Texas Higher Education Coordinating Board
Characteristics of Texas Doctoral Programs
2012

The 18 Characteristics of Texas Doctoral Programs were developed by the Graduate Education Advisory Committee to create a snapshot of all doctoral programs at public universities and health-related institutions. The information is intended to provide information to the institutions for self-improvement and to serve as a guide to members of the general public who are interested in doctoral education, such as prospective students and their families. The most recent review occurred in 2012. This document refers to the Council on Education for Public Health (CEPH) Self Study found at https://sph.uth.edu/content/uploads/2010/06/Self-Study-Report-2012.pdf.

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Houston, Texas 77030
https://sph.uth.edu/academics/academic-affairs/

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Associate Dean of Academic Affairs

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Professor, Department of Management, Policy and Community Health
Assistant Dean of Academic Affairs

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Executive Director, Office of Academic Affairs
Assistant Dean of Academic Administration
The University of Texas Health Science Center at Houston
Review of Existing Degree Programs
pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: PhD in Behavioral Science

CIP Code: 301701

Level: X Doctoral ___Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The UTSPH offers PhD degrees in Behavioral Sciences, Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, Management and Policy Sciences – Health Policy and Law, Management, and Policy Sciences – Health Economics/Health Services Research. All PhD programs are available at the Houston Campus. A PhD in Epidemiology is also available in Austin, Brownsville, Dallas and San Antonio. PhD students take a minor and a breadth area so that they have experience in at least three public health disciplines. All students in the PhD programs are required to take at least one course in epidemiology.

The PhD programs provide future public health researchers with in-depth knowledge and research methods skills in at least one public health discipline. Each PhD student also has a minor area of study in two other public health disciplines (nine credit hours each) or one minor and one more topic or methods-oriented public health breadth (nine credit hours). There is no practicum associated with this degree. To satisfy the UTSPH’s culminating experience requirement, PhD students complete a dissertation. Students demonstrate the ability to conduct independent research and present research findings and their implications for public health in a scientific manuscript. Specifically, the student must present a research question of public health relevance; investigate and evaluate pertinent literature; gather and analyze new data or synthesize related existing information; and clearly and coherently present their conclusions.

In the PhD in Behavioral Sciences Program, students achieve the following competencies:
1. Demonstrate in-depth understanding of a public health problem using social and behavioral science (and, when appropriate, biological, epidemiological, and developmental) theories.
2. Select and use behavioral and social science theory to conceptualize ways to understand and intervene to reduce health risks.
3. Conduct original research using theory.
4. Contribute to the development and testing of behavioral, social science or health promotion theory.
5. Use the results of behavioral and social science research (quantitative and qualitative) to understand public health problems.
6. Conduct systematic reviews of the literature.
7. Conduct behavioral science, social science, or health promotion research using quantitative and qualitative (and mixed) methods in accord with scientific and ethical principles.
8. Involve the community in planning and executing research.
9. Develop, carry out and report results of process and outcome evaluations.
10. Recruit and collaborate with community members, organizations, resource persons and potential program participants in intervention planning and evaluation.
12. Develop and carry out program implementation plans.
13. Report research results through scientific publication, presentation and teaching.
14. Contribute to the development of student and colleague skills through teaching, mentoring and teamwork.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year: Page 132-134 (AY 2009 - 2011 Data)
2. Graduation Rates: Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
<thead>
<tr>
<th>PHD/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD –Behavioral Sciences</td>
<td>2001</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>63.4</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>65.3</td>
</tr>
</tbody>
</table>

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

Student Employment Profile at Graduation, AY 2009-2011

<table>
<thead>
<tr>
<th>Profile at graduation</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Total Responses</td>
<td>195</td>
<td>171</td>
<td>239</td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87%</td>
<td>149</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10%</td>
<td>20</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)
7. Average Institutional Financial Support Provided: $12,692. (AY 2010 per student)
8. Percentage Full-time Students with Institutional Financial Support: 50% of all students in degree program in AY 2010.
9. Number of Core Faculty: (by division) Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division) Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division) (AY 2008-2010 Data)

Total Number of Faculty Publications – Division and Academic Year (AY)

<table>
<thead>
<tr>
<th>Division</th>
<th>(AY) 2008</th>
<th>(AY) 2009</th>
<th>(AY) 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>105</td>
<td>113</td>
<td>78</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health Sciences</td>
<td>19</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>254</td>
<td>314</td>
<td>365</td>
</tr>
<tr>
<td>Health Promotion &amp; Behavioral Sciences</td>
<td>178</td>
<td>239</td>
<td>242</td>
</tr>
<tr>
<td>Management, Policy &amp; Community Health</td>
<td>57</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>TOTAL _ SPH</td>
<td>613</td>
<td>803</td>
<td>801</td>
</tr>
</tbody>
</table>

12. Core Faculty External Grants (school-wide) Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
14. Faculty Diversity: (school-wide) Page 206
15. Student Diversity: (school-wide) Pages 227-228
16. Date of Last External Review: COMPLETED October 2012
17. External Program Accreditation: COMPLETED October 2012

18. Student Publications/Presentations: As of December 2012, UTSPH began to collect the number of student publications, book chapters, peer – reviewed and non-peer reviewed publications by degree program, as well as the number of presentations, invited talks and poster sessions by degree program. See appendix for data collected to date.

