

UNIVERSITY of NORTH TEXAS HEALTH SCIENCE CENTER at Fort Worth

School of Public Health



2006-2007 CATALOG

School of Public Health 2006-2007 Catalog

This catalog is an official bulletin of the University of North Texas Health Science Center School of Public Health and is intended to provide general information. It contains policies, regulations, procedures and fees in effect as of August 14, 2006.

The health science center reserves the right to make changes at any time to reflect current board policies, administrative regulations and procedures, amendments by state law and fee changes. Information provided by this catalog is subject to change without notice and does not constitute a contract between the University of North Texas Health Science Center and a student or an applicant for admission. The institution is not responsible for any misrepresentation or provisions that might arise as a result of errors in preparation.

Students are responsible for observing the regulations contained herein; therefore, they are urged to read this catalog carefully. This catalog does not contain all institutional rules, regulations, and policies for which a student is responsible. Students should also consult the Student Handbook located on the web at www.hsc.unt.edu.

The health science center reserves the right to withdraw a student for cause at any time.

The University of North Texas Health Science Center at Fort Worth is an equal opportunity/affirmative action institution. It is the policy of the health science center not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, or disabled veteran or veteran of the Vietnam era in its educational programs, activities, admissions or employment policies. Questions or complaints should be directed to the Equal Opportunity Office, 817-735-2357.

In compliance with the Clery Act, crime statistics for the University of North Texas Health Science Center are available on the web at http://www.hsc.unt.edu/departments/police/crime_stats.htm.



UNIVERSITY of NORTH TEXAS HEALTH SCIENCE CENTER *at Fort Worth*



Education, Research, Patient Care *and* Service

3500 Camp Bowie Boulevard • Fort Worth, Texas 76107-2699 • www.hsc.unt.edu

Dean's Message

Choosing a career is an important and exciting prospect, and I am delighted that you are considering a public health education at the University of North Texas Health Science Center School of Public Health. As you may know, public health differs from many of the other health professions in several ways.

First, public health is not directed at individuals but at entire populations. Whereas many health workers are trained to treat disease or health problems that have already occurred, public health workers focus their efforts and training on preventing these problems from occurring and/or intervening as soon as possible so as to reduce their consequences on the population at large.

Second, public health is not a discipline but a field of practice that utilizes the skills and training of numerous health professions. For example, the membership of the American Public Health Association, the oldest and largest society of public health workers in the world, consists of individuals who represent seventy-seven different disciplines. What unites public health workers are their interest, education, and commitment to promote health and prevent disease.

Public health endeavors have been very successful. For example, historically, research has clearly demonstrated that the tremendous advances in longevity of life have had more to do with improvements in public health than in advances in medicine and other disciplines. In 1900, the average life expectancy of Americans was fewer than fifty years; in 1990 that life expectancy had climbed to more than seventy-five years. This increase is attributed primarily to improvements in sanitation and working conditions as well as the control of infectious diseases through immunizations and other public health interventions. Population-based prevention programs launched since the 1970s are also largely responsible for the more recent changes in tobacco use, blood pressure control, certain dietary practices, and injury control measures, which have variously fostered declines of more than 50 percent in death due to strokes, 40 percent in death due to coronary heart disease, and 25 percent in overall death rates for children.

Numerous health disciplines offer the satisfaction derived from the provision of direct patient care. Public health is unique among the health fields in that it offers the opportunity to have a major impact on the health of whole populations. Public health is a profession where you can indeed make the world a better place to live for the present population as well as for generations of individuals yet to come.

Our faculty, students, and staff are committed to providing the highest quality of public health education and research and assuring that our state and nation address the public health needs of our diverse populations.



A handwritten signature in black ink, appearing to read 'F. Treviño'. The signature is fluid and cursive, with a long horizontal line extending to the right.

Fernando M. Treviño, Ph.D., M.P.H.
Dean and Professor
School of Public Health

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Accreditation

The University of North Texas Health Science Center at Fort Worth is approved by the Texas Higher Education Coordinating Board and is a member of the Alliance for Higher Education, the Association of Academic Health Centers, the Council for the Advancement and Support of Education, and Council of Graduate Schools. The University of North Texas Health Science Center at Fort Worth 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) to award master's and doctoral degrees.

