to factors such as the aging process and head trauma. The Neuroscience Research Center publishes a quarterly newsletter and a monthly news sheet identifying ongoing research efforts and activities in the neurosciences and organizes various neuroscience lectures, including a Distinguished Lectures Series and seminars. The NRC also sponsors a course in the Graduate School of Biomedical Sciences, hosts an annual Neuroscience poster session, and fosters the exchange of information and discussion of new initiatives. As the structural foundation of its activities, the NRC utilizes the resources of the six schools of UTHSC-H, creating a rich and unique environment for research that spans both the clinical and basic science fields of inquiry. Departments with significant research activities within the Medical School include Neurobiology and Anatomy, Neurology, Neurosurgery, Psychiatry and Behavioral Sciences, Ophthalmology and Visual Sciences, and Integrative Biology and Pharmacology. Clinical departments utilize the facilities of Memorial Hermann Hospital, the major teaching hospital of UTHSC-H Medical School and The University of Texas M. D. Anderson Cancer Center, a renowned oncology referral hospital and research institution. Other institutions include The Institute for Rehabilitation and Research, St. Joseph’s Hospital, Shriner’s Hospital, Texas Children’s Hospital, St. Luke’s Hospital, a leading private hospital, The University of Texas Mental Sciences Institute, a clinical research center offering comprehensive outpatient treatment programs, the Harris County Psychiatric Center, a 250-bed psychiatric hospital, and Lyndon Baines Johnson General Hospital, a full-service county hospital. Website:  [http://nba.uth.tmc.edu/nrc/](http://nba.uth.tmc.edu/nrc/)

Southwest Center for Occupational & Environmental Health

The Southwest Center for Occupational and Environmental Health (SWCOEH) was first established at the School of Public Health in 1977. Its mission 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. It is a National Institute for Occupational Safety and Health-supported Education and Research Center, a National Institutes of Health (Fogarty International Center) funded International Environmental and Occupational Health Research Training Center and, since 1985, a World Health Organization Collaborating Center in Occupational Health.

The Center provides academic training in the core areas of industrial hygiene, occupational health for nurses, occupational medicine, occupational safety engineering, as well as in the special emphasis areas of occupational epidemiology and injury prevention. Interdisciplinary courses and activities are offered to ensure interaction between faculty and students in the core disciplines. SWCOEH maintains an active research program. Current domestic research interests and activities include: a bladder cancer screening and education program in the petrochemical industry; occupational and environmental risk factors for asthma; environmental lead poisoning surveillance systems; and health issues of migrant farm workers. International research interests and activities include: health care worker training programs in Latin America; development of standard curricula in international...
occupational health; environmental aspects of diarrheal disease in children; ergonomic standards and applications in Latin America; and worker safety training in the petrochemical industry.

The Center’s Continuing Education and Outreach program offers courses annually in Region VI and internationally to practicing occupational health professionals, professionals in related disciplines, paraprofessionals and technicians in a variety of aspects of occupational and environmental health. A hazardous substance training program, under the auspices of the Continuing Education Program, offers training to health and safety professionals in minority colleges and universities. Outreach activities are provided at the local, regional and international levels, through consultation, clinical services, presentations, community service and offering of scholarships and pilot project research awards.

Website: http://www.sph.uth.tmc.edu/swcoeh/

Structural Biology Center

Molecular mechanisms in cells are orchestrated by the cooperative activities of molecular machines built from amino and nucleic acids. Efforts to resolve the molecular architecture and functional design of these molecular machines are essential for an understanding of normal biological processes as well as the structural basis of disease states. Structural biology is the evolving branch of basic science that aims to provide detailed three-dimensional structures of molecular machines. The importance of structural biology will be amplified as researchers are challenged to identify the structures of proteins encoded by the tens of thousands of human genes.

The Center focuses on excellence in the three primary methods for resolving molecular structures – nuclear magnetic resonance, electron microscopy and x-ray crystallography. The Center will be a focal point for structural biology research at the Medical School and within the Graduate School of Biomedical Sciences. In this way, the Center and its faculty provide UTHSC-H with a valuable and much needed resource for research and training in structural biology. Many collaborative projects with UTHSC-H faculty are anticipated thus significantly enhancing UTHSC-H’s overall research enterprise.

Trauma Research Center

The Medical School’s Trauma Research Center interest is in elucidating the pathogenesis of post injury multiple organ failure (MOF). Specifically, the Center’s four basic research projects and one intensive care unit clinical study investigate how traumatic stresses cause gut dysfunction and how gut dysfunction contributes to MOF. When the Center was established in 1988, it was the first in the United States to concentrate on the role of the gastrointestinal tract in MOF. The Center, which is multi-departmental and multi-institutional, is funded by the National Institutes of Health. This year a formal postgraduate research training program has been added. The Medical School investigators represent the departments of surgery, integrative biology and pharmacology, internal medicine, biochemistry and pediatrics as well as academic computing and the Center for Laboratory Animal Medicine and Care. The department of biology at the University of Houston is also part of the Center’s activity.

Website: http://utsurg.uth.tmc.edu/trauma/

University Clinical Research Center

The University Clinical Research Center (UCRC) provides an optimal setting for controlled clinical investigations into the cause, progression, prevention, control and care of human disease. Accredited and funded by the National Institutes of Health (NIH), the UCRC also serves as an environment for training health professionals in clinical research. The NIH funds the inpatient/outpatient facility and the necessary nursing, dietary and administrative staff. A computer systems manager and biostatistician
are available to assist investigators with data management and analysis. Patient care expenses directly related to non-industry sponsored research are also supported in full by the grant. The UCRC is a discrete unit in Memorial Hermann Hospital devoted entirely to conducting clinical research with both adult and pediatric populations. Projects may also be conducted outside the UCRC with patients requiring care in specialty areas such as intensive care units and the nursery. In addition, a DNA Sequencing and Genotyping Core Laboratory supports genomics-based clinical research in the UCRC. Available to investigators from all disciplines at UTHSC-H, the UCRC encourages collaborative research.

Website: http://www.uth.tmc.edu/uth_orgs/crc/
### Degrees Offered at The University of Texas Health Science Center at Houston

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General Information - 26
## Accreditation

The University of Texas Health Science Center at Houston is accredited to award certificates and baccalaureate, master, doctoral, and professional degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), which is located at 1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone (404) 679-4501, [http://www.sacs.org](http://www.sacs.org). While SACS accredits the total institution, many of the academic degree programs offered at UTHSC-H also undergo accreditation by specialized accrediting bodies*. They are as follows:

<table>
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<tr>
<th>School/Program</th>
<th>Degree</th>
<th>Accrediting Agency</th>
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<td><strong>Medical School</strong></td>
<td>M.D.</td>
<td>American Medical Association/Association of American Medical Colleges Liaison Committee on Medical Education</td>
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<td>American Dental Association</td>
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<td>M.S.</td>
<td>Commission on Dental Accreditation</td>
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<td>American Board of Medical Genetics</td>
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<tr>
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<td>M.S. with specialization in Medical Physics</td>
<td>American Association of Physicists in Medicine</td>
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<td>Council on Education for Public Health</td>
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<td>Ph.D.</td>
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<td><strong>School of Nursing</strong></td>
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<tr>
<td>Information Sciences</td>
<td>Ph.D. (Health Informatics)</td>
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* The University of Texas Health Science Center at Houston is also accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians.
† The Industrial Hygiene curriculum in the MPH and MS degree programs is accredited by the Applied Science Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700.
**Academic Qualifications**

In accordance with Department of Education guidelines, in order to receive Title IV financial aid funds, a student must be qualified to study at the postsecondary level. A student qualifies if he/she:

- Has a high school diploma;
- Has the recognized equivalent of a high school diploma, typically a general education development or GED certificate;
- Has completed home schooling at the secondary level; or
- Has an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor’s degree.

In addition to these qualifications, please refer to the school catalog section for specific admissions criteria for academic degree program in each of the UTHSC-H schools.

**Teaching Affiliations**

UTHSC-H currently has more than 250 formal educational affiliation agreements with other institutions and agencies in the greater Houston area and the state, including a dozen major hospitals, city and neighborhood clinics, public schools, and other sites that provide settings for clinical services. Primary affiliations include those listed below; a list of other affiliations can be found on the pages following.

**Memorial Hermann Hospital** is the primary teaching affiliate of the UTHSC-H Medical School and Dental Branch. Memorial Hermann Hospital and the Health Science Center work toward the goals of exemplary patient care, innovative teaching, community service, and productive research. The Dental Branch operates general practice, pediatric dentistry, and oral and maxillofacial surgery clinics in conjunction with Memorial Hermann Hospital as part of the advanced dental education programs. A more detailed description is given under the Memorial Hermann Hospital and Memorial Hermann Children’s Hospital heading.

**Lyndon B. Johnson General Hospital** is a 300-bed public facility staffed by faculty and residents of the UTHSC-H Medical School and Dental Branch (oral surgery only). The hospital, owned and operated by the Harris County Hospital District, is medically staffed by Affiliated Medical Services, an organization formed through an agreement between the Medical School and Baylor College of Medicine.

**The University of Texas M. D. Anderson Cancer Center** and UTHSC-H, together with the Texas A&M Institute of Biosciences and Technology, collaborate extensively in research and education. Many faculty of M. D. Anderson Cancer Center have joint appointments in most UTHSC-H units, and UTHSC-H students and residents gain clinical experience at M. D. Anderson Cancer Center in a variety of medical, dental and nursing specialties. A more detailed description is given under The University of Texas M.D. Anderson Cancer Center heading.

**The Medical School** has affiliations with institutions where residents do rotations, including St. Joseph Hospital, for internal medicine, neurology, obstetrics, orthopedic surgery, radiology, urology; Harris County Psychiatric Center; Texas Heart Institute, for anesthesiology and cardiology; St. Luke’s Episcopal Hospital, for internal medicine, family practice, neurology, pathology, and surgery; Memorial Hospital Southwest and San Jacinto Methodist Hospital in Baytown, for family medicine; Shriners Hospitals for Children–Houston, for orthopaedics; and Texas Children’s Hospital, for radiology.

**The Dental Branch** has affiliations with institutions for dental student, dental hygiene student, and resident rotations and training. Hospital affiliations include: Ben Taub General, LBJ General, Memorial...
Hermann, The Methodist Hospital, St. Luke’s Hospital, Texas Children’s Hospital, The Institute for Rehabilitation and Research, U.T. M.D. Anderson Cancer Center, and the Veterans Affairs Medical Center. Community clinics and organizations include: Acres Home, Bering-Omega Clinic, Brazos Valley Community Action Agency, Communities in Schools Houston, Fort Bend Family Health Center, Good Neighbor Health Center, Harris County, Harris County Hospital District, HISD, Northeast Community Health Center, Richmond State School, Rusk Elementary School Health Project, San Jose Clinic, and St. Luke’s Episcopal Health Charities.

Texas A&M University College of Engineering and the School of Public Health offer a consortial program in occupational health and safety for pre- and postdoctoral education and research training in the academic areas of medicine, nursing, industrial hygiene, and safety engineering. The program is administered through the Southwest Center for Occupational Health and Safety, one of 14 centers officially designated by the National Institute for Occupational Safety and Health.

The Harris County Psychiatric Center/Department of Psychiatry and Behavioral Sciences affiliations or program agreements include the UTHSC-School of Nursing; College of the Mainland (nursing); DeBakey High School for Health Professions (preceptorship program); Houston Baptist University (psychology and nursing); Houston Community College (Emergency Medical Tech. (EMT) and nursing); Lee College (EMT and nursing); Prairie View A&M (nursing); Sam Houston State University (music therapy and psychology); San Jacinto College South (nursing); Stephen F. Austin State University (nursing and psychology); Texas Southern University (psychology, social work, and health information management); Texas Woman’s University (nursing); University of Houston (nursing, psychology, and social work); University of Houston-Clear Lake (psychology and counseling/educational psychology); University of Mississippi (occupational therapy); University of Montreal (psychology); UT-Austin (social work); UT-El Paso (occupational therapy); and UT Medical Branch (nursing). Psychology residents from a variety of institutions are also trained.

UTHSC-H has academic affiliations with numerous universities in Latin America, Western and Eastern Europe, and Asia that permit interested students to arrange, on an individual basis, periods of study or research abroad. We recognize that health and biomedical sciences are global in scope and encourage academic exchange with other countries and cultures.

Concurrent/Inter-Institutional Enrollment

The University of Houston, Texas Woman’s University, UT at Brownsville, UT at El Paso, UTMB in Galveston, UTHSC-San Antonio, and UTHSC-H have concurrent enrollment agreements that allow students enrolled in one institution to enroll for support courses in another institution. Additionally, UTHSC-H has inter-institutional agreements with Rice University and Baylor College of Medicine.

The mechanism for payment of tuition and fees vary according to the individual institution. Consult with the Registrar’s Office for specific details at the following website: http://registrar.uth.tmc.edu/Registration/ConcurEnrollment.html or call 713-500-3361.

Office of Community and Educational Outreach

The Community Outreach and Educational Office has evolved to assist the medically underserved communities along the Texas-Mexico Border and Greater Houston. The office provides daily management of the Texas-Mexico Border Health Projects, works with The Greater Houston AHEC in institutional-community collaborative educational efforts, serves as a liaison among UTHSC-H Office of Academic Affairs and UT Medical School at Houston Family and Community Medicine, UTHSC-H System Administration, and other relevant persons and agencies that have a community health and primary health care education focus.
The Texas-Mexico Border Health Services Project has been in existence for the past 16 years and includes projects that assist the medically underserved communities along the Texas-Mexico Border. This program provides preceptorship opportunities for health care professionals and students who wish to have their clinical rotations along the border on the UTHSC-H’s Medical Mobile Clinic.

For information about programs and activities, contact:
Office of Community and Educational Outreach
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 1025
Houston, Texas 77225
(713) 500-3085 FAX (713) 500-3086
Website: www.uth.tmc.edu/ceo

The University of Texas Harris County Psychiatric Center

The University of Texas Harris County Psychiatric Center (UTHCPC) opened in 1986 and is the only acute care, public psychiatric facility in Harris County serving persons with debilitating chronic mental illness.

UTHCPC is dedicated to excellence and leadership in the treatment of persons with mental illness. It shares the additional unique missions of The University of Texas Health Science Center at Houston of conducting research into the causes and cures of mental illness, providing education of professionals in the care of mental illness and acting as a community resource providing outreach to the community.

- UTHCPC offers a comprehensive program of community-based, in-patient, partial hospitalization and outpatient diagnostic and treatment services for: Children and adolescents, ages 3 through 17 with depression, bipolar disease, schizophrenia, personality disorders, attention deficit disorders and hyperactivity disorder; and

- Adults ages 18 and up with bipolar disorders, depression, schizophrenia, dementia, psychosocial or personality disorders.

UTHCPC’s treatment programs offer individualized treatment plans; individual and group counseling and therapy; family participation; discharge planning and community follow-up referrals; as well as a multidisciplinary team approach, including, as needed, psychiatrists, nurses, residents, psychologists, social workers, clinical programming therapists, dietitians and clergy.

UTHCPC serves more than 5,000 in-patients annually and provides more than 7,600 patient-days of outpatient and partial hospitalization care. Additionally, more than 500 students received practical experience in the fields of medicine, psychiatry, psychology, nursing, social work, pharmacy, and activity therapy.

In 2006, UTHCPC opened the Residential Treatment Center serving adolescents, ages 13 through 17, who are in the custody of Children’s Protective Services, Juvenile Detention or other youth facilities. This program provides longer-term treatment for these adolescents, in the hopes they will be able to be placed in less restrictive home environments upon program discharge.

Community-based outreach programs included the provision of services at Gulf Coast Community Head Start, Wesley Community Center, The Children’s Assessment Center, and The UTHSC-H Recovery Campus. In addition, the hospital operates a tele-education program offered to nine local school districts and social service agencies providing information about behavioral issues.
Texas Medical Center

Texas Medical Center is a comprehensive medical complex that was organized in the mid-1940s as a means for coordinating medical and health education, patient care, and related research in a not-for-profit setting. Today it stands as a major health care resource that provides extraordinary opportunities to obtain a broad base of professional experience. More than 100 permanent buildings, not including Rice University, now occupy more than 1,000 acres which include 15 patient care facilities and more than 14 academic and research institutions. There are over 12,000 volunteers who assist with a wide variety of tasks benefiting the Texas Medical Center.

Approximately 74,000 full- and part-time employees work in the Texas Medical Center in member institutions with a combined annual operating budget in excess of $6 billion. Texas Medical Center hospitals contain more than 6,300 licensed beds and 373 bassinets. Over 5.2 million patient visits were recorded in 2004, the most recent year of record, which included over 10,000 international patients.

With more than 22,000 students enrolled in regular classes, 2,366 students taking non-short-term courses, and 70,568 attending workshops for professional development, the Texas Medical Center includes two medical schools, four nursing schools, a dental school, two colleges of pharmacy, a school of public health, a high school for the health professions (with an annual rate of greater than 95 percent of its graduates going on to college), a community college specializing in health careers training, plus other graduate and post-graduate schools and programs to provide training in the allied health professions. The Houston Academy of Medicine-Texas Medical Center (HAM-TMC) Library, which serves as the accredited library for most of the Texas Medical Center institutions, is also included. In addition, research activities of the Texas Medical Center member institutions totaled $714 million last year and more than $5 billion in the past five years.

The Texas Medical Center now includes The John P. McGovern Texas Medical Center Commons building, which is the central meeting and gathering place for thousands of staff, patients and visitors who frequent the campus daily. Waterside Court provides eight food concepts that are reflective of Houston’s diverse culture and offer freshly prepared foods with an abundance of health-conscious selections.

A major part of this medical complex is UTHSC-H, which is the largest and most diverse of the educational institutions in the Texas Medical Center.
Legend

Texas Medical Center Map

*The University of Texas Health Science Center at Houston Components [Unless otherwise clearly posted or expressed by an authorized official of UTHSC-H, the various UTHSC-H facilities and locations are open only to persons with legitimate business purposes requiring presence at such facilities and locations. (HOOP policy 2.09 Use of University Facilities, updated 10/96)]

1. Texas Medical Center Conference and News Center and General Offices
2. Texas A&M University Albert B. Alkek Institute of Biosciences and Technology; *Institute of Molecular Medicine for the Prevention of Human Diseases
3. The Houston Main Building: The UT M.D. Anderson Cancer Center (UTMDACC); *UTHSC-H Information Services; *UTHSC-H School of Nursing
4. Texas Children’s Hospital
5. St. Luke’s Episcopal Hospital Complex
6. Texas Heart Institute
7. The Methodist Hospital Complex
8. The Institute of Religion
9. Texas Woman’s University
10. *John Freeman Building (UTHSC-H Medical School)
11. Jesse H. Jones Library Building: Houston Academy of Medicine-Texas Medical Center Library; Texas Medical Center Executive Offices; Harris County Medical Society; Texas Medical Center Parking Garage 3; South Central Network of Libraries of Medicine–Regional Medical Library
12. *UTHSC-H Medical School
13. Prairie View A&M University College of Nursing
14. Hermann Professional Building
15. Hermann Hospital Cullen Pavilion
16. Hermann Hospital Jones Pavilion and Hermann Children’s Hospital
17. Hermann Hospital (Administration) Robertson Pavilion
18. Ben Taub General Hospital Garage
19. Baylor College of Medicine Michael E. DeBakey Center for Biomedical Education and Research
20. Baylor College of Medicine (Administration); Roy and Lillie Cullen Building; M.D. Anderson Hall; and Jesse H. Jones Hall
21. Baylor College of Medicine Ben Taub Research Center; Howard Hughes Medical Institute
22. Baylor College of Medicine Vivian and Bob Smith Medical Research Building
23. Ben Taub General Hospital
24. Baylor College of Medicine Jewish Institute of Medical Research
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>25.</td>
<td>TIRR (The Institute of Rehabilitation and Research), TIRR LifeBridge</td>
</tr>
<tr>
<td>26.</td>
<td>*UTHSC-H Dental Branch</td>
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<tr>
<td>27.</td>
<td>City of Houston Department of Health and Human Services Central Laboratory; Sexually Transmitted Disease Clinic</td>
</tr>
<tr>
<td>28.</td>
<td>UTMDACC Center Complex</td>
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<tr>
<td>29.</td>
<td>*UTHSC-H Mental Sciences Institute</td>
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<tr>
<td>30.</td>
<td>University of Houston College of Pharmacy</td>
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<tr>
<td>31.</td>
<td>UTMDACC Jesse H. Jones Rotary Houston International</td>
</tr>
<tr>
<td>32.</td>
<td>*UTHSC-H School of Nursing and Student Community Center</td>
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<tr>
<td>33.</td>
<td>*UTHSC-H School of Public Health</td>
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<tr>
<td>34.</td>
<td>TECO-Central Heating and Cooling Plant</td>
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<tr>
<td>35.</td>
<td>Joseph A. Jachimczyk Forensic Science Center School</td>
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<tr>
<td>36.</td>
<td>UT Police and Physical Plant Building</td>
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<tr>
<td>37.</td>
<td>UTMDACC R.E. &quot;Bob&quot; Smith Research Building</td>
</tr>
<tr>
<td>38.</td>
<td>*UTHSC-H Recreation Center</td>
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<tr>
<td>39.</td>
<td>*UTHSC-H Child Development Center</td>
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<tr>
<td>40.</td>
<td>Harris County Psychiatric Center (HCPC)</td>
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<tr>
<td>41.</td>
<td>*Lyndon B. Johnson General Hospital</td>
</tr>
<tr>
<td>42.</td>
<td>*University Center Tower (UTHSC-H Administration; UTHSC-H School of Health Information Sciences)</td>
</tr>
<tr>
<td>43.</td>
<td>*UTHSC-H University Housing</td>
</tr>
<tr>
<td>44.</td>
<td>*Operations Center Building</td>
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<tr>
<td>45.</td>
<td>*UTHSC-H Research Building</td>
</tr>
<tr>
<td>46.</td>
<td>Houston Medical Center Building; *Graduate School of Biomedical Sciences</td>
</tr>
</tbody>
</table>
The University of Texas M. D. Anderson Cancer Center

The University of Texas M. D. Anderson Cancer Center (MDACC) ranks as one of the world’s most respected and productive centers devoted exclusively to cancer patient care, research, education and prevention. It was among the original three federally designated Comprehensive Cancer Centers.

Since 1944, almost 700,000 patients have turned to M. D. Anderson for cancer care diagnosis and treatment. This multidisciplinary approach to treating cancer was pioneered at M. D. Anderson. Because they focus only on cancer, experts here are renowned for their ability to treat all types of cancer, including rare or uncommon diseases.

This year, more than 74,000 people with cancer will receive care at M. D. Anderson, and about 27,000 of them will be new patients. Approximately one-third of these patients come from outside Texas seeking the research-based care that has made M. D. Anderson so widely respected. More than 11,000 patients participated in therapeutical clinical research exploring novel treatments in 2005, the largest such program in the nation.

The size of M.D. Anderson has increased about 50% in the last five years, including an in-patient pavilion with 512 beds, two research buildings, an outpatient clinic building, a faculty office building and a patient-family hotel. From 2005 to present, the George and Cynthia Mitchell Basic Sciences Research Building, the Ambulatory Clinical Building, the Cancer Prevention Center and a new research building on the South Campus opened. In 2006, the Proton Therapy Center will open as well.

At M. D. Anderson, important scientific knowledge gained in the laboratory is rapidly translated into clinical care. In 2005, the institution spent more than $342 million in research, an increase of approximately 86% in the last five years. M. D. Anderson now ranks first in the number of grants awarded and total amount of grants given by the National Cancer Institute. M. D. Anderson holds 10 NCI Specialized Programs of Research Excellence (SPORE) grants: lung, bladder, prostate, ovarian, head and neck, pancreatic and endometrial cancers, leukemia, breast and melanoma. The research program is considered one of the most productive efforts in the world aimed solely at cancer.

In September 2005, M. D. Anderson unveiled plans for the Red and Charline McCombs Institute for the Early Detection and Treatment of Cancer. The most aggressive expansion of research in M. D. Anderson’s history, the institute comprises six unique centers focused on genomics, proteomics, screening, diagnostic imaging and drug development.

More than 4,100 students take part in educational programs each year, which includes physicians, scientists, nurses and many health professionals. M. D. Anderson offers bachelor’s degrees in seven allied health disciplines. More than 500 graduate students are working on advanced degrees at the Graduate School of Biomedical Sciences, jointly offered with M. D. Anderson. The relationship with the UTHSC-H Graduate School of Biomedical Sciences is longstanding and quite strong.

In addition, more than 1,000 clinical residents and fellows come to M. D. Anderson each year to receive specialized training in the investigation and treatment of cancer. More than 1,400 research fellows are being trained in M. D. Anderson’s laboratories.

In recent years there has been a marked increase in collaborative activities with the UTHSC-H School of Public Health as the Cancer Center’s prevention efforts have grown. Expanded research efforts in epidemiology and behavioral sciences complement achievements made in the clinical cancer prevention arena. The Cancer Prevention Center provides comprehensive cancer screening services,
including cancer risk assessment, screening exams based on age and gender, personalized risk-reduction strategies, genetic testing, chemoprevention, tobacco cessation and nutrition counseling.

M. D. Anderson employs more than 15,000 people and enjoys a volunteer workforce of more than 1,600 volunteers who provide more than 290,000 hours of service each year. Faculty, staff and volunteers are dedicated to the core values of Caring, Integrity and Discovery.

Several support activities, such as the Office of International Affairs, and UT Police are joint activities of the Cancer Center and UTHSC-H.

Website: http://www.mdanderson.org/

Memorial Hermann Hospital and Memorial Hermann Children’s Hospital

Memorial Hermann Hospital is a private, not-for-profit hospital founded as a gift from philanthropist George H. Hermann to the people of the city of Houston. In 1997, the former Hermann Healthcare System merged with Memorial Healthcare System to form Memorial Hermann Healthcare System. Memorial Hermann Hospital and Memorial Hermann Children’s are two of 13 hospitals in that system.

Memorial Hermann Hospital first opened its doors in 1925 on a then remote tract of land that would later become the world-renowned Texas Medical Center. Through the years, in addition to innovative patient care, the hospital’s mission has expanded to include teaching and medical research, and the hospital itself has grown to encompass four pavilions, including the 12-story Hermann Pavilion which opened in the fall of 1999.

Today, Memorial Hermann Hospital and Memorial Hermann Children’s Hospital serve some 15,000 patients and their families per month. The hospitals operate more than 650 beds and are staffed by 2,300 physicians and 3,800 employees. Since 1968, the hospitals have served as the primary teaching hospitals for The UTHSC-H Medical School. As a teaching hospital, Memorial Hermann Hospital offers comprehensive services in surgery, internal medicine, ophthalmology, neurology, obstetrics and gynecology, as well as many other specialties and subspecialties. Memorial Hermann Children’s Hospital, offers comprehensive services in pediatrics including neonatal and pediatric intensive care. Memorial Hermann’s renowned level I trauma center and Life Flight air ambulance program serve more than 40,000 patients each year.

Memorial Hermann Hospital and Hermann Children’s Hospital are among the busiest kidney and liver transplant centers in the country. Over 100 kidney transplants take place each year at Memorial Hermann Hospital, the first to test and use the immunosuppressant drug cyclosporine. Initiated in 1991, Memorial Hermann Hospital’s Liver Transplant Program has become Houston’s leading liver transplant program. Among the milestones recorded by the Memorial Hermann Liver Transplant Program was Houston’s first liver transplant from a living donor, which was performed in 1992. Memorial Hermann Hospital, in affiliation with UTHSC-H Medical School, has long been a referral center for treating heart disease. The President Bush Center for Cardiovascular Health offers comprehensive, multidisciplinary services for the diagnosis, treatment and prevention of cardiac disease. State-of-the-art diagnostic imaging techniques such as positron emission tomography (PET) and high resolution magnetic resonance imaging (MRI) enables physicians to diagnose and treat patients before they suffer heart attacks or other complications of heart disease. Other specialized services of the President Bush Center include diagnostic and interventional cardiac catheterization, coronary and peripheral balloon angioplasty, quantitative coronary angiography, and diagnosis and treatment of cardiac arrhythmias.

Each year more than 2,500 babies are welcomed into the world at Memorial Hermann Hospital. Specialized expertise available to expectant mothers includes special care for women with high-risk
pregnancies, which account for approximately 40 percent of the births each year at Memorial Hermann Hospital.

Memorial Hermann Children’s Hospital is a 178-bed hospital that is specifically designed for and dedicated to meeting the needs of children from tiny premature infants to adolescents up to age 16. Memorial Hermann Children’s Hospital is located inside Hermann Hospital, enabling it to share in the medical resources of a full-service, university-affiliated hospital.

Premature and ill newborns are cared for in the Neonatal Intensive Care unit, which is a level III nursery. Less critically ill infants are cared for in the level II nursery. Children with serious illnesses and injuries receive care in our Pediatric Intensive Care Unit while young kidney, heart and liver patients receive specialized care in the Pediatric Special Care Unit.

Website of Memorial Hermann locations: http://www.memorialhermann.org/locations/default.html

The City of Houston

The nation’s fourth most populous city was founded in 1836 by the Allen brothers, John and Augustus. It was named after General Sam Houston, the first President of the Republic of Texas and commander of the Texas army which won its independence from Mexico.

The early growth of Houston was precipitated by the rapid development of petroleum refining and metal fabricating. The city experienced increasing economic diversification during the 1960s and 70s and became a leading financial, commercial and industrial center, as well as an international energy capital during the 1980s and 90s. This economic diversification includes growth in high technology industries, medical research, health care and professional services. Houston is home to many businesses, including corporate headquarters for 18 of the Fortune 500 companies and more than 5,000 energy related firms. Houston is considered by many as the Energy Capital of the World. In addition, many foreign countries and corporations have established a presence in Houston to access North American markets via the city’s excellent distribution facilities. Among U.S. ports, the Port of Houston ranks second in the world in terms of shipping tonnage and first in the United States in terms of foreign tonnage.