II. Student retention rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Behavioral Sciences</td>
<td>100%</td>
<td>88%</td>
</tr>
</tbody>
</table>

III. Student enrollment: Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

VI. Program curriculum and duration in comparison to peer programs: Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

VII. Program facilities and equipment: (school-wide) Page 67-74

VIII. Program finance and resources: (school-wide) Page 60-61 (FY 2006-2011 Data)

IX. Program administration: (school-wide) Page 37-41

X. Faculty Qualifications: (school-wide) Page 192 -198
The University of Texas Health Science Center at Houston
Review of Existing Degree Programs
pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: PhD in Biostatistics

CIP Code: 261102

Level: ___X___ Doctoral _____Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The UTSPH offers PhD degrees in Behavioral Sciences, Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, Management and Policy Sciences – Health Policy and Law, Management, and Policy Sciences – Health Economics/Health Services Research. All PhD programs are available at the Houston Campus. A PhD in Epidemiology is also available in Austin, Brownsville, Dallas and San Antonio. PhD students take a minor and a breadth area so that they have experience in at least three public health disciplines. All students in the PhD programs are required to take at least one course in epidemiology. The PhD programs provide future public health researchers with in-depth knowledge and research methods skills in at least one public health discipline. Each PhD student also has a minor area of study in two other public health disciplines (nine credit hours each) or one minor and one more topic or methods-oriented public health breadth (nine credit hours). There is no practicum associated with this degree. To satisfy the UTSPH’s culminating experience requirement, PhD students complete a dissertation. Students demonstrate the ability to conduct independent research and present research findings and their implications for public health in a scientific manuscript. Specifically, the student must present a research question of public health relevance; investigate and evaluate pertinent literature; gather and analyze new data or synthesize related existing information; and clearly and coherently present their conclusions.

In the PhD in Biostatistics Program, students achieve the following competencies:
1. Use of statistical theory and models in the public health, biomedical, or bioinformatics arena.
2. Demonstrate statistical inferences for public health, biomedical, or bioinformatics datasets across a variety of research designs.
3. Specify a research question and to obtain the data appropriate to the model.
4. Pertaining to competency 3, use appropriate computational skills to solve the problem.
5. Work collaboratively with public health investigators.
6. Develop innovative design and analytical and simulated models in the public health, biomedical or biological arena.
7. Develop methods to conduct statistical inferences for public health, biomedical or biological datasets.
8. Conduct systematic reviews of the literature in biostatistics or bioinformatics.
9. Report research results through scientific publication, presentation and teaching.
10. Communicate analytical models and the results from statistical inferences to biostatisticians as well as researchers of other disciplines of public health or medicine.
11. Contribute to the development student and colleague skills through teaching, mentoring and teamwork.
12. Develop a research proposal.
I. The 18 Characteristics of Texas Doctoral Programs

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2. Graduation Rates: Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
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<tr>
<th>PHD/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD – Biostatistics</td>
<td>2001</td>
<td>60.8</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>58.9</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>54.7</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>56</td>
</tr>
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4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

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<td></td>
<td>171</td>
<td></td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87%</td>
<td>149</td>
<td>87%</td>
<td>189</td>
<td>79%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31%</td>
<td>2</td>
<td>1%</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10%</td>
<td>20</td>
<td>12%</td>
<td>38</td>
<td>16%</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

7. Average Institutional Financial Support Provided: $15,938 (AY 2010 per student)
8. Percentage Full-time Students with Institutional Financial Support: 42% of all students in degree program in AY 2010.
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<td>113</td>
<td>78</td>
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<td>254</td>
<td>314</td>
<td>365</td>
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15. **Student Diversity: (school-wide)** Pages 227-228
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<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Biostatistics</td>
<td>100%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**II. Student retention rates:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Biostatistics</td>
<td>100%</td>
<td>95%</td>
</tr>
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</table>

**III. Student enrollment:** Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

**IV. Graduate licensure rates (if applicable):** N/A

**V. Alignment of program with stated program and institutional goals and purposes:** Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

**VI. Program curriculum and duration in comparison to peer programs:** Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2-one year extensions.

**VII. Program facilities and equipment:** (school-wide) Page 67-74

**VIII. Program finance and resources:** (school-wide) Page 60-61 (FY 2006-2011 Data)

**IX. Program administration:** (school-wide) Page 37-41

**X. Faculty Qualifications:** (school-wide) Page 192-198
The University of Texas Health Science Center at Houston
Review of Existing Degree Programs
pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: PhD in Environmental Sciences

CIP Code: 030104

Level: __X__ Doctoral _____Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The UTSPH offers PhD degrees in Behavioral Sciences, Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, Management and Policy Sciences – Health Policy and Law, Management, and Policy Sciences – Health Economics/Health Services Research. All PhD programs are available at the Houston Campus. A PhD in Epidemiology is also available in Austin, Brownsville, Dallas and San Antonio. PhD students take a minor and a breadth area so that they have experience in at least three public health disciplines. All students in the PhD programs are required to take at least one course in epidemiology.

The PhD programs provide future public health researchers with in-depth knowledge and research methods skills in at least one public health discipline. Each PhD student also has a minor area of study in two other public health disciplines (nine credit hours each) or one minor and one more topic or methods-oriented public health breadth (nine credit hours). There is no practicum associated with this degree. To satisfy the UTSPH’s culminating experience requirement, PhD students complete a dissertation. Students demonstrate the ability to conduct independent research and present research findings and their implications for public health in a scientific manuscript. Specifically, the student must present a research question of public health relevance; investigate and evaluate pertinent literature; gather and analyze new data or synthesize related existing information; and clearly and coherently present their conclusions.