The University of North Texas Health Science Center School of Public Health is accredited by the Council on Education for Public Health (C.E.P.H.), 800 Eye Street NW, Suite 202, Washington, D.C. 20001-3710; telephone number 202-789-1050.



For further information regarding the institution's accreditations and state approval or to review related documents, contact the Office of Educational Affairs, 817-735-2510.

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What is Public Health?

Is public health right for me? This is the question many students ask themselves when entering the field of public health. However, before most can make that decision, they first have to research what is public health and who is a public health professional. Public health professionals work with entire communities to prevent disease and to promote health. In contrast, doctors and physicians more often treat individual patients. Public health professionals monitor and evaluate the health needs of entire communities, promote healthy practices and behaviors, and work to identify and eliminate hazards, often environmental or occupational in nature, to assure that populations stay healthy.

Did you know?

According to a recent poll, few Americans know what the words “public health” mean. However, most people believe that many key functions of public health are very important. For example:

- 93 percent of all adults believe that the prevention of the spread of infectious diseases like tuberculosis, measles, flu, and AIDS is very important;
- 90 percent believe immunization to prevent diseases is very important;
- 82 percent believe that ensuring people are not exposed to unsafe water, air pollution or toxic waste is very important;
- 82 percent also believe conducting research into the causes and prevention of diseases is very important; and
- 72 percent believe it is very important to encourage people to live healthy lifestyles.

The 19th century public health “professional” was more likely to be a volunteer social worker than a skilled health practitioner. Twentieth-century technological advances have changed the situation. Today’s public health workforce includes physicians, nurses, nutritionist, epidemiologists, environmentalists, health administrators, community health educators, environmental and occupational health specialists, biostatisticians, and a host of other specialists. Despite their various fields of specialization, each is committed to protecting the health of the public. Schools of public health have to face the challenge of educating students to perform the duties with efficiency and skill and to understand and work with colleagues from virtually every area of the biomedical, social and behavioral sciences.

Consider these facts ...

- During the first year of life, African-American infants are more than twice as likely to die as white infants.
- Most hazardous waste sites in the U.S. are within a few miles of disadvantaged communities whose populations report a disproportionate share of their toxic effects.
- The prevalence of diabetes for persons 45 to 74 years of age is twice as high for Mexican-Americans and Puerto Ricans as for non-Hispanic whites.
- More than 35 million Americans do not have health insurance or access to adequate health care.

So, how can you make a difference?

- By promoting health and preventing diseases that all too often disproportionately affect disadvantaged and underserved populations;
- By contributing your specialized knowledge, skills, cultural sensitivity and cultural competency to help break the cycle of these adverse health effects which continue to limit the potential of individual achievement and the future well-being of our society; and
- By becoming a leader in one of the five major areas of public health: administration/management, research, education, community practice, or policy.

Careers in public health provide opportunities for upward and lateral career mobility depending on your training and interests. Graduates from schools of public health work primarily in the areas of health promotion and disease prevention. Vast employment opportunities are available at federal, state and local levels, particularly in health and environmental agencies. Additional employment options include private industry, universities, volunteer health organizations, insurance companies and managed care organizations. You can make a difference with a graduate degree in public health. Ultimately, the career heights to which you may aspire are as great as your capabilities and your desires.