Houston lies in three counties, Harris, Montgomery and Fort Bend and is the fourth most populous in the United States. It has approximately 4.8 million residents with a median age of 31.2 years. Within the city limits, the population of Houston is estimated at nearly 1.9 million. More than 90 languages are spoken throughout the Houston area. In the Houston region, there are 275,000 students in over 40 colleges, universities, and institutes. Houston has the most affordable housing of the 10 most populous metropolitan areas and has the second lowest cost of living among major United States cities.

It has more than 500 cultural, visual, and performing arts organizations, 90 of which are devoted to multicultural and minority arts. Located downtown, Houston’s 17-block Theater District is home to eight performing arts organizations and more than 12,000 seats. The Theater District is second only to New York with its concentration of seats in one geographic area and has emerged as a cultural center through its many quality offerings: The Houston Symphony presents a full season of concerts in Jones Hall and free summer concerts in Miller Theatre; the Houston Grand Opera is one of the nation’s five largest opera companies. Theatre Under The Stars presents musicals in free summer productions and in a winter subscription season. Other major musical groups include Ars Lyrica Houston, Bach Society, Context, Da Camera, Gilbert & Sullivan Society of Houston, Greater Houston Chorus, The Houston Chamber Choir, Houston Early Music, Houston Friends of Music, Houston Master-works Chorus,
Houston Oratorio Society, Houston Symphony Chamber Players, OrchestraX, and Palmer Society for the Appreciation of Liturgy and Music (PSALM).

The Houston downtown Theater District consists of the Wortham Theater Center, built entirely with private donations, which presents opera and ballet throughout the year; the Alley Theater, one of the country’s three oldest resident theaters; Hobby Center for the Performing Arts, which houses Theatre Under the Stars, the Broadway Series, and the Humphreys School of Musical Theatre; and the Jesse H. Jones Hall for the Performing Arts, which houses the Houston Symphony and the Society for the Performing Arts.

Stages Repertory Theatre offers southwestern and world premieres, experimental productions of classic works and revivals of American masterpieces. The Houston Ballet was established as a professional company in 1969 and presents a season of local and touring performances.

The Houston Museum District includes the Museum of Fine Arts, the Museum of Modern Art, the Menil Collection, the Museum of Natural Science, the Holocaust Museum, the Children’s Museum, and the John P. McGovern Museum of Health and Medical Science. The Houston Museum of Fine Arts houses more than 27,000 works from antiquity to the present, the largest collection in the Southwest. The Glassell School of Art offers art history and studio classes for adults and children. The one-acre Lillie and Hugh Roy Cullen Sculpture Garden was created by Isamu Noguchi and contains works by Giacometti, Matisse and Rodin. The Children’s Museum of Houston features hands-on activities for children. The Museum of Health and Medical Science, ranking first in America in numbers of visitors, is strongly supported by UTHSC-H and other Texas Medical Center institutions. Students at UTHSC-H serve as docents and may participate in design of exhibits.

Space Center Houston is a $70-million, Disney-designed visitors center for the Johnson Space Center, the focal point for the U.S. manned spaceflight program and the Space Shuttle. Sports enthusiasts can take advantage of professional sports action throughout the year with the Houston Astros baseball team, the Houston Rockets (two-time NBA champions) and the Houston Comets (four-time WNBA champions) basketball teams; the Houston Dynamo (2006 MLS champions), soccer team; the Hot Shots, Continental Indoor Soccer League soccer team; and the Aeros, International Hockey League hockey team. Racing facilities include Sam Houston Race Park for thoroughbred and quarter-horse racing and Gulf Greyhound Park for dog racing. Minute Maid Park, home of the Astros, and the Toyota Center, home to the Rockets and the Aeros, are located in downtown Houston, while the Houston Texans are at home in Reliant Stadium built next to the Astrodome in Reliant Park. The downtown sports facilities are connected to Reliant Stadium by MetroRail, which runs between downtown and points south, such as Hermann Park, Rice University, the Texas Medical Center and Reliant Stadium. For personal sports enthusiasts the moderate climate is conducive to a variety of outdoor activities including tennis, golf, water sports, cycling and running.

The METRO light rail line began operation on January 1, 2004. The 7.5 mile Main Street line runs from south of Reliant Park to the University of Houston-Downtown, with 16 total stops along the way. Along the Main and Fannin Streets route, one can stop at Reliant Park, the Texas Medical Center and Rice University, Hermann Park and the Museum District, Midtown, and Downtown Houston. Trains are scheduled to arrive at the stations every 6 minutes. This is the first phase of a projected 73 miles of light rail service in Houston by the year 2025.

Adjacent to the medical center is Hermann Park, one of the city’s 342 developed parks and more than 200 green spaces totaling over 38,945 acres, which features the Houston Zoo, the Houston Garden Center, the Houston Museum of Natural Science, the Burke Baker Planetarium, the Wortham IMAX Theatre, the Miller Outdoor Theatre (free productions), the Japanese Garden, and the Cockrell Butterfly
The University of Texas Health Science Center at Houston

Tower. Hermann Park also includes an 18-hole golf course, 2 miniature golf courses, paddle boats, and a hike and bike trail.

The Houston Galleria is a three-story retail/entertainment/hotel center and a major attraction for residents and visitors. Galveston Island with its miles of beaches, Moody Gardens (10-story glass Rainforest Pyramid, Aquarium Pyramid, Discovery Pyramid, 3-D IMAX theater) and annual Dickens on the Strand Festival is less than an hour’s drive from Houston.

Website: http://www.houstontx.gov/abouthouston/index.html

Student Government

Student Governance Organization

The Student InterCouncil (SIC) is the recognized forum of student opinion and the primary vehicle for student participation in the governance of UT-Houston. The organization comprises representatives from each of the six schools and from the minority and international student constituencies. The SIC contributes to the quality of student life at the university by participating in the development and implementation of policies and procedures affecting students, providing funds to support special projects other student groups, representing student interests on external and internal committees, improving communication among the schools through the publication of a bimonthly online student newsletter, Student Pulse, and planning and implementing activities that address the special needs of students.

The policy regarding student government can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_06.html and the SIC by-laws can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_b/sic.html.

Contact the Student InterCouncil at:
(713) 500-9104 (leave a message)
FAX (713) 500-0933
email: sicgov@uth.tmc.edu
Website: http://www.uth.tmc.edu/sic

Student Fees Advisory Committee

The Student Fees Advisory Committee was established as an affiliated committee of the Student InterCouncil and is charged with the responsibility of reviewing proposed student services, incidental, laboratory and other fee changes, and making recommendations to the President before submission of new fees to UT System for approval by the Board of Regents. Membership in the Committee consists of two representatives from each of the six UTHSC-H schools and two from the Student InterCouncil.

Student Guide

The Student Connection is an electronic resource document for students and prospective students that describes UTHSC-H and community services, and provides an overview of student policies and accompanying procedures, and information about the Texas Medical Center area.

The Student Connection is located online at http://www.uth.tmc.edu/academic/student_guide/index.html

General Information - 39
For more information about the guide, contact the Office of the Executive Vice President for Academic Affairs at (713) 500-3062.

Student Services

Registrar

The UTHSC-H Registrar’s Office was established in March 1981 to provide a central computer-based student record system and web registration activities and other services for schools on this campus. The goals of the office are to provide an effective and efficient application procedure; to direct an accurate, facile registration process; and to provide a computerized applicant, student and alumni record system.

Other services offered by the Registrar’s Office include the issuance of transcripts, Hazelwood Act determination, certification of student status, Veteran’s Administration counseling and verification, residence determination and enrollment verification. The office, in conjunction with the Office of International Affairs, assists foreign students in maintaining their student status. The Registrar’s Office is located on the 22nd floor of the University Center Tower, 7000 Fannin, Houston, Texas 77030.

For further information, contact:
Office of the Registrar
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 2250
Houston, Texas  77225
(713) 500-3361
email: registrar@uth.tmc.edu
Website: http://registrar.uth.tmc.edu/

Student Financial Services

UTHSC-H has available loan, grant and scholarship funds. These funds are awarded based on proven financial need and/or academic excellence. Additional criteria may also apply. See the school section on criteria for the award of scholarships. Financial aid specialists are available Monday- Friday from 8:00 a.m. to 5:00 p.m. to provide counseling on the financial assistance programs available to students. The Office of Student Financial Aid is located on the 22nd floor of the University Center Tower, 7000 Fannin, Houston, Texas 77030.

A student 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 receive financial assistance funded by State revenue.

Application forms and complete information may be obtained online at http://sfs.uth.tmc.edu or by contacting:

Office of Student Financial Services
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 2220
Houston, Texas  77225
Office of International Affairs

The Office of International Affairs serves the needs of non-U.S. citizen faculty, students, fellows and staff at UTHSC-H. This office has the responsibility for developing approaches that respond to the needs of this population, and in that process, strives to create an atmosphere conducive to meaningful intercultural experiences for all students, faculty and staff.

In compliance with federal, state, and local regulations as well as institutional policies, all non-U.S. citizens must check-in with the Office of International Affairs prior to beginning their appointment and/or registering for classes to obtain the appropriate clearance to begin appointment and/or studies.

Among the services provided by the office are application of immigration procedures, personal advice, counseling, and orientation. The Office of International Affairs is located in the University Center Tower, Suite 130. Office hours are Monday - Friday, 8:00 a.m. - 5:00 p.m. with the exception of Tuesdays when the office is closed from 9:00 a.m. - 11:00 a.m.

For further information, contact:
Office of International Affairs
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Ste. 130
Houston, Texas 77225
(713) 500-3176   FAX (713) 500-3189
Website:  http://www.uth.tmc.edu/intlaffairs/

Office of Equal Opportunity and Diversity

The University of Texas Health Science Center at Houston has committed to enhancing diversity at the Health Science Center by creating an Office of Equal Opportunity and Diversity (EO&D) within the Human Resources Department. The central responsibility of the Office is to ensure that the University meets its obligations as an affirmative equal opportunity employer and educational institution. To help provide the best possible service to students, staff, faculty and visitors, the EO&D office has the responsibility to ensure compliance with federal and state laws by providing a forum for dispute resolution for complaints as they relate to discrimination and/or harassment; serve as an Americans with Disabilities Act (ADA) resource by providing guidance and accessibility options for all persons with disabilities; and managing diversity by promoting an environment of respect and inclusiveness.

In addition to managing diversity, this office is responsible for assisting each school with issues as they relate to equal opportunity, discrimination and harassment. As the Disability Coordinator, the Director of EO&D is responsible for assisting the individual school’s 504 Coordinators (Section 504 of the Rehabilitation Act of 1973) with the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues.

For additional information, contact:
The University of Texas Health Science Center at Houston
P.O. Box 20036
7000 Fannin, Suite 150
Houston, Texas 77225
Student Health Services

Medical School Health Services (MSHS) provides health services to all UTHSC-H students. The mission of MSHS is to offer affordable health, wellness, and medical care for students and their families. A portion of the student services fee funds the programs. By additional payment, services can be extended to a student’s spouse or children.

The health services available for UTHSC-H students include immunizations required for matriculation into and through UTHSC-H, tuberculosis screening, physical examinations, well woman examinations, flu shots, fit testing for HEPA filter masks, treatment of general internal medicine and pediatric illnesses, and referrals to specialists as necessary. The clinic manages a 24-hour a day hotline for needlesticks and other exposures to hazardous body fluids. An on-site Class D pharmacy offers many prescription medications for common illnesses and oral contraceptives. The clinic is staffed by physicians who are board certified in both Internal medicine and Pediatrics.

Low complexity office visits are covered by the student fees. Higher complexity visits can be charged to the student’s insurance carrier. Immunizations are offered at or near cost. Testing following blood or body fluid exposure while performing educational assignments is covered by the Needlestick Program. Any charges not covered by the student’s insurance carrier are the responsibility of the student. These may include laboratory tests, radiological services, hospitalization and referred consultation, and pharmaceuticals.

Medical School Health Services is located in the UT Health Science Center Professional Building, Suite 510. Office hours are 8:30 a.m. to 5:00 p.m. Appointments are preferred but not required.

For more information, contact:
Medical School Health Services
The University of Texas Health Science Center at Houston
The University of Texas Professional Building
6410 Fannin, Suite 510
Houston, Texas  77030
(713) 500-5171   FAX (713) 500-0605
Website: http://med.uth.tmc.edu/administration/stud_health/index.html

Student Health Insurance

The Board of Regents of The University of Texas System approved mandating health insurance for students enrolled in the U.T. System health components, including students previously enrolled. 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 by the 12th class day of the fall and spring semesters and the 4th class day of the summer semester. Students with coverage outside of the plan can contact Auxiliary Enterprises at 713/500-8400, http://ae.uth.tmc.edu or email: student-insurance@uth.tmc.edu to provide the information needed to waive the insurance fee.

In addition, the Board of Regents of The University of Texas System 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. The required health insurance fee assessed by the University includes coverage for repatriation and medical evacuation. International students with coverage outside of the plan can contact Auxiliary Enterprises...
A student health insurance program is offered to registered students through a private company selected by The University of Texas System office. This plan is designed to supplement student health services provided in the Medical School Health Services. In addition, it also assists with expenses not covered by the student services fee and those incurred outside that setting such as prescriptions, hospitalization, etc. Students have the option of enrolling their families in this plan at an additional cost.

**PLEASE NOTE THE FOLLOWING:**

- If you do not take action by the 12th class day, you MUST pay the insurance assessed to you.

- It is YOUR responsibility to confirm that the insurance charge has been removed from your bill once you have provided proof of insurance. You may view your bill online at [http://utlink.uth.tmc.edu](http://utlink.uth.tmc.edu).

- Please DO NOT resubmit proof of insurance if your insurance was waived in the Fall semester, unless you have changed insurance companies.

For further information, contact: Auxiliary Enterprises
The University of Texas Health Science Center at Houston
7779 Knight Road
Houston, Texas 77054
(713) 500-8400  FAX (713) 500-8409
email: Ronda.A.Gillie@uth.tmc.edu
Website: [http://ae.uth.tmc.edu/](http://ae.uth.tmc.edu/)

**UT Counseling & WorkLife Services**

Any concern that troubles an individual or reduces that individual's ability to concentrate can be brought to UT Counseling & WorkLife Services at no cost. Services offered include evaluation, short-term individual counseling or psychotherapy for any issue, marital/couples counseling, psychiatric consultation, legal and financial consultations, identity theft counseling, simple will preparation, and referral to other services when indicated. Records are kept strictly confidential to the extent allowed by law, and there is no fee for service. This service is provided by the University as it understands that balancing personal life with the demands of academia can be difficult. Individuals who desire or who are in need of long-term therapy or of complicated medication management will be assisted with referrals. We also sponsor outreach and preventive programs, including presentations on topics of interest to students, such as managing stress or coping with test anxiety.

In addition to the vast array of mental health, legal and financial counseling services, UT Counseling & WorkLife Services offers extensive WorkLife benefits. To help students balance the competing demands of school and personal life, the Work/Life Program offers the following programs and policies:

Resources and Referral - We provide a host of Resources & Referral Information for all of our faculty, staff, residents, fellows and students on almost every conceivable area of work and life including: family & caregiving, emotional well-being, health & wellness, working smarter and daily living. Additionally, individual consultations are available with a trained specialist in the areas of child care, elder care, education and adoption via the website and/or telephone, whichever is more convenient for
The consultant will do the research for you and find the resources to meet your exact needs and will provide you with three to five confirmed openings. Please visit: http://www.uthouston.edu/worklife/resource-refer.html.

- **Lactation Rooms at the School Site** – UTHSC-H supports breast-feeding at the school site, and rooms are available in most buildings for expressing milk. For more information and room locations, see the Work/Life website.

- **Work/Life Training** – Learn at Lunch Programs address a variety of life balance issues for all UTHSC-H faculty, employees, and students. We offer free noon seminars to help students balance school life with personal life. Programs can be tailored to different areas. Contact the Work/Life Program with your request.

- **Corporate Discount Programs** – Students, residents, and employees are eligible for discounts at several Child and Adult Day Care facilities, as well as child transportation services. Discounts are available off registration for emergency child and elder care services. On-site massage therapy is also available at a discount. (Call the Work/Life Program or visit the website for a complete list of participants: http://www.uthouston.edu/worklife/corp_p_program.html. A UTHSC-H ID is required.)

We are located in Suite 1670, University Center Tower Building. The office hours are from 8:00 a.m. to 7:00 p.m. Monday and Wednesday, and from 8:00 a.m. to 5:00 p.m. Tuesday, Thursday and Friday, except for university holidays. Referrals are not necessary and students are encouraged to call (713) 500-3327 to make their own appointments.

For further information or to make an appointment, contact:
UT Counseling & WorkLife Services
The University of Texas Health Science Center at Houston
University Center Tower, Suite 1670
7000 Fannin
Houston, Texas  77030
(713) 500-3327
email:  uteapmgmt@uth.tmc.edu
Website:  http://www.uthouston.edu/utcounseling

**Child Development Center**

UTHSC-H has a quality Child Development Center (UTCDC) for children ages six weeks through kindergarten, which is located within the University Housing complex at 7900 Cambridge. This program is designed to create a safe, wholesome environment where children enjoy living and learning. The educational environment for infants is designed to provide visual and auditory stimulation in an atmosphere of warmth and nurturance. The program for toddlers and older children features open learning centers that provide for individual instructional activities with large and small group interaction. All children are encouraged to develop according to their own unique abilities, interests and growth rates.

We are licensed by the State of Texas. Each classroom has its own teacher with a four-year degree teacher or a Child Development Associates (CDA) and follows a developmentally appropriate curriculum. The UTCDC is open from 6:00 a.m. to 6:00 p.m. Monday through Friday and is closed on all holidays observed by UTHSC-H.

Parents are encouraged to participate in various projects involving their children and to serve as liaisons between their home and the UTCDC. Regularly scheduled parent/teacher conferences apprise parents of the professional staff’s assessment of their child’s growth and development. All parents are
invited to participate in the activities of the Building Blocks Committee, which acts as a support group for the UTCDC.

The UTCDC program encourages and promotes a balance between the child’s social, emotional, intellectual and physical needs. We look forward to having you join us and welcome you to tour our facility.

For a tour or further information, contact:
Child Development Center
The University of Texas Health Science Center at Houston
7900 Cambridge
Houston, Texas 77054
(713) 500-8454
Website: http://ae.uth.tmc.edu/cdc/cdc.html

University Housing

University Housing consists of two unique apartment communities. The 7900 Cambridge complex was built in 1982 and offers first and second floor units in one, two, and three bedroom floor plans. The 1885 El Paseo property, built in 2005, is a contemporary style living environment with four floors of one and two bedroom apartments with a four story parking garage located in the middle of the complex. Each apartment is carpeted and comes equipped an all-electric kitchen. The 1885 El Paseo property offers washers and dryers in each apartment. The 7900 Cambridge property offers coin-operated washers and dryers housed in three laundry rooms.

The entrance to both properties is controlled by a 24-hour guard. A shuttle to the Texas Medical Center is available to eligible UT Housing residents.

Leasing office hours are from 8:00 a.m. to 6:00 p.m. Monday through Friday.

All TMC affiliated students, faculty, and staff are encouraged to apply

Send inquiries to:
University Housing
The University of Texas Health Science Center at Houston
1885 El Paseo
Houston, Texas 77054
(713) 500-8444  FAX 500-8448
Website: http://ae.uth.tmc.edu/housing/index.html

Transportation

UTHSC-H provides a commuter/circulator shuttle operation for all UT –Houston students, faculty and staff only. UTHSC-H identification badges are required for access onto the shuttle. The shuttle service is contracted through AFC Corporate Transportation and operates from 6:00 a.m. to 8:00 p.m. Monday through Friday with the exception of official University holidays. During peak operating hours (6:00 a.m. to 9:00 a.m. and 3:00 p.m. to 6:00 p.m.) the shuttle runs every 30-35 minutes from University Housing. Key shuttle stop locations are: University Housing, Recreation Center, University Center Tower, School of Nursing, School of Public Health, Dental Branch/Mental Science Institute, Medical School, and the Graduate School of Biomedical Sciences.
If you have any questions regarding shuttle services or route information, please contact the Auxiliary Enterprises Parking/Shuttle Service Office at (713) 500-3405. To obtain a copy of the UTHSC-H Shuttle Schedule, visit the Parking/Shuttle Service website at http://ae.uth.tmc.edu/parking/index.html.

In addition to the UTHSC-H Shuttle, the Texas Medical Center (TMC) operates a free METRO shuttle from its various locations. For more information about METRO/TMC shuttle service, call the TMC Parking Office at (713) 791-6161 or METRO for other route information at (713) 635-4000.

Students should be aware that the streets and roadways adjacent to UTHSC-H facilities are public roadways and that Vehicle Inspection practices (Texas Transportation Code, Section 548.602) are fully enforced. A peace officer who exhibits a badge or other sign of authority may stop a vehicle not displaying an inspection certificate on the windshield. It is a Class C misdemeanor offense to operate a motor vehicle after the fifth day after the date of expiration of the period designated for inspection for a motor vehicle registered in Texas.

**General Parking Information for UTHSC-H Students**

Due to traffic congestion and on-going construction in the Texas Medical Center (TMC), much of contract parking is limited to remote parking locations. A shuttle bus or van from the remote locations to the TMC make frequent stops at key locations throughout TMC. Free parking areas for bicycles and motorcycles are located throughout the TMC.

Student contract parking is available from the TMC Parking Office located at the TMC Visitor Information Center on the corner of Bertner and Holcombe. Student parking is available at the South Extension Lot and the Smithlands Extension Lot located between Braeswood and Old Spanish Trail. Students with disabilities may obtain decals for parking in reserved spaces. In addition, TMC provides after-hours parking (6:00 p.m.-7:00 a.m.) on the central campus of TMC at a discounted rate. For more information on TMC Parking, please call the TMC Parking Office at (713) 791-6161. If you need assistance after hours or on weekends, you can call UT Police at (713) 500-4357 for an escort service to your vehicle. Identify yourself as a UTHSC-H student and give them your location. You may have to wait 5-10 minutes or more depending on the availability of the after-hours escort.

University Center Tower (UCT) Garage: Parking at the University Center Tower (UCT) garage located at 7000 Fannin (corner of Fannin & Pressler) is restricted to employees and students occupying the building. However, students are granted complimentary parking for one and a half hours with the student I.D. badge displaying a current sticker. The complimentary parking is for student-related business only (i.e., registrar, financial aid, Bursar’s office, and counseling). Before exiting the parking facility, a valid student ID badge must be shown with current student sticker with the parking ticket to the attendant in the Parking Office on the first floor of the UCT building for validation. Parking in excess of the 1-1/2 hour complimentary parking is at the student’s expense. This privilege is extended to enrolled/current students only. The UCT garage is open Monday through Saturday but collection of parking fees is Monday-Friday only. The garage access gates are usually open for parking access Monday through Friday 6:00 a.m. to 7:00 p.m. For more information about parking and UTHSC-H operated parking areas, please call the Auxiliary Enterprises Parking/Shuttle Service Office at (713) 500-3405.

University Professional Building (UPB) Garage: After Hours (5:00pm to 8:00am) and weekend parking is available at the University Professional Building Garage, 6414 Fannin for students at a rate of thirty dollars ($30) per semester. Parking contracts can be attained by visiting the UPB Parking Office (G.25) and presenting their student ID. There is a one-time non-refundable parking card activation fee of ten dollars ($10) upon contract completion. The UPB Parking Office is open from 8:00 a.m. to 5:00 p.m.
Monday through Friday. For more information about the UPB Parking Garage contact the Parking Office at (832) 325-7655.

**Alternative Transportation Options**

Van Pool Info: METRO offers a subsidy per month in the form of a voucher to METROVan participants. To form or join a van pool, please call METRO’s Ride Share at (713) 224-RIDE or (713) 739-4981.

Please contact UTHSC-H Parking/ Shuttle Services at (713) 500-3405 or click on [http://ae.uth.tmc.edu/parking/index.html](http://ae.uth.tmc.edu/parking/index.html) for additional information.

**Bookstores**

The UTHSC-H Bookstore operates three locations – Medical School, Dental Branch and School of Nursing.

**Medical School Bookstore**

The Medical School Bookstore carries required and recommended textbooks for the Medical School. Medical equipment is discounted in varying amounts. In addition to textbooks, the bookstore stocks a large number of reference books. Books that are not stocked may be special ordered at the cash registers. The hours of operation are 8:30 AM – 5:00 PM Monday – Friday.

Included among its services, the bookstore offers the sale of Metro bus passes. In addition, the bookstore orders graduation invitations and academic regalia. The bookstore also buys used books daily from 9:00 a.m. to 4:00 p.m.

For further information, contact:
University Bookstore
The University of Texas Health Science Center at Houston
6431 Fannin
Houston, TX 77030
(713) 500-5860   FAX (713) 500-0540
Website:  [http://books.uth.tmc.edu](http://books.uth.tmc.edu)

**Dental Branch Bookstore**

The Dental Branch Bookstore carries required and recommended textbooks for the Dental School. Dental equipment is discounted in varying amounts. Books and equipment that are not stocked may be special ordered at the cash registers. The hours of operation are 8 AM – 4 PM, Monday – Friday.

For further information, contact

Dental Branch Bookstore
The University of Texas Health Science Center at Houston
6516 M.D. Anderson Blvd, Room 8
Houston, TX 77030
(713)500-4450

**School of Nursing Bookstore**

The School of Nursing Bookstore carries required and recommended textbooks for the School of Nursing and the School of Public Health. Medical equipment is discounted in varying amounts. In
addition to textbooks, the bookstore stocks a large number of reference books. Books that are not stocked may be special ordered at the cash registers. The hours of operation are 8:30 AM – 5:00 PM Monday – Friday.

Included among its services, orders graduation invitations and academic regalia, the bookstore also buys used books daily from 9:00 a.m. to 4:00 p.m.

School of Nursing Bookstore
The University of Texas Health Science Center at Houston
6901 Bertner, Room 280
Houston TX 77030
(713)500-9561

University Dining and Catering Services
The French Corner, UTHSC-H’s food service provider, is located within two buildings of UTHSC-H. These locations are in the basement of the Dental Branch, 6516 M.D. Anderson Blvd., and the first floor of the School of Nursing and Student Community Center Building, 6901 Bertner Ave.

Hours of Operation (Excluding University holidays)

Dental Branch
Breakfast: 7:00 a.m. - 10:30 a.m.
Lunch: 10:30 a.m. - 4:00 p.m.

School of Public Health
Breakfast: 7:00 a.m. - 10:30 a.m.
Lunch: 10:30 a.m. - 4:00 p.m.

Catering services are available for all types of events. Catering Services can be obtained by calling either location at: School of Nursing – 713-500-4058 or Dental Branch – 713-500-9102. The Dental Branch location services functions at the Dental Branch Building, while the School of Nursing location services all other locations throughout the Health Science Center.

Vending machines are also available and located throughout the UTHSC-H campus in 23 different locations.

Recreation Center Facilities and Programs
The recreation fee entitles a UTHSC-H student to use the Recreation Center which is located at 7779 Knight Road, adjacent to the University Housing Complex. Operating hours of the facility are: 6:00 a.m. - 10:00 p.m. Monday through Friday, 8:00 a.m. - 8:00 p.m. on Saturday, and 10:00 a.m. - 8:00 p.m. on Sunday. The facility will close during major University holidays, however, it will usually operate on holiday hours, for some of the one day holidays. These times and days are posted in advance.

Facilities consist of an outdoor olympic size swimming pool, which is heated in the winter, weight room area, cardiovascular exercise area, aerobic studio, 2 outdoor tennis courts, 2 outdoor basketball courts, locker rooms, 2 outdoor sand volleyball courts, and jogging trail.

A wide variety of activities and programs are offered on a semester basis. These activities are designed for health and fitness, as well as for fun and relaxation. Students are encouraged to participate in the Recreational Sports Program, Wellness Program, Instructional Program, Youth & Family Program,
Aquatics and Aerobics Programs. Recreation Center membership is open to all UTHSC-H faculty, staff, students, families and affiliates, including Texas Medical Center employees. A valid ID is required for admittance and at time of purchase of any services offered. UTHSC-H students have the option of having their spouse and or child(ren) join the facility by registering them through the “optional fee” selection or by paying directly at the facility.

The optional fee selection is for spouse, child or family. There is no charge for children under 6 years of age, and the Family fee covers spouse and unlimited children between ages 6-20, only. UTHSC-H students do have the privilege of having “extended family” members join (brother, sister, mother, father), but this must be handled directly at the facility. To get the best value, we encourage students with children under the age of 16, to handle their family membership fees directly at the facility. This is due to certain age restrictions and areas with limited seasonal use by children under the age of 16.

If you do use the optional fee selection, you will need to bring a copy of your fee statement to the facility, to obtain your optional membership. At that time, Rec Center ID cards will be made for your spouse/family.

For further information, please contact:
UTHSC-H Recreation Center
The University of Texas Health Science Center at Houston
7779 Knight Road
Houston, Texas 77054
(713) 500-8420
Website: [http://ae.uth.tmc.edu](http://ae.uth.tmc.edu) and click on Recreation Center

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**Houston Academy of Medicine-Texas Medical Center Library**

The Houston Academy of Medicine-Texas Medical Center (HAM-TMC) Library serves as the accredited library for most Texas Medical Center institutions and is the primary library for The University of Texas Medical School-Houston. The Library is also home to the [John P. McGovern Historical Research Collection](http://johnpmcgovern.org), as well as the newly-acquired Menninger Collection on Psychiatry and Psychoanalysis, one of the world’s most comprehensive collections of books, journals and archival materials in psychiatry, psychoanalysis and psychology.

Currently, the HAM-TMC Library contains 76,500 square feet of space and holds over 333,000 volumes, including books and 2,700 series and journal volumes. Additionally, the Library has subscriptions to over 100 electronic databases and over 4,000 electronic journals. Over fifty public access computers are available to library users for Internet access and research, as well as word processing, database development, and preparation of spreadsheets and public presentations through Microsoft® software applications. The Library also offers such classes...
as Navigating PubMed, Internet for Medical Research, and Navigating Full-Text Journals, in addition to instruction in Basic HTML, Endnote, NLM Gateway, OVID, PowerPoint, and Reference Manager.