In the PhD in Environmental Sciences Program, students achieve the following competencies:
1. Identify and critically evaluate an environmental health problem, and develop and implement a research study using appropriate design and resources to produce new and significant knowledge in the professional practice of environmental health.
2. Recognize, define, and prioritize environmental health problems.
3. Derive valid conclusions and consider application of major findings.
4. Evaluate current knowledge and key assumptions in environmental health sciences and other areas to advance the development of the field.
5. Assess key assumptions that underlie current understanding in the field of environmental health.
6. Evaluate novel approaches to enhance knowledge, skills and applications.
7. Teach academic and professional audiences.
8. Teach content in broad overview courses in environmental health, as well as specialized courses in areas of expertise, in an academic institution.
9. Teach continuing education and outreach classes in environmental health.
10. Develop tools for to evaluate teaching efficacy and student learning outcomes.
11. Communicate effectively to peers, policymakers and the lay public.
12. Deliver presentations at scientific meetings.
13. Develop manuscripts for publication in peer-reviewed journals.
14. Present oral and written material appropriate for policy makers and/or lay audiences.
15. Establish and manage an environmental health program.
16. Recognize organizational or programmatic needs and develop strategies and plans to meet them.
17. Structure organizations (or programs) to meet overall goals and objectives.
18. Demonstrate leadership appropriate to the environmental health program.
19. Develop control measures to assure quality and success of the environmental health program.
20. Analyze, advocate, implement, and evaluate policy to reduce environmental health risks.
21. Define an environmental health problem and critically analyze relevant policies or approaches to address the problem.
22. Develop and assess policy options.
23. Evaluate the feasibility of implementing various policy options.
24. Select an appropriate course of action and develop plans to implement policy.
25. Develop strategies to monitor and evaluate policies for their effectiveness and quality.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year:  
Page 132-134 (AY 2009 - 2011 Data)

2. Graduation Rates:  
Page 132-134 (AY 2009 - 2011 Data)

3. Average time to Degree

<table>
<thead>
<tr>
<th>PHD/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD – Environmental Sciences</td>
<td>2001</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>56</td>
</tr>
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</table>

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

Student Employment Profile at Graduation, AY 2009-2011

<table>
<thead>
<tr>
<th>Profile at graduation</th>
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<th>%</th>
<th>AY 2010</th>
<th>%</th>
<th>AY 2011</th>
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<td>16%</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria  
Page 215-216

6. Percentage of full-time students:  
Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

7. Average Institutional Financial Support Provided: $11,250. (AY 2010 per student)


9. Number of Core Faculty: (by division)  
Page 61 (Fall 2008-2011 Data)

10. Student-Core Faculty Ratio: (by division)  
Page 63-66 (Fall 2008-2011 Data)

11. Core Faculty Publications: (by division)  
(AY 2008-2010 Data)

Total Number of Faculty Publications – Division and Academic Year (AY)

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12. Core Faculty External Grants (school-wide)  
Page 168 (FY 2008-2011 Data)

13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.

14. Faculty Diversity: (school-wide)  
Page 206
II. Student retention rates:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Environmental Sciences</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

III. Student enrollment: Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

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VII. Program facilities and equipment: (school-wide) Page 67-74

VIII. Program finance and resources: (school-wide) Page 60-61 (FY 2006-2011 Data)

IX. Program administration: (school-wide) Page 37-41

X. Faculty Qualifications: (school-wide) Page 192 -198
Program Name: PhD in Epidemiology and Disease Control

CIP Code: 261309

Level: X Doctoral ___Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The UTSPH offers PhD degrees in Behavioral Sciences, Biostatistics, Environmental and Occupational Health Sciences, Epidemiology and Disease Control, Management and Policy Sciences – Health Policy and Law, Management, and Policy Sciences – Health Economics/Health Services Research. All PhD programs are available at the Houston Campus. A PhD in Epidemiology is also available in Austin, Brownsville, Dallas and San Antonio. PhD students take a minor and a breadth area so that they have experience in at least three public health disciplines. All students in the PhD programs are required to take at least one course in epidemiology. The PhD programs provide future public health researchers with in-depth knowledge and research methods skills in at least one public health discipline. Each PhD student also has a minor area of study in two other public health disciplines (nine credit hours each) or one minor and one more topic or methods-oriented public health breadth (nine credit hours). There is no practicum associated with this degree. To satisfy the UTSPH’s culminating experience requirement, PhD students complete a dissertation. Students demonstrate the ability to conduct independent research and present research findings and their implications for public health in a scientific manuscript. Specifically, the student must present a research question of public health relevance; investigate and evaluate pertinent literature; gather and analyze new data or synthesize related existing information; and clearly and coherently present their conclusions.

In the PhD in Epidemiology Program, students achieve the following competencies:

1. Use basic and advanced philosophy, theory (including causal inference), and principles of epidemiology in the practice of science.
2. Demonstrate how the history of epidemiology informs public health research and policy.
3. Evaluate the natural history and biologic mechanisms of one or more specific diseases or health conditions, including consideration of causation, control, and prevention.
4. Design a study using epidemiologic principles.
5. Select and apply appropriate quantitative methods to epidemiologic research questions.
6. Interpret findings from an epidemiologic study.
7. Critique relevant literature and research proposals related to epidemiologic questions.
8. Address ethical issues in the practice of epidemiology.
9. Clearly communicate with, and instruct, others regarding principles of epidemiology.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year: Page 132-134 (AY 2009 - 2011 Data)
2. Graduation Rates: Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
<thead>
<tr>
<th>PHD/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
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</thead>
<tbody>
<tr>
<td>PhD – Epidemiology and Disease Control</td>
<td>2001</td>
<td>62.9</td>
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<tr>
<td></td>
<td>2002</td>
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<td>46.9</td>
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<td></td>
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<td>42</td>
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</tbody>
</table>

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

**Student Employment Profile at Graduation, AY 2009-2011**

<table>
<thead>
<tr>
<th>Profile at graduation</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>195</td>
<td>171</td>
<td>239</td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87%</td>
<td>149</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10%</td>
<td>20</td>
</tr>
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</table>

*Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011*

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)
7. Average Institutional Financial Support Provided: $16,967 (AY 2010 per student)
8. Percentage Full-time Students with Institutional Financial Support: 49% of all students in degree program in AY 2010.
9. Number of Core Faculty: (by division) Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division) Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division) (AY 2008-2010 Data)