2006-2007 Academic Calendar

	Fall 2006	Spring 2007	Summer 2007
ADMISSIONS			
Application deadlines All application materials must be submitted for consideration; international students should apply 6 months prior to enrollment. If the deadline falls on a weekend applications are due on the following business day	April 1	Sept 1	Feb 1
New International Student Orientation Mandatory for all new international students	Aug 1	Jan 3	May 21
New Student Orientation Mandatory for all new students	Aug 9	Jan 4	May 22
REGISTRATION			
Regular registration	July 17–28	Nov 16–Dec 1	April 23–May 4
Late registration During this period, a student is assessed a \$25 late registration fee.	July 31–Aug 4	Dec 4–8	May 7–11
New student registration	Aug 9	Jan 4	May 22
IMPORTANT CLASS DAYS			
Classes begin	Aug 14	Jan 8	May 29
4th class day/12th class day	Aug 29	Jan 23	June 1
Mid-point	Oct 13	March 9	June 29
60% Point	Oct 26	March 22	July 6
Last day of classes	Dec 8	May 4	July 27
Final examinations begin	Dec 11	May 7	July 30
Final examinations end	Dec 15	May 11	Aug 3
Last day of the semester	Dec 15	May 11	Aug 3
Grades Due	Dec 20	May 16	Aug 8
SCHEDULE CHANGES			
Last day to ADD a course Student must have registered initially during regular or late registration period.	Aug 18	Jan 12	June 1
Last day to DROP a course without the course appearing on the student's transcript. If enrollment is maintained in at least one other course, the student will receive a refund of eligible tuition/fees. If all courses are dropped, refer to the withdrawal refund schedule.	Aug 29	Jan 23	June 1
Beginning this date, students must complete the Instructor Approval to Drop Form to DROP a course. To drop all coursework, students must contact the Registrar's Office to complete the appropriate paperwork.	Aug 30	Jan 24	June 2

2006-2007 Academic Calendar

	Fall 2006	Spring 2007	Summer 2007
SCHEDULE CHANGES (continued)			
Last day to DROP a course or withdraw from UNTHSC with a grade of W for courses that a student is not passing. After this date, a grade of WF may be recorded.	Sep 8	Feb 2	June 8
Beginning this date, instructors may DROP students with a grade of WF for non-attendance.	Sep 11	Feb 5	June 11
Last day to DROP a course with consent of the instructor.	Dec 8	May 4	July 27
First day a student may request a grade of incomplete	Nov 2	March 19	July 9
Last day a student may request a grade of incomplete	Dec 8	May 4	Aug 3
Last day to withdraw from the health science center. Process must be completed by 5 p.m. in the Registrar's Office.	Dec 1	April 27	July 27
TUITION/FEE PAYMENTS AND COURSE REFUNDS			
(This only applies if the student drops a course(s) but remains enrolled in at least one course.)			
Financial Aid Disbursement	Aug 7	Jan 3	May 22
Returning Students: Last day to pay tuition and fees without a penalty	Aug 11	Jan 5	May 25
Returning Students: Last day to pay tuition and fees with a \$15 late fee	Aug 29	Jan 23	June 1
New Students: Last day to pay tuition and fees without a penalty	Aug 18	Jan 12	June 1
New Students: Last day to pay tuition and fees with a \$15 late fee	Aug 29	Jan 23	June 1
Beginning this date, all students will be dropped from courses for non-payment of tuition and fees	Aug 30	Jan 24	June 5
Students may petition to the Vice President of Student Affairs for reinstatement of registration with a \$250 reinstatement fee	Aug 31–Sept 6	Jan 25–31	June 6–9
Last day to receive a refund for any dropped course(s). Student must maintain enrollment in at least one course.	Aug 29	Jan 23	June 1
WITHDRAWAL REFUNDS			
(This only applies if the student is dropping all courses.)			
Last day to withdraw for a 100% refund	Aug 11	Jan 5	May 25
Last day to withdraw for an 80% refund	Aug 18	Jan 12	June 1
Last day to withdraw for a 70% refund	Aug 25	Jan 19	N/A
Last day to withdraw for a 50% refund	Sept 1	Jan 26	June 8
Last day to withdraw for a 25% refund	Sept 8	Feb 2	N/A