Since 1991, the Library has served as the Regional Medical Library for the National Network of Libraries of Medicine, South Central Region, with responsibility for the library needs of health professionals in the five-state region of Arkansas, Louisiana, New Mexico, Oklahoma and Texas. Chosen by the National Library of Medicine, there are only eight Regional Medical Libraries in the nation.

Website:  http://resource.library.tmc.edu/

**UTHSC-H Policy Information for Students**

The following excerpts and policy descriptions from The University of Texas Health Science Center at Houston Handbook of Operating Procedures (HOOP) are from selected policies that relate to student life at UTHSC-H. Additional student policies can be found in the HOOP located on the internet at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/index.html or linked to the university’s Home Page (http://www.uthouston.edu/).

In an educational community as large as The University of Texas System, formal policies and procedures must exist to facilitate the orderly conduct of affairs. The Regents’ Rules and Regulations (http://www.utsystem.edu/bor/rules.htm) reflect the general policies and rules set forth by the Board of Regents of The University of Texas System and apply to all institutions within the UT System. The Regents’ Rules and Regulations supersede all official documents at UTHSC-H and all policies in these documents must reflect the policies outlined in the Regents’ Rules and Regulations. The HOOP implements the rules of governance and administrative procedures for UTHSC-H within the guidelines of the policies set forth by the Board of Regents.

For additional information on policies specific to individual schools, contact the Student Affairs Office in your school.

**STUDENTS ARE HELD INDIVIDUALLY RESPONSIBLE FOR READING AND BECOMING FAMILIAR WITH UTHSC-H POLICIES, REGULATIONS AND PROCEDURES.**

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**Academic Records and Family Educational Rights and Privacy Act (FERPA)**

The University of Texas Health Science Center at Houston (UTHSC-H) is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, which protects the privacy of educational records and establishes the rights of students to access and correct their educational records. The full policy can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_08.html.

The full text of FERPA, which includes a list of directory information that the university may release without a written request for non-disclosure, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_c/c_6_08.html.

Please note that in some cases, the thesis or dissertation authored by a student must be made available to interested members of the community for necessary review and commentary. A copy of FERPA is also maintained and available in the Office of the Registrar and can be found on the Registrar’s Website at http://registrar.uth.tmc.edu/Registration/FERPA.html.
AIDS, HIV, HBV, and HCV Infection

The University of Texas Health Science Center at Houston (UTHSC-H) works to help safeguard the health and safety of students, employees, patients, and the general public against the contact and spread of infectious diseases. The UTHSC-H is also sensitive to the needs and rights of any of its employees or students who have contracted diseases that might be infectious. In recognition of Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) as serious public health threats, the UTHSC-H has adopted policy and procedural steps to both prevent the spread of HIV, HBV, and HCV infections and to protect the rights and well-being of those employees or students who may be infected with HIV and HBV. The full policy, which defines terms and addresses general principles, voluntary counseling and testing, work-related exposure, and educational efforts, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/18/18_07.html.

Campus Security

UTHSC-H is committed to a safe and secure learning and working environment. To that end, the university strives to assure that its buildings and contents are secure and that members of the university community are properly identified and are given appropriate access to university facilities and amenities. Policy 1.06 Campus Security can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/01/1_06.html.

In compliance with the Student Right-to-Know and Crime Awareness and Campus Security Act, UTHSC-H collects specified information on campus crime statistics and makes timely reports to the campus community on crimes considered to be a threat to students and employees. The University of Texas at Houston Police Department provides a link to crime statistics on its website at http://www.mdanderson.org/utpd/. (Policy 18.04 Reporting Criminal Activity on Campus can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/18/18_04.html.

Conduct and Discipline

All UTHSC-H students are expected and required to obey federal, state, and local laws; comply with the Regents’ Rules and Regulations; comply with UTHSC-H and UT System rules and regulations; comply with directives issued by administrative officials of the UTHSC-H or UT System in the course of their authorized duties; and observe standards of conduct appropriate for an academic institution. Any student who engages in conduct that violates the Regents’ Rules and Regulations, UTHSC-H or UT System rules, or federal, state, or local laws is subject to discipline whether the conduct takes place on or off campus and whether or not civil or criminal penalties are imposed for such conduct. The full policy, which defines unacceptable conduct and sanctions, and describes the process, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_03.html.

Criminal Background Checks - Students

The University of Texas Health Science Center at Houston (UTHSCH) is committed to providing a safe environment for its students and employees. Section §51.215 of the Texas Education Code permits UTHSCH to obtain criminal background information regarding applicants for security sensitive positions as designated by the President of UTHSCH or his/her designee. Increasingly, a criminal background check is being required by clinical facilities in which students enrolled in clinical programs receive education and training. Furthermore, some licensing boards in Texas require criminal background checks before issuing a license to practice. Based on this background, The University of Texas Board of Regents at the July 8, 2005, meeting granted authority to all institutions offering clinical programs to amend their catalogs to inform potential students of the possible requirement of a criminal background check.
The University of Texas Health Science Center at Houston

check. Individuals who are unable to meet the school’s criminal history standards may be denied admission or continued enrollment in the program.

For the purposes of this policy, UTHSCH has determined that all students are in security sensitive positions and thus may be subject to criminal background checks. This policy goes into effect immediately and may encompass current students as well as incoming students. A second background check may be required for clinical placement or other purposes at the discretion of the school and at the expense of the student. The full policy, which provides additional details and describes the process, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_19.html

Disability Accommodation

The University of Texas Health Science Center at Houston (UTHSC-H) ensures equal educational opportunity for all disabled individuals who are otherwise qualified, with or without reasonable accommodation.

If any student has questions about a disability or accommodation, or feels that he or she has been discriminated against on the basis of a disability, he or she should contact the UTHSC-H Office of Equal Opportunity and Diversity or contact the Student Affairs office at his/her school. Policies and procedures regarding disability accommodation can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/02/2_18C.html.

Equal Educational Opportunity

The University of Texas-Health Science Center at Houston (UTHSC-H) strives to maintain an educational environment that is free from impermissible discrimination. 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 UTHSC-H or any of its component academic entities on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, sexual orientation, or disability.

Any student or potential student who has a complaint under this policy should contact the associate dean for student affairs in his or her school, the executive vice president for academic affairs, or the Office of Equal Opportunity and Diversity. The full policy can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_01.html

Hazing

Hazing is prohibited by both state law (Sections 37.151 et seq and 51.936, Education Code) and by the Regents’ Rules and Regulations (Part One, Chapter VI, Section 3.28). The term “hazing” is broadly defined by statute to mean any intentional, knowing, or reckless act, occurring on or off the campus of UTHSC-H, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include students at the university. Hazing with or without the consent of the student is prohibited and violations may render both the person inflicting the hazing and the person submitting to the hazing subject to criminal prosecution and student disciplinary action by UTHSC-H. (From policy 6.03 Conduct and Discipline, http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_03.html)

Immunizations and Health Records

All students registering at The University of Texas Health Science Center at Houston (UTHSC-H) are required to furnish an immunization record signed by a health care provider. Certain exemptions are

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allowed from all immunization requirements. The UT Medical School Health Services (MSHS) will place an immunization "hold" on each student’s record at the time of admission if immunizations are incomplete. The hold blocks registration. The MSHS will release all immunization holds after proof of immunizations is satisfied.

Listed below are immunizations required by all UTHSC-H schools, with the exception of the School of Health Information Sciences that only requires only the PPD Skin Test (and Varicella if exposed to human blood/body fluids). Click on each immunization for detailed information.

Tetanus/Diphtheria
Measles (Rubeola)
Mumps
German Measles (Rubella)
PPD (TB) Skin Test
Hepatitis B Series
Varicella (Chickenpox) Series

The Certification of Immunization form posted on the Registrar’s website (http://registrar.uth.tmc.edu/Forms/immuform.pdf) includes the minimum requirement regarding each of the above immunizations as well as table listing the requirements of each of the schools.

Important information about bacterial meningitis can be found on the Registrar’s website (http://registrar.uth.tmc.edu/Registration/bacmeningitis.html), and the Certification of Immunization form contains a place for acknowledging receipt of this information.

The full policy, which lists required immunizations and procedures for requesting exemptions from required immunizations, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_07.html

### Determination of Resident Status

Before an individual may register at The University of Texas Health Science Center at Houston (UTHSC-H) and pay tuition at the rate provided for residents of the State of Texas, the individual must provide required information regarding residency status. The Registrar is the Residency Determination Official for the university. The full policy can be found online at: http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_12.html.

Information about the Petition for Resident Tuition and a link to the Residency Questionnaire can be found on the Registrar’s Website at: http://registrar.uth.tmc.edu/Services/Student_Forms.html (Scroll down and click on “Residency Policy for Instate Tuition.)

### Observing Religious Holy Days

Students who are absent from classes for the observance of a religious holy day may take an examination or complete an assignment scheduled for the religious holy day within a reasonable time before or after the absence, as long as the student informs the instructor of each class to be missed of the planned absence(s) not later than the fifteenth day of the semester. The notification must be in writing and may either be delivered by the student personally to each instructor, with receipt of the notification acknowledged and dated by each instructor, or mailed by certified mail, return receipt requested, to each instructor.
As noted, a student who follows these procedures and is excused from class for a religious holy day may not be penalized, but the instructor may respond appropriately if the student fails to satisfactorily complete the assignment or examination. The full policy can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/02/2_37A.html

### Sexual Assault

UTHSC-H seeks to provide a campus environment free from inappropriate conduct of a sexual nature including sexual assault. In accordance with this commitment, and in accordance with the requirements of the Higher Education Reauthorization Act of 1992, the UTHSC-H has created a policy specifically to address this important issue. Policy 6.14 Sexual Assault can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_14.html.

### Sexual Harassment

The UTHSC-H distinguishes between, and has different procedures for dealing with, allegations of sex discrimination and sexual harassment. Any student who feels that he or she has been discriminated against on the basis of his or her sex should use the appropriate Grievance process outlined in the online policy. This policy applies to the conduct of all members of the community of UTHSC-H including, but not limited to, administrators, faculty, staff, students, residents, fellows and other trainees, volunteers, vendors, consultants, observers, and visitors. The full policy, which defines sexual harassment, sexual misconduct, and consensual relationships and explains the appropriate process for registering complaints, can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/02/2_04.html.

### Student Government

The University of Texas Health Science Center at Houston (UTHSC-H) authorizes the existence of a student government body that has the jurisdictions and powers delegated by the Board of Regents of The University of Texas System. The student association of UTHSC-H is the Student InterCouncil (SIC), which is recognized as a forum for student opinion and is made up of representatives from each of the six schools with minority and international representation.

Website: [http://www.uth.tmc.edu/sic/](http://www.uth.tmc.edu/sic/)

The SIC bylaws can be found online in the HOOP at [http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_b/sic.html](http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_b/sic.html).

The full student government policy can be found online at [http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_06.html](http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_06.html) and the Statement on Governance can be found at [http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_c/c_4_26.html](http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/app_c/c_4_26.html).

### Student Organizations

The University of Texas Health Science Center at Houston (UTHSC-H) encourages its students, faculty, and staff to develop collegial relationships, and has established specific policies, based on UT System Regents Rules, Series 50202, that govern any organizations formed by those affiliated with the university.

An student organization that is registered with the UTHSC-H may have a membership composed of students, faculty, and staff of all or particular schools or operating units within the Health Science
Center, but it will not suggest or imply that it is acting with the authority or as an agency of the institution.

Accordingly, a registered organization will not use the name of the UTHSC-H or the name of The University of Texas System as part of the name of the organization. An organization cannot display the UTHSC-H logo or the seal of either the UTHSC-H or The University of Texas System in connection with any activity of the organization or use such marks as part of any letterhead, sign, banner, pamphlet, or other printed material that bears the name of the organization. A registered organization may not have any person as a member who is not either a registered student or a member of the faculty or staff of the UTHSC-H. The full UTHSC-H Student, Faculty and Staff Organizations policy can be found online in the HOOP at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/01/1_18.html

Additional information and registration forms for school-based organizations and for UTHSC-H-wide organizations can be found on the Academic Affairs website at http://www.uth.tmc.edu/academic/student_orgs.htm.

Substance Abuse - Students

The University of Texas Health Science Center at Houston (UTHSC-H) is committed to maintaining an environment that is free from substance abuse and its primary concern related to substance abuse among students is prevention and treatment. The institution provides educational programs to inform its community about the physical and psychological problems associated with substance abuse, as well as pertinent state and federal laws. The UTHSC-H recognizes that substance abuse is a treatable condition and, as an institution dedicated to health, facilitates the treatment and rehabilitation of this condition. The full policy can be found online at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/18/18_06.html.

Travel by UTHSC-H Students

The University of Texas Health Science Center at Houston (UTHSC-H) supports the educational, research and service activities of its students by sponsoring and reimbursing certain travel activities expenditures. The university, however, has special concerns as to how students are asked or permitted to travel on official university business. This policy includes special rules outlined by the Board of Regents of The University of Texas System to assure that students who are asked or authorized to travel are aware of university rules on travel, how to seek and obtain approval for travel, how to be reimbursed for travel expenditures, and safety rules that apply to student travel. The full policy can be found at http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/06/6_18.html.

Other Important Policies Affecting Students

Other important policies affecting students are included in the HOOP (http://www.uth.tmc.edu/ut_general/admin_fin/planning/pub/hoop/index.html); e.g., Chapter 2 University Citizenship and Chapter 18 Safety and Health. Additional student policies are listed below. Students are expected to read and familiarize themselves with university policies and procedures.

- 6.09 Student Employment Appointments
- 6.10 Financial Aid
- 6.11 Tuition, Fees, and Debt
- 6.11A Tuition and Refund
- 6.13 Governance
- 6.15 Tax-Free Sales
- 6.16 Student Services
- 6.17 Student Publications
The University of Texas Health Science Center at Houston

School of Public Health

2007-2009 Catalog

The University of Texas Health Science Center at Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501; URL http://www.sacs.org/) to award certificates and bachelor, master, doctoral and professional degrees.

This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas School of Public Health at Houston or The University of Texas System. The University of Texas School of Public Health at Houston reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective when the proper authorities so determine and will apply to both prospective students and those currently enrolled.
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School of Public Health
2007-2009 Catalog

DEAN’S WELCOME

Welcome to The University of Texas School of Public Health at Houston. We are committed to making health happen through visionary teaching, research, and public health service programs. This school is the oldest and most respected accredited school of public health in Texas and has established a state, national, and international reputation as a leader in education and research.

Health is among the most important conditions of life and is needed to achieve well-being and happiness. Public health touches the lives of people every day. We all receive vaccinations to prevent diseases that have devastated past generations, health departments monitor disease outbreaks, restaurant inspections prevent food poisoning outbreaks, seat belt and drunk driving laws are in place due to public health efforts, water systems have fluoridated drinking water, we have regulations to control pollution in our environment, we have safer workplaces, family planning programs are widespread, schools have programs to prevent heart disease by teaching children about healthy diets and promoting physical activity, adolescents are taught in school about safe sex practices to prevent sexually transmitted diseases and unwanted pregnancies, we use sunscreen to protect our skin, public places are smoke-free due to public health efforts, and smoking prevention and smoking cessation programs are widely available. 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 also 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 San Antonio, El Paso, Dallas, and Brownsville, which makes us a resource for the entire state of Texas. We serve a very diverse population in Texas and 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 that will 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 internationally. 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.

Guy S. Parcel, Ph.D.
Dean of the School of Public Health
M. David Low Chair in Public Health
John P. McGovern Professor in Health Promotion
## The University of Texas School of Public Health at Houston

### Academic Calendar Year

#### 2007-2008

<table>
<thead>
<tr>
<th>Semester</th>
<th>Begins</th>
<th>End</th>
<th>Exams</th>
<th>Blackboard Holiday</th>
<th>Break</th>
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<tr>
<td><strong>Fall Semester 2007</strong></td>
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</tbody>
</table>

*Holidays will be announced in the schedule of classes.*
# Academic Calendar Year 2008-2009

## Fall Semester 2008
- **Semester Begins**: September 2, 2008
- **Classes End**: December 12, 2008
- **Exams**: December 15 –19, 2008
- **Blackboard Holiday**: December 27 – 30, 2008

## Spring Semester 2009
- **Semester Begins**: January 12, 2009
- **Classes End**: May 1, 2009
- **Exams**: May 4 - 8, 2009
- **Spring Break**: March 9 -13, 2009

## Summer Sessions 2009

### 12 Weeks, 2009
- **Session Begins**: May 26, 2009
- **Classes End**: August 18, 2009
- **Exams**: August 19 –20, 2009

### 1st 6 Weeks, 2009
- **Session Begins**: May 26, 2009
- **Classes End**: July 6, 2009
- **Exams**: July 7, 2009
- **Blackboard Holiday**: June 8, 2009

### 2nd 6 Weeks, 2009
- **Session Begins**: July 8, 2009
- **Classes End**: August 19, 2009
- **Exams**: August 20, 2009

*Holidays will be announced in the schedule of classes.*
## Administrative Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guy S. Parcel, Ph.D.</td>
<td>Dean of the School of Public Health</td>
<td></td>
</tr>
<tr>
<td>David R. Carnahan, M.B.A.</td>
<td>Associate Dean for Management</td>
<td></td>
</tr>
<tr>
<td>Cynthia L. Chappell, Ph.D.</td>
<td>Associate Dean for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>R. Sue Day, Ph.D.</td>
<td>Associate Dean for Research</td>
<td></td>
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<tr>
<td>Linda E. Lloyd, Ph.D.</td>
<td>Associate Dean for Public Health Practice</td>
<td></td>
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<tr>
<td>Gene D. Schroder, Ph.D.</td>
<td>Associate Dean for Outreach Programs</td>
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<tr>
<td>Mary Ann Smith, Ph.D.</td>
<td>Assistant Dean for Academic Affairs</td>
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</tr>
<tr>
<td>Hector G. Balcazar, Ph.D.</td>
<td>Regional Dean, El Paso Regional Campus</td>
<td>M.P.H. Program</td>
</tr>
<tr>
<td>Raul Caetano, M.D., M.P.H., Ph.D.</td>
<td>Regional Dean, Dallas Regional Campus</td>
<td>M.P.H. Program</td>
</tr>
<tr>
<td>Joseph B. McCormick, M.D.</td>
<td>Regional Dean, Brownsville Regional Campus</td>
<td>M.P.H. Program</td>
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<tr>
<td>Sharon P. Cooper, Ph.D.</td>
<td>Regional Dean, San Antonio Regional Campus</td>
<td>M.P.H. Program</td>
</tr>
<tr>
<td>Cheryl L. Perry, Ph.D.</td>
<td>Regional Dean, Austin Regional Campus</td>
<td>M.P.H. Program</td>
</tr>
<tr>
<td>Eric Boerwinkle, Ph.D.</td>
<td>Director, Division of Epidemiology and Disease Control</td>
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</tbody>
</table>
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 responsibil-
ity 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 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 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 as well as 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 SPH 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.

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 may admit students holding a bachelor’s degree directly to the PhD 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, 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 carry 12-16 credit hours per semester. A minimum of three credit hours must be taken in each semester a student is enrolled. All courses taken by students accumulate semester credit hours, but no more than a combined total of six credit hours earned for thesis/dissertation research and/or 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.

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 need to be readmitted to the school in order to complete the degree program.
MASTER OF PUBLIC HEALTH

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.

Divisions (Disciplines):
- Biostatistics
- Environmental and Occupational Health Sciences
- Epidemiology and Disease Control
- Health Promotion and Behavioral Sciences
- Management, Policy, and Community Health

Regional Campuses
- Austin Regional Campus
- Brownsville Regional Campus, M.P.H. Program
- Dallas Regional Campus, M.P.H. Program
- El Paso Regional Campus, M.P.H. Program
- San Antonio Regional Campus, M.P.H. Program

Optional Concentrations:
- Global Health (Interdivisional)

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 all 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 may submit copies of reports, articles, recommendations, a career goal statement, 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 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 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).
Practicum

Culminating 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 areas 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 Affairs will contain all supporting elements of an acceptable culminating experience.
- All M.P.H. students must present 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 internship at an agency or organization located outside the School of Public Health at Houston that is 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. 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 C.E. 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 work.

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 Academic Affairs. During evaluation week at the end of each semester, each M.P.H. student will meet with the advisory committee to review academic progress, course selection, and thesis development.

See Application Procedures and Deadline Dates for a list of required application materials. See Admissions Process for factors considered in the admission decision.
Core Requirements for M.P.H. Students

The following courses satisfy the M.P.H. core public health discipline requirement. Where more than one course is listed, the student is expected to choose one of the options listed.

Biostatistics:
PH 1610 Introduction to Biostatistics
PH 1725 Intermediate Biostatistics I
PH 1726 Intermediate Biostatistics II

PH 1725 and PH 1726 must be taken in a sequence; one course alone does not satisfy the core requirement. PH 1725 and PH 1726 are required core courses for M.P.H. majors in the Biostatistics Division.

Environmental and Occupational Health Sciences:
PH 2100 Foundations of Environmental and Occupational Health Sciences
PH 2110 Overview of Environmental Health
PH 2120 Man’s Impact on the Environment

Epidemiology and Disease Control:
PH 2610 Introduction to Epidemiology

Health Promotion and Behavioral Sciences:
PH 1110 Social and Behavioral Aspects of Community Health
PH 1111 Health Promotion Theory and Methods I
PH 1112 Health Promotion Theory and Methods II

PH 1111 and PH 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.

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

Management, Policy and Community Health:
PH 3710 Administration and Public Health
PH 3715 Introduction to Management and Policy Sciences
PH 3720 Principles and Practice of Public Health
PH 3725 Health and Safety Program Management
PH 3740 Community-Based Health Assessment
PH 3922 Economic and Social Determinants of Health
DOCTOR OF PUBLIC HEALTH

The Doctor of Public Health (Dr.P.H.) degree signifies distinguished scholarly accomplish-
ment. 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; however, course selection is not restricted to that Division. In addition, stu-
dents may elect an interdivisional concentration, such as Global Health.

Doctor of Public Health students may major in the following areas:

- Occupational Health and Environmental Sciences
- Epidemiology and Disease Control
- Health Promotion and Behavioral Sciences
- Management, Policy, and Community Health
- Community Health Practice
- Health Services Organization

Dr.P.H. Optional Concentrations

Global Health (Interdivisional)

The primary course of study for doctoral programs is located at the Houston campus. How-
ever, doctoral candidates may complete their course of study by engaging in research in residency at a Regional Campus in Austin, Brownsville, Dallas, El Paso, or San Antonio where students work with an onsite faculty member as the Dissertation Supervisor. Research activi-
ties of the faculty are included in the Division’s list of faculty.

Admission Requirements

- Prior M.P.H. degree or equivalent preparation from a regionally accredited university or college, 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, 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), and documents.
- 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).

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 12 courses and at least 36 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 11 courses and 33 semester credit hours in preparation for the qualifying ex-
amination.
- 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 is not automatic, and acceptance into the M.P.H. program is decided collectively by Divisional faculty.

Enrollment is required during the semester in which the student is involved in a practicum/internship and in which the qualifying examination is taken. Candidates for a degree must be enrolled during the semester in which the research proposal is submitted and continuously thereafter until degree requirements are completed.

**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.

**Advisory Committee**

The Advisory Committee assists the student in preparing for the qualifying examination and constructs and administers the exam. The Committee consists of at least three regular faculty members, including an academic advisor who is assigned during the admissions process and two faculty from other public health fields. The two additional members of the committee are selected by the principal advisor and the student and must agree to serve on the Committee. The committee membership must be approved by the Associate Dean for Academic Affairs. Successful completion of the qualifying examination converts 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 Academic Affairs. The dissertation requirement will be fulfilled when the manuscript 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 has taken place.

**Required Review**

Any student who has been admitted to candidacy for a doctoral 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. Otherwise, the dissertation committee will review the case at the end of the three-year period and annually thereafter, and will consider such recommendations as (1) modifications necessary in the research protocol, analyses, or interpretations, (2) additional coursework, or (3) dismissal. Recommendations of the dissertation committee are forwarded to the Dean, who is the final authority on all academic matters.
MASTER OF SCIENCE

The Master of Science (M.S.) degree in Public Health is offered within the following fields of study:

- Biostatistics
- Environmental and Occupational Health Sciences (currently inactive)
- Epidemiology and Disease Control

These are research fields, each with a theory, a body of knowledge, and a set of methods that define it. They interrelate substantially, however, and constitute much of the broad field of public health. Since preparation in depth in such a multiplicity of fields is manifestly impossible, the student is expected to focus in one or a few areas and gain an understanding of the interrelations within the array. Where the requisite skills are not included in our own faculty, students are encouraged to draw upon the resources of other institutions of higher learning in Houston and elsewhere. To a large extent, the program will be arranged by the student in consultation with the faculty advisor and the Advisory Committee to meet the student’s specific educational goals. A student elects one of these fields 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.

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 all 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).

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 (a minimum of 12 courses comprising 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 concentration. If approved by the student’s Advisory Committee, the thesis may include one or more articles suitable for publication in a professional journal.

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

Advisory Committee

A faculty advisor representing the field of study is appointed during the admissions process. During the first semester of enrollment, the student and faculty advisor nominate two additional regular faculty members from major and minor areas, who with the faculty advisor constitute the student’s Advisory Committee. The Committee assists in the selection of a course of study and related academic matters and evaluates the student’s academic progress. A fourth member of the Committee may be selected to contribute special expertise to the student’s research. The optional committee member may belong to another academic institution. Committee membership must be 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
- Health Promotion and Behavioral Sciences
- Environmental and Occupational Health Sciences
- Epidemiology and Disease Control
- Management, Policy, and Community Health

A student who elects one of these major fields of study will select two of the other fields as minor areas of study in preparing for the qualifying examination.

The primary course of study for doctoral programs is located at the Houston campus. However, doctoral candidates may complete their course of study by engaging in research in residency at a Regional Campus in Brownsville, Dallas, El Paso or San Antonio. Students may work with a Regional Campus faculty member as the Dissertation Advisor. Research activities of the faculty at the Houston and Regional Campuses are indicated in the Division’s list of faculty.

Admission Requirements

- Prior master’s or a more advanced degree, in an appropriate field of study, from a regionally accredited university or college; or for Biostatistics only, a bachelor’s degree (BA or BS) in a mathematical, biomedical, or physical science from a regionally accredited university or college, and
- Outstanding promise of scholarly accomplishment and research capability, and
- Submission of application and all 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).

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 (a minimum of 12 courses comprising at least 36 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 11 courses and 30 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. That student’s 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 for the masters-prepared student no more than a total of six credit hours of the 36 credit hour minimum may be earned for dissertation research. For the student with a bachelor’s degree, no more than a total of nine 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
At least three members of the regular faculty, including an academic advisor and representatives from faculty in the minor fields of study advise the student in preparation for the qualifying examination and will administer the examination. The academic advisor is assigned during the admission process. Two additional regular faculty members are selected from the student’s minor fields of study. Committee membership must be approved by the Associate Dean for Academic 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 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
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. Otherwise, the Committee will review the case at the end of the three-year period and annually thereafter, and will consider such recommendations as (1) modifications necessary in the research protocol, analyses, or interpretations, (2) additional course work, or (3) dismissal. Recommendations of the dissertation committee are forwarded to the Dean, who is the final authority on all academic matters.
DUAL DEGREE PROGRAMS

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 Doctor of Jurisprudence from the University of Houston Law Center. Students following the 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 ensure admission to the other.

When possible and appropriate, the student’s coursework at the two institutions will be 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 will develop a culminating experience 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. 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.
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M.D./M.P.H. Program (San Antonio)
This 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 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
Stephanie L. McFall, Ph.D.  Joseph B. McCormick, M.D.
Stephanie.L.McFall@uth.tmc.edu  Joseph.B.McCormick@uth.tmc.edu
M.S.N./M.P.H. Program

Students wishing to pursue concurrent Master of Science in Nursing and M.P.H. degrees may apply to the integrated program available through the School of Public Health (SPH) 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 coordinated 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 SPH, clinical skills at the SON, and the combining of these skills through courses that are jointly taught by faculty from both schools. Students who are contemplating entering the dual degree program are strongly encouraged to seek advisement before applying.

Contact
Beth E. Quill, M.P.H.
Beth.e.Quill@uth.tmc.edu

M.S.W./M.P.H. Program

Public health and social work professionals have much in common. Both 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 dual degree M.S.W./M.P.H. degree program to address these concerns.

Students must meet admission, graduation, and tuition requirements of both institutions. 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. A total of 84 semester credit hours are required for completion of both degree programs. The development of specific academic programs, and scheduling of specific courses, field work, and practica for individual students is guided by advisory committees which include faculty from both institutions.

Contact
Michael W. Ross, Ph.D., M.P.H.
michael.w.ross@uth.tmc.edu

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 Health Information Sciences at Houston. The training and curriculum in the dual degree program will provide students and future leaders in public health 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 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.

Contact:
Keith D. Burau, Ph.D.
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NON-DEGREE PROGRAMS

Non-degree programs provide students who do not wish to seek a public health 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 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 three School of Public Health courses unless associated with a formally-recognized educational collaboration or the Certificate of Public Health program. Up to three courses in which the student has earned an A or B while School of Public Health the non-degree program may be applied to the required credit hours of a SPH degree program provided that the course has been completed within five years of matriculation, and the applicant meets all the requirements for admission to the graduate 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
J. Kay Dunn, Ph.D.
Judith.K.Dunn@uth.tmc.edu

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 SPH as non-degree students consistent with current policies and, if admitted, attend classes at the San Antonio Regional Campus. Students may take up to eight School of Public Health courses, and all 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 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. Students who are accepted into a degree program at the School will receive degree credits for certificate courses in which they earned an A or B that were completed within five years of acceptance.

Contact
Gene D. Schroder, Ph.D.
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SPECIAL PROGRAMS

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
Arch “Chip” Carson, M.D., Ph.D.
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Residency Coordinator
Marice Barahona
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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 or certificate 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 January 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.

Position Open
Director of Dietetic Internship
APPLICATION PROCEDURES AND DEADLINE DATES

Students enrolling in the School of Public Health are expected to have reliable access to a computer preferably their own. Software needs are dependent on academic fields and career goals. Hardware specifications depend on a variety of factors, including software needs, 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. Those 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**
- **August 1 for Spring Semester**

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

- **October 15 - Spring Semester**
- **April 15 - Summer Session**
- **July 15 - Fall Semester**

There are no rolling admissions. Applicants will be notified by mail of the Admission Committee’s decision within 90 days of the application deadline.