**Total Number of Faculty Publications – Division and Academic Year (AY)**

<table>
<thead>
<tr>
<th>Division</th>
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<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
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<td>242</td>
</tr>
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<td>57</td>
<td>80</td>
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<td>613</td>
<td>803</td>
<td>801</td>
</tr>
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12. Core Faculty External Grants (school-wide) Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
14. Faculty Diversity: (school-wide) Page 206
15. Student Diversity: (school-wide) Pages 227-228
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<th>Program</th>
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<tbody>
<tr>
<td>PhD, Epidemiology</td>
<td>93%</td>
<td>86%</td>
</tr>
</tbody>
</table>

III. Student enrollment: Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

VI. Program curriculum and duration in comparison to peer programs: Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

VII. Program facilities and equipment: (school-wide) Page 67-74

VIII. Program finance and resources: (school-wide) Page 60-61 (FY 2006-2011 Data)

IX. Program administration: (school-wide) Page 37-41

X. Faculty Qualifications: (school-wide) Page 192 -198
Program Name: PhD in Health Management and Policy

CIP Code: 440501

Level: _X_ Doctoral _____ Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
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In the PhD in Management Policy and Community Health Program, students achieve the following competencies according the designated track:

Health Policy and Law Track
1. Identify the major institutions and processes involved in the development of public health policy at the international, national, state and local levels.
2. Critically read the health policy literature.
3. Describe and apply the theory, concepts and methods of policy studies and policy analysis to public health topics.
4. Use policy theory to better understand issues associated with public health.
5. Describe the theoretical and analytical concepts relevant for public health policy.
6. Analyze, evaluate, and criticize policies relevant to public health from an interdisciplinary, social science perspective.
7. Identify the determinants of success and failure over a broad range of public health policies and proposals.
8. Develop skills in quantitative and qualitative policy analysis.
9. Describe health policymaking at the local, state, national and international levels.
10. Critically review the literature on health policy at the local, state, national and international levels.
11. Compare, contrast and assess health policy issues at the local, state, national and international levels.
12. Identify study designs, data sources, and the range of methodologies appropriate for health policy inquiry.
13. Examine major health policy issues from a historical point of view.
14. Identify what is known about how health policy is shaped by government, the nonprofit sector, the media, political parties, business, labor and social movements.
15. Evaluate, compare, and contrast the various perspectives of those institutions and individuals that shape health policy.
16. Evaluate and assess the public health consequences of public policies that address the social determinants of health.
17. Analyze the normative, ethical, and philosophical underpinning of health policies to better understand decisions at the local, state, national and international level.
18. Develop an understanding of how, when, and under what conditions evidence influences or is translated into health policy to enhance public health.
19. Demonstrate the ability to develop and evaluate research proposals, to interpret results of studies, and to present original findings in research and practice settings.

Health Economics and Health Services Research Track
1. Critically synthesize the literature in health economics and health services research.
2. Apply the concepts and methods for the economic analysis of public health and health care decisions.
3. Use microeconomic theory to thoroughly describe issues associated with the organization, financing and delivery of public health and healthcare.
4. Describe the theoretical and analytical concepts of medical outcomes and quality-of-care assessment.
5. Develop skill in quantitative methods to analyze complex models with economic and/or outcomes data.
6. Describe and apply cost-benefit, cost-effectiveness, cost-utility analyses and other methods of decision analysis to evaluate alternative health programs.
7. Describe the economic forces that influence economic dimensions and trends in the health sector.
8. Describe and critique the leading economic theories of consumer and producer behavior in the health sector.
9. Use an economic perspective to critically review appraisals of health programs and policies.
10. Identify and describe key issues related to the evaluation of quality-of-health care.
11. Describe study designs, data sources, risk adjustment methods, and analytical techniques used to measure outcomes and quality in healthcare settings.
12. Apply methods, procedures, and analysis of medical outcomes to health services research and policy.
13. Critically evaluate public health research using econometric methods.
14. Demonstrate the ability to develop and evaluate research proposals, to interpret results of studies, and to present original findings in research and practice settings.

Health Management Track
1. Appraise the literature and construct systematic reviews that help define gaps in existing literature in important healthcare domains.
2. Analyze process and outcome data in healthcare research using qualitative and quantitative methods.
3. Compose research questions and proposals that clearly articulate theory development and methodologies for conducting research proposals.
4. Conduct independent research from start to finish within the healthcare domain.
5. Analyze the public health industry, including the legal, regulatory, clinical, financial, quality, and economic domains.
6. Integrate the multidisciplinary managerial (e.g., quality, marketing, operations) and public health (e.g., biostatistics, epidemiology) functions within the health delivery system.
7. Maintain and develop relationships/processes with the different components in the health delivery system/value chain (e.g., physicians, vendors, payers/insurers).
8. Develop a vision, or destination, for the organization and the community.
9. Communicate and articulate an organization’s vision, internally and externally, to stakeholders.
10. Assess current performance outcomes, and take appropriate actions/decisions to influence direction and outcomes (performance management).
11. Describe and analyze ethical principles of human behavior/conduct/norms, and ensure conformance to them.
12. Analyze aspects of an organization’s external and internal environment, and incorporate methods and structures for continuous improvement and learning.
13. Facilitate team dynamics and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets). Minimize or resolve disputes and conflicts.
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<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD –Health Management</td>
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<td>73.6</td>
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<td></td>
<td>2002</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>2003</td>
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<tr>
<td></td>
<td>2004</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>53.7</td>
</tr>
</tbody>
</table>

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

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<tr>
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<tbody>
<tr>
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<td></td>
<td>171</td>
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<td>Employed</td>
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<td>87%</td>
<td>149</td>
</tr>
<tr>
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<td>6</td>
<td>31%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10%</td>
<td>20</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria: Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

8. Percentage Full-time Students with Institutional Financial Support: 24% of all students in degree program in AY 2010.

9. Number of Core Faculty: (by division): Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division): Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division): (AY 2008-2010 Data)