2006-2007 Academic Calendar

	Fall 2006	Spring 2007	Summer 2007
GRADUATION			
Last day to file Intent to Graduate	Sept 11	Feb 5	June 11
Last day to defend/present thesis, dissertation, or professional report to Graduate Committee	Oct 30	April 2	June 25
Last day to submit FINAL DRAFT of thesis/dissertation to SPH Office of Student & Academic Services for format review (professional report formatting is reviewed by major professor). See graduation guidelines for more detailed information.	Nov 6	April 9	July 2
Last day for degree candidates to complete and submit all requirements for graduation to SPH Office of Student & Academic Services:	Nov 20	April 23	July 16
<ul style="list-style-type: none"> • File signed copies of thesis, dissertation, or professional report • Pay all graduation fees • Submit Graduation Clearance Form, Degree Candidate Information Form, UMI Microfilm Agreement, Graduating Student Survey, and Survey of Earned Doctorate (DrPH only) • Remove grades of "I" in all courses required for degree. 			
Commencement	May 19, 2007	May 19, 2007	May 17, 2008
HOLIDAYS/SPECIAL EVENTS			
(*Due to unforeseen scheduling conflicts, these dates may be subject to change.)			
Labor Day	Sept 4		
Ranchland	TBA		
Convocation & White Coat Ceremony (New students are strongly encouraged to attend)	Sept 8		
Fall Career Fair*	Oct 16		
Public Health Practice Poster Session	Nov 15	Apr 10	June 26
American Public Health Association Conference (Boston)	Nov 4–8		
Thanksgiving	Nov 23–24		
Winter break for students begins	Dec 10		
Winter break for students ends		Jan 8	
Martin Luther King Jr. Holiday		Jan 15	
Spring Career Forum*		Feb 26	
Spring Break		March 12–16	
Spring Fling*		TBA	
Public Health Week		TBA	
Research Appreciation Day		April 6	
Texas Public Health Association Conference		TBA	
Awards Banquet*		TBA	
Memorial Day			May 28
Independence Day			July 4

Our Mission

The University of North Texas Health Science Center at Fort Worth, a component institution of the UNT System, is dedicated to excellence in education, research, healthcare and service.

We achieve this mission by:

- Preparing our students in osteopathic medicine, biomedical sciences, public health and physician assistant studies for successful careers in health care, research, and teaching.
- Advancing the discovery of knowledge through cutting-edge basic and applied research. Teaching, practicing, and encouraging the effective delivery of primary health care.
- Emphasizing health promotion, disease prevention, and public health, with a focus on underserved populations.
- Actively collaborating with other academic institutions, such as other components of the UNT System, health-related organizations, and the communities we serve.
- Supporting a culturally diverse environment that advocates mutual respect for all members of the health science center as they strive for excellence.
- Meeting and exceeding the needs and expectations of our students, patients, employees, partners, donors, and the people of Texas.

School of Public Health Mission

The School of Public Health is dedicated to the prevention of disease, the promotion of health, and to achieving efficiency, effectiveness, and equity in the delivery of health services. In particular, the principle focus of the UNT School of Public Health is on minimizing health disparities among populations. The principle guiding values of the School of Public Health are scientific integrity, academic excellence, and diversity.

Principles

The interactions and communications among faculty, staff, and students of the School of Public Health are guided by a belief in, and demonstration of:

- Diversity
- Fairness
- Honesty
- Integrity
- Responsiveness
- Quality
- Respect
- Collegiality
- Dignity

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The Health Science Center

Overview

The University of North Texas Health Science Center is one of the country's distinguished academic medical centers, dedicated to the advancement of all three disciplines of medical science — education, research and patient care.

Our 15-acre, \$150 million medical complex is located in Fort Worth's acclaimed Cultural District.

The health science center's academic components are the Texas College of Osteopathic Medicine, Graduate School of Biomedical Sciences, School of Public Health, and Physician Assistant Studies Program. More than 190 full-time faculty and 300 volunteer community physicians work with 1,000 students who are training to be osteopathic physicians, researchers, public health officers, physician assistants and other health professionals.

TCOM, founded in 1970, is Texas' only college of osteopathic medicine and one of only 20 in the country. Roughly three-fourths of TCOM alumni practice primary care, such as family medicine, internal medicine, obstetrics/gynecology and pediatrics. This is the highest proportion among the state's eight medical schools and one of the highest in the country. TCOM's commitment to primary care has been recognized by *U.S. News & World Report* and the Texas Academy of Family Physicians. TCOM's Physician Assistant Studies Program offers a master's degree in Physician Assistant Studies, one of the first PA programs to elevate its degree for these mid-level medical professionals to the master's level.