Degree Program Application Procedures

Persons wishing to enroll in the School of Public Health at Houston should submit the following to the Office of the Registrar, The University of Texas Health Science Center at Houston (UTHSC-H) at Houston, P. O. Box 20036, Houston, TX 77225-0036.

- 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.
- A $30.00 non-refundable application fee.
- 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 the Office of the Registrar, UTHSC-H, P. O. Box 20036, Houston, TX 77225-0036.
- Graduates of Texas colleges and universities should request that transcripts be sent in electronic format. Copies of official transcripts sent by the applicant are not considered official. Transcripts must include both grades and credit hours. Foreign graduates whose academic institutions cannot send official transcripts (marks sheets) should call the Office of the Registrar for instructions (713-500-3361). The School prefers a grade point average of 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 parent language are required to submit scores from the Test of English as Foreign Language (TOEFL). (See the application form for current requirements.) A minimum score of 565 on the paper-based test or 225 on the computer-based test (CBT) is required for admission to the School. 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.

• 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. 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: mailto: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 the Office of the Registrar by the evaluation agency.

• Graduate Record Exam (GRE) scores are required for all M.P.H. applicants. Some programs of study require GRE scores for Dr.P.H., M.S., and Ph.D. applicants (see application form for current requirements). 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.

• 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 official. 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). NOTE: Please send copies only. The School will not be responsible for returning this material.
Admission Process

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 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 for review; applicants to the M.S. degree programs may select one of three public health Disciplines. The faculty of the appropriate program of study or Regional Campus review 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. 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, 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 (MS or M.P.H.) or equivalent in the field: Biostatistics, Environmental Science, Epidemiology, 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 PhD program. A student requesting direct admission to the Ph.D. program 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.

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 the statute and the other criteria stated herein for admission to the postgraduate or professional program.
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 http://www.thecb.state.tx.us/OS/SuccessfulInitiatives/DevEd/.
TUITION, FEES, AND ENROLLMENT

The resident tuition for 2007-2008 is $50.00 per semester credit hour. The 2007-2008 non-resident rate is $328.00 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 SPH 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 $125.00 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.

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 (Texas Education Code Section 160.07) 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 in advance of the beginning of the semester, or (2) one-half payment of tuition and fees in advance of 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 $10 charge will be assessed subsequent 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) shall be made to students withdrawing completely from the institution during a Fall or Spring semester according to the following withdrawal schedule:

1) prior to first class day (from which a $15 matriculation fee shall be assessed) 100%
2) during the first 5 class days 80%
3) during the second 5 class days 70%
4) during the third 5 class days 50%
5) during the fourth 5 class days 25%
6) after the fourth 5 class days None

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 Withdrawal: 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:

1) prior to first class day (from which a $15 matriculation fee shall be assessed) 100%
2) during the first, second, or third class days 80%
3) during the fourth, fifth, or sixth class days 50%
4) after the seventh day of class and thereafter None

Note: Refunds are based on the first day of the term, not on the first day of class. Reimbursement is based on the day the student drops the class in UTLINK or the day the student’s withdrawal or dismissal notification 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 per-
centage 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 Texas Education Code, Subsection 54.006(f).
FEES

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

Auditing a Class: The fee for auditing a class is $25.00. 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.

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.

Computer Resource Fee (per semester): A computer resource fee of $42.00 is assessed each semester to all SPH 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 $60.00 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 than the 12th class day of the Spring and Fall terms, and 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: Health insurance maintained by international students (non-permanent residents) must include repatriation and medical evacuation coverage. Students with comparable policies who wish to have UT insurance waived, or only need repatriation and medical evacuation coverage, must complete a Health Insurance Waiver Form and take it to Auxiliary Enterprises at the Recreation Center, telephone number (713) 500-8402. 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 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.

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.

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

Liability Insurance: All SPH 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, SPH students will be assessed an insurance fee at a rate of $14.50 per year. 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 SPH students are required to pay a library resources fee of $40.00 per semester. The fee provides access to the resources of the SPH library.

Student Services Fee: The student services fee, required of all students, is assessed per semester credit hour up to a maximum charge of $167.64 per Fall and Spring semester and $96.57 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:

<table>
<thead>
<tr>
<th>Number of Semester Hours Taken</th>
<th>Fall or Spring Semester</th>
<th>Summer Sessions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$77.80</td>
<td>$37.74</td>
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<tr>
<td>2</td>
<td>89.01</td>
<td>44.98</td>
</tr>
<tr>
<td>3</td>
<td>100.27</td>
<td>52.35</td>
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<tr>
<td>4</td>
<td>111.50</td>
<td>59.75</td>
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<tr>
<td>5</td>
<td>122.73</td>
<td>67.09</td>
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<tr>
<td>6</td>
<td>133.96</td>
<td>74.46</td>
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<tr>
<td>7</td>
<td>145.18</td>
<td>81.81</td>
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<tr>
<td>8</td>
<td>156.40</td>
<td>89.19</td>
</tr>
<tr>
<td>9 or more</td>
<td>167.64</td>
<td>96.57</td>
</tr>
</tbody>
</table>

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. Late fees are assessed according to how long past the deadline the items are ordered.

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

Transcript Fees: Transcripts are available, for a fee of $5.00 per transcript, upon WRITTEN request of the STUDENT or by accessing UTLINK Web. 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.

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
The student’s full legal name will be used on all permanent academic records. To achieve a consistent use of the full, legal name on the permanent academic record, certifications, and diplomas. The student’s full legal name will be initially obtained via the application for admission.

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 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.

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.

Student Communication
E-mail accounts constitute a major mode of communication between students, faculty, and/or administration. Consequently students are responsible for maintaining a SPH 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

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<tbody>
<tr>
<td>a</td>
<td>15 weeks</td>
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Spring Semester

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Summer Session

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<tr>
<th>c</th>
<th>d</th>
<th>cd</th>
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</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 4 credits meet 4 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 material distributed each semester.
ACADEMIC DIVISIONS

Public health is regarded at the School of Public Health as 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 and the environment to reduce the risk of disease and to promote health; preserving an environment consistent with human health; and improving 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 areas of public health. Each division serves to bring teaching, research, and practice activities together conceptually, organizationally, and physically under the common umbrella of 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 and for employment opportunities. Each faculty member has a primary appointment in one of the five Divisions. Faculty 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 majors (all degree programs) and minors (M.S. and Ph.D. degree programs). Each student is encouraged to work with his or her advisor to develop a course of study geared to his or her individual professional goals.
BIOSTATISTICS

Biostatistics is 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. The Biostatistics curriculum includes courses in applied and theoretical statistics, statistical computing, demography, clinical trials, genetics, and operations research leading to M.P.H., M.S. and Ph.D. degrees in Public Health with an emphasis in Biostatistics. There is ample opportunity for experience in consulting and collaborative research. Alumni of the Biostatistics program are prominent in academia, industry, and government.

The Coordinating Center for Clinical Trials is located within the Division of Biostatistics. 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 a year of calculus.

Course of Study

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

- Intermediate Biostatistics I and II (PH 1725 and PH 1726); and
- Applied Statistical Analysis I and II (PH 1820 and PH 1821);

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, multivariate analysis, logistic regression, survival analysis, categorical data, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, operations research, demography, experimental design, statistical programming, or special topics courses.

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 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.
Course of Study
The following two course sequences are strongly recommended for an M.S. student majoring in biostatistics:

- Applied Statistical Analysis I and II (PH 1820 and PH 1821); and
- Theory of Biostatistics I and II (PH 1910 and PH 1911)

Students may also select biostatistics electives from among the following courses: linear models, generalized linear models, multivariate analysis, logistic regression, survival analysis, categorical data, methodology of clinical trials, distribution free methods, time series analysis, stochastic processes, operations research, demography, experimental design, statistical programming, 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).

Doctor of Philosophy Degree Program
The Ph.D. program is ordinarily a three-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 be admitted to the Ph.D. program with the approval of the faculty. These students are expected to fulfill the course requirements for the M.S. degree in biostatistics or its equivalent during their academic program.

Course of Study
In addition to the course sequences of Applied Statistical Analysis I and II (PH 1820 and PH 1821) and Theory of Biostatistics I and II (PH 1910 and PH 1911), students are expected to take courses in linear models, stochastic processes, multivariate analysis, generalized linear models/categorical data analysis and survival analysis. Students are also expected 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, demography, experimental design, statistical programming, or special topics courses. Students are encouraged to enroll in the weekly biostatistics seminar series (at least one semester is required). The recommended courses for the “direct admission” Ph.D. include all 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 1725/1726) 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” Ph.D. It is expected that most candidates for the “direct admission” Ph.D. will be sufficiently prepared for advanced courses beyond Intermediate Biostatistics.
Course work in two minor fields, ordinarily selected from one of the other public health Disciplines at SPH (see course descriptions given elsewhere in this catalog), is also required.

At the end of the second year of doctoral study, students must satisfactorily complete a written comprehensive examination (“qualifying examination”) in biostatistics and the two minor fields. Upon successful completion of the qualifying examination, a doctoral dissertation committee is appointed. 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. The research plan is to culminate in the completion and presentation in written form of an original research project that makes a substantial contribution to knowledge in biostatistics.

Courses, Biostatistics

PH1610 Introduction to Biostatistics
The Faculty in Biostatistics, 4 credits, a (Houston, Dallas, El Paso, San Antonio) b (Houston, Dallas, Brownsville) cd (Houston)

This course is designed for students with little previous coursework in mathematics or statistics. Topics include research ethics, study design, data description, elements of probability, distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression, and analysis of variance. Additional topics include introduction to statistical computing and data management, distribution free statistical methods, demographic measures, and life tables.

This is a designated core course.

PH 1615 Applied Linear Regression
Harris, 2 credits, c

This course is intended primarily for students in disciplines other than Biostatistics. It is an introduction to linear regression, and in particular, multiple regression as a means of adjusting for covariates. Topics include verbal, algebraic, and graphical interpretation of models fitted to data; explained variance; testing hypotheses about individual variables and groups of variables; confounding, mediation, and moderation in regression models; evaluation of models including regression diagnostics; and procedures for variable selection. The course will include use of computer software. Analysis of data with public health relevance will be emphasized.

Prerequisite: PH 1610.

PH 1616 Applied Logistic Regression
Harris, 2 credits, d

This course is intended primarily for students in disciplines other than Biostatistics. It is an introduction to logistic regression, and in particular, multiple logistic regression as a means of adjusting for covariates. Topics include similarities and differences between linear and logistic regression; verbal, algebraic, and graphical interpretation of models fitted to data, including connections with the odds ratio; testing hypotheses about individual variables and groups of variables; confounding, mediation, and moderation; procedures for variable selection; and procedures for evaluating and revising models. The course will include use of computer software. Analysis of data with public health relevance will be emphasized.

Prerequisite: PH 1610.

PH 1620 Introduction to Public Health Research Computing
Burau, 4 credits, a
Prerequisites: PH 1610 or consent of instructor.

**PH 1725 Intermediate Biostatistical Methods I**  
The Faculty in Biostatistics, 4 credits, a (Houston, El Paso) b (Houston)

This course is designed for students whose future work will require extensive data analysis in research problems of public health and the biological sciences. Topics include measurement problems, descriptive statistics, graphics, sampling distributions, hypotheses testing, and comparison of samples, non-parametric methods, and applications. Basic design issues are discussed as are ethical considerations in design and analysis. Computer applications are included. Illustrations and applications are selected from research studies.

**PH 1725 must be followed by PH 1726 for the Intermediate Biostatistics course sequence to be applied to any biostatistics or core course requirement. The completion of PH 1725 by itself does not meet any degree requirement.**

This is a designated core course.

Prerequisites: A course in calculus or consent of instructor.

**PH 1726 Intermediate Biostatistical Methods II**  
The Faculty in Biostatistics, 4 credits, b (Houston, El Paso) cd (Houston)

This course is a continuation of PH 1725. Topics include single and multiple regression, correlation theory, one and two way classifications for attributes and measurements, analysis of discrete data, and introduction to factorial experiments. Computer applications are included. Illustrations and applications are selected from research studies.

This is a designated core course.

Prerequisites: PH 1725 or consent of instructor.

**PH 1727 Statistical Programming I**  
Ford, Burau 4 credits, a

This course will introduce the student to statistical computing. No previous computing experience is necessary. Topics covered will include hardware devices, data storage media, and language types. Data entry, forms design, and data coding will be introduced. Computerspecific job control language will be covered to familiarize the student with operating systems. FORTRAN will be used to demonstrate the concepts of data types, file organization, file structure, record format, sequential programming logic, and mass storage input/output. FORTRAN statement types will be used to demonstrate data-type specification, assignment, input/output, branching, iteration, and subprograms.

Prerequisites: Working knowledge of college algebra or consent of instructor.

**PH 1728 Statistical Programming II**  
Ford, Burau 4 credits, b

This course is a continuation of PH 1727. Topics include issues in data collections, processing, analysis, and reporting for various types of studies. Students will be introduced to methods of communicating or interacting with computer software packages, including text query commands, procedure calls, and menu-directed interfaces. A FORTRAN software package will be developed in class to implement simple statistical methods. The techniques used by the package will be compared with techniques used by other statistical software. Typical statistical procedures to be covered include topics such as t-tests, contingency tables and chi-square tests, and multiple regression and contrast tests.
Prerequisites: PH 1727 or consent of instructor.

**PH 1730 Statistical Methods in Epidemiological Research**  
Hardy, 4 credits, b

This course introduces the statistical methods used in epidemiological investigations. Topics include the identification of sources of bias, incidence and prevalence rates, measures of association in contingency tables, retrospective and prospective study designs, confidence intervals for the odds ratio, combining sets of data using the Mantel-Hansel Test, techniques for combining evidence from 2x2 contingency tables, matched control studies, standardized rates, life tables, Cox regression, and logistic regression.

Prerequisites: PH 1610 or consent of instructor.

**PH 1745 Sampling Techniques**  
The Faculty in Biostatistics, 3 credits, b (even-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 1726 or consent of instructor.

**PH 1750 Survey Design and Analysis**  
Smith, 3 credits, b

This course is a seminar, so the success of the class depends strongly on student participation, and the schedule is flexible. The first half of the course will be devoted to questionnaire design and sampling methods, while the second half will be devoted to the analysis of data from the NHIS and the BRFSS.

Prerequisites: PH 1725 and PH 1726 or consent of instructor.

**PH 1820 Applied Statistical Analysis I**  
The Faculty in Biostatistics, 4 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 1726 or consent of instructor.

**PH 1821 Applied Statistical Analysis II**  
The Faculty in Biostatistics, 4 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 Logistic Regression**  
Baraniuk, 4 credits, a

This course presents the theory and applications of logistic regression. Topics include the 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 1726 or consent of instructor.

**PH 1831 Survival Analysis**  
The Faculty in Biostatistics, 4 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**  
The Faculty in Biostatistics, 4 credits, b

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 1726 and calculus, 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 1726 or consent of instructor.

**PH 1910 Theory of Biostatistics I**  
The Faculty in Biostatistics, 4 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, 4 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**
Munoz, 3 credits, a (odd-numbered years)

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**
Pedroza, 3 credits, b (even-numbered years)

This course will cover the theory of generalized linear models. This includes estimation and inference of linear regression, logistic and poisson regression, as well as models for polytomous data. The topics will also include methods for handling overdispersion and diagnostics for generalized linear models. The focus will be on the theory, but applied examples will also be presented.

Prerequisites: PH 1911, knowledge of linear models and computational skills.

**PH 1918 Statistical Methods in Correlated Outcome Data**
Chan, 4 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 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 hypothesis testing through generalized linear models. Special topics include the analysis of matched case-control studies, re-
peated 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 1950 Stochastic Processes in Biostatistics I**
Chan, 3 credits, a (even-numbered years)

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, b (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 1970 Multivariate Analysis I**
Ford, 4 credits, a (even-numbered years)

This course is an introduction to the theory and applications of multivariate analysis emphasizing geometric development and interpretation. Topics include perpendicular projections, generalized matrix inverses, the spectral theorem, multivariate densities, moments and characteristic functions, principal components, and the multinormal distribution with associated derived distributions.

Prerequisites: PH 1910 and PH 1911 or equivalent courses in mathematical statistics.
**PH 1971 Multivariate Analysis II**  
Ford, 4 credits, b (odd-numbered years)

This course is a continuation of PH 1970. Topics include the Wishart distribution, Jacobians and content, and hypotheses tests on mean vectors and dispersion matrices. Additional topics include the multivariate general linear model, principal components, factor analysis, clustering techniques, discrimination and classification, asymptotic estimation, and distribution theory. Applications are selected from public health and the biomedical sciences.

Prerequisites: PH 1970 or consent of instructor.

**PH 1980 Introduction to Genomics and Bioinformatics**  
Xiong, Fu, White, 2 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**  
Rodin, Fu, Hewett-Emmett, 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, 2 credits, b

This course will discuss the principles of population genetics and statistical methods for analyzing genetic samples of individuals from one or more populations. Students will learn classical theory of population genetics and a modern approach known as coalescent theory, the cornerstone for analyzing DNA sequence samples from populations.

Prerequisites: Genetics, statistics, and consent of instructor

Cross-listed with UTHSC-H GSBS GS110042.

**PH 1986 Statistical Genetics**  
Fu, Xiong, 2 credits, a (even-numbered years)
This course discusses statistical procedures of estimating genetic parameters and testing hypotheses and aspects of population genetics. Topics covered include segregation analysis, test of genetic linkage, estimation of gene frequencies, genetics of quantitative characters, inheritance of complex characters, paternity testing, and genetic counseling.

Prerequisites: Calculus, statistics, and 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
- Bayesian Data Analysis
- Bioassay
- 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 SAS Data Management
- Introduction to Spatial Statistics
- Operations Research: A Decision Making Process
- Monte Carlo Approach in Statistics and Genetics
- Sequential Analysis
- Statistical Consulting
- Statistical Methods for Handling Missing Data
- Theoretical Concepts in Statistics with Applications to Public Health

**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 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
**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.

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**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.


*Research Interests:* Development and applications of statistical methods to clinical trials and epidemiology.

**J. Kay Dunn**, Associate Professor. B.S., University of Alabama, 1964; M.S., University of North Carolina at Chapel Hill, 1969; Ph.D., The University of Texas School of Public Health at Houston, 1977.

*Research Interests:* Clinical trials; survival analysis; stochastic models.

**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, Allan King Professor in Public Health. 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.

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.

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.
Research Interests: Operations research modeling of health systems; meta analysis; Bayesian statistics; compartmental modeling; pharmacokinetic modeling.

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.

Research Interests: Statistical methods in design, conduct and analyses of clinical trials; sequential and survival data analyses.

Yolanda Munoz, Assistant Professor. B.S., Universidad Autónoma de Yucatán, 1997; M.S., University of Texas at El Paso, 2000; Ph.D., Texas A & M University, 2005.

Melchor Ortiz, Professor (El Paso Regional Campus). B.S., Texas A&I University, 1970; M.S., Texas A&I University, 1971; Ph.D., Texas A&M University, 1975.
Research Interests: Experimental design; analysis of designed experiments; multiple regression; model building; sampling procedures.

Claudia Pedroza, Assistant Professor. B.A., Boston University, 1997; M.A., Harvard University, 2000; Ph.D., Harvard University, 2002.
Research Interests: Bayesian methodology; multilevel statistical methods; methods for handling missing data.

Adriana Pérez, Assistant Professor (Brownsville Regional Campus). B.S., National University of Colombia, 1991; M.S., Tulane University, 1994; Ph.D., Tulane University, 1995.
Adriana Pérez, Assistant Professor (Brownsville Regional Campus). B.S., National University of Colombia, 1991; M.S., Tulane University, 1994; Ph.D., Tulane University, 1995. Research Interests: Statistical modeling; sample size estimation; analysis of incomplete data; design, conduct and analysis of multicenter clinical trials; logistic regression analysis; modeling strategies and biostatistics.

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.

David W. Smith, Associate Professor (San Antonio Regional Campus). AB, University of Michigan, 1969; M.A., University of Michigan, 1972; M.P.H., University of Michigan, 1973; Ph.D., University of Michigan, 1981. Research Interests: Outcomes research methods; survey design and analysis, particularly for minorities or diabetics; biostatistical methods for health policy; population effects of terrorism and disasters.

Patrick M. Tarwater, Associate Professor (El Paso Regional Campus). B.S., Texas Tech University, 1990; M.S., Texas Tech University, 1992; Ph.D., The University of Texas of School Public Health at Houston, 1999. Research Interests: Analysis of cohort studies; longitudinal data analysis; survival analysis; infectious disease (HIV) epidemiology.

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.

Secondary Faculty, Biostatistics

Corinne Aragaki (Epidemiology and Disease Control), Benjamin Bradshaw (Management, Policy and Community Health), Chin-Hsing Chen (Health Promotion and Behavioral Sciences) Pamela Diamond (Health Promotion and Behavioral Sciences), Luisa Franzini (Management, Policy and Community Health), Linda Piller (Epidemiology and Disease Control), Jan Risser (Epidemiology and Disease Control).

Faculty Emeritus, Biostatistics


Faculty of other components of The University of Texas System who participate on a regular basis in the teaching or research programs in Biostatistics

Chul Ahn, Professor of Biostatistics (The University of Texas Medical School at Houston). M.S., Georgia Institute of Technology, 1982; M.S., Carnegie Mellon University, 1983; Ph.D., Carnegie Mellon University, 1986.

E. Neely Atkinson, 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.

Lyle D. Bromeling, Professor of Biostatistics (The University of Texas M.D. Anderson Cancer Center). B.A., Texas A&M University, 1960; M.S., Texas A&M University, 1963; Ph.D., Texas A&M University, 1966.
Barry W. Brown, Professor of Biostatistics (The University of Texas M.D. Anderson Cancer Center at Houston). B.S., University, of Chicago, 1959; M.S., University of California, 1961; Ph.D., University of California, 1963.

Scott B. Cantor, Associate Professor of Biostatistics (The University of Texas M.D. Anderson Cancer Center). B.A., Yale University, 1981; S.M., Harvard University, 1987; Ph.D., Harvard University, 1991.

Alice Z. Chuang, Associate Professor of Ophthalmology, (The University of Texas Medical School at Houston). B.B.A., National Chung Hsing University, Taiwan, 1981; M.A., York University, Ontario, 1983; Ph.D., University of Waterloo, Ontario, 1988.

J. Jack Lee, Professor of Biostatistics (The University of Texas M.D. Anderson Cancer Center). B.D.S., National Taiwan University, 1982; M.S., University of California, 1984; Ph.D., University of California, 1989.

C. Alex McMahon, Professor of Biostatistics (The University of Texas Health Science Center at San Antonio). B.S., Louisiana State University, 1966; M.A., Rice University, 1968; Ph.D. Rice University, 1970.

Joel E. Michalek, Adjunct Professor of Biostatistics (The University of Texas Health Science Center at San Antonio). B.S., Wayne State University, 1966; M.A., Wayne State University, 1969; Ph.D., Wayne State University, 1973.

Joan S. Reisch, Adjunct Associate Professor of Biostatistics; (University of Texas Southwestern Medical Center, Dallas); Ph.D., Southern Methodist University, 1974.

Stuart O. Zimmerman, Professor of Biostatistics (The University of Texas M.D. Anderson Cancer Center). B.A., University of Chicago, 1954; Ph.D., University of Chicago, 1964.

Adjunct Faculty, Biostatistics

Alok Bhargava, B.A., B.Sc., M.Sc., Ph.D., Adjunct Associate Professor. Professor, University of Houston, Department of Economics, Houston.

Charles F. Contant, Jr., B.A., M.P.H., Ph.D., Adjunct Assistant Professor. Assistant Professor, Department of Neurosurgery, Baylor College of Medicine, Houston.

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.

Harvey Goldstein, Ph.D., Adjunct Professor. Director of the Multilevel Models Project, Department of Mathematics, Statistics and Computing, Institute of Education, University of London.

Susan G. Hilsenbeck, B.S., M.S., Ph.D., Adjunct Professor. Professor, Breast Cancer at Baylor College of Medicine, Dept of Medicine, Houston.

Kresimir Josic, Ph.D., Adjunct Associate Professor. University of Houston, Department of Medicine, Houston.

Kay T. Kimball, B.S., M.S., Ph.D., Adjunct Assistant Professor. Statistical consultant.

Marek Kimmel, M.S., Ph.D., Adjunct Professor. Professor of Statistics, Department of Statistics, Rice University, Houston.

Clyde F. Martin, Ph.D., Adjunct Professor. Texas Tech University, Mathematics Department, Houston.
Bruce E. Rodda, B.A., M.S., Ph.D., M.B.A., Adjunct Professor. Principal, Strategic Statistical Consulting, L.L.C., Spicewood, Texas.

E. O’Brian Smith, B.S., M.S., Ph.D., Adjunct Professor. Professor of Pediatrics, Baylor College of Medicine, Houston.

James R. Thompson, B.E., M.A., Ph.D., Adjunct Professor. Professor, Statistics Department, Rice University, Houston.

Shan Pou Tsai, B.S., M.S., Ph.D., Adjunct Professor. Senior Epidemiologist, Shell Oil Co., Houston.
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.

The Division of Environmental and Occupational Health Sciences offers the Ph.D. academic degree, and the M.P.H. and Dr.P.H. professional degrees. The Ph.D. degree is designed to train professionals to develop both in-depth knowledge in a particular specialty area and broad understanding of the complexity inherent in environmental problems with a focus on research. The professional 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. Areas of faculty teaching and/or research interests in the Division include: indoor and outdoor air quality, industrial hygiene, chronobiology, environmental microbiology, injury prevention and control, medical geography, occupational health, occupational medicine, psychosocial risk factors, toxicology, hydrology, and exposure assessment.

Two Centers are located within the Division of Environmental and Occupational Health Sciences: the Southwest Center for Occupational and Environmental Health and the Center for Biosecurity and Public Health Preparedness. Each 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 an 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 test score of 1000 for the combined verbal and quantitative portions of the GRE is preferred. Test scores more than five years old will not be accepted. The Test of English as a Foreign Language (TOEFL) is required for international applicants. 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.

The general requirements for the M.P.H. degree apply. 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.

Within the division, the industrial hygiene master’s curriculum is accredited by the Applied Science Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 - telephone: (410) 347-7700. The occupational medicine residency program is accredited by the Accreditation Council for Graduate Medical Education (ACGME), 515 North State St., Chicago, Illinois 60610-4322 - telephone: (312) 755-5000. For more information, refer to the website for the Southwest Center for Occupational and Environmental Health (under ‘Academic Programs’).

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.

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.

A test score of 1200 for the combined verbal and quantitative portions of the GRE is preferred. Test scores more than five years old will not be accepted. The Test of English as a Foreign Language (TOEFL) is required for international applicants. 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 program is tailored to meet the specific goals of the student. Students are expected to carry out original research that constitutes a substantial contribution in public health with an emphasis in Environmental and Occupational Health Sciences.

Doctor of Philosophy Degree Program

The Doctor of Philosophy (Ph.D.) program in Public Health (with a major in Environmental Sciences) 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.

A test score of 1200 for the combined verbal and quantitative portions of the GRE is preferred. Test scores more than five years old will not be accepted. The Test of English as a Foreign Language (TOEFL) is required for international applicants. 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

Training at the doctoral level is tailored to meet the student's goals. Students are expected to 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.

Courses, Environmental and Occupational Health Sciences

PH 2100 Foundations of Environmental and Occupational Health Sciences
The Faculty of Environmental and Occupational Health Sciences, 4 credits, a

This course is designed as a core course in environmental and occupational health sciences for all students majoring in the EOHS Division. This one-semester offering covers basic concepts in the field as groundwork on which the remainder of the EOHS curriculum is built.

Prerequisites: Be a masters student majoring in the EOHS Division, or a doctoral student from another division with a minor in EOHS; or equivalent undergraduate preparation as that of an EOHS major.

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

PH 2110 Overview of Environmental Health
The Faculty in Environmental and Occupational Health Sciences, 3 credits, 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.

PH 2115 Introduction to Population and Environmental Assessment
Hacker, 3 credits, a

This course introduces the student to environmental factors that affect the health of a community and how human populations interact with and adapt to them. Students will learn how to use demographic data, vital statistics, and measurements of the physical environment to assess health risks and health status. Students participate in projects that require locating environmental, demographic, and health data from libraries, the internet, health department records, and from on-site measurements of environmental conditions. Students will integrate and analyze these data with a geographic information system. Students will also be introduced to a heuristic that can be used by their institutions to assess and guide environmental action.

PH 2120 Man’s Impact on the Environment
Schroder, 3 credits, a, b, cd

This course’s major goals 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.
PH 2125 Medical Geography
Cech, Smolensky, Burau, 3 credits, a

This course is organized to teach students the techniques of spatial and temporal analyses crucial for the conduct of studies in environmental science, epidemiology, and other fields of public health. The course consists of formal lectures, computer laboratory exercises, and student projects. Class lectures address the methods of medical geography, disease patterns and clusters, environmental and occupational toxicology, demography, data sources and reliability, waterborne and airborne diseases, animal and insect vector diseases, environmental and biological cycles, and software programs to graph and analyze spatial and temporal trends.

Prerequisites: Basic computer skills, biostatistics, epidemiology, animal/human biology. Consent of instructor required.

PH 2150 Air Environment
Stock, Morandi, 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, Morandi, 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.

PH 2165 Mutagenesis and Carcinogenesis
Hewett-Emmett, Matney, Li, 3 credits, b

This basic course in genetic toxicology includes current research involving environmental mutagenesis and carcinogenesis. Topics include, short-term test systems (DNA damage in vitro, bacterial, and cellular mutagenesis), metabolic activation/deactivation of genotoxins, chromosomal damage, epidemiological and public health aspects of cancer, biomarkers and occupational exposure to genotoxins, and effects of genotoxins on reproduction.

Prerequisites: Consent of instructor.