Total Number of Faculty Publications – Division and Academic Year (AY)

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</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>105</td>
<td>113</td>
<td>78</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health Sciences</td>
<td>19</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>254</td>
<td>314</td>
<td>365</td>
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<td>80</td>
<td>73</td>
</tr>
<tr>
<td><strong>TOTAL SPH</strong></td>
<td><strong>613</strong></td>
<td><strong>803</strong></td>
<td><strong>801</strong></td>
</tr>
</tbody>
</table>

12. Core Faculty External Grants (school-wide): Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
14. Faculty Diversity: (school-wide): Page 206
15. Student Diversity: (school-wide)  Pages 227-228
16. Date of Last External Review:  COMPLETED  October 2012
17. External Program Accreditation:  COMPLETED  October 2012
18. Student Publications/Presentations: As of December 2012, UTSPH began to collect the number of student publications, book chapters, peer – reviewed and non-peer reviewed publications by degree program, as well as the number of presentations, invited talks and poster sessions by degree program. See appendix for data collected to date.

II. Student retention rates:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, Management and Policy Sciences</td>
<td>100%</td>
<td>97%</td>
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</table>

III. Student enrollment:  Page 220-221  (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

VI. Program curriculum and duration in comparison to peer programs: Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

VII. Program facilities and equipment: (school-wide)  Page 67-74

IX. Program finance and resources: (school-wide)  Page 60-61  (FY 2006-2011 Data)

X. Program administration: (school-wide)  Page 37-41

XI. Faculty Qualifications: (school-wide)  Page 192 -198
The University of Texas Health Science Center at Houston
Review of Existing Degree Programs
pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: DrPH in Community Health Practice
CIP Code: 511504
Level: __X__Doctoral __X__Professional
Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The DrPH degree program requires 48 credit hours of coursework beyond the MPH degree. The MPH or equivalent course work is required for admission. Degree requirements include major, minor, and breadth courses; elective courses; practicum; and a dissertation. Once approximately 18 hours of division-specified required courses are completed, students must pass a qualifying/preliminary examination. The DrPH degree at the UTSPH requires a major in one of the public health disciplines. The major course requirements are at least 12 credit hours. In addition to the major area of study, DrPH students are strongly recommended to complete a minor or breadth with a focus on leadership/management, in order to be prepared to hold public health management and leadership positions. The competencies in Leadership and Management minor for the DrPH are:

- Describe and analyze the organizational context of a public health agency, including the legal, regulatory, clinical, financial, quality, and economic domains.
- Integrate the multidisciplinary managerial (e.g., quality, marketing, operations) and public health (e.g., biostatistics, epidemiology) functions within an organization.
- Maintain and develop relationships/processes with stakeholders in the community context of an agency.
- Develop a vision, or destination, for the organization.
- Communicate and articulate an organization’s vision, internally and externally, to stakeholders.
- Assess current performance outcomes, and take appropriate actions/decisions to influence direction and outcomes.
- Describe and analyze ethical principles of human behavior/conduct/norms, and ensure conformance to these codes.
- Analyze aspects of an organization’s external and internal environment, and incorporate methods and structures for continuous improvement and learning.
- Facilitate team dynamics, and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets).
- Minimize or resolve disputes and conflicts.

In the DrPH Community Health Practice Program, students achieve the following competencies:
1. Analyze and evaluate the determinants of individual and population health.
2. Analyze and evaluate the core functions and essential services of public health.
3. Synthesize the concepts of the public health system, evaluate its components and analyze the interactions among the components.
4. Analyze and evaluate health-related needs and assets/resources in a community.
5. Synthesize the principles and methods of community health, program design, implementation and evaluation.
6. Synthesize and communicate public health concepts clearly.
7. Evaluate effective collaboration and leadership.
8. Develop and evaluate research proposals.
9. Interpret results of studies.
10. Present findings from original research in academic and practice settings.
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<table>
<thead>
<tr>
<th>DRPH/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
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</tr>
<tr>
<td></td>
<td>2002</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>62</td>
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<td></td>
<td>2004</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>44</td>
</tr>
</tbody>
</table>

See Appendix for detailed data tables.

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<table>
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<tr>
<td>DrPH Community Health Practice</td>
<td>100%</td>
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The University of Texas Health Science Center at Houston
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pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: DrPH in Epidemiology and Disease Control

CIP Code: 261309

Level: _X_Doctoral _X_Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The DrPH degree program requires 48 credit hours of coursework beyond the MPH degree. The MPH or equivalent coursework is required for admission. Degree requirements include major, minor, and breadth courses; elective courses; practicum; and a dissertation. Once approximately 18 hours of division-specified required courses are completed, students must pass a qualifying/preliminary examination. The DrPH degree at the UTSPH requires a major in one of the public health disciplines. The major course requirements are at least 12 credit hours. In addition to the major area of study, DrPH students are strongly recommended to complete a minor or breadth with a focus on leadership/management, in order to be prepared to hold public health management and leadership positions. The competencies in Leadership and Management minor for the DrPH are:

- Describe and analyze the organizational context of a public health agency, including the legal, regulatory, clinical, financial, quality, and economic domains.
- Integrate the multidisciplinary managerial (e.g., quality, marketing, operations) and public health (e.g., biostatistics, epidemiology) functions within an organization.
- Maintain and develop relationships/processes with stakeholders in the community context of an agency.
- Develop a vision, or destination, for the organization.
- Communicate and articulate an organization’s vision, internally and externally, to stakeholders.
- Assess current performance outcomes, and take appropriate actions/decisions to influence direction and outcomes.
- Describe and analyze ethical principles of human behavior/conduct/norms, and ensure conformance to these codes.
- Analyze aspects of an organization’s external and internal environment, and incorporate methods and structures for continuous improvement and learning.
- Facilitate team dynamics, and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets).
- Minimize or resolve disputes and conflicts.