The graduate school offers master's and doctoral degrees in the biomedical sciences, with disciplines in anatomy and cell biology, biochemistry and molecular biology, biomedical sciences, biotechnology, integrative physiology, microbiology and immunology, and pharmacology. The school has been designated a Role Model institution by Minority Access, Inc. and the National Institutes of Health. It also received the 2001 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, administered through the National Science Foundation.

The School of Public Health is one of only 37 schools in the United States accredited by the Council on Education for Public Health. It offers master's and doctoral degrees in clinical research, epidemiology, biostatistics, social and behavioral science, health policy, health management, environmental health, occupational health and health informatics. Boasting the most culturally diverse student body of any U.S. school of public health, it conducts ongoing research projects through its Center for Hispanic Health Research and coordinates numerous community intervention programs with the overall goal of improving the health status of Latinos.

With nearly \$15 million in research funding, the health science center boasts a highly productive cadre of internationally



recognized biomedical scientists. The center's Institutes for Discovery conduct leading-edge research on select health issues, including vision, aging, cancer, heart disease, physical medicine, and public health. Leaders in the osteopathic medical profession selected the health science center as the home of the national Osteopathic Research Center to lead multi-center trials on the efficacy of manipulative treatment. Through these institutes, faculty researchers join with physicians, industry researchers and biomedical scientists from academic research institutions around the world to conduct multi-million dollar studies aimed at speeding the process of discovery through collaboration. The health science center is a founding partner in Fort Worth's medical and technology business incubator, Tech Fort Worth. The incubator helps launch new businesses in the biotechnology and high technology industries, taking discoveries from the lab into the marketplace while creating new jobs for the area.

Faculty members of the center's medical school comprise one of Tarrant County's largest multi-specialty medical group practices. These 100-plus doctors practice in 24 medical and surgical specialties and sub-specialties. Our faculty physicians also lead numerous clinical research projects seeking improved treatments for such disorders as high blood pressure, diabetes and arthritis. The

American Diabetes Association has recognized our Diabetes Center for its high standards of patient care and commitment to patient education.

With an endowed chair in clinical geriatrics and a nationally recognized geriatric education program, the health science center is a leader in finding solutions to the health needs of an aging society. The health science center was among the first to offer specialized medical training in geriatric care and conduct research into aging issues, including Alzheimer's disease. The health science center was also the first medical school in north Texas to establish a geriatric fellowship program that offers physicians and dentists advanced training in caring for elderly patients.

The health science center is home to one of the nation's leading DNA identity testing laboratories, providing state of the art results for paternity and crime scene evaluation. It is one of 17 highly specialized labs in the country able to analyze mitochondrial DNA. The DNA Identity Laboratory is also the home of the Texas Missing Persons DNA Database, a new tool to help law enforcement agencies solve missing persons cases and identify unknown human remains. The lab is the national repository for GeneLink, the first family-centered DNA storage bank and hereditary genetic information service established in 1995.

The health science center's Gibson D. Lewis Health Sciences Library is one of the most advanced medical libraries in the Southwest. Its staff led the effort to create OSTMED, a national index of osteopathic medical literature that contains nearly 30,000 records.

In keeping with its location in Fort Worth's Cultural District, the campus displays the work of local artists in a public art gallery and hosts the annual 12-county High School Art Competition.

Institute for Public Health Research (IPHR)

The Institute for Public Health Research, which was established in 2000 by the UNT Health Science Center's School of Public Health, addresses the health and health care needs of the local, state and global community through applied research, communication, and professional and community training. It provides specialized training, consulting, research and technical assistance to organizations and agencies that practice health care and public health.

The goal of the IPHR is to develop public health-related solutions for communities through academic/community partnerships with health departments, community organizations, health care delivery organizations, other health-related organizations and academic units within universities.