PH 2170 Methods for Exposure Assessment
Symanski, 4 credits, cd

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 important determinants of exposure. This course also explores implications of variability on the design of sampling strategies, the evaluation of compliance with exposure limits, the assessment of exposure-response relations, and the classification of populations in epidemiologic studies. Students apply models presented formally in class to occupational and environmental exposure data sets.
Prerequisites: PH 2610, PH 1725, PH 1726, 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: Biology and chemistry (organic preferred); physiology; biochemistry desirable; 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. Class activities will be based on discussions of current mechanisms of toxicity as they relate to the understanding of environmentally-induced disease. In-depth reviews of various classes of environmental contaminants and their toxicities will be presented.

Prerequisites: PH 2175; consent of instructor.

**PH 2230 Water Environment**
Cech, Smolensky, Burau, 4 credits, b

This course is organized to provide students with the field, laboratory, study design, and data analysis skills required by environmental, international health, epidemiology, disease control and other public health professionals to properly 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 exposure and health risk assessment, water quality criteria, goals, standards, enforcement, and oversight. Integrated field, classroom, laboratory, and computer learning sessions will focus on water quantity and quality issues. Field sampling locations are chosen from among the public water supply reservoirs located in Harris, Fort Bend, and Montgomery counties.

Prerequisites: College chemistry, computer skills, or consent of instructor.

**PH 2240 Occupational and Environmental Health**
Carson, 4 credits, b

This course introduces the multidisciplinary field of occupational/environmental health through a review of historical and social perspectives, pertinent legislation, and surveillance activities. Occupational/ environmental illnesses affecting the various body systems are presented from the viewpoints of causation and prevention. Emphasis will be placed on the elements of systematic investigation of occupational and environmental health issues, identification of risk factors, and acquisition of appropriate information sources.

**PH 2245 Industrial Hygiene I: Fundamentals of Industrial Hygiene**
Whitehead, 4 credits, a
This course introduces students to basic 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.

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

**PH 2250 Industrial Hygiene II: Occupational Health Controls**  
Whitehead, Perkins, 3 credits, b

This course presents principles and practice of control of occupational health and safety hazards. These include issues of administrative, training, engineering, and personal protection controls, with emphasis on industrial ventilation.

Prerequisites: PH 2245.

**PH 2255 Clinical Occupational Medicine**  
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 be 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.

**PH 2260 Occupational Health Field Trips**  
Whitehead, Carson, Mackey 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 2275 Disease: Natural History, Prevention, Control**  
Jiang, Piller, 3 credits, a

This course is intended for students who have not had significant training in disease biology. It will cover common diseases, medical terminology, and the associated scientific and medical literature. A series of lectures will be provided by interdivisional faculty from the School of Public Health. The objectives of the course are to provide a basic understanding of the biological basis of health and disease processes and to develop a vocabulary of medical terminology to enhance the student’s ability to read and comprehend public health literature. Evaluations will be based on mid-term and final examinations (given during class), as well as attendance. Examinations will cover lecture material, study questions, and textbook.

Prerequisites: Consent of instructor.

**PH 2280 Public Health Microbiology I**  
Brown, 3 credits, a
This course offers a survey of parasitic and selected viral diseases of public health importance. Current issues regarding the control, intervention, and prevention strategies for these infections are discussed. The course is designed for individuals with a basic science background who have not received previous formal training in human parasitology.

Prerequisites: Consent of instructor

**PH 2285 Public Health Microbiology II**
Brown, 3 credits, b

This course offers a survey of bacteriologic diseases of public health importance. Current issues regarding the control, intervention, and prevention strategies of these infections are discussed. The course is designed for individuals with a basic science background who have not received previous formal training in human bacteriology.

**PH 2290 Immunology**
Douglas, 3 credits, b

This course covers the essential concepts of human immune responses and their relevance to disease control and prevention. The course is designed for individuals with a basic science background who have not received previous formal training in immunology.

Prerequisites: Consent of instructor.

**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:

- **Disparities in Health**
- **Environmental Risk Assessment**
- **Environmental Sciences Site Visits**
- **Skills Introduction to the Environmental Aspects of Infectious Disease**
- **Monte Carlo Analysis and Simulation**
- **Occupational and Environmental Respiratory Disease**
- **Occupational Health Nursing I**
- **Occupational Health Nursing II**
- **Physical Agents: Noise and Radiation**
- **Public Health Preparedness/Disaster Response**
- **Public Health Risk Communication**
- **Public Health Seminar**
- **Seminar in Environmental Sciences**
- **Contemporary Topics in Toxicology**
- **Seminar on Workplace Safety**

**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 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.

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


*Research Interests*: Occupational lung disease; industrial toxicology; international occupational health; occupational health surveillance systems.

**Irina Cech**, Professor. M.S., State University, Moscow, 1961; Ph.D., The University of Texas School of Public Health at Houston, 1973.

*Research Interests*: Environmental health, medical geography, geographic information system (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.

**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.

*Research Interests*: Occupational hazards of healthcare workers; occupational and environmental respiratory disease; international aspects of occupational health.

**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.

**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 outcomes; health and safety for special populations; occupational radiation protection; hazardous waste management; emergency preparedness and response, training.

**Sarah A. Felkner**, 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 Latin America.

Shawn G. Gibbs, Assistant Professor (El Paso Regional Campus). B.S., Ohio State University, 1997; M.S., Environmental Science, University of Cincinnati, 2000; Ph.D., Environmental Science, University of Cincinnati, 2002.
Research Interests: Biofilms, wastewater-drinking water cross-connections, microbial release from confined animal feeding operations, bioaerosols, indoor air pollution, and effects of microorganism exposure on reproductive health in women.

Zhi-Dong Jiang, Assistant Professor. M.B.B.S., Beijing Medical University, 1983; M.P.H., The University of Texas School of Public Health at Houston, 1994; Dr. P.H., The University of Texas School of Public Health at Houston, 1998.
Research Interests: Epidemiology of travelers’ diarrhea; genetic factors for acute diarrhea; enteric pathogens.

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, Assistant 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.

Maria T. Morandi, Assistant Professor. B.S., New York City College, 1978; M.S., New York University, 1981; Ph.D., New York University, 1985.
Research Interests: Indoor and outdoor air pollution characterization; environmental and occupational exposure assessment; outdoor, indoor and personal air pollution measurement methods; health effects of air pollutants.

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.

Research Interests: Occupational epidemiology, injury epidemiology, pregnancy health and work, health disparities.

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.

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.

Michael H. Smolensky, Professor. B.S., University of Illinois, 1964; M.S., University of Illinois, 1966; Ph.D., University of Illinois, 1971. Research Interests: Biological rhythms in relation to the health effects of shift work; risk of industrial injury and accidents; gender medicine; alternative medicine; clinical chronobiology; biological rhythms, pharmacology and drug-delivery technology; biological rhythms, hypertension and cardiovascular accidents; biological rhythms and chronic obstructive pulmonary disease; sleep disorders; environmental physiology; (air, water and light pollution); medical geography, spatial and temporal patterns in disease; time series statistical methods, international health.

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.

Elaine Symanski, Associate Professor. 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.

Martha S. Vela Acosta, Assistant Professor (Brownsville Regional Campus). M.D., Guanajuato University, 1986; M.S., Colorado State University, 1996; Ph.D., Colorado State University, 1999. Research Interests: Occupational health and safety; migrant and seasonal farmworkers; border health; hearing loss; training evaluation; industrial hygiene and risk assessment.

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, and industrial noise.

Emeritus Faculty, Environmental and Occupational Health Sciences

Marcus M. Key, Professor Emeritus. B.A. Columbia University, 1949; M.D., College of Physicians and Surgeons, Columbia, 1952; M.I.H., Harvard School of Public Health, 1954, Irvington, VA.
Secondary Faculty, Environmental and Occupational Health Sciences

Benjamin C. Amick III (Health Promotion and Behavioral Sciences)  Keith Burau (Biostatistics), Herbert L. DuPont (Epidemiology and Disease Control), Ralph Frankowski (Biostatistics), Carl S. Hacker (Management, Policy and Community Health), John R. Herbold (Epidemiology and Disease Control), David Hewett-Emmett (Epidemiology and Disease Control), James E. Hixson (Epidemiology and Disease Control), Scott R. Lillibridge (Epidemiology and Disease Control), Stephen H. Linder (Management, Policy and Community Health), Kim Waller (Epidemiology and Disease Control) and Stephen C. Waring (Epidemiology and Disease Control).

Faculty of other components of The University of Texas System who participate on a regular basis in the teaching or research programs in Environmental and Occupational Health Sciences

Kathleen Becan-McBride, Professor (Cross-appointment) (The University of Texas Medical School at Houston). B.S., University of Houston, 1971; M.Ed., University of Houston, 1973; Ed.D., University of Houston, 1977.

Bruce D. Butler, Professor (Cross-appointment) (The University of Texas Medical School at Houston). B.A., The University of Texas at Austin, 1975; Ph.D., The University of Texas Medical Branch, 1980.

Leanne H. Field, Adjunct Associate Professor (The University of Texas at Austin, Senior Lecturer, School of Biological Sciences). B.A., Florida State University, 1972; M.S., The University of Georgia, 1974; Ph.D., The University of Texas at Austin, 1987.

Thomas J. Goka, Assistant Professor of Biological Sciences (The University of Texas Health Science Center at Houston, Graduate School of Biomedical Sciences) B.S., Univ. of Houston, 1969; M.S., The University of Texas Health Science Center Graduate School of Biomedical Sciences, 1974; Ph.D., The University of Texas Health Science Center Graduate School of Biomedical Sciences.

H. Erle Janssen, Jr., Adjunct Associate Professor (The University of Texas at Austin, Director of Environmental Health and Safety). B.S., Sam Houston State University, 1974; M.S., Texas A&M University, 1976.

Philip C. Johnson, Professor (Cross-appointment) (The University of Texas Medical School at Houston). B.A., Vanderbilt University, 1975; M.D., Baylor College of Medicine, Houston, 1979.

David V. Lemone, Adjunct Professor (The University of Texas at El Paso). B.S., New Mexico Institute of Mining and Technology, 1955; M.S. University of Arizona, 1958; Ph.D., Michigan State University, 1964.

Wen-Whai Li, Adjunct Associate Professor (The University of Texas at El Paso). B.S.E., National Taiwan University, 1976; M.S., Colorado State University, 1981; Ph.D., Colorado State University, 1984.

Julie Lindenberg, Assistant Professor of Environmental and Occupational Health (Cross-appointment) (The University of Texas School of Nursing at Houston). B.S., University of Delaware, 1983; M.S., The University of Texas School of Nursing at Houston, 1989.

Lillian F. Mayberry, Adjunct Professor (The University of Texas at El Paso); B.A., California State University, 1967; M.S. University of Nevada, 1970; Ph.D., Colorado State University, 1973.
Claudia S. Miller, Adjunct Professor (The University of Texas Health Science Center at San Antonio). B.A., University of Wisconsin, 1968; M.S., University of California, Berkeley, 1969; M.D., The University of Texas Health Science Center at San Antonio, 1985.

William E. Seifert, Jr., Assistant Professor (Cross-appointment) (The University of Texas Medical School at Houston). B.S., Marietta College, 1970; M.S., Purdue University, 1973; Ph.D., Purdue University, 1975.

John A. Thomas, Adjunct Professor (The University of Texas Health Science Center at San Antonio). B.S., University of Wisconsin, 1956; M.A., University of Iowa, 1958; Ph.D., University of Iowa, 1961.

Charles D. Turner, Adjunct Professor (The University of Texas at El Paso). B.S., University of Nebraska at Lincoln, 1968; M.S., University of Nebraska at Lincoln, 1970; Ph.D., Colorado State University, 1981.

John C. Walton, Adjunct Professor (The University of Texas at El Paso). B.S., Western Illinois University, 1977; M.S. (Environmental Science), University of Virginia, 1981; M.S. (Chemical Engineering), University of Washington, 1988; Ph.D., University of Idaho, 1991.

Adjunct Faculty, Environmental and Occupational Health Sciences

Antonio Aguirre, M.D., Ph.D. Adjunct Associate Professor, Department of Ophthalmology, Huddersfield Royal Infirmary, Huddersfield, United Kingdom.

Arif Ahmed, M.D., Ph.D., Adjunct Assistant Professor. School of Medicine, Texas Tech University, Lubbock, Texas.

Ian B. Berger, S.B., M.S., M.P.H., Dr.P.H., Adjunct Professor. Director, InFOCUS, College of Optometry, University of Houston.

Faiyaz A. Bhojani, M.D., M.P.H., Dr.P.H., Adjunct Assistant Professor. Occupational physician, Shell Oil Company. The Hague, Netherlands Department.

Gail M. Blakley, B.S., M.D., Adjunct Assistant Professor. Physician’s Assistant, Milby Medical Group, Houston.

Jeffrey M. Boswell, B.S., M.D., Adjunct Assistant Professor. Occupational Health Physician, BP Amoco, Texas City.

Raymond J. Campion, B.S., Ph.D., Adjunct Associate Professor, Retired.

Ann Oliver Cheek, Adjunct Assistant Professor. B.S., College of William and Mary, 1988; Ph.D., Duke University, 1994.

George Di Giovanni, Ph.D., Adjunct Associate Professor. Plant Pathology and Microbiology, Texas A&M University Agricultural Research and Extension Center at El Paso.

Gary K. Friedman, B.S., M.D., Adjunct Associate Professor; President, Texas Occupational Medicine Institute, Houston.

Lindsay Griffin, III, Ph.D., Adjunct Associate Professor. Texas A&M University Safety & Structural Systems Division, National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention, Morgantown, West Virginia.

John L. Hankinson, B.E.E., M.S.E.E., Ph.D., Adjunct Professor. Retired as Chief, Clinical Investigations Branch, Division for Respiratory Disease Studies, National Institute for Occupational Safety and Health, Morgantown, West Virginia.

Myron C. Harrison, M.D., M.P.H., Adjunct Associate Professor. Senior Health Adviser, Exxon Mobil Corp., Dallas.

Hinton, J. Jack, Dr.P.H., Adjunct Professor. Senior Director, Health Safety and Environment, Baker Hughes, Inc., Claremore, Oklahoma.

Benjamin Hoffman, M.D., M.P.H., Adjunct Professor. Vice President & Occupational Health Sciences Officer, Waste Management Inc., Houston.

Cynthia L. Howard, B.A., M.S., Ph.D., Adjunct Assistant Professor. Visiting Assistant Professor of Biology, University of Houston at Clear Lake.

Howard L. Kusnetz, B.A., B.S.E., M.Sc., Adjunct Professor. Retired.

Craig E. Litton, B.S., M.P.H., Dr.P.H., Adjunct Assistant Professor. Manager, Health and Safety, Wyle Laboratories.

Thomas S. Matney, B.S., B.A., M.S., Ph.D., Adjunct Professor. (Professor Emeritus, The University of Texas Graduate School of Biomedical Sciences at Houston). Retired.

C. Hunter Montgomery, A.B., M.D., Adjunct Professor. Associate Medical Director, Exxon Company, USA, Houston.

Katherine J. Moore, B.S.N., M.S., Adjunct Assistant Professor. Supervisor, Medical Department, Shell Oil Company, Deer Park.

Christina L. Nance, Ph.D., Adjunct Assistant Professor. Instructor, Baylor College of Medicine, Houston.


Carolyn F. Phillips, B.M.E., M.C.E., Adjunct Assistant Professor. Manager of Industrial Hygiene Services, Shell Oil Company, Houston.

Lakshimi Putcha, Ph.D., Adjunct Professor. Pharmacologist, NASA/Johnson Space Center, Houston.

Eugenio J. Salazar, B.S., M.D., Adjunct Assistant Professor. Regional Clinical Director, Dow Chemical Company, Freeport.

Glenna McKay Scharon, B.S.N., M.S., Adjunct Assistant Professor, Manager Health Services, Tenneco, Houston.

Lawrence Schulze, Ph.D., P.E., C.P.E., Adjunct Associate Professor. Director of the Occupational Safety and Ergonomics Core Program, Department of Industrial Engineering, University of Houston, Houston.
Robert A. Teague, B.A., M.D., Adjunct Associate Professor. General Medicine, Baylor College of Medicine, Houston.

Melissa D. Tonn, M.D., M.B.A., M.P.H., Adjunct Assistant Professor. Medical Director, Occ MD. Occupational Medicine. Dallas.

James M. Vanderploeg, B.S., M.D., M.P.H., Adjunct Associate Professor. General Manager, Krug International, Technology Life Sciences Division, Houston.
Epidemiology and Disease Control

Epidemiology is a fundamental science of public health and preventive medicine with a major focus on the causes and prevention of disease. The methods of investigation employed by epidemiologists are applicable to a broad range of problems of human health and disease, and afford a rich variety of experiences from which to approach the substantive issues of community health. Environmental, genetic, and social determinants of health and disease are equally emphasized. Methods of epidemiologic research and their applications are emphasized in the curricula leading to the M.P.H., Dr.P.H., M.S. and Ph.D. degrees. In addition to having specific research activities, the epidemiology faculty interacts closely with colleagues in government and industry, in clinical institutions of the Texas Medical Center, in community agencies, and with international organizations to provide a broadly based research and learning environment for students in the School. Epidemiology is the home for the Human Genetics Center, the Center for Infectious Diseases and the Hispanic Health Research Center. Other faculty in the Division are members of the Center for Health Promotion and Prevention Research, the Coordinating Center for Clinical Trials, and the Human Nutrition Center, among others. The Division has a focused interest on the common chronic diseases in the Mexican-American community in Texas, and the Rio Grande Valley in particular.

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 public health disciplines, 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, including the conduct of research studies in public health and the interpretation of 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 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. A minimum of 45 credit hours are required. In addition, the M.P.H. degree requires a formal practicum in a relevant public health setting. The curriculum for an M.P.H. in Epidemiology includes M.P.H. core courses, Epidemiology Methods courses, Special Topics in Epidemiology, a Practicum, and the Culminating Experience.

The culminating experience requires the student to synthesize the knowledge gained during course work, research, and practice, and includes both a written and oral presentation.

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 Epidemiology, and an additional faculty from another discipline. A third Committee member may be appointed if approved by the Committee.

Doctor of Public Health

The Doctor of Public Health (Dr.P.H.) degree in Epidemiology signifies distinguished scholarly and practical accomplishment 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 an 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 could 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. Upon admission, the student will form an Advisory Committee to help guide the specifics of the academic phase of the program, and evaluate the progress of the student in meeting mutually agreed goals. The degree requires satisfactory completion of a prescribed course of study of at least one academic year (a minimum of 12 courses comprising at least 36 semester credit hours, with no more than six credit hours earned for thesis/dissertation research) in preparation for the qualifying examination. The Advisory Committee, consisting of the student, the faculty advisor, and at least two other regular faculty members from other public health disciplines, will administer the qualifying examination, which includes both breadth and depth of knowledge in public health. The student must be enrolled during the semester in which they take the qualifying examination. The Dr.P.H. requires completion of a planned supervised and evaluated practice experience which includes application of epidemiologic principles. Upon satisfactory completion of the qualifying examination, a dissertation committee will be formed. The Dr.P.H. dissertation, written in English, must constitute a substantial contribution to the body of knowledge in public health, 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. Candidates for the degree must be enrolled during the semester in which they complete the degree requirements.

Master of Science Degree Program
The M.S. degree program in Epidemiology is designed to offer students the opportunity to prepare themselves for intermediate or higher positions in government, or private health agencies, or in research projects with an epidemiologic orientation.

Special Entrance Requirements
A candidate for this degree should hold a baccalaureate or professional degree in the biomedical, physical, or social sciences 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, students will ordinarily complete the epidemiology course sequence of four semesters. To become familiar with epidemiologic issues and population-based research problems, students will select special topics and develop individual studies in Epidemiology. Adequate understanding of the etiology and pathogenesis of human diseases or their natural history and control may require moderate or advanced preparation in related laboratory or
clinical disciplines, genetics, behavioral sciences, or environmental sciences. Advanced skills in biostatistics are needed. At least 12 courses and 36 credit hours are required for completion of the M.S. degree.

The student, the faculty advisor and two additional regular faculty members from major and minor areas make up the advisory committee. The committee assists in the selection of the course of study and other related academic matters.

In addition to coursework, satisfactory completion of the M.S. degree requires successful completion of a master’s thesis or a project (in a form suitable for publication in a professional journal) demonstrating not only an understanding of epidemiology and biostatistics, but also the knowledge and skill required to carry out research relating to an epidemiologic problem. M.S. students may assist with the teaching program, when appropriate, under guidance of the faculty.

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

**Doctor of Philosophy Degree Program**

The Ph.D. degree is offered to those students with career interests in teaching and research. Students in the program prepare themselves to become independent epidemiologic investigators. Some teaching experience is acquired as well.

**Special Entrance Requirements**

Candidates for the Ph.D. degree should hold an M.S. in Epidemiology 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.

**Course of Study**

Those seeking a Ph.D. degree should anticipate at least a three-year program of study. Upon admission, a faculty advisor is assigned to each student. The student will select at least two additional faculty members representing the minor fields of concentration to serve on the Advisory Committee. The Committee will oversee the academic program, evaluate the student’s progress, and administer a qualifying examination. The examination is given when the student has completed the basic academic preparation and is ready to begin work on the doctoral dissertation.

The student must complete a minimum of 12 courses and 36 credit hours as determined by the advisory committee, and must demonstrate adequate understanding of the other relevant disciplines (see M.S. Course of Study). Ordinarily, the student is required to complete at least four courses in each of two designated minor fields. Each minor field will be represented on the advisory committee.

Upon satisfactory completion of the qualifying examination, a dissertation committee will be formed. This committee will evaluate the student’s doctoral dissertation, which will be a formal investigation constituting a substantial contribution to the field of epidemiology.

Students in the doctoral program assist with the Epidemiology teaching program under the guidance of the faculty.
Courses, Epidemiology and Disease Control

**PH 2610 Introduction to Epidemiology**
Risser, Tortolero, Sanderson, Caetano, Cardenas, Herbold, and the Faculty in Epidemiology and Disease Control, 3 credits, a (Houston, Dallas, El Paso, San Antonio); b (Houston, Brownsville); cd (Brownsville)

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.

This is a designated core course.

Prerequisites: None

**PH 2611 Introduction to Epidemiology Lab**
Epidemiology majors must be concurrently enrolled in the PH 2610 Lecture class. This class is primarily designed for Epidemiology students. The class will complement the 2610 Lecture class—but is independent of that class. The class will be problem-based, offering instructions on how to solve common epidemiology problems faced by epidemiologists working in public health. Emphasis will include descriptive epidemiology and statistical methods for describing measures of association.

Prerequisites: Concurrent enrollment in PH 2610.

**PH 2615 Field Research Methods in Epidemiology**
Day, Selwyn, Cardenas and the Faculty in Epidemiology and Disease Control, 4 credits, a (Houston, El Paso); b (Houston)

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: PH 2610 or equivalent and PH 1610 or equivalent.

**PH 2710 Advanced Epidemiologic Methods I**
Aragaki, Shabath, Sanderson,, and the Faculty in Epidemiology and Disease Control, 4 credits, a, b (Houston, Brownsville, Dallas, El Paso, San Antonio)

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: PH 2610, PH 1725, and PH 1726 or equivalent.

**PH 2711 Advanced Epidemiologic Methods II**
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.

Prerequisites: PH 2710.

**PH 2712 Experimental Methods in Epidemiology**

Hwang, Moyé, and the Faculty in Epidemiology and Disease Control, 3 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.

**PH 2720 Epidemiologic Proposal Development**

Kelder, Waller, Cardenas, Herbold, and the Faculty in Epidemiology and Disease Control, 3 credits, a (San Antonio); b (Houston, El Paso)

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.

Prerequisites: PH 2610, PH 2710, PH 1725 and PH 1726, or consent of instructor.

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

**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: PH 2610 or consent of instructor.
PH 2740 Cardiovascular Disease Epidemiology and Prevention
The Faculty in Epidemiology and Disease Control, 3 credits, b

This course focuses on epidemiologic, public health, preventive, and clinical aspects of leading cardiovascular diseases (CVD). Topics to be presented and discussed include pathophysiology of leading CVD, CVD survey methods, national and international trends in CVD mortality and morbidity and their public health implications, risk factor concept and major population-based epidemiologic studies of CVD in the U.S. and elsewhere, CVD risk factors (blood pressure, lipids, cigarette smoking, physical activity, coagulation factors, nutrition, obesity, genetic, psychosocial, and emerging new risk factors), major strategies in prevention of CVD, design, implementation, and evaluation of community-based CVD prevention programs, identification of major target groups for preventive interventions, secondary prevention of CVD and summary of major CVD clinical trials. Instruction will be in the form of lecture presentations, reading assignments, exercises, discussions, and individual consultations.

Prerequisites: PH 2610 or consent of instructor.

PH 2750 Epidemiology and Natural History of HIV Disease and Treatment
Tarwater, 1-3 credits, cd (El Paso)

This course focuses on the application of epidemiologic methods to the study of natural history and treatment of HIV. Therefore, this class extensively reviews the epidemiologic and statistical methods used in cohort studies (time to event and longitudinal data).

Prerequisites: None

PH 2760 Epidemiology and Prevention of Injuries
Cardenas and the Faculty in Epidemiology and Disease Control, 1-3 credits, cd

This course reviews the current concepts and methods used in surveillance, research and public practice dealing with injury prevention and control including Haddon’s matrix and approaches to injury prevention, sources of data and their limitations, and epidemiologic designs and analysis used to deal with intentional and unintentional injuries as subjects of study. The course draws from the local experience of the Trauma Registry of El Paso, and datasets available to students, including Fatality ARS and others.

Prerequisites: None

PH 2770 NIH Proposal Development
Kelder, Caetano and the Faculty in Epidemiology and Disease Control, 3 credits, b

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.
Prerequisites: PH 2610, PH 1725 and 1726, PH 2710.

This course is intended for Ph.D. and Dr.PH. students.

**PH 2810 Pathology and Public Health**
Piller, 3 credits, b

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: College biology or zoology or PH 2275.

**PH 2815 Genetics and Human Disease**
Hanis, Boerwinkle, 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 required.

**Cross-listed with UTHSC-H GSBS GS110013.**

**PH 2820 Molecular and Cellular Approaches to Human Genetics**
Hixson, Huff, Sen, 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 SPH 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. This course requires undergraduate level biochemistry, cell biology, and genetics.

**Cross-listed with UTHSC-H GSBS GS110023**

**PH 2825 Introduction to Genomics and Bioinformatics**
Xiong, Fu, White, 2 credits, a

This course will introduce some fundamental approaches and statistical/computational methods commonly used in genomics data analysis. The topics include sequence alignment, homology search in public databases, phylogeny reconstruction, gene mapping, and micro-array data analysis.

Prerequisites: Consent of instructor.

**Cross-listed with UTHSC-H GSBS GS110032**

**PH 2850 Population Genetics**
Fu, Xiong, Innan, 2 credits, b
This course will discuss the principles of population genetics and statistical methods for analyzing genetic samples of individuals from one or more populations. Students will learn classical theory of population genetics and a modern approach known as coalescent theory, the cornerstone for analyzing DNA sequence samples from populations.

**Prerequisites:** Genetics and statistics, and consent of instructor

**Cross-listed with UTHSC-H GSBS GS110042**

**PH 2910 Introduction to Computational Systems Biology**  
Xiong, 2 credits, b (even-numbered years)

Complex biological systems depend on gene function and on biochemical signaling and information exchange through metabolic, genetic, and protein networks and their different levels of organization. This course will develop a novel conceptual framework to quantitatively describe network properties and methods for integrating experimental and theoretical/computational approaches. A system biology approach integrating genomic and proteomic data will be used to identify genes responsible for complex diseases and to uncover and understand complex physiology and dynamic disease processes of molecular biological networks, cells, tissues, whole organism, and clinical phenotypes.

**Prerequisites:** None

**PH 2915 Evolution of DNA and Protein Sequences**  
Rodin, Hewett-Emmett, Fu, 3 credits, a (odd-numbered years)

The course will provide basic principles for understanding factors that govern the evolution of DNA and protein sequences. Students will learn about the formation and evolution of multi-gene families and other evolutionary phenomena. They will also be introduced to statistical methods and computer programs for analyzing DNA and protein sequence data.

**Prerequisites:** Consent of instructor.

**Cross-listed with UTHSC-H GSBS GS110103**

**PH 2920 Human DNA Variation**  
Daiger, Sullivan, 2 credits, b

This course will provide a review of genetic variation in human DNA, related terms and concepts, methods for detecting variation including Southern blotting and PCR, types of DNA variation including disease causing mutations, methods for analyzing variation; and applications including linkage mapping and genetic counseling.

**Prerequisites:** General genetics and biochemistry or consent of instructor; PH 2815 and PH 2820 are recommended.

**Cross-listed with UTHSC-H GSBS GS110062**

**PH 2925 Statistical Genetics**  
Fu, Xiong, Innan, 2 credits, a (even-numbered years)

In this course, statistical procedures of estimating genetic parameters and testing hypotheses and aspects of population genetics are discussed. The topics covered include segregation analysis, test of genetic linkage, estimation of gene frequencies, genetics of quantitative characters, inheritance of complex characters, paternity testing, and genetic counseling.
Prerequisites: Calculus, statistics, and consent of instructor.

Cross-listed with UTHSC-H GSBS GS110072

PH 2950 Genetic Epidemiology of Chronic Disease
Hanis, 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.

Prerequisites: None

Cross-listed with UTHSC-H GSBS GS110092

PH 2955 Current Topics in Human and Molecular Genetics
Hixson, Cote, Gambello, Sen, 1 credit, a, b

This course consists of research presentations by students and Texas Medical Center faculty carrying out research in the area of human and molecular genetics. Registered students not presenting their research will write review papers on one of the topics covered during the semester.

This course is required for second year or higher students in Human and Molecular Genetics; affiliated and other students by consent of the instructor.

Prerequisites: None

Cross-listed with UTHSC-H GSBS GS110631

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

PH 2970 Foundations of Public Health Genetics
Hewett-Emmett, Hallman, 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.