In the DrPH Epidemiology and Disease Control Program, students achieve the following competencies:
1. Use basic and advanced philosophy, theory (including causal inference), and principles of epidemiology in the practice of science.
2. Demonstrate how the history of epidemiology informs public health research and policy.
3. Evaluate the natural history and biologic mechanisms of one or more specific diseases or health conditions, including consideration of causation, control, and prevention.
4. Design a study using epidemiologic principles.
5. Select and apply appropriate quantitative methods to epidemiologic research questions.
6. Interpret findings from an epidemiologic study.
7. Critique relevant literature and research proposals related to epidemiologic questions.
8. Address ethical issues in the practice of epidemiology.
9. Clearly communicate with, and instruct, others regarding principles of epidemiology.
10. Exhibit leadership related to practical epidemiology program management.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year: Page 132-134 (AY 2009 - 2011 Data)
2. Graduation Rates: Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
<thead>
<tr>
<th>DRPH/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH – Epidemiology and Disease Control</td>
<td>2001</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>-</td>
</tr>
</tbody>
</table>

See appendix for detailed data tables.

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

<table>
<thead>
<tr>
<th>Profile at graduation</th>
<th>AY 2009</th>
<th>AY 2010</th>
<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total Responses</td>
<td>195</td>
<td>171</td>
<td>239</td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87%</td>
<td>149</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31%</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10%</td>
<td>20</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)
7. Average Institutional Financial Support Provided: $5,000 (AY 2010 per student)
8. Percentage Full-time Students with Institutional Financial Support: 100% (AY 2010 1 student)
9. Number of Core Faculty: (by division) Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division) Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division) (AY 2008-2010 Data)

Total Number of Faculty Publications – Division and Academic Year (AY)

<table>
<thead>
<tr>
<th>Division</th>
<th>(AY)</th>
<th>(AY)</th>
<th>(AY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>105</td>
<td>113</td>
<td>78</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health Sciences</td>
<td>19</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>254</td>
<td>314</td>
<td>365</td>
</tr>
<tr>
<td>Health Promotion &amp; Behavioral Sciences</td>
<td>178</td>
<td>239</td>
<td>242</td>
</tr>
<tr>
<td>Management, Policy &amp; Community Health</td>
<td>57</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>TOTAL SPH</td>
<td>613</td>
<td>803</td>
<td>801</td>
</tr>
</tbody>
</table>

12. Core Faculty External Grants (school-wide) Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
14. Faculty Diversity: (school-wide) Page 206
15. Student Diversity: (school-wide) Pages 227-228
16. Date of Last External Review: COMPLETED October 2012
17. External Program Accreditation: COMPLETED October 2012
18. Student Publications/Presentations: As of December 2012, UTSPH began to collect the number of student publications, book chapters, peer-reviewed and non-peer reviewed publications by degree program, as well as the number of presentations, invited talks and poster sessions by degree program. See appendix for data collected to date.

II. Student retention rates:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH Epidemiology</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

III. Student enrollment: Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

VI. Program curriculum and duration in comparison to peer programs: Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

VII. Program facilities and equipment: (school-wide) Page 67-74

VIII. Program finance and resources: (school-wide) Page 60-61 (FY 2006-2011 Data)

IX. Program administration: (school-wide) Page 37-41

X. Faculty Qualifications: (school-wide) Page 192 -198
Program Name: DrPH in Health Promotion/Behavioral Sciences

CIP Code: 512207

Level: __X__ Doctoral __X__ Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The DrPH degree program requires 48 credit hours of coursework beyond the MPH degree. The MPH or equivalent course work is required for admission. Degree requirements include major, minor, and breadth courses; elective courses; practicum; and a dissertation. Once approximately 18 hours of division-specified required courses are completed, students must pass a qualifying/preliminary examination. The DrPH degree at the UTSPH requires a major in one of the public health disciplines. The major course requirements are at least 12 credit hours. In addition to the major area of study, DrPH students are strongly recommended to complete a minor or breadth with a focus on leadership/management, in order to be prepared to hold public health management and leadership positions. The competencies in Leadership and Management minor for the DrPH are:

- Describe and analyze the organizational context of a public health agency, including the legal, regulatory, clinical, financial, quality, and economic domains.
- Integrate the multidisciplinary managerial (e.g., quality, marketing, operations) and public health (e.g., biostatistics, epidemiology) functions within an organization.
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- Describe and analyze ethical principles of human behavior/conduct/norms, and ensure conformance to these codes.
- Analyze aspects of an organization’s external and internal environment, and incorporate methods and structures for continuous improvement and learning.
- Facilitate team dynamics, and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets).
- Minimize or resolve disputes and conflicts.

In the DrPH in Health Promotion and Health Education Program, students achieve the following competencies:

1. Involve the community in planning and executing research relevant to their needs and concerns.
2. Collect and analyze data regarding health and quality of life problems and concerns and factors that cause or contribute to the problems (behavioral, psychological, social, cultural, developmental and environmental factors).
3. Collect and analyze data regarding community resources and strengths.
4. Develop recommendations regarding community needs and resources pertaining to health programs.
5. Work with community stakeholders to evaluate programs and policy in terms of process, outcomes and cost effectiveness.
6. Conduct behavioral science, social science, and/or health promotion research using both qualitative and quantitative methods.
7. Recruit and collaborate with community members, organizations, resource persons and potential program participants in intervention planning and evaluation.
9. Develop program implementation and dissemination plans.
10. Diffuse effective programs through scientific publications, presentation and lay publications.
11. Manage and provide leadership for health promotion programs and wider public health activities.
12. Contribute to capacity in health promotion of students, staff and colleagues through training, consultation, mentoring and teamwork.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year: Page 132-134 (AY 2009 - 2011 Data)
2. Graduation Rates: Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
<thead>
<tr>
<th>DRPH/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH – Health Promotion and Health Education</td>
<td>2001</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>49.6</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>53</td>
</tr>
</tbody>
</table>

See appendix for detailed data tables.