Institute research scholars have expertise in several areas of public health including epidemiology, health management, health policy and law, environmental and occupational health, behavioral sciences, health education, community health and biostatistics.

The model guiding the institute's work emphasizes a collaborative approach to prevention research. IPHR research scholars, staff and students use an array of research methods, including intervention studies, evaluation research, field trials, and demonstration projects to affect changes in the health of targeted communities or population groups.

Center for Workforce Development and Public Health Leadership

The purpose of the Center for Workforce Development and Public Health Leadership is to facilitate the development of state public health training systems focused on improving the capacity of both the front line public health worker and the public health leadership to respond to current, new and emerging public health threats. The Center provides a continuum of accessible learning opportunities for public health workers throughout their careers. This Center is concerned with providing professional workforce development services to personnel at state and local health departments, community-based organizations and other entities charged to carry out public health programs in general. The program develops model public health practice curricula to support the vision of a competent workforce able to deliver the essential public health services. The Center programs are dedicated to meeting the state and regional leadership needs by developing and enhancing individual and organizational leadership and management for improving and promoting the health of communities. The Center provides a unique learning experience for a broad array of public health professionals and others who are integral to the development of healthy communities. Through the development of leadership skills and shared vision, the institutes and programs facilitate creative, integral, collaborative approaches to the achievement of public health core functions and essential public health services. The state/regional programs are developing an extensive network of public health leaders with an increased capacity to strengthen the relationship among public health practitioners, health care service providers, academia and communities. The research focus for the Center is in the area of leadership development and maintenance.

Center for Epidemiology and Disease Prevention Research

Members of the Center for Epidemiology and Disease Prevention Research conduct research that can ultimately serve as the basis for the development of disease prevention and public health initiatives. These include epidemiologic investigations of the occurrence of disease in human populations and evaluation studies of primary, secondary and tertiary prevention modalities. Members of the Center also collaborate with clinical researchers on the efficacy and risks associated with clinical, field and community intervention trials. In addition, the Center provides biostatistical and quantitative epidemiologic consulting services to the university community and to government, industrial and community agencies. These services include study, survey and experimental design, data analysis, theoretical and empirical data modeling, and assistance with the preparation of research proposals. Some examples of the research that members of the Center have previously conducted include epidemiologic studies of occupational cohorts, studies of nutrition and cancer, longitudinal studies of large populations and risks associated with environmental exposures.

Center for Occupational and Environmental Research and Training

The Center for Occupational and Environmental Health Research and Training is one of the core Centers within the Institute for Public Health Research. Participating faculty are drawn from the Divisions within the School of Public Health which include Occupational and Environmental Health, Epidemiology, Biostatistics, Social and Behavioral Sciences, and Health Management and Policy as well as faculty of the Graduate School of Biomedical Sciences and the Texas College of Osteopathic Medicine. The skills of other external colleagues (industrial hygienists, toxicologists, safety specialists, etc.) have also been enlisted as needed. The Center's activities emphasize both research and service. Research activities focus on characterizing the epidemiologic aspects and the exposure-response relationships of occupational and environmental health issues, illness and injury. Development and evaluation of occupational and environmental health surveillance models and strategies for prevention are also addressed. With the diverse background and expertise of the faculty and the wealth of community resources, many topics of research can be addressed and pursued. Service activities focus on recognizing community "customers" by offering occupational and environmental epidemiological consulting services to governmental agencies and private sector companies. Due to downsizing, employers often do not have the manpower to provide efficacy studies of internal processes for general future planning, for policy institution, or for preventive environmental interventions. Utilizing the expertise of the faculty and the availability of masters level public health graduate students, statistical and extrapolated epidemiological services can be offered to such community clients. Both the research and service activities provide avenues of practical, applicable research and training experiences for the Masters of Public Health students and as well as provide a doorway to collaborative efforts amongst fellow faculty members.

Center for Biostatistical Consulting

The Center provides accessible biostatistical consulting services to health science center faculty and students. The Center specializes in the development of data collection instruments, database design/management, statistical analysis of data, and the generation of specialized reports of data analysis results. The Center also offers consultation to faculty and students on statistical issues such as modeling and randomization schemes. Complex statistical issues are addressed by a faculty level consult.