Prerequisites: None
PH 2998 Special Topics in Epidemiology
The Faculty in Epidemiology and Disease Control, 1-4 credits, a b cd

Special topics in Epidemiology are offered by one or more members of the epidemiology faculty, and vary each semester. Previous topics have included:

Epidemiology of Aging
Occupational Epidemiology
Cancer Epidemiology
Epidemiologic Study Using Claims-Based Healthcare Data
Applied Genetic Methods in Public Health
Causation
Judging Epidemiologic Evidence
Child and Adolescent Mental Health
Diet and Chronic Disease
Injury Epidemiology
Nutritional Epidemiology
Perinatal Epidemiology
Maternal and Child Health
Social Epidemiology
Rapid Assessment Methods in Public Health
Work Organization Epidemiology
Current Child Health Issues
Community Disease Control Programs
Current Topics in Disease Control
Emerging Infectious Diseases
Epidemiology and Control of Cardiovascular Disease
Epidemiology and Control of Infectious Disease
Ethnicity and Health Care
Hospital Infection Control
Immunization Programs
Quality Control in the Community Laboratory
Vaccinology
Biological Predictors of Health Status
Foundations of Modern Human Genetics
Human Adaptability
Prions and Prion Diseases

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 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.
**Primary Faculty, Epidemiology and Disease Control**

**Corinne C. Aragaki,** Assistant Professor. B.S., University of California at Irvine, 1985; M.S.P.H., Ph.D., University of California at Los Angeles, 1993, 1997.


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

**Eric Boerwinkle,** Professor. Kozmetsky Family Chair in Human Genetics. B.S., University of Cincinnati, 1980; M.A., University of Michigan, 1984; M.S., University of Michigan, 1985; Ph.D., University of Michigan, 1985.

*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.

**Ann L. Coker,** Associate Professor. B.A., Auburn University, 1980; M.P.H., The University of Texas School of Public Health at Houston, 1984; Ph.D., University of North Carolina; 1989.

*Research Interests:* Cancer epidemiology, women’s health, violence prevention and control.

**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.
Florence J. Dallo, Assistant Professor (Dallas Regional Campus). B.S., University of Michigan, 1996; M.P.H, University of Michigan School of Public Health, 1999; Ph.D., University of Texas Medical Branch in Galveston, 2004. 
Research Interests: Screening and Prevention of Diabetes, Health Disparities in Chronic Illnesses, Arab American Health

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 healthcare 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.

Steven H. Kelder, Associate Professor. 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; worksite health promotion; smoking cessation; weight loss and physical activity; child and adolescent nutritional intake and exercise behavior; research design; quantitative methods.

Kathy L. Klos, Assistant Professor. B.S., Washington State University, 1989; M.S., Washington State University, 1995; Ph.D., Iowa State University, 1999.  
Research Interests: Genetics of complex traits, gene-environment interaction, gene-gene interaction, gene networks.

Scott R. Lililbridge, Professor. B.S., East Tennessee State University, 1977; M.D., Uniformed Services University of the Health Sciences, F. Edward Hébert School of Medicine, 1981.  
Research Interests: Public health preparedness.

Sherry Lipsky, Assistant Professor (Dallas Regional Campus). B.S. University of Washington, 1980; M.P.H. University of Washington, 1989; Ph.D. University of Washington, 2002.  
Research Interests: Intimate partner violence, substance abuse, and healthcare utilization; health disparities; maternal health; and epidemiological methods.

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

Alanna C. Morrison, Assistant 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.

Linda Piller, Assistant Professor. B.S., 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.

Dennis M. Perrotta, Associate Professor (Austin Regional Campus). B.A., St. Mary’s University, 1972; M.S., University of Texas at San Antonio; Ph.D. The University of Texas School of Public Health at Houston, 1982.  
Research Interests: Applied public health epidemiology, public health preparedness and bioterrorism response, outbreak investigation, infectious disease epidemiology, infection control, influenza epidemiology, applied epidemiology competencies, public health epidemiology workforce issues.
**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.


**Jan M. Risser**, Assistant Professor. B.S., Iowa State University, 1969; M.S., Texas Woman’s University, 1988; Ph.D., The University of Texas School of Public Health at Houston, 1994.

*Research Interests*: Sexually transmitted disease surveillance; syphilis; prevention of HIV; social determinants of health; stroke and hypertension.

**Maureen Sanderson**, Associate Professor (Brownsville Regional Campus). B.S., Ohio State University, 1979; M.P.H., The University of Texas School of Public Health at Houston, 1984; Ph.D., University of Washington, 1996.

*Research Interests*: Breast and prostate cancer; maternal and child health; nutrition; violence against women.

**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, trauma.

**Matthew B. Schabath**, Assistant Professor. B.S./B.S. Florida Institute of Technology, 1998; 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, 2003.

*Research Interests*: Gene-environmental interactions; molecular epidemiology; lung and bladder cancer; COPD; lung function; inflammation; occupational exposures; dietary factors; hormonal factors.

**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.

**Stephen C. Waring**, Assistant Professor. B.S., Texas A&M University, 1974; M.S., Texas A&M University, 1977; D.V.M., Texas A&M University, 1980; Ph.D., The University of Texas School of Public Health at Houston, 1994.

*Research Interests*: Neurodegenerative diseases (Alzheimer’s, Parkinson’s, ALS/PDC of Guam); zoonotic diseases (emerging zoonoses and agents of bioterrorism); Public Health preparedness; epidemiologic methods.

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**Secondary Faculty, Epidemiology and Disease Control**

**Benjamin C. Amick** (Health Promotion and Behavioral Sciences), **Irina M. Cech** (Environmental and Occupational Health Sciences), **Cynthia L. Chappell** (Environmental and Occupational Health Sciences), **George Delclos** (Environmental and Occupational Health Sciences), **Tommy C. Douglas** (Environmental and Occupational Health Sciences), **Yun-Xin Fu** (Biostatistics), **Robert J. Hardy** (Biostatistics, Deanna M. Hoelscher (Health Promotion and Behavioral Sciences), **Zhi-Dong Jiang** (Environmental and Occupational Health Sciences), **Mohamed E. Mubasher** (Biostatistics), **Melissa F. Peskin** (Health Promotion and Behavioral Sciences), **Lisa A. Pompeii** (Environmental and Occupational Health Sciences), **Andrei S. Rodin** (Biostatistics), **Beatrice J. Selwyn** (Management, Policy and Community Health), **Patrick M. Tarwater**
(Biostatistics), Susan R. Tortolero (Health Promotion and Behavioral Sciences), Martha S. Vela Acosta (Environmental and Occupational Health Sciences), Sally W. Vernon (Health Promotion and Behavioral Sciences), and Momiao Xiong (Biostatistics).

Emeritus Faculty, Epidemiology and Disease Control

Alfonso H. Holguín, Professor Emeritus (San Antonio Regional Campus). B.A., Texas Western College, 1951; M.D., The University of Texas Medical Branch at Galveston, 1957; M.P.H., Harvard University School of Public Health, 1964.


William J. Schull, Professor Emeritus. B.S., Marquette University, 1946; M.S., Marquette University, 1947; Ph.D., Ohio State University, 1949.


James H. Steele, Professor Emeritus. D.V. M., Michigan State University, 1941; M.P.H., Harvard University, 1942.

Faculty of other components of The University of Texas System who participate on a regular basis in the teaching or research programs in epidemiology and disease control

Christopher I. Amos, Professor (The University of Texas M.D. Anderson Cancer Center). B.A., Reed College, 1980; M.S., Louisiana State University Medical Center, 1985; Ph.D., Louisiana State University Medical Center, 1988.

Melissa L. Bondy, Professor (The University of Texas M.D. Anderson Cancer Center). B.A., The University of Texas at Austin, 1975; M.S., The University of Texas at Austin, 1982; Ph.D., The University of Texas at Austin, 1990.

John P. Brown, Professor (The University of Texas Health Science Center at San Antonio). B.D.Sc., University of Queensland, 1963; M.S., University of Rochester, 1968; Ph.D., University of Queensland, 1976.

Robert Haley, Adjunct Professor (The University of Texas Southwestern Medical Center, Dallas). M.D., The University of Texas Southwestern Medical School at Dallas.

Janet C. Meininger, Professor of Epidemiology (The University of Texas School of Nursing at Houston). B.S.N., Saint Louis University, 1967; MSN, Case Western Reserve University, 1970; Ph.D., University of North Carolina, 1979.

Charles C. Miller, III, Associate Professor of Epidemiology (The University of Texas Medical School at Houston). B.A., Texas Christian University, 1983; M.A., Rice University, 1986; Ph.D., The University of Texas Houston School of Public Health at Houston, 1993.

Bradley H. Pollock, Professor of Epidemiology (The University of Texas Health Science Center at San Antonio). B.S., University of California, Irvine, 1979; M.P.H., University of California, Los Angeles, 1981; Ph.D. University of California, Los Angeles, 1988.

Michael Siciliano, Professor of Biological Sciences (The University of Texas M.D. Anderson Cancer Center). M.S., Long Island University, 1962; Ph.D., New York University, 1970.
Louise C. Strong, Professor of Biological Sciences (The University of Texas M.D. Anderson Cancer Center) B.A., The University of Texas at Austin, 1966; M.D., The University of Texas Medical Branch at Galveston, 1970; Ph.D., The University of Texas Graduate School of Biomedical Sciences at Houston.

Stephen K. Tyring, M.D., M.P.H, Adjunct Professor of Biological Sciences; Medical Director, UTMB Center for Clinical Studies, Houston.

Qingyi Wei, Professor of Epidemiology (The University of Texas M.D. Anderson Cancer Center). M.D. Nanjing Medical College, China, 1983; M.Sc., Chinese Academy of Preventive Medicine, China, 1986; Ph.D., Johns Hopkins University, 1991.

Xi Feng Wu, Professor (The University of Texas M.D. Anderson Cancer Center). M.D., Shanghai Medical University, 1984; M.S. Zhejiang Medical University, 1987; Ph.D., The University of Texas School of Public Health at Houston, 1994.

Adjoint Faculty, Epidemiology and Disease Control

Raouf R. Arafat, M.D., M.P.H., Adjunct Assistant Professor of Epidemiology. Bureau Chief, Department of Health and Human Services, City of Houston, Communicable Disease Division.

Steven N. Blair, B.A., M.S., P.E.D., Adjunct Professor of Epidemiology. Director of Epidemiology and Clinical Applications, The Cooper Institute, Dallas.

Jean D. Brender, B.S., R.N., Ph.D., Adjunct Associate Professor of Epidemiology. Associate Professor, Southwest Texas State University, San Marcos.

Mark A. Canfield, B.S., M.S., Ph.D., Adjunct Assistant Professor of Epidemiology. Director, Texas Birth Defects Monitoring Program, Texas Department of Health, Austin.

Deborah J. Del Junco, Ph.D., Adjunct Associate Professor of Epidemiology. Associate Professor Texas A&M University School of Rural Public Health, Bryan.

Luis G. Escobedo, B.A., M.D., M.P.H., S.M., Adjunct Assistant Professor of Epidemiology. El Paso M.P.H. Program; Medical Epidemiologist, New Mexico Department of Health, Office of Border Health, Las Cruces, NM.

W. Paul Giezen, B.S., M.D., Adjunct Professor of Epidemiology. Professor Departments of Virology and Microbiology, Baylor College of Medicine, Houston.

Edward A. Graviss, B.S., M.S., M.P.H., Ph.D., Adjunct Associate Professor of Epidemiology. Associate Professor, Department of Pathology, Baylor College of Medicine, Houston.

Claudia A. Kozinetz, B.A., M.P.H., Ph.D., Adjunct Associate Professor of Epidemiology. Research Associate Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Peter H. Langlois, B.S., M.S., Ph.D., Adjunct Assistant Professor of Epidemiology. Texas Birth Defects Monitoring Division, Bureau of Epidemiology, Texas Department of Health, Austin.

Ray E. Parsons, B.S., M.S., Ph.D., Adjunct Associate Professor of Epidemiology. Director, Mosquito Control District, Harris County Health Department, Houston.

Catherine L. Troisi, Ph.D., Adjunct Assistant Professor of Epidemiology. Houston Department of Health and Human Services, Bureau Chief, HIV/STD Prevention, Houston.
Nancy S. Weiss, Ph.D., Adjunct Assistant Professor of Epidemiology. Director of Texas Cancer Registry, Texas Department of Health, Austin.

Kirk R. Wilhelmus, M.D., Ph.D., Adjunct Professor of Epidemiology. Baylor College of Medicine, Ophthalmology Department, Houston.

Juan C. Zevallos, M.D., Adjunct Assistant Professor of Epidemiology. Medical Epidemiologist, Center for Border Health Research, El Paso.
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 with intervening to change or eliminate those determinants. Division faculty members conduct research and teach in the areas of health promotion, health education, and/or social and behavioral aspects of population health. Numerous opportunities exist for students to participate in teaching, research and service activities. Students may work with an academic advisor from among faculty members who have a primary or a secondary appointment in the Division.

Major research centers affiliated with the Division provide opportunities for students in all degree programs to work intensively with faculty. The centers are the Center for Health Promotion and Prevention Research, The University of Texas Prevention Research Center, and the Michael & Susan Dell Center for Advancement of Healthy Living.

The primary course of study for doctoral programs is located at the Houston campus. However, doctoral candidates may complete their course of study by engaging in research in residency at a Regional Campus in Brownsville, Dallas, El Paso or San Antonio where they would work with a Regional Campus faculty as the Dissertation Advisor. Research activities of the faculty at the Houston and Regional Campuses are listed in the Division’s list of faculty.

Master of Public Health Degree Program

The program of study for the M.P.H. in Health Promotion and 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.
- Graduate Record Examination.
- At least two letters of recommendation from faculty knowledgeable about the applicant’s academic work.
- Acceptance by the faculty in Health Promotion and Behavioral Sciences.

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

Course of Study

The M.P.H. student will be expected to take social and behavioral theory (PH 1111, PH 1112), health promotion program planning (PH 1113), and program evaluation (PH 1120), with additional coursework in research methods, ethics in research and public health, and social and behavioral science content courses.

Doctor of Public Health Degree Program

The Dr.P.H. in Health Promotion and Health Education is offered in Houston with the opportunity to work with regional campus faculty. The primary focus of the Dr.P.H. degree is health promotion. Like the M.P.H., the Dr.P.H. in Health Promotion and Health Education includes coursework in the five core public health disciplines: Behavioral Sciences, Biostatistics, Epidemiology and Disease Control, Environmental and Occupational Health Sciences, and Management, Policy and Community Health. The purpose of the Dr.P.H. program is to train students...
for leadership roles as public health professionals in nongovernmental agencies, health departments, and other governmental agencies. Some graduates also may work in the academic setting. Students receiving a Dr.P.H. are expected to contribute to and apply scientific discoveries in public health settings.

**Special Entrance Requirements**
- An earned master’s degree or equivalent in public health with a substantial behavioral sciences component.
- Graduate Record Examination (combined score over 1200 is preferred).
- Submission of 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.
- At least two letters of recommendation from faculty knowledgeable about the applicant’s academic work.
- Acceptance by the faculty in Health Promotion and Behavioral Sciences with a faculty member willing to serve as an academic advisor.

**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 course of study must be approved by the academic advisor. The student must achieve satisfactory performance on a qualifying examination as certified by the student’s qualifying examination committee. 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.

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**Doctor of Philosophy Degree Program**

The Ph.D. in Behavioral Sciences is offered in Houston with an opportunity to work with faculty at the regional campuses. The curriculum focuses on development of research skills and content expertise in behavioral and social sciences applied to health. 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
- An earned master’s degree or equivalent in a social or behavioral science, such as psychology, sociology, anthropology, education, or communications.
- Graduate Record Examination (combined score over 1200 is preferred).
- Submission of 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.
- At least two letters of recommendation from faculty knowledgeable about the applicant’s academic work.
- Acceptance by the faculty in Health Promotion and Behavioral Sciences with a faculty member who is willing to serve as an academic advisor.

**Course of Study**
The student will choose one of two courses of study in Health and Social Behavior or Health Promotion and two minors in other public health disciplines. The course of study must be approved by the academic advisor. The student must achieve satisfactory performance on a qualifying examination as certified by the student’s qualifying examination committee. The student will complete a dissertation as agreed with the dissertation committee and will focus on social and behavioral aspects of public health.
Courses, Health Promotion and Behavioral Sciences

PH 1110 Social and Behavioral Aspects of Community Health
Taylor, Caughey, Field, McFall, Byrd, 3 credits, a b c

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 a designated core course.

PH 1111 Health Promotion Theory and Methods I
Hoelscher, Byrd, Reininger, McFall, 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.

This course is a designated core course for Health Promotion and Behavioral Sciences majors when taken with PH 1112.

This course is a designated core course at the Regional Campuses.

See PH 1122

PH 1112 Health Promotion Theory and Methods II
Byrd, Reininger, 3 credits, 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 PH 1111.

See PH 1113

PH 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 evaluation include written examinations over course content, a written health promotion project plan, and participation in class and group assignments.

Prerequisites: PH1610, 2610, and 1111

**PH 1115 Health Survey Research Design**
The faculty in Health Promotion and Behavioral Sciences, 3 credits, cd

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 and PH 2610 or equivalent.

**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 Advanced Qualitative Methods**
Williams, McCurdy, 3 credits, b

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 instructors.

**PH 1120 Introduction to Program Evaluation**
Mullen, McFall, 3 credits, a b
This course introduces students to the theory and application of program evaluation, emphasizing a range of evaluation goals and designs. Class exercises, small group and whole class discussions, and lectures focus on practical tools for conducting field evaluations that are focused on three levels: critique of the program concept and design; program implementation and process; and program impact and outcomes. Stakeholders are identified, and methods for involvement are emphasized to promote use of study findings. The validity framework from Shadish, Cook, and Campbell is also used in judging the strength of conclusions about causal relationships and in generalizing findings from particular evaluations to target constructs and to other people, settings, times, interventions, and outcomes. Each student prepares a proposal for the evaluation of a program or policy of his or her choosing. Sections of the proposal are written and revised during the semester based on further learning and feedback from the instructor and other students.

Prerequisites: PH 1610 (or PH 1725 and PH 1726) and PH 2610 or consent of the instructor.

**PH 1122 Health Promotion Theory and Methods: A Teaching and Learning Experience for Doctoral Students**
Bartholomew, Hoelscher, Vernon, Fernandez-Esquer, 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 PH 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 PH 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

**PH 1123 Health Promotion Theory and Methods II—Doctoral level**
Byrd, Reininger, 3 credits, 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. In addition, to the master level work, doctoral students are given the opportunity to explore CBPR proposal writing, writing up CBPR projects for publication, and to practice developing and teaching masters level students. They also serve as leaders in group activities.

See PH 1122.

**PH 1125 The Principles and Practice of Data Management in Behavioral Sciences Research**
Diamond, 3 credits, b
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 1610 (or PH 1725 and PH 1726) or consent of the instructor.

**PH 1130 Measurement Theory**
Swank^1^ and the Faculty in Health Promotion and Behavioral Sciences, 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.

Faculty from The University of Texas Medical School at Houston^1^ participate in this course.

**PH 1132 Latent Variable Models and Factor Analysis**
Diamond, 3 credits, a

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 1725 and PH 1726; completion of an applied multivariate statistics course is strongly encouraged.

**PH 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.

PH 1227 Behavioral Science Theories for Health Promotion: An Advanced Course
Fernandez-Esquer, 3 credits, b

This course provides an overview of new developments in behavioral and social science theories that advance the understanding of health behavior. The course also highlights the interaction between the social sciences and public health, as part of the process of exploring the nature of theories and theory testing. A social ecological framework is used to structure the course content.

Prerequisites: PH 1110 or 1111 and 1112, 1725, and 1726 are required. This course is for advanced masters or doctoral students with a background in the behavioral sciences.

PH 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.

PH 1231 Advances in Medical Nutrition Therapy
The Faculty of Health Promotion and Behavioral Sciences, 4 credits, a

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.

PH 1232 Public Health Nutrition Practice
Hoelscher, Kelder, 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.

PH 1233 Public Health Nutrition
Hoelscher, 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.
**PH 1234** *Advances in Specialty Nutrition Practice*
The Faculty of Health Promotion and Behavioral Sciences, 2 credits b (even-numbered years)

An advanced course that provides the student exposure to selected areas of specialty dietetics practice through 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 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*
Slomka, 3 credits, a

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 1239** *Theories of Child and Adolescent Development*
Murray, 3 credits, b

This course introduces students to developmental theorists and developmental theories, with particular reference to their influence on health promotion, education, and parenting. The course consists of introductions to prominent developmental theorists and their work, including Freud, Erikson, Piaget, Vygotsky, Bandura, Bowlby, Kohlberg, and Jessor.

**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 Global and Local Responses to Public Health Needs in Post-Colonial Societies**

McCurdy, 3 credits, b

This course examines global and local responses to disease threats in Africa, Asia, and Latin America since the mid-nineteenth century. The course begins with the emergence of tropical medicine and colonial health services designed by Europeans and Americans to promote health and nutrition in their colonies and looks at early efforts to promote population growth through child survival and immunization programs. The creation of international and development organizations (e.g., Rockefeller, UNICEF, WHO, and the World Bank) and their programs and policies will be examined in the wider context of colonial and post-colonial development. Case studies will be used to illustrate local responses to disease threats and the ways that globally prescribed development policies and practices can be reinterpreted and transformed as ideas and practices are implemented (or not) in different situations.

**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 biology, epidemiology, and policy implications. Each student prepares and presents a proposal for an evaluation study.

Prerequisites: PH 2610 and PH 1110 or PH 1111.

**PH 1320 Ethics in Health Care**

Slomka, 3 credits, a

This course is a systematic overview of major ethical issues in health care and policy from a public health perspective. Students learn to recognize the primary features of an ethical problem in health care; become familiar with the language and discourse of health care ethics; recognize and analyze the social and policy dimensions of ethical dilemmas in health care; and formulate a process for preventing and/or resolving ethical conflicts.

**PH 1325 Research Ethics for Public Health**

Slomka, 3 credits, b

This course presents a survey of ethical issues in health care research with implications for future public health investigators. In addition to topical areas and the history of research ethics, case-based discussions deal with foundational concepts, such as ethical issues in study design and methods, informed consent, oversight issues, and the responsibilities of investiga-
tors in protecting human subjects. Course participants become familiar with moral issues in research and develop an ethical framework for planning and conducting investigations.

**PH 1330 Scientific Writing for the Behavioral Sciences**  
Williams, 3 credits, b

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. The 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.

**PH 1350 Multicultural Populations and Public Health Research**  
Fernandez-Esquer, 3 credits, a

This course explores social identities critical to contemporary U.S. society. The course emphasizes the intersection of public health and social sciences research and how they inform an understanding of social identity and/or culture of groups who have sub-optimal access to health care. Commonalities and differences among these groups are discussed throughout the semester.

**PH 1410 Addictive Behavior**  
Walters, 3 credits, a

This course examines the societal, family, and individual problems related to addictive behavior associated with the use of alcohol, tobacco, drugs (licit and illicit), and other substances. The identification, etiology, treatment, and prevention of such behavior is also studied with emphasis on public health applications.

**PH 1418 Practice in Health Behavior Change**  
Walters, 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 motivation and change with an emphasis on brief evidence-based interventions that promote health in healthcare, social work, or other public health settings. Through a mixture of didactic presentation, role-play, and discussion, the course focuses on problem behaviors, such as smoking, alcohol and other drug use, diet and exercise, medication compliance, and other preventive health practices. In addition to theory, students learn specific skills for interacting with patients around health behavior change in multiple settings.

**PH 1420 Research Design and Analysis in Behavioral Sciences I**  
Diamond, Williams, Amick, Chen, Vernon, 4 credits, a

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 1610, PH 1725 and 1726, or the equivalent.
PH 1421 Research Design and Analysis in Behavioral Sciences II  
Diamond, Williams, Amick, Chen, 4 credits, b

This course expands on the material covered in PH 1420 and extends the focus to: analyses that assess measurement reliability, validity and stentt structure; methods that can be used to group either people or objects; and procedures that assess 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: PH 1420.

PH 1423 Society and Health  
Amick, 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, 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.

PH 1425 Applied Multivariate Statistics for the Behavioral Sciences  
Diamond, Chen, 3 credits, a

This course is designed for behavioral researchers who will use multivariate methods to address research questions. Topics will include multiple regression, multivariate analysis of variance and covariance, discriminant 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.

PH 1426 Methods for the Analysis of Change: Applied Longitudinal Analysis  
Diamond, Chen, 3 hours, 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.

**PH 1430 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 and PH 2610 or equivalent

**PH 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 Division students and faculty are encouraged to attend, and students may attend without registering for course credit. Students may register for one credit hour and are especially encouraged to register during the semester in which they intend to make a presentation.

**PH 1435 Health Promotion/Behavioral Sciences Doctoral/Post-Doctoral Research Seminar**
Bartholomew, Mullen, Vernon, and Swank\(^1\), 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\(^1\) participate in this course.

**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 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**, Associate Professor. B.A., University of Maryland, 1978; B.S., University of Maryland, 1978; Ph.D., Johns Hopkins University, 1986.  
Research Interests: Work organization and health; social epidemiology and health disparities; 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.

**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.

**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.

**Theresa L. Byrd**, Associate Professor (El Paso Regional Campus). B.S.N., University of Arizona, 1978; M.P.H., University of California at Los Angeles, 1986; Dr.PH, The University of Texas School of Public Health at Houston, 1994.
Research Interests: Health promotion and behavior change; maternal and child health; community organization and development; border health; cancer prevention/early detection.

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, program evaluation.

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.

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.

Soledad Liliana Escobar-Chaves, Assistant Professor. B.A. Universidad del Valle, 1984; M.P.H. The University of Texas, School of Public Health at Houston, 1998; DrPH, The University of Texas, School of Public Health at Houston, 2002.
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.

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; PhD, 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-Esquerr, 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.

Craig A. Field, Assistant Professor (Dallas Regional Campus). B.A., University of North Texas, 1993;Ph.D., The University of Texas Southwestern Medical Center at Dallas, 1998; M.P.H., The University of Texas School of Public Health at Houston, 2002.
Research Interests: Evaluating the effectiveness of brief alcohol interventions with injured patients; use of motivational interviewing in emergency department and trauma care centers; ethnic differences and health disparities related to alcohol use, injuries, and intimate partner violence.
Deanna M. Hoelscher, Professor. 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.

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: STDs; HIV/AIDS; substance abuse; women’s health; violence; underserved populations; health disparities; qualitative research; global health studies.

Stephanie L. McFall, Associate Professor (San Antonio Regional Campus). B.A. Indiana University, 1973; M.A. University of North Carolina, 1977; Ph.D. University of North Carolina, 1986.

Research Interests: Social gerontology; cancer screening and treatment decisions; health of older adults; program evaluation.

Amy L. McQueen, Assistant Professor. B.A., University of California San Diego, 1996; M.A., University of Houston, 1999; Ph.D. University of Houston, 2002.

Research Interests: behavioral interventions; health promotion and disease prevention; cancer screening; risk perceptions and defensive processes; alcohol abuse and binge drinking.

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; contraception and STD/HIV risk reduction; informed decision making for cancer and other screening tests; patient education for risk reduction; evaluation methods; systematic review and meta-analysis.

Nancy Murray, Assistant Professor. B.A., University of Southern California, 1972; M.A., University of Southern California, 1975; Dr.P.H., The University of Texas School of Public Health at Houston, 1996.

Research Interests: Child and adolescent health promotion through interventions with parents and schools; adolescent smoking cessation; physical activity.

Unto Pallonen, Associate Professor. B.A., University of Jyvaskyla, Finland, 1972; Masters Soc.Sc., University of Helsinki, Finland, 1978; Ph.D., University of Minnesota, 1986.

Research Interests: School-, clinic-, and community-based smoking prevention and cessation; cancer prevention in adolescents; behavior change models, computer applications in health promotion; health communication.
Guy S. Parcel, Dean, John P. McGovern Professor, M. David Low Chair in Public Health. 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., Assistant Professor. B.S. Virginia Commonwealth University, 1991; M.S., Medical College of Virginia, 1993; DrPh., 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.

Belinda Reinger, Assistant Professor (Brownsville Regional Campus). B.S., The University of Texas at Austin, 1988; M.P.H., The University of Texas School of Public 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.


Research Interests: Cross-cultural research; psychiatric epidemiology; adolescent mental health; affective disorders; suicide, sleep disorders, obesity, and mental health.


Research Interests: STDs; HIV/AIDS; drug abuse; community level and correctional STD/HIV prevention cross-cultural aspects of public health; internet sexuality.

Ross Shegog, Assistant Professor. B.S., University of Sydney, 1983; Diploma in Nutrition and Dietetics, University of Sydney, 1985; 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.

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.
**Andrew E. Springer**, Assistant Professor, 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.

**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:* Health promotion; CVD risk factors in children; Physical activity in children; Cancer prevention in underserved populations

**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.

**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.

**Scott T. Walters**, Assistant Professor (Dallas Regional Campus). B.A., Biola University, 1993; M.A., San Diego State University, 1996; Ph.D., University of New Mexico, 2002.

*Research Interests:* College student health and substance abuse prevention, motivational theories of change, mailed and computerized interventions for substance abuse, brief negotiation in medical settings, religious and spiritual aspects of psychology.

**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.

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**Emeritus Faculty, Health Promotion and Behavioral Sciences**


*Research Interests:* spirituality and health, stress, coping and disease.

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**Secondary Faculty, Health Promotion and Behavioral Sciences**

**Elizabeth R. Baumler** (Biostatistics), **Ann L. Coker** (Epidemiology and Disease Control), **R. Sue Day** (Epidemiology and Disease Control), **Steven H. Kelder** (Epidemiology and Disease Control), **Stephen H. Linder** (Management, Policy and Community Health), **Thomas A. Mackey** (Environmental and Occupational Health Sciences), **Maureen Sanderson** (Epidemiology and Disease Control) and **Melissa H. Stigler** (Epidemiology and Disease Control).
Faculty of other components of The University of Texas System who participate on a regular basis in the teaching or research programs, Health Promotion and Behavioral Sciences

Karen Basen-Engquist, Associate Professor (The University of Texas M.D. Anderson Cancer Center). B.A., Saint Olaf College, 1982; Ph.D., The University of Texas at Austin, 1989; M.P.H., The University of Texas School of Public Health at Houston, 1990.