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

<table>
<thead>
<tr>
<th>Student Employment Profile at Graduation, AY 2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile at graduation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Responses</td>
</tr>
<tr>
<td>Employed</td>
</tr>
<tr>
<td>Seeking employment</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

7. Average Institutional Financial Support Provided: $17,090 (AY 2010 per student)
8. Percentage Full-time Students with Institutional Financial Support: 31% of all students in degree program in AY 2010.

9. Number of Core Faculty: (by division) Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division) Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division) (AY 2008-2010 Data)

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<th>Total Number of Faculty Publications – Division and Academic Year (AY)</th>
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</thead>
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<td>Division</td>
</tr>
<tr>
<td>Biostatistics</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health Sciences</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
</tr>
<tr>
<td>Health Promotion &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>Management, Policy &amp; Community Health</td>
</tr>
<tr>
<td>TOTAL SPH</td>
</tr>
</tbody>
</table>

12. Core Faculty External Grants (school-wide) Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
**II. Student retention rates**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH Health Promotion</td>
<td>100%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**III. Student enrollment:**
Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

**IV. Graduate licensure rates (if applicable):** N/A

**V. Alignment of program with stated program and institutional goals and purposes:** Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

**VI. Program curriculum and duration in comparison to peer programs:** Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

**VII. Program facilities and equipment: (school-wide)** Page 67-74

**VIII. Program finance and resources: (school-wide)** Page 60-61 (FY 2006-2011 Data)

**IX. Program administration: (school-wide)** Page 37-41

**X. Faculty Qualifications: (school-wide)** Page 192 -198
Program Name: DrPH in Health Services Organization

CIP Code: 510701

Level: X Doctoral __X__Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
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- Facilitate team dynamics, and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets).
- Minimize or resolve disputes and conflicts.

In the DrPH in Health Services Organization Program, students achieve the following competencies:

1. Develop a plan for new health services or a policy initiative for a health services organization, government agency or legislature.
2. Critically assess the effectiveness, efficiency, and equity of the organization and delivery of personal and community-based public health services in the United States.
3. Analyze and evaluate an issue in public health policy and provide recommendations.
4. Analyze and evaluate an organizational or management issue in public health and provide recommendations.
5. Identify innovative and integrated approaches to healthcare management.
6. Design and execute a study of quality assessment and improvement for public and private health services.
7. Design and execute a study of efficiency of private and public health services.
8. Design and execute a study of equity of private and public health services.
9. Develop or adapt alternative analytic frameworks to evaluate specific health policy proposals.
10. Design and execute a study demonstrating an innovative approach to management in healthcare and public health.
11. Demonstrate the ability to develop and evaluate research proposals, to interpret results of studies, and to present original findings in research and practice settings.
I. The 18 Characteristics of Texas Doctoral Programs

1. Number of Degrees per Year:  
   Page 132-134 (AY 2009 - 2011 Data)
2. Graduation Rates:  
   Page 132-134 (AY 2009 - 2011 Data)
3. Average time to Degree

<table>
<thead>
<tr>
<th>DRPH/MAJOR</th>
<th>Student Start Date (AY)</th>
<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH – Health Services Organization</td>
<td>2001</td>
<td>75.5</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>52</td>
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<tr>
<td></td>
<td>2004</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>56</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
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<th>AY 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Total Responses</td>
<td>195</td>
<td>100</td>
<td>171</td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87</td>
<td>149</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

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   Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

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    Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division)  
    (AY 2008-2010 Data)

<table>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
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<td>113</td>
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<td>254</td>
<td>314</td>
<td>365</td>
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<tr>
<td>Health Promotion &amp; Behavioral Sciences</td>
<td>178</td>
<td>239</td>
<td>242</td>
</tr>
<tr>
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<td>80</td>
<td>73</td>
</tr>
<tr>
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<td>613</td>
<td>803</td>
<td>801</td>
</tr>
</tbody>
</table>

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13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
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15. Student Diversity: (school-wide)  Pages 227-228
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II. Student retention rates:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH Health Services Organization</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

III. Student enrollment:  Page 220-221  (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

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VIII. Program finance and resources: (school-wide)  Page 60-61  (FY 2006-2011 Data)

IX. Program administration: (school-wide)  Page 37-41

X. Faculty Qualifications: (school-wide)  Page 192 -198
The University of Texas Health Science Center at Houston
Review of Existing Degree Programs

pursuant to Texas Administrative Code Title 19, Part 1, Chapter 5, Subchapter C, Rule §5.52

Program Name: DrPH in Occupational and Environmental Sciences

CIP Code: 030104

Level: X Doctoral X Professional

Name of External Accrediting Agency: Council on Education for Public Health

Summary:
The DrPH degree program requires 48 credit hours of coursework beyond the MPH degree. The MPH or equivalent coursework is required for admission. Degree requirements include major, minor, and breadth courses; elective courses; practicum; and a dissertation. Once approximately 18 hours of division-specified required courses are completed, students must pass a qualifying/preliminary examination. The DrPH degree at the UTSPH requires a major in one of the public health disciplines. The major course requirements are at least 12 credit hours. In addition to the major area of study, DrPH students are strongly recommended to complete a minor or breadth with a focus on leadership/management, in order to be prepared to hold public health management and leadership positions. The competencies in Leadership and Management minor for the DrPH are:

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- Analyze aspects of an organization’s external and internal environment, and incorporate methods and structures for continuous improvement and learning.
- Facilitate team dynamics, and influence group cohesiveness with effective resource allocation and decision making (e.g., incentives, budgets).
- Minimize or resolve disputes and conflicts.