The goal of this Center is to foster collaborative efforts across the health science center, as databases become a shared resource, and to provide faculty and students with more time to devote to research methodology, grant writing and publishing.

Center for Health Management and Policy Research

The Center for Health Management and Policy Research conducts sponsored health services research and policy analyses on complex health policy issues. It is located within the School of Public Health. The Center identifies, monitors, and analyzes emerging issues in international, federal, and state health law and policy and evaluates the effects of changing policies on health care access, quality, and cost. Research projects are conducted and overseen by an interdisciplinary faculty and staff who combine formal academic training with a variety of professional backgrounds in law, government, economics, politics, management, and medicine. Projects are carried out both alone and in collaboration with various entities such as other university research centers; departments within the University's medical and public health schools; and other policy and research analysis organizations throughout the country. Results of research are disseminated broadly to promote educational and service objectives.

Center for Cross-Cultural and Community Health Research

This research center provides a forum for faculty and students interested in interdisciplinary investigations of the socioeconomic, cultural, behavioral, and biological determinants of U.S. racial and ethnic group differences in health status. Developing theoretical and applied perspectives appropriate for an increasingly multi-ethnic, multi-cultural society is an important educational objective of this center. The Center assists the community in identifying problems and needed interventions; mobilizing community resources and assets; and implementing, evaluating, strengthening, sustaining, and disseminating health promotion and disease prevention activities. Through the development of innovative and culturally relevant research, new models of community organization and participatory research appropriate for effective health practice can be identified and evaluated. Located in the School of Public Health, the Center serves the entire university as an outreach mechanism for community-based health initiatives.

The UNT Health Science Center Institutes for Discovery

Cardiovascular Research Institute (CRI)

The Cardiovascular Research Institute, established in 1995, promotes basic and clinical research, education, patient care and community outreach in the prevention, detection, diagnosis and treatment of cardiovascular disease and stroke. The CRI is directly involved in the adaptation of intellectual property to meet the needs of the medical community, including the development of pharmaceuticals, biotechnology, medical devices and the rehabilitation of victims of stroke.

A Ph.D. degree in integrative physiology is offered through the Graduate School of Biomedical Sciences. Predoctoral and postdoctoral students receive advanced training in entrepreneurial research development through the CRI, along with studies and research through the Department of Integrative Physiology.

Institute for Aging and Alzheimer's Disease Research (IAADR)

The Institute for Aging and Alzheimer's Disease Research was established in August 2000 under the directorship of Dr. James W. Simpkins, an internationally recognized researcher in Alzheimer's and neurodegenerative diseases. The institute promotes basic and clinical research, focusing on early detection of Alzheimer's disease, estrogen replacement therapy for Alzheimer's disease and Parkinson's disease, estrogen and stroke therapy and identification and characterization of the oxidative process to measure the rate of aging.

The institute serves as a focal point for interaction with private-sector biotechnology and pharmaceutical companies with interest in neurological disorders. A biweekly seminar series is co-sponsored by the institute and the Department of Pharmacology and Neuroscience. The institute's activities also include supporting educational and health promotion programs within the community that encourage physical, psychological and social well-being.

Institute for Cancer Research (ICR)

The Institute for Cancer Research serves as the focus for academic leadership in all aspects of cancer research and education within the UNT Health Science Center, as well as for Fort Worth and the North Texas area. The institute serves as the focal point and coordinating organization for cancer-related educational activities at the health science center at the predoctoral, postdoctoral, undergraduate and continuing education levels.

The institute's scope includes, but is not limited to, various aspects of basic and translational research. Institute activities emphasize cancer prevention and control, molecular diagnostics, clinical investigations, and cancer diagnosis and therapy. Basic and translational research areas include cell biology, biochemistry, molecular biology, gene therapy, progression, invasion, angiogenesis/vasculature, metastasis, immunology and experimental therapeutics.

The institute serves as a focal point for interactions with private-sector biotechnology and pharmaceutical companies with interests in cancer.