Paul M. Cinciripini, Professor (The University of Texas M.D. Anderson Cancer Center). B.S., Pennsylvania State University, 1974; M.S., Auburn University, 1976; Ph.D., Auburn University, 1978.

Lorenzo Cohen, Assistant Professor (The University of Texas M.D. Anderson Cancer Center). B.A., Reed College, 1987; M.S., Uniformed Services University of the Health Sciences, 1993; Ph.D., Uniformed Services University of Health Sciences, 1994.

Elizabeth Edmundson-Drane, Adjunct Associate Professor (The University of Texas at Austin). B.S., East Carolina University, 1983; M.A., East Carolina University, 1984; Ph.D., The University of Texas at Austin, 1990.

Joan C. Engebretson, Professor (cross appointment) (The University of Texas School of Nursing). B.S.N., St. Olaf College, 1965; M.S., Texas Woman’s University, Houston, 1979; Dr.P.H. The University of Texas School of Public Health at Houston, 1992.

Leticia E. Fernandez, Adjunct Assistant Professor, (The University of Texas at El Paso); B.S. University of Minnesota, 1988; M.P.A., Princeton University, 1992; Ph.D., University of Pennsylvania, 1997.

Nell H. Gottlieb, Professor, (The University of Texas at Austin). B.A. Emory University, 1966; M.A., Emory University, 1968; Ph.D., Boston University, 1980.

Ellen R. Gritz, Professor (M.D. Anderson Cancer Center. B.A., Barnard College, Columbia University, 1964; Ph.D., University of California at San Diego, 1971.

Cheryl Howard, Adjunct Associate Professor (The University of Texas at El Paso); B.U.S., University of New Mexico, 1970; Ph.D., University of New Mexico, 1991.

Lovell A. Jones, Professor, The University of Texas M.D. Anderson Cancer Center; B.S., California State University, 1972; M.A., University of California Berkeley, 1975; Ph.D., University of California Berkeley, 1977.

Osvaldo F. Morera, Adjunct Assistant Professor (The University of Texas at El Paso); B.S., Ohio State University, 1988; M.A., University of Illinois at Urbana-Champaign, 1993; Ph.D., University of Illinois at Urbana-Champaign, 1997.

Sharon K. Ostwald, Professor (cross appointment) (The University of Texas School of Nursing at Houston). B.S., Wheaton College, 1964; M.S., University of Minnesota, 1976; Ph.D., University of Minnesota, 1986.

Susan K. Peterson, Assistant Professor, The University of Texas M.D. Anderson Cancer Center. B.S., University of Michigan, Ann Arbor, 1984; M.P.H., University of Michigan School of Public Health at Houston, Ann Arbor, 1986; Ph.D., The University of Texas School of Public Health at Houston, 2001.
Paul Swank, Professor (cross appointment) (The University of Texas Medical School at Houston). B.A., Adams State College, 1973; M.S., Colorado State University, 1977; Ph.D., University of Northern Colorado, 1979.

Sandra Upchurch, Assistant Professor (cross appointment) (The University of Texas School of Nursing at Houston). B.S.N., Capital University, 1969; M.S., Texas Woman’s University, 1981; Ph.D., Texas Woman’s University, 1993.


Jingping Xu, The University of Texas M.D. Anderson Cancer Center, Research Scientist. M.P.H., The University of Texas School of Public Health at Houston, 1999; Ph.D., The University of Texas School of Public Health at Houston, 2005.

Adjunct Faculty, Division of Health Promotion and Behavioral Sciences

Thomas Baranowski, A.B., M.A., Ph.D. Adjunct Professor. Children’s Nutrition Research Center, Department of Pediatrics, Baylor College of Medicine, Houston.

Karen W. Cullen, B.S., M.S., Dr.P.H. Adjunct Associate Professor. Associate Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Ekere J. Essien, M.D., M.P.H., Dr. P.H. Adjunct Assistant Professor. Research Scientist, Research Centers in Minority Institutions Program, College of Pharmacy and Health Sciences, Texas Southern University, Houston.

Anthony J. Greisinger, M.A. Ph.D. Adjunct Assistant Professor, Vice President, Kelsey Research Foundation, Houston.

Jo Anne Grunbaum, Ed.D. Adjunct Professor, Health Scientist, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, Atlanta.

Mary Hamra, Ph.D., Adjunct Associate Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Albert C. Hergenroeder, M.D. Adjunct Professor, Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Martin Hobdell, B.D.S. M.A., Ph.D. Adjunct Professor (Retired).

Mark W. Kline, M.D. Adjunct Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Alden S. Klovdahl, Ph.D. Adjunct Professor, Professor, School of Social Sciences, The Australian National University, Canberra, Australia.

Gerjo Kok, M.A., Ph.D. Adjunct Professor, Professor of Statistics and Chairman of the Department of Health Education, The University of Limburg, The Netherlands.

Trudy Krause, B.S., Dr.P.H. Adjunct Instructor (Dynamic Health Strategies), Houston.

Theresa Nicklas, Dr.P.H., M.D. Adjunct Professor, Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

David Plummer, M.D., Ph.D. Adjunct Professor, University of the West Indies, Ph.D.
Lena Schonnesson, B.A., M.A., Ph.D. Adjunct Associate Professor Karolinska Institute, Soder Hospital, Stockholm, Sweden.


Marianna M. Sockrider, M.D., Dr. P.H. Adjunct Associate Professor, Associate Professor, Department of Pediatrics, Baylor College of Medicine, Houston.

Jeannette Truxillo, Ph.D. Adjunct Assistant Professor, Research Associate Supervisor, DePelchin Children’s Center, Houston.
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. For students interested in these areas, MPACH offers M.P.H. and Dr.P.H. programs in Community Health Practice and in Health Services Organization, a Ph.D. program is offered in Management and Policy Sciences.

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.

Special Entrance Requirements

Students entering the M.P.H. program may hold an undergraduate and/or graduate degrees in 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 general requirements for the M.P.H. degree apply. The student and two faculty members comprise the student’s academic Advisory Committee, which will develop the student’s course of study based on the student’s academic objectives and prior education and experience. The practicum and the culminating experience should have a community health practice or health services organization focus.

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 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 recommended.

Course of Study

The program is designed to allow the student’s academic Advisory Committee the flexibility to determine the student’s scope of study based on the student’s academic objectives and
prior education and experience. For more detailed information, see “Doctor of Public Health” section on Committees.

The Doctor of Philosophy Degree Program
The Doctor of Philosophy (Ph.D.) program in the Division of Management, Policy and Community Health provides instruction in the fields of economics, health services research, policy, management, law and ethics related to the health sector. 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 or equivalent training and experience 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 recommended.

Course of Study
The Ph.D. program provides instruction in the fields of health economics/health services research, health policy/law, and public health and health care health management. Students choose a major and two minor areas of study. At least one of the minors must come from another public health discipline, such as Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, or Health Promotion and Behavioral Sciences. A qualifying examination is administered to students when their preparation is complete. Students will typically take two years of coursework in preparation for this examination; however, the actual time required in coursework will depend on a student’s level of preparation before admission and the judgment of the student’s qualifying examination committee.

Upon successful completion of the qualifying examination, the qualifying advisory committee will be dissolved, and the student will recruit a doctoral dissertation committee. The student will work with this committee to prepare a research plan that demonstrates his or her capacity to conceive and conduct independent research in health economics/health services research, the policy sciences, public health or health care management. The research should culminate in the completion and presentation, in written form, of an original research project.

Courses, Management, Policy and Community Health
For a description of letter codes, a,b,c,d, see Divisions, Courses of Instruction and Faculty, Academic Terms.

PH 3710 Administration and Public Health
The Faculty in Management, Policy and Community Health, 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.

PH 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.

**PH 3720** *Principles and Practice of Public Health*
desVignes-Kendrick and 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.

**PH 3725** *Health and Safety Program Management*
Felknor, Emery, 3 credits, b

This course draws on concepts from sociology, political science, and anthropology, this course 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.

**PH 3730** *Health Program Planning, Implementation and Evaluation*
The Faculty in Management, Policy and Community Health, 3 credits, b

This course is designed for students who expect their work experience to include development or management of interventions at the program level. In satisfying course objectives, students will have the opportunity to improve their understanding of the theoretical basis for meeting health needs of populations through organized programs. In addition, they will have the opportunity to learn technical skills and the use of essential techniques in planning, implementation, and evaluation of health programs. Course methods include presentation and discussion of program concepts and techniques, illustration of programs through a series of case presentations and guest speakers, and group exercises by members of the class.

**PH 3735** *Health Planning*
Mikhail, 3 credits, b

This course is a comprehensive survey of health planning in the United States at area-wide, state, and institutional levels is presented. Generic health planning principles are emphasized through discussion of health planning theory and by utilizing specific health planning programs that have occurred historically in the public and private sectors. Their application to both community and strategic planning are included. Useful fundamental methods and
techniques are described and demonstrated in brief. Conceptual, political, and technical problems are identified and discussed.

**PH 3740 Community-Based Health Assessment**
Moore, Spears, Brown, 4 credits, b

The goal of this course is to have each student demonstrate mastery of methods for rapidly assessing community health problems, their policy context, and the resources committed to their solution. This course surveys the core functions of public health as they are fulfilled by community partners with responsibility for the assessment, policy development, and assurance functions.

This is a designated M.P.H. core course.

**PH 3745 Organizational Theory and Management**
Horwitz, 3 credits, b

This course is taught as a doctoral level seminar. 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 promoting 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.

**PH 3750 Organizational Psychology**
Moore	extsuperscript{1}, 4 credits, a (San Antonio)

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.

**PH 3755 Public Health Leadership**
The Faculty in Management, Policy and Community Health, 3 credits, b

This course is designed for doctoral students in all disciplines and modules. The purpose of the course is to expose students to concepts and theories of leadership, to present leadership challenges from public health practice and research, and to discover personal leadership attributes. Content areas will include leadership theory as it relates to the person, organizations, communities, and research. Emphasis will be placed on the application of course material to “real life” public health problems and issues and to the development of public health careers. Special topics may include futures research, systems thinking, sustainable development, and leadership in science.

**PH 3760 Topics in Demography**
Krueger, 3 credits, b
This course will provide a general overview of the field of demography, with particular attention to connections between demography and population health. The readings and lectures will cover topics such as the demographic and epidemiologic transitions, fertility, mortality, migration, population growth and population aging, race/ethnicity, gender, population and the environment, work and the family, urbanization, and economic development. The readings will summarize the current state of the field of demography, introduce students to common data sources and methods used by demographers, and present cutting edge empirical research that illustrates the breadth and scope of contemporary demographic research.

PH 3810 Health Policy in the United States
Rosenau, 3 credits, a

The purpose of this course is to provide an overview of health policy in the U.S. Attention will be given to the principal institutions, processes, and ideas shaping health policy at the federal level; political, economic, and legal perspectives on health policy questions; and the historical and intellectual context of recent policy developments.

PH 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 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.

PH 3818 Texas Health Policy: Emerging Issues and New Approaches
Begley, Warner1, 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.

PH 3823 Global Issues in Pregnancy and Perinatal Health
Selwyn, 3 credits, a

This course explores, from the global perspective, the major issues related to current-day pregnancy and perinatal health. It includes a review of basic anatomy and physiology pertinent to reproduction and childbearing. There is detailed discussion of the medical care, epidemiology, and public health issues associated with selected problems during pregnancy and the perinatal and inter-pregnancy periods. Students make an oral presentation on a selected topic.
PH 3824 Health and Development
Homedes, Selwyn, 3 credits, b

This course examines the interrelationships between population health and economic development in developing countries, including consideration of globalization, healthcare and public health systems, and the roles of international organizations.

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 Administration 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.

PH 3830 Ethics and Policy
Linder, 2 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 3850 Translating Research into Policy
Linder, Rosenau, 2 credits, b

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 3860 Pharmaceutical Politics and Policy
Rosenau, 3 credits, b

This course introduces students to the various public health policy issues affecting the development, distribution, and consumption of pharmaceuticals. The development and approval process in the U.S. is studied, emphasizing the ever-evolving responsibility of the FDA and its approval process. The class explores the role of the pharmaceutical industry both as a manufacturer of products, and as a major player in the making of health-care decisions.
Regulatory issues and the influence of managed care as well as U.S. federal and state prescription drug coverage programs are covered. Controlling the cost of prescription-only, generic, and over-the-counter drugs is considered along with the “shift movement,” (prescription to OTC status). The course examines the conflicting priorities, ethical dilemmas, and business objectives of the global pharmaceutical industry. The marketing of pharmaceuticals in the U.S. and in other countries is discussed along with cross-border pharmaceutical sales and research/development conflicts of interest. Guest lecturers explain employer priorities and the role of pharmaceutical benefits managers in the private and public sectors.

**PH 3870 Public Health Policy and Practice**
The Faculty in Management, Policy and Community Health, 3 credits, b (even-numbered years)

The 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 healthcare 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. Some years students may be given the opportunity to participate in a “real-world” policy research exercise with a defined product and client. On other occasions, the course will offer the students an opportunity to learn about the practical details of providing technical assistance and expertise to clients, policymakers, and communities. Most years the course will include a consideration of professional norms, ethics, and responsibilities as well as resolution of conflicts over values, roles, and objectives. Students are expected to present their papers, findings, or results in a public forum.

**PH 3910 Introduction to 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.

**PH 3915 Methods for the Economic Evaluation of Health Programs**
Lairson, Swint, 3 credits, a

This course introduces 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**
The Faculty in Management, Policy and Community Health, 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.

**PH 3922 Economic and Social Determinants of Health**
Franzini, 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.

**PH 3925 Health Care Finance**
Mikhail, 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.

**PH 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: Intermediate biostatistics or similar statistical background.

**PH 3935 Advanced Health Economics**
The Faculty in Management, Policy and Community Health, 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**
The Faculty in Management, Policy and Community Health, 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.

**PH 3970 Doctoral Dissertation Proposal Development in Management, Policy and Community Health**
The Faculty in Management, Policy and Community Health, 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.

**PH 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:

- Community Mental Health
- Competition and the Health System
- Contemporary Issues in Management
- Decision Making Under Uncertainty
- Design, Health and Environment
- Diversity in the Modern Organization
- Drugs and Society
- Econometrics
- Economics of Mental Health
- Epidemiology and the Law
- Epidemiology-based Decision-Making
- Fundamentals of Population Health
- Health Care Reform in the U. S.
- Health Survey Research Design
- Ideology
- Images and Public Health
- Law and the Elderly
- Legal Issues in Public Health
- Obesity and Public Health
- Organizing for Safety in High-Hazard Industries
- Power
- Propaganda and Persuasion
- Public Health Leadership
- Public Finance
- Politics of Community Health
- Qualitative Policy Analysis
- The New Public Health

**PH 3999 Individual Study in Management, Policy and Community Health**

UTSPH - 166
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 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.

Primary Faculty, Management, Policy and Community Health

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.

Benjamin S. Bradshaw, Professor. 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.

H. Shelton Brown, III, Assistant Professor. B.A., University of North Carolina at Chapel Hill, 1988; M.A., Johns Hopkins University, 1992; Ph.D., Vanderbilt University, 1998. Research Interests: Health economics; urban economics; managed care; insurance demand.


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.

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.
Research Interests: Workers’ compensation; occupational health trends and costs; effects of managerial and policy interventions on employee safety; industrial/organizational psychology.

Research Interests: Sociology of health; aging and life-course; social demography and epidemiology; social stratification; family demography; statistical, qualitative, and visual methods.

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.

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; health care 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.

Beth E. Quill, Associate Professor. B.A., Emmanuel College, 1979; M.P.H., The University of Pittsburgh, 1982.
Research Interests: Public health management leadership and practice; organizational change; child health; vulnerable populations.

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.
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.

Eduardo Sanchez, Professor (Austin Regional Campus). B.S.; B.A., Boston University, 1981; M.S., Duke University, Durham, NC, 1983; M.D., Southwestern Medical School, Dallas, Texas, 1988; M.P.H., University of Texas Health Science Center-Houston, San Antonio, Texas, 1993. 
Research Interests: Access to health care, mental health, diabetes, health disparities.

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.

William D. Spears, Assistant Professor (San Antonio Regional Campus). B.A., Texas Tech University, 1974; M.A., Texas Tech University, 1977; Ph.D., The University of Texas School of Public Health at Houston, 1991. 
Research Interests: Community assessment; community information systems; community based participatory action research; demography.

Research Interests: Economic evaluation of public health and health care interventions and health care policy alternatives; comparative healthcare systems; health care system reform; health and economic development.

Research Interests: Health finances; health economics; health policy; diabetes policy; border health; cross border utilization; mental health finance; health planning; national health insurance.

Emeritus Professors, Management, Policy and Community Health
Lu Ann Aday, Professor Emerita, Lorne Bain Distinguished Professor in Public Health and Medicine. B.S., Texas Tech University, 1968; M.S., Purdue University, 1970; Ph.D., Purdue University, 1973.


M. David Low, Professor Emeritus. M.D., Queen’s University (Canada), 1960; M.S., Queen’s University, 1962; Ph.D., Baylor College of Medicine, 1966.

Secondary Faculty, Management, Policy and Community Health
Arch I. Carson (Environmental and Occupational Health Sciences), Sarah A. Felkner (Environmental and Occupational Health Sciences); Jay H. Glasser (Biostatistics), Asha S. Kapadia (Biostatistics), Jan M. H. Risser (Epidemiology), and Jacquelyn Slomka (Health promotion and Behavioral Sciences).
Faculty of other components of The University of Texas System who participate on a regular basis in the teaching or research programs in Management, Policy and Community Health

Christine A. Brosnan, Associate Professor (The University of Texas School of Nursing at Houston). B.S.N., Georgetown University, 1965; M.S.N., The University of Texas Medical Branch at Galveston, 1981; Ph.D., University of Texas, 1996.

Scott B. Cantor, Associate Professor (The University of Texas M.D. Anderson Cancer Center). B.A., Yale University, 1981; S.M., Harvard University, 1987; Ph.D., Harvard University, 1991.

Theresa L. Carroll, Professor (The University of Texas School of Nursing at Houston). B.S.N., Mt. Mercy College, 1968; M.N., University of Pittsburgh, 1974; Ph.D., University of Pittsburgh, 1982.

Larry M. Gentilello, Adjunct Professor (The University of Texas Southwestern Medical School, Dallas), M.D., Albert Einstein College of Medicine, 1982.

Deanna E. Grimes, Professor (The University of Texas School of Nursing at Houston) B.S.N., Mercy College, 1962; M.P.H., The University of Texas School of Public Health at Houston, 1975; Dr.P.H., The University of Texas School of Public Health at Houston, 1988; M.S.N., The University of Texas School of Nursing at Houston, 1991.

Leticia Lantican, Adjunct Associate Professor Emeritus (The University of Texas School of Nursing at El Paso). B.S.N., University of California, 1962; M.S.N., University of California, 1968; M.A. University of Philippines, 1979; Ph.D., University of Philippines, 1980.

Gregory Larkin, Adjunct Professor (The University of Texas Southwestern Medical School, Dallas); M.D., Pennsylvania State University, May, 1989.

Charles E. McConnel, Adjunct Professor (The University of Texas Southwestern Medical Center, School of Allied Health Sciences). M.A., San Francisco State University, 1967; Ph.D., University of Southern California, 1970.

Paul E. Pepe, Adjunct Professor (The University of Texas Southwestern Medical School). M.D., University of California, San Francisco, 1976; M.P.H., The University of Texas School of Public Health at Houston, 1995.

Stanley J. Reiser, Professor (The University of Texas Graduate School of Biomedical Sciences at Houston.). A.B., Columbia University, 1959; M.D., State University of New York, 1963; M.P.A., Harvard University, 1966; Ph.D., Harvard University, 1970.

Kathleen Staudt, Adjunct Professor (The University of Texas at El Paso) B.A., University of Wisconsin –Milwaukee, 1971; M.A., University of Wisconsin – Madison, 1972; Ph.D., University of Wisconsin – Madison, 1976.

Charlotte C. Sun, Assistant Professor (The University of Texas M.D. Anderson Cancer Center). B.A. Rice University, 1988; M.P.H., Boston University, 1993; Dr.P.H., The University of Texas School of Public Health at Houston at Houston, 2001.

Jon E. Tyson, Professor (The University of Texas Medical School at Houston), M.D., Tulane University, 1968; M.P.H., The University of Texas School of Public Health at Houston, 1995.

Sandra Upchurch, Associate Professor (The University of Texas School of Nursing at Houston). B.S.N., Capital University, 1969; M.S., Texas Woman’s University, 1981; Ph.D., Texas Woman’s University, 1993.
Paul Villas, Adjunct Associate Professor (The University of Texas, Pan American). B.A., College of Santa Fe, 1970; M.S., University of Southern Mississippi, 1974; D.Ed., University of Tennessee, 1988.

Adjunct Faculty, Management, Policy and Community Health

Carol M. Ashton, B.A., M.D., M.P.H., Adjunct Professor. Professor of Medicine Med-Preventive Medicine, University of Alabama at Birmingham.

Martin D. Barrie, B.S., M.S., J.D., Ph.D., Adjunct Assistant Professor. President, Science with Law, Inc., Houston.

Robert Bernstein, B.A., M.D., Adjunct Professor. Retired.

Patricia G. Bray, B.S., M.A., Ph.D., Adjunct Assistant Professor. Executive Director, St. Luke’s Episcopal Charities, Houston.


Rick A. Danko, B.S., M.P.H., Dr.P.H., Adjunct Assistant Professor. Director, Center for Policy and Innovation, Texas Department of State Health Services, Houston.

James T. Downes, Jr., B.A., J.D., M.P.H., Adjunct Assistant Professor. Assistant County Attorney, Harris County Attorney’s Office, Houston.

Miguel A. Escobedo, B.S., M.D., M.P.H., Adjunct Professor. Regional Director, Texas Department of State Health Services, El Paso.

David J. Fine, B.A., M.H.A., Adjunct Professor. President and CEO, St. Luke’s Episcopal Hospital, Houston.

Louis J. Goodman, B.S., M.P.A., Ph.D., Adjunct Associate Professor. Director, Division of Medical Economics, Texas Medical Association, Houston.

H. Mark Guidry, B.A., M.D., M.P.H., Adjunct Associate Professor. Executive Director, Galveston County Health District, Galveston, Texas.

Hardy Loe, M.D., M.P.H., Consultant.

Sondip Mathur, B.A., M.A., Ph.D., Adjunct Assistant Professor. Assistant Professor, Texas Southern University, Houston.

Peter Mieszkowski, B.S., M.A., Ph.D., Adjunct Professor. Cline Professor of Economics and Finance, Rice University, Houston.

Herminia Palacio, M.D., M.P.H., Adjunct Professor. Executive Director, Harris County Public Health and Environmental Services, Houston.

Rebecca L. Ramos, M.A., M.P.H., Adjunct Professor. U.S.-Mexico Border Health Association, Division Director, Training and Technical Assistance Division, El Paso.

Hugh W. Stephens, B.A., M.A., Ph.D., Adjunct Associate Professor. College of Political Sciences, University of Houston, Houston.
Rabih Suki, B.S., M.P.H., Ph.D., Adjunct Assistant Professor. HealthCare Research Associates, Houston.

Stephen Williams, M.P.A., M.E., Adjunct Associate Professor. Director, Houston Department of Health and Human Services, Houston


Nelda P. Wray, B.A., M.D., M.P.H., Adjunct Professor. Professor Medicine Med-Preventive Medicine, University of Alabama at Birmingham.

**INTERDIVISIONAL PROGRAMS**

**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 5998 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.

PH 1115 Health Survey Research Design
PH 1233 Public Health Nutrition
PH 1242 AIDS: Global Socioeconomic and Political Contexts
PH 1250 Genital, Sexual and Reproductive Public Health
PH 1350 Multicultural Populations and Public Health Research
PH 1410 Addictive Behavior
PH 2125 Medical Geography
PH 2230 Water Environment
PH 2280 Public Health Microbiology I: Tropical Viruses and Human Parasites
PH 2290 Immunology
PH 2615 Field Research Methods in Epidemiology
PH 2730 Epidemiology and Control of Infectious Diseases
PH 3812 Comparative Healthcare Systems: Policy Challenges and Economic Perspectives
PH 3823 Global Issues in Pregnancy and Perinatal Health
PH 3922 Economic and Social Determinants of Health
PH 5611 Health and Development
PH 5613 Critical Cinema for Public Health

Divisional Special Topics Courses
Demography and Public Health
Environmental and Occupational Health Sciences: Irina Cech, Cynthia Chappell, George Delclos, Sarah Felknor, Michael Smolensky.


Management, Policy and Community Health: Luisa Franzini, Carl Hacker, Nuria Homedes, Frank Moore, Pauline Rosenau, Beatrice J. Selwyn, Michael Swint.
REGионаl CAMPUSES

The Austin Regional Campus

Regional Dean: Cheryl L. Perry, Ph.D.

The Austin Regional Campus was established in March 2007 on The University of Texas at Austin campus to offer graduate level courses leading to the Master of Public Health degree. The MPH program should begin in early 2008. The campus also houses the Michael & Susan Dell Center for Advancement of Healthy Living. The campus is currently housed at 313 E. 12th Street, Suite 220, in downtown Austin. In late 2008, the campus will move to the School of Nursing building on the UT campus. Special areas of interest 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.

Members of the Austin faculty are Shelton Brown, Sandra Evans, Ron Harrist, Deanna Hoelscher, Steve Kelder, Alfred McAlister, Dennis Perrotta, Cheryl Perry, Bruce Rodda, Eduardo Sanchez, Andrew Springer, and Melissa Stigler.

Adjunct Faculty, Austin Regional Campus

Rick Danko, Dr.P.H., Adjunct Assistant Professor (Austin Regional Campus). Director, Office of Strategic Health Planning, Texas Department of Health, Austin.

Elizabeth Edmundson, Ph.D., Adjunct Associate Professor (Austin Regional Campus). The University of Texas at Austin.

Leanne H. Field, B.A., M.S., Ph.D. Adjunct Associate Professor. The University of Texas at Austin, Senior Lecturer, School of Biological Sciences.

Kay Tabor Kimball, Ph.D., Adjunct Assistant Professor, (Austin Regional Campus). Consultant.

Jeanne M. Lambrew, B.A., M.S.P.H., Ph.D. Adjunct Associate Professor. The University of Texas at Austin.

Bruce E. Rodda, B.A., M.S., Ph.D., M.B.A., Adjunct Professor. Principal, Strategic Statistical Consulting, L.L.C., Spicewood, Texas.

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. The campus is less than a mile from the Mexico border and is part of the Regional Academic Health Center (RAHC), which has two other locations in Harlingen and McAllen. This campus is housed in a 26,000 square foot building in a tropical setting with classrooms, computer and wet laboratories, offices, and a commons. Student-to-faculty ratio is presently very low. Almost all students are highly involved with research and community outreach programs focused on the health problems and their solutions in the border area. Special areas of interest include diabetes, tuberculosis, and cancer. Students in Brownsville also have a great opportunity to gain invaluable experience in International Health with numerous binational programs with Mexican organizations and studies in adjacent areas of Mexico.

The unique, rapidly-growing Hispanic population living along the border has high rates of migration, the highest rates of many important diseases in the United States, and is one of
our most underserved U.S. populations. The greatest needs include more and better data on health issues to guide sound health decisions, particularly in the areas of diabetes, obesity, cancer, infectious disease, teen pregnancy, school health, tuberculosis, and environmental issues for migrant workers. For these areas, the School is working closely with city, county, state and binational health programs, and contributing a health economic perspective in several projects. Establishing a high technology laboratory on site allows the application of the most recent techniques to large population studies addressing important public health issues. The laboratory has been established in close collaboration with technical expertise from colleagues in Houston and elsewhere. Here, students have the opportunity to experience the application of recently developed technology to population-based studies and health issues. The small but closely knit faculty also provides an experience in interdisciplinary research.

Since the Rio Grande River is only a virtual barrier between Texas and Mexico, regional campus faculty also work closely with colleagues in many sectors of Mexico. Recent collaborations include the Ministry of Education in conducting the first Youth Behavior Risk Factor Survey in Matamoros and with others in studies of tuberculosis, cervical cancer, AIDS and chronic liver disease. Brownsville faculty have received NIH funding to create a binational TB consortium that is making groundbreaking discoveries of the relationship between TB (including multi-drug resistant TB) and diabetes.

The Brownsville faculty have also been awarded an NIH program grant funded by the National Center on Minority Health Disparities that provides the support for the creation of a new Hispanic Health Research Center, which will provide substantial infrastructure for research on a range of Hispanic health issues for undergraduate and graduate students and faculty. This five-year, $7.5M development grant established a center with several cores, including community outreach, bioinformatics, training and molecular studies, and set up research projects covering obesity, diabetes, cardiovascular diseases and cancer.

Members of the Brownsville faculty are Cristina Barroso, Susan Fisher-Hoch, Joseph McCormick, Adriana Perez, Belinda Reininger, Blanca Restrepo, Maureen Sanderson, Ken Sexton and Martha Soledad Vela-Acosta.

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. The academic program is carried out in partnership with The University of Texas Southwestern Medical Center at Dallas, and the Campus is housed in the seventh and eighth floors of The University of Texas Southwestern School of Allied Health Sciences.

The academic curriculum offers interactive video courses that connect the Dallas campus with other SPH 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 M.P.H. degree program emphasizes 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 faculty are Raul Caetano, Margaret Caughy, Flora Dallo, Craig Field, Robert Harris, Sherry Lipsky, Mohamed Mubasher, Bahman Roudsari, Arnold Schecter, Patrice Vaeth, and Scott Walters.

**Adjunct Faculty, Dallas Regional Campus**

**John Carlo**, M.D., M.S.E. Adjunct Assistant Professor of Public Health (Dallas Regional Campus). Dallas County Health and Human Services.

**Glenn Flores**, A.B., M.D. Adjunct Professor of Public Health (Dallas Regional Campus). Medical School of Wisconsin.

**Larry M. Gentilello**, M.D. Adjunct Professor (Dallas Regional Campus) The University of Texas Southwestern Medical School, Dallas.

**Charles Haley**, M.D., M.S. Adjunct Professor of Public Health (Dallas Regional Campus). TrailBlazer Health Enterprises, LLC, Dallas.