In the DrPH in Occupational and Environmental Health Sciences Program, students achieve the following competencies:

1. Identify and critically evaluate an environmental health problem, and develop and implement a research study using appropriate design and resources to produce new and significant knowledge in the professional practice of environmental health.
2. Recognize, define, and prioritize environmental health problems.
3. Derive valid conclusions and consider application of major findings.
4. Evaluate current knowledge and key assumptions in environmental health sciences and other areas to advance the development of the field.
5. Assess key assumptions that underlie current understanding in the field of environmental health.
6. Evaluate novel approaches for to enhance knowledge, skills and applications.
7. Teach academic and professional audiences.
8. Teach content in broad overview courses in environmental health, as well as specialized courses in areas of expertise, in an academic institution.
9. Teach continuing education and outreach classes in environmental health.
10. Develop tools to evaluate teaching efficacy and student learning outcomes.
11. Communicate effectively to peers, policymakers and the lay public.
12. Deliver presentations at scientific meetings.
13. Develop manuscripts for publication in peer-reviewed journals.
14. Present oral and written material appropriate for policymakers and/or lay audiences.
15. Establish and manage an environmental health program.
16. Recognize organizational or programmatic needs, and develop strategies and plans to meet them.
17. Structure organizations (or programs) to meet overall goals and objectives.
18. Demonstrate leadership appropriate to the environmental health program.
19. Develop control measures to assure quality and success of the environmental health program.
20. Analyze, advocate, implement, and evaluate policy to reduce environmental health risks.
21. Define an environmental health problem and critically analyze relevant policies or approaches to address the problem.
22. Develop and assess policy options.
23. Evaluate the feasibility of implementing various policy options.
24. Select an appropriate course of action and develop plans to implement policy.
25. Develop strategies to monitor and evaluate policies for their effectiveness and quality.
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<th>Average # months to degree for students by program</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH - Occupational and Environmental Health</td>
<td>2001</td>
<td>54.7</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2005</td>
<td>68</td>
</tr>
</tbody>
</table>

See appendix for detailed data tables.

4. Employment Profile (at time of graduation – AY 2009 – 2011 school-wide data)

<table>
<thead>
<tr>
<th>Profile at graduation</th>
<th>AY 2009</th>
<th>%</th>
<th>AY 2010</th>
<th>%</th>
<th>AY 2011</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>195</td>
<td>100</td>
<td>171</td>
<td>100</td>
<td>239</td>
<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>170</td>
<td>87</td>
<td>149</td>
<td>87</td>
<td>189</td>
<td>79</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>6</td>
<td>31</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>10</td>
<td>20</td>
<td>12</td>
<td>38</td>
<td>16</td>
</tr>
</tbody>
</table>

Data Source: Graduate Student Exit Survey, 2008-2009, 2009-2010, 2010-2011

5. Admissions Criteria Page 215-216
6. Percentage of full-time students: Page 220-221 (Fall 2008-2011 Degree Seeking Student Data)

8. Percentage Full-time Students with Institutional Financial Support: 35% of all students in degree program for AY 2010.

9. Number of Core Faculty: (by division) Page 61 (Fall 2008-2011 Data)
10. Student-Core Faculty Ratio: (by division) Page 63-66 (Fall 2008-2011 Data)
11. Core Faculty Publications: (by division) (AY 2008-2010 Data)

<table>
<thead>
<tr>
<th>Division</th>
<th>(AY)</th>
<th>(AY)</th>
<th>(AY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>105</td>
<td>113</td>
<td>78</td>
</tr>
<tr>
<td>Environmental &amp; Occup. Health Sciences</td>
<td>19</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>Epidemiology and Disease Control</td>
<td>254</td>
<td>314</td>
<td>365</td>
</tr>
<tr>
<td>Health Promotion &amp; Behavioral Sciences</td>
<td>178</td>
<td>239</td>
<td>242</td>
</tr>
<tr>
<td>Management, Policy &amp; Community Health</td>
<td>57</td>
<td>80</td>
<td>73</td>
</tr>
<tr>
<td>TOTAL SPH</td>
<td>613</td>
<td>803</td>
<td>801</td>
</tr>
</tbody>
</table>

12. Core Faculty External Grants (school-wide) Page 168 (FY 2008-2011 Data)
13. Faculty Teaching Load: The core requirement for all UTSPH full-time faculty is approximately 150 semester credit hours.
14. Faculty Diversity: (school-wide)  Page 206
15. Student Diversity: (school-wide)  Pages 227-228
16. Date of Last External Review:  COMPLETED October 2012
17. External Program Accreditation:  COMPLETED October 2012
18. Student Publications/Presentations: As of December 2012, UTSPH began to collect the number of student publications, book chapters, peer – reviewed and non-peer reviewed publications by degree program, as well as the number of presentations, invited talks and poster sessions by degree program. See appendix for data collected to date.

II. Student retention rates

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>DrPH Occupational and Environmental Sciences</td>
<td>-</td>
<td>83%</td>
</tr>
</tbody>
</table>

III. Student enrollment:  Page 220-221 (Fall 2008 - 2011 Degree Seeking Student Data)

IV. Graduate licensure rates (if applicable): N/A

V. Alignment of program with stated program and institutional goals and purposes: Degree program aligns with UTSPH mission and goals statement on Pages 1-2 of the CEPH report.

VI. Program curriculum and duration in comparison to peer programs: Doctoral programs require the completion of 48 semester credits and students are allowed 7 years in which to complete the program with 2 -one year extensions.

VII. Program facilities and equipment: (school-wide)  Page 67-74

VIII. Program finance and resources: (school-wide)  Page 60-61  (FY 2006-2011 Data)

IX. Program administration: (school-wide)  Page 37-41

X. Faculty Qualifications: (school-wide)  Page 192 -198