**Robert Haley**, M.D., Adjunct Professor (Dallas Regional Campus). The University of Texas Southwestern Medical Center, Dallas.

**Myron C. Harrison**, M.D., M.P.H., Adjunct Associate Professor. (Dallas Regional Campus). Senior Health Adviser, Exxon Mobil Corp., Dallas.

**Gregory Larkin**, M.D. Adjunct Professor (Dallas Regional Campus). The University of Texas Southwestern Medical School, Dallas.

**Charles E. McConnel**, M.A., Ph.D., Adjunct Professor. (Dallas Regional Campus). The University of Texas Southwestern Medical Center, School of Allied Health Sciences.

**Ram Nirula**, B.Sc., M.D., M.P.H., Adjunct Assistant Professor of Public Health (Dallas Regional Campus). The University of Texas Southwestern Medical Center at Dallas.

**Paul E. Pepe**, M.D., M.P.H., Adjunct Professor. (Dallas Regional Campus). The University of Texas Southwestern Medical School, Dallas.

**Elizabeth Race**, M.D., M.P.H. Adjunct Assistant Professor of Public Health (Dallas Regional Campus) The University of Texas Southwestern Medical Center.

**Shahid Shafi**, MBBS, MPH. Adjunct Assistant Professor of Public Health. (Dallas Regional Campus) The University of Texas Southwestern Medical Center).

**Timothy W. Strawderman**, B.S., M.P.A., Ph.D., Adjunct Assistant Professor of Public Health (Dallas Regional Campus). The University of Texas Southwestern Medical Center, Dallas.

**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. The Regional Campus was created as a partnership with The University of Texas at El Paso (UTEP) and is located on the UTEP campus. 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 the two institutions. In depth M.P.H. coursework is also available in epidemiology and biostatistics via distance education courses from the Houston campus.
The interests of the faculty at the 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. The complex public health problems of the border area often require a multidisciplinary approach. The Program’s success in applying such an approach is evidenced by a number of joint faculty research projects, cooperatively taught classes, and involvement in community service activities.

Much of the faculty’s research focuses directly on assessing local public health problems, evaluating the effectiveness of programs, and developing new approaches to solving these problems. Faculty are directly involved in assisting public health agencies and bringing these experiences into the classroom in the form of local situations, statistics, and field experiences. In addition, the program works closely with other educational organizations in the region, including the Pan-American Health Organization, Texas A&M Agricultural Extension Center, the Universidad Autonoma de Ciudad Juarez, Paso Del Norte Health Foundation, El Paso Diabetes Association, Centro San Vicente, El Paso Community College, Canutillo Independent School District, and the Texas Tech University Medical School.

Current faculty members of the UT School of Public Health in El Paso are Hector Balcazar, Theresa Byrd, Victor Cardenas, Shawn Gibbs, Nuria Homedes, Kristina Mena, Melchor Ortiz, and Patrick Tarwater.

**Adjunct Faculty, El Paso Regional Campus**


Lawrence D. Cohn, Ph.D., Adjunct Associate Professor. (El Paso Regional Campus). The University of Texas at El Paso.

John B. Conway, Ph.D., Adjunct Professor. (El Paso Regional Campus). The University of Texas at El Paso.

George Di Giovanni, Ph.D., Adjunct Associate Professor. (El Paso Regional Campus). Plant Pathology and Microbiology, Texas A&M University Agricultural Research and Extension Center at El Paso.

Leticia E. Fernandez, B.S., M.P.A., Ph.D., Adjunct Assistant Professor, (El Paso Regional Campus). The University of Texas at El Paso.

Luis Escobedo, M.D., M.P.H., Medical Epidemiologist, (El Paso Regional Campus). New Mexico Department of Health Office of Border Health.

Miguel A. Escobedo, B.S., M.D., M.P.H., Adjunct Professor. (El Paso Regional Campus). Regional Director, Texas Department of State Health Services, El Paso.

Mark D. Harris, M.D., M.P.H., Adjunct Associate Professor of Public Health. (El Paso Regional Campus). Chief, Dept. of Preventive Medicine, William Beaumont Army Medical Center, El Paso

Cheryl Howard, B.U.S., Ph.D., Adjunct Associate Professor (El Paso Regional Campus). The University of Texas at El Paso.

Leticia Lantican, B.S.N., M.S.N., M.A., Ph.D., Adjunct Associate Professor (El Paso Regional Campus). The University of Texas School of Nursing at El Paso.
Anita A. Larson, Adjunct Associate Professor of Public Health, Supervisory Medical Officer, William Beaumont Army Medical Center, El Paso.

David V. Lemone, B.S., M.S., Ph.D. Adjunct Professor. (El Paso Regional Campus). The University of Texas at El Paso.

Wen-Whai Li, B.S.E., M.S., Ph.D., Adjunct Associate Professor (El Paso Regional Campus). The University of Texas at El Paso.

Lillian F. Mayberry, B.A., M.S., Ph.D. Adjunct Professor (El Paso Regional Campus). The University of Texas at El Paso.

Osvaldo F. Morera, B.S., M.A., Ph.D. Adjunct Assistant Professor (El Paso Regional Campus). The University of Texas at El Paso.

Zuber D. Mulla, B.A., M.S.P.H., Ph.D., Adjunct Associate Professor of Public Health (El Paso Regional Campus), Texas Tech University Health Sciences Center.

Rebecca L. Ramos, M.A., M.P.H., Adjunct Professor. (El Paso Regional Campus). U.S.-Mexico Border Health Association, Division Director, Training and Technical Assistance Division, El Paso.

Josef A. Sobieraj, Ph.D., M.B.A., Adjunct Associate Professor of Public Health, (El Paso Regional Campus) Chief, Industrial Hygiene Service, William Beaumont Army Medical Center, El Paso.

Kathleen Staudt, B.A., M.A., Ph.D., Adjunct Professor (El Paso Regional Campus). The University of Texas at El Paso.

Charles D. Turner, B.S., M.S., Ph.D., Adjunct Professor (El Paso Regional Campus). The University of Texas at El Paso.

John C. Walton, B.S., M.S., Ph.D. Adjunct Professor (The University of Texas at El Paso).

Juan C. Zevallos, M.D., Adjunct Assistant Professor (El Paso Regional Campus). Medical Epidemiologist, Center for Border Health Research, El Paso.

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. The regional campus is located near its host institution, The University of Texas Health Science Center at San Antonio (UTHSC-HSA). UTHSC-HSA and other metropolitan research organizations are a source of student employment and research opportunities.

The goals and objectives for the Master of Public Health degree address assessment, policy development and assurance, and core functions of public health. A strength of the faculty is a shared emphasis in community-focused and population-based health research. Faculty and students conduct research emphasizing the public health problems of the San Antonio and South Texas region including maternal and child health, diabetes, cancer control, air and water quality, health services research, bioterrorism and domestic preparedness, exposure to toxic materials, adolescent risk-taking, and occupational health.
Current faculty members of the UT School of Public Health at San Antonio are Benjamin Bradshaw, John Herbold, Alfonso Holguín (Professor Emeritus), Stephanie McFall, Frank Moore, Jimmy Perkins, David W. Smith, and William Spears.

Adjunct Faculty, San Antonio Regional Campus

KoKo Aung, M.D., M.P.H. Adjunct Assistant Professor (San Antonio Regional Campus) The University of Texas Health Center at San Antonio.

Bryan J. Alsip, M.D., M.P.H., F.A.C.P.M., Adjunct Professor of Public Health (San Antonio Regional Campus). Assistant Director of Health, San Antonio Metropolitan Health District, San Antonio.

Jose A. Betancourt, B.S., M.S., Dr. P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Associate Dean, Academy of Health Sciences, United States Air Force.

John P. Brown, Adjunct Professor, (San Antonio Regional Campus). B.D.Sc., M.S., Ph.D., The University of Texas Health Science Center at San Antonio.

Michael A. Charlton, Ph.D., Adjunct Assistant Professor, (San Antonio Regional Campus). Asst. Vice President for Risk Management and Safety, he University of Texas Health Science Center at San Antonio.

Thomas F. Clarke, B.S., M.D., M.P.H., Adjunct Associate Professor. (San Antonio Regional Campus). Director GPM Residency, USAF.

Dennis Duchon, A.B., M.B.A., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). The University of Texas at San Antonio.

Thomas P. Erlinger, B.A., M.D., M.P.H., Adjunct Associate Professor (San Antonio Regional Campus). Seton Family Hospitals, San Antonio.

Michael L. Farrell, B.A., M.D., M.P.H., M.S., Adjunct Professor (San Antonio Regional Campus). USAF School of Aerospace Medicine, San Antonio.

Diane A. Forgione, B.B.A., M.B.A., M.S.A., Ph.D., Adjoint Professor of Public Health (San Antonio Regional Campus). The University of Texas at San Antonio.

Louis J. Goodman, B.S., M.P.A., Ph.D., Adjunct Associate Professor (San Antonio Regional Campus). Executive Vice President, Texas Medical Association.

Fernando Guerra, M.D., 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). Texas Department of State Health Services Region 8, San Antonio.

Kenneth R. Hart, D.O., Adjunct Associate Professor, (San Antonio Regional Campus). Hyperbaric Medicine & Wound Care Center, Nix Medical Center, San Antonio.

Jennifer N. Herriott, M.P.H., Adjunct Instructor of Public Health (San Antonio Regional Campus). San Antonio Metropolitan Health District, San Antonio.

Steven M. Hetrick, B.S., M.D., M.P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). U.S. Air Force, San Antonio.

Thelma C. Hurd, M.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). 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). The University of Texas Health Science Center at San Antonio.

Thomas D. Fadell Luna, M.D., M.P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus), U.S. Air Force, Brooks Air Force Base, San Antonio.

Brian Masterson, M.D., M.P.H., Adjunct Assistant Professor of Public Health, United States Air Force, Brooks Air Force Base, San Antonio.

Gary McDaniel, Ed.D., Adjunct Assistant Professor of Public Health, PeopleWorks Texas, San Antonio.

Laura C. McKiernan, B.S., M.P.H., Dr.P.H., Adjunct Associate Professor of Public Health (San Antonio Regional Campus), El Centro de Barrio, San Antonio.

C. Alex McMahan, B.S., M.A., Ph.D., Adjunct Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

Martha A. Medrano, B.S., M.D., M.P.H., Adjunct Professor of Public Health (San Antonio Regional Campus), The University of Texas Health Science Center at San Antonio.

Joel E. Michalek, B.S., M.A., Ph.D., Adjunct Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

Claudia S. Miller, B.A., M.S., M.D., Adjunct Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

Steve H. Murdock, B.A., M.A., Ph.D., Adjunct Professor of Public Health (San Antonio Regional Campus). The University of Texas at San Antonio.

Roger B. Perales, M.P.H., R.S., Adjunct Instructor of Public Health (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio, Laredo.

Bradley H. Pollock, B.S., M.P.H., Ph.D., Adjunct Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

Donde A. Plowman, B.A., M.Ed., Ph.D. Adjunct Professor of Public Health (San Antonio Regional Campus). The University of Texas at San Antonio.

Janet P. Realini, M.D., M.P.H., Adjunct Professor of Public Health (San Antonio Regional Campus). San Antonio Metropolitan Health District.

Cherise Rohr-Allegrini, Ph.D. Adjunct Assistant Professor of Public Health, San Antonio Metro Health District.

William D. Spears, Ph.D., Adjunct Associate Professor of Public Health (San Antonio Regional Campus). Wright State University Boonshoft School of Medicine.

John A. Thomas, B.S., M.A., Ph.D., Adjunct Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

Kathleen R. Stevens, B.S., M.S., Ed.D., Adjunct Professor of Public Health (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.

John A. Zeber, B.A., M.H.A., Ph.D., Adjunct Assistant Professor (San Antonio Regional Campus). The University of Texas Health Science Center at San Antonio.
DISTANCE EDUCATION

The SPH 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 SPH 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 SPH 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 SPH 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.

SPH 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 SPH campuses.
INSTITUTES, CENTERS, COLLABORATING CENTERS, AND PROGRAMS

Institute for Health Policy
The mission of the Institute for Health Policy (IHP) based in The University of Texas School of Public Health (SPH) is to:

- Provide useful and reliable knowledge for UTHSC-Health policy and problem solving based on both the translation of scholarly research and on periodic assessments of health trends throughout the state
- Develop effective strategies for the design, communication and dissemination of viable policy solutions and to build the collaboration necessary to make these solutions more effective.
- Develop creative ways to bridge the information 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: Eduardo J. Sanchez, M.D., M.P.H.
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. In addition to working closely with state departments of health, the Center has responded abroad to international crises and disasters, such as the SARS outbreak in China in 2003 and to the Indian Ocean Earthquake Tsunami in Indonesia in 2004. Public-private partnerships are encouraged for staff working within the Center to ensure we provide the most competitive products. Sources of funding for the Center include the National Institutes of Health, Centers for Disease Control and Prevention, Health Resources and Services Administration, Department of Defense, Texas Department of State Health Services, and the Department of Homeland Security. The Center is organized into three main cores:

- Training and education providing an integrated forum to bring critical community responders together under the philosophy of “training together to respond together.” This endeavor includes both short-term targeted programs of instruction, as well as longer term opportunities for more specialized graduate education. The Center is both a designated CDC Academic Center for Public Health Preparedness and a HRSA Center for Bioterrorism Continuing Education for health care providers. In FY 2005, the Center trained more than 24,000 persons throughout Texas and the United States. Crisis leadership training is a major component of the Center’s training efforts.
- Research on emerging public health issues related to preparing health departments for disasters. Specific research interests include surveillance, outbreak detection, and measuring health and medical readiness. The Center also strives to translate new ideas into effective solutions that address state-based health security needs. The Center is an active partner with the NIH-supported Southwest Center of Excellence for Biodefense and Emerging Infectious Diseases at The University of Texas Medical Branch in Galveston. In addition, the Center has significant research grants with the U.S. Department of Defense.
- Community Service providing expertise for planning, exercises, executive leadership education, and hospital preparedness to organizations involved in health and medical preparedness. The Center is also involved with organizations, such as the American Red Cross and the American Medical Association. The Center’s border surveillance and security
The University of Texas Health Science Center at Houston
School of Public Health

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 SPH 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 a World Health Organization (WHO) Collaborating Center. In 2003, the Human Nutrition Center (HNC) merged with the CHPPR, strengthening the Center’s emphasis on behavioral nutrition and physical activity.

CHPPR is organized into research teams that assume responsibility for conducting individually funded research projects. To support the activities of the research teams, the Center is further organized into three core functions: administration; intervention and education; and design and analysis. An Associate Director provides leadership for each core. A training program supports pre- and post-doctoral fellowships; minority supplements are often included in ongoing grant-funded research. Trainees are well-served by the diverse interdisciplinary research environment of the Center and its component centers as well as by the SPH educational environment.

As a WHO Collaborating Center for Health Promotion and Prevention Research, CHPPR has a partnership 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 17 countries have been hosted in the Center. The Texas Prevention Research Center (TPRC) is funded by the Centers for Disease Control and Prevention (CDC), which has created a network of academic centers, health agencies, and communities for health promotion and disease prevention research. The theme of the TPRC 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.
Associate Directors:
L. Kay Bartholomew, Ed.D., M.P.H.
Sue Sifford

Director (Pre- and Post-doctoral Training Program)
Pat Dolan-Mullen, 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 healthcare and community-based public health. Major objectives are to 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; and identify and evaluate relevant federal, state, and local health policy related to these issues.

Research areas of the Center include:
- Economics of breast and colorectal cancer prevention
- Race/ethnicity disparities in health status and health care use
- Use and impact of trauma systems and emergency services
- Economics of treatment of low birth weight babies
- Rural development and community health
- Behavioral health services design and evaluation
- Economics of epilepsy and other neurological disease
- Assessment of local health care safety nets
- Evaluation of disease management programs

Co-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 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 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 devel-
Developing countries, travelers to these regions and to approximately 80 million persons in the U.S. experiencing foodborne enteric disease each year. Hepatitis C transmission and implementation of vaccination programs for hepatitis B in developing countries are research programs in the Center. 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 invasive streptococcal 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 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.

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**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-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.

**Associate Directors:**
Virginia Kennedy, Ph.D.
Beth Quill, M.P.H.
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

Director: Lemuel A. Moyé, M.D.

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 mission of the Center is four-fold: to build capacity for new researchers; to investigate and eliminate health disparities in the Texas/Mexico border region; to establish the UT System as the research leader in eliminating health disparities in Hispanic and other minority populations; to promote transfer of research findings to public health practice and policy.

The Advisory Committee and senior faculty of both institutions recruit, select, and mentor health researchers via learning institutes, guided research studies, and dissemination of new knowledge about Hispanic health disparities and best practices to eliminate these disparities. Each year the Center supports pilot studies designed to investigate effects on populations experiencing health disparities. These studies include such aspects as general trends, health status, health care needs, and policy and system supports for eliminating health disparities.

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. 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 goals of the Center include developing a research capacity in a nucleus of individuals in partnership with minority serving academic institutions in the LRGV; transferring scientific technology and expertise to the LRGV through 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; and developing community participatory research and intervention strategies specific for Hispanic, especially Mexican-American cultures.

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 School of 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
- Cardiovascular disease and its risk factors
- Genes and mutations causing retinal diseases
- Diabetes
- Molecular typing
- Retinal pathophysiology
- Quantitative genetics

Director: Eric Boerwinkle, Ph.D.
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 improve healthy living in communities through addressing the childhood obesity epidemic, child and adolescent development, and community programs and policies that support these efforts. These areas will be addressed through forward-thinking:

- Research and demonstration projects;
- Professional and community education; and
- Dissemination of evidence-based programs and policies.

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.

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 SPH NCI pre- and post-doctoral training program; and the Food Intake Analysis System (FIAS), a nutrient analysis software program.

Director: Deanna Hoelscher, PhD, RD, LD, CNS

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 healthcare, 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; inter-
national 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. Felkner, M.S., Dr.P.H.
- Occupational Medicine/Occupational and Environmental Medicine Residency Program: Arch “Chip” Carson, M.D., Ph.D.
- Industrial Hygiene Program: Lawrence Whitehead, M.P.H., Ph.D., C.I.H.
- Occupational Health Nursing Program: Thomas Mackey, Ph.D., RNC.
- Occupational Epidemiology Program: Benjamin Amick III, Ph.D.
- Occupational Injury Prevention Program: Benjamin Amick III, Ph.D.
- Continuing Education and Outreach Program: Janet Harreld, MA, MFA, MPA
- Pilot Projects Research Training Program: Maria Morandi, 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:** Sarah A. Felknor, M.S., Dr.P.H.

**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 significantly 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: Steven H. Kelder, Ph.D.

Director for International Programs: Michael W. Ross, Ph.D., M.P.H.

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 a National Institutes of Health-funded (Fogarty International Center) Training and Research Program in Occupational and Environmental Health, and 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. These 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, Suriname, 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.

Associate Director: Sarah Felknor, Dr.P.H.
STUDENT SERVICES

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 SPH 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 SPH 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 Thursday from 8:00 a.m. to 5:00 p.m., and on Friday from 8:00 a.m. until noon.

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. Traineehip awards are based on student needs and continued academic progress.

Director: Stephanie Tamborello, M.R.E.

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., M.S.
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, 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 ≥ $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 scholarship; instead, the Admissions Committee awards scholarships following recommendations made at the time of admission.

Reuel A. Stallones Endowed Scholarship Fund

Eligibility: Continuing SPH student. Award based solely on academic merit.

Jack Killian Memorial Endowed Scholarship

Eligibility: SPH 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.

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.
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.

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 K. Severs Memorial Scholarship Fund
Eligibility: Continuing Environmental Sciences student, based solely on academic merit.

Leslie A. Chambers Memorial Scholarship Fund
Eligibility: Continuing Environmental Sciences student, based solely on academic merit.

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.

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.

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.

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.

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.

Adam and Lauren Strauss Endowed Scholarship Fund
Eligibility: Awarded to a continuing student, based on academic merit and 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.

Susanne M. Savely Scholarship
Eligibility: SPH student. Award based on academic merit.

The Dolan-Mullen Family Scholarship
Eligibility: SPH student pursuing a degree in Health Promotion/Health Education. Award is based on academic merit and need. Two letters of recommendation are required.

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.
The Robert E. and Evelyn McKee Foundation Scholarship
Eligibility: Currently enrolled or an incoming El Paso Regional Campus student. Award based on student financial need.

Baptist Health Foundation Scholarship
Eligibility: Currently enrolled or incoming Master’s of Public Health San Antonio Regional Campus student. Award based on academic merit and need.

Selection Process
Awards of traineeships and scholarships are made by the SPH 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
SPH 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 SPH graduate assistant positions available to enrolled students, and a list of local and national position vacancy descriptions. Career Services is accessible online at http://www.sph.uth.tmc.edu/sservices/CareerServices/default.htm

Career Services also utilizes “Job Ops,” a web-base 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 SPH 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
“SPH 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 School of Public Health at the University of Texas Health Science Center at Houston are members of the SPH 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 sixteen 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 SPH Diversity Program is committed to supporting recruitment and retention of a diverse student body, and providing 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 specific to underrepresented or minority interests; information about special conferences, meetings and workshops with special programs for minority interests and 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 SPH Diversity Program also works with the larger University community through participation in The University of Texas Health Science Center Diversity Office.

The Minority Advisory Council (MAC), an organization sponsored and organized by the SPH 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 is also charged with raising students, faculty, and staff awareness of health issues that affect people of color. Each year MAC conducts a new student breakfast during orientation to provide opportunities for students, faculty, staff, and alumni to interact and learn from each other. MAC also conducts various other cultural and educational activities throughout the year. All minority students in the SPH are automatically members of MAC. There is a MAC BlackBoard site that is updated regularly with announcements about scholarships, fellowships, and other opportunities. MAC members meet with new students during orientation, and the MAC sponsors other activities during the year.

Information regarding the SPH 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. 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 retain primary responsibility for grading and evaluations. The faculty member’s judgment is final unless compelling evidence suggests unfair or illegal treatment or mistake. In attempting to resolve any student grievance 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 grievance originated. If the student and faculty member cannot resolve the matter, the student may elect to file an Academic Grievance 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 from the Office of Student Affairs or its website.

Satisfactory Progress

Satisfactory progress is evaluated on an individual basis by a student's advisor and for Advisory Committee members. Evaluation week for master’s 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.

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 memorandum to the Associate Dean for Academic Affairs, 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 SPH 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
The University of Texas Health Science Center at Houston
School of Public Health

- 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.

Long Term Absences and Readmission

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 Academic 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 SPH catalog. Readmission requires a review of the applicant’s record while previously enrolled at the SPH. Following the review and decision by the Division to which the student wishes to be admitted, the Divisional 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 SPH 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 Assistant Dean for Academic Affairs for details regarding necessary application documents and procedures.

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 case 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.

**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*, and The University of Texas System Board of Regents’ *Rules and Regulations*.

The University of Texas Board of Regents and The University of Texas School of Public Health at Houston have 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, which in some cases may include 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 of the School.
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 HOOP, 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 resources, journals, and electronic databases. Remote access has been made available to our over 21,000 electronic periodicals and more than 150 subscribed online databases. These resources are available to all SPH students, staff, and faculty, whether they are at one of the regional campuses, at work, or at home.

The SPH 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 six library members of THSLC are:

- UT School of Public Health Library at Houston (SPH)
- 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)
- UT Psychiatry Library (UTP)
- UTMB Moody Medical Library (TMB)

The holdings of the six 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 SPH community.

In addition to the wealth of resources provided by the THSLC, the SPH Library is able to take advantage of group purchases made by both the TexShare consortium and The University of Texas System to expand the selection of both electronic journals and online databases. In particular, UT System agreements with major publishers such as Elsevier, Nature, ISI, and Kluwer have resulted in access to a far more diverse collection of electronic resources than was previously possible through individual library agreements. As with other electronic resources, all SPH faculty, students, and staff can access these resources from home, their campus office, or the SPH Library.
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 e-mail. Students and faculty may also take advantage of extended literature search assistance for grant applications, research papers, class projects, and theses and dissertations. Remote reference assistance is also available by clicking on the “Ask a Librarian” link which can be found on any SPH Library Web page. The SPH Library is privileged to have experienced and knowledgeable staff who are pleased to assist all faculty, students, and staff in determining which services will best meet their information needs and in acquiring materials for them by the fastest possible means.

**Educational Media Resources**

Educational Media Resources (EMR) provides faculty and students at the School of Public Health and other schools in the UT Health Science Center with consultation and technical support for classroom and distance education activities. These services include: multimedia production; visual design; interactive media; web-based design; web course development; instructional design; video production; and distance education via interactive television/video conferencing.

In addition to coordinating interactive television (ITV) classes among campuses, EMR offers faculty expertise in a variety of technologies that provide students with access to course content through the Internet. EMR assists faculty in: Formulating a design and framework for course content; organizing and navigating course content; developing a management strategy for projects; identifying needed resources; and assessing technical and delivery options and issues.

EMR also provides extensive support for video and graphic research productions. The staff assists faculty and students in appropriate choices of media for teaching and reporting research findings. These include graphics and photography for displays, brochures, journal articles, poster sessions, reports, advertising, and promotional materials; computer and hard copy slides, graphs, transparencies, and displays; videotaping and editing for documentaries, promos, PSAs, and educational videos; and audio-visual equipment for check-out.

**Computer Services and Facilities**

SPH Information Technology Services (ITS) provides software and hardware support for students, staff, and faculty of the School. ITS strives to help students and staff make appropriate use of computer technology in all educational and research activities and as an aid to scientific inquiry.

ITS provides instruction in computer use through classes, seminars, and individual assistance. New computer technology, which is useful in public health teaching, research and practice, is continually sought and made available to SPH students and staff. Each semester, ITS offers a number of short computer courses that teach basic skills required to work with the available software packages. Because computer skills can vary from novice to expert levels, the service relies heavily on input from students and staff to determine course topics.

ITS maintains a computer lab and a classroom for students and staff. The classroom and lab are open during all the hours the School is open. In all, more than 50 computers are available on campus for student use. The computer lab provides student access to state-of-the-art PC-based computer workstations equipped with Microsoft Windows XP. All of these machines are connected to the SPH local area network, giving students access to a variety of services, including library journal access, electronic mail, and the Internet. Printing is available in the computer lab for ten cents per page. Students may purchase a print card at the School of Nursing, in the Learning Reference Center, Suite 306. The following is a partial list of the
software packages that are available in the computer lab: Microsoft Office 2003 including Word, Excel, PowerPoint, and Access, SPSS, Stata, MiniTab, SAS, EpInfo, ML-Win, SmartDraw, S-Plus, Sudaan, TreeAge, R, WinBugs, 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.

In Spring 2007, the School of Public Health at Houston will be one of the first schools in the country to offer a virtual computer lab. Students will be able to remotely access a school’s lab computer from a remote location (such as their home). This allows students to have direct access to needed software programs from a more convenient location at any time of the day.

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 SPH campus, and a file repository and sharing system known as XFiles.
## Geographic Distribution of Alumni Non United States

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## GRADUATE SCHOOLS OF PUBLIC HEALTH

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<thead>
<tr>
<th>University of Alabama at Birmingham</th>
<th>University of Arizona</th>
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<tbody>
<tr>
<td><strong>School of Public Health</strong></td>
<td><strong>College of Public Health</strong></td>
</tr>
<tr>
<td>1530 Third Ave. South</td>
<td>1295 North Martin Avenue, Building 202</td>
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<tr>
<td>RPHB 140</td>
<td>Drachman Hall</td>
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<td>(205) 975-7742</td>
<td>Tucson, AZ 85724-5163</td>
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<td><a href="http://www.uab.edu/PublicHealth/">www.uab.edu/PublicHealth/</a></td>
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<tr>
<td>Dean: Max Michael, M.D.</td>
<td><a href="http://www.publichealth.arizona.edu">www.publichealth.arizona.edu</a></td>
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<td>Dean: G. Marie Swanson, PhD, MPH</td>
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<thead>
<tr>
<th>University of Arkansas for Medical Sciences</th>
<th>Drexel University</th>
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<tr>
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<td><strong>School of Public Health</strong></td>
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<tr>
<td>4301 W. Markham, #820</td>
<td>Mail Stop 660</td>
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<td>Dean: Marla J. Gold, MD</td>
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<tr>
<th>Boston University</th>
<th>Emory University</th>
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<td><strong>School of Public Health</strong></td>
<td><strong>Rollins School of Public Health</strong></td>
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<tr>
<td>715 Albany St.</td>
<td>1518 Clifton Rd., NE</td>
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<td>Atlanta, GA 30322</td>
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<tr>
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<tr>
<td>Dean: Robert F. Meenan, MD, MPH</td>
<td>Dean: James W. Curran, MD, MPH</td>
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<tr>
<th>University of California, Berkeley</th>
<th>George Washington University</th>
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<td><strong>School of Public Health</strong></td>
<td><strong>School of Public Health &amp; Health Services</strong></td>
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<tr>
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<td>2300 Eye St., NW</td>
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<td><a href="http://www.gwumc.edu/sphhs">www.gwumc.edu/sphhs</a></td>
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<td>Dean: Stephen M. Shortell, PhD, MPH</td>
<td>Dean: Ruth J. Katz, JD, PhD</td>
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<th>University of California, Los Angeles</th>
<th>Harvard University</th>
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<td><strong>School of Public Health</strong></td>
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<tr>
<td>Center for the Health Sciences</td>
<td>677 Huntington Ave.</td>
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<td>Dean: Barry Bloom, PhD</td>
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<td>Dean: Linda Rosenstock, MD, MPH</td>
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<th>Columbia University</th>
<th>University of Illinois at Chicago</th>
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<td><strong>Mailman School of Public Health</strong></td>
<td><strong>School of Public Health</strong></td>
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<tr>
<td>UTSPH - 206</td>
<td>1603 West Taylor St., MC: 923</td>
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<td>Interim Dean: Sylvia F. Furner, PhD, MPH</td>
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<tr>
<th>Instituto Nacional de Salud Publica</th>
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<td><strong>School of Public Health</strong></td>
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<tr>
<td>Avenida Universidad 655</td>
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<tr>
<td>Colonia Santa Maria Ahuacatitlán</td>
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