North Texas Eye Research Institute (NTERI)

The North Texas Eye Research Institute was formed in 1992 to serve as an academic and research focus for basic and clinical science activities within the visual science community of Fort Worth and North Texas.

Institute faculty members are multidisciplinary basic and clinical scientists who have primary appointments at the health science center, private practice or industry. They are heavily involved in the training of medical students, graduate students and postdoctoral fellows. Their research programs cover aspects of eye disease such as retinal degenerations, glaucoma, diabetic complications, aging and cataracts.

The institute sponsors a monthly Distinguished Visual Scientist Seminar Series, a weekly journal club and continuing medical education courses for health professionals. Institute faculty also conduct clinical trials for testing the safety and efficacy of various therapeutic drugs and devices.

Physical Medicine Institute (PMI)

The Physical Medicine Institute, established in 1998, promotes basic and clinical research, education, clinical practice and community outreach programs in the prevention, diagnosis, treatment and rehabilitation of neuromusculoskeletal disease of human beings of all ages.

The institute is a multi-disciplinary organization composed of basic and clinical science professionals whose interests and work deal with neuromusculoskeletal physiology and pathophysiology. Emphasis is on education, clinical service and research in osteopathic manipulative medicine.

Objectives of the institute include: development of a broad, universally accessible literature database related to osteopathic manipulative medicine and neuromusculoskeletal medicine; education of students, physicians, researchers and the community; provision of state-of-the-art clinical services in osteopathic manipulative medicine and neuromusculoskeletal medicine; development of an international, interdisciplinary taxonomy of manual medicine techniques; and development and publication of clinical and basic science research into the mechanism of action and clinical efficacy of osteopathic manipulative treatment of neuromusculoskeletal disease.

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Master of Public Health

The goal of the Master of Public Health (M.P.H.) program is to prepare students to be effective public health professionals. Public health professionals work in a variety of organizations and agencies to contribute the common aim of promoting and protecting health in human populations. Students in the M.P.H. program elect a concentration in one of eleven areas. The areas of concentration include behavioral sciences, biostatistics, clinical research, community health, environmental health, epidemiology, health informatics, health management, health policy, occupational health practice and social sciences.

Admissions & Curriculum

An application for admissions can be obtained from the School of Public Health by writing to or emailing:

School of Public Health
UNT Health Science Center at Fort Worth
3500 Camp Bowie Boulevard
Fort Worth, Texas 76107-2699

sph@hsc.unt.edu
Or on the Web at: www.hsc.unt.edu

The School of Public Health admits students in the Fall, Spring, and Summer semesters. The application deadlines are as follows:

Spring – September 1

Summer – February 1

Fall – April 1

It is recommended that non-U.S. citizens apply well in advance of these deadlines to allow preparation of immigration documents.

Applicants applying for the first time to the School of Public Health must pay a non-refundable application fee: \$25 for U.S. citizens; \$75 for non-U.S. citizens and permanent residents (\$25 application fee and \$50 educational records evaluation fee). The fee must be paid in U.S. currency. The application fee is valid for one year from the application date.

Applicants to the Master of Public Health (M.P.H.) program will fall under one of the following admissions statuses:

1. Full Admission: Accepted without reservation to the M.P.H. program
2. Non-Degree Admission: Accepted to take courses offered at the School of Public Health with no intent on seeking full admission status. A maximum of 12 SCH are allowed while in this status.
3. Denied: Not admitted to the program because application was not competitive.

4. Non-Review: Not reviewed due to an incomplete application file or other administrative reason.

General Admissions Requirements

1. The applicant must hold a minimum of a bachelor's degree or its equivalent from a regionally or federally accredited institution.
2. The applicant must designate on the application and reference in their Statement of Goals the area of study they wish to pursue within the M.P.H. program.
3. The applicant must provide official transcripts documenting their GPA on all undergraduate and post-graduate work.
4. All students seeking admission to a graduate degree program are required to take and submit scores for the Graduate Record Examination (GRE). Applicants to the Department of Health Management and Policy may substitute the GMAT for the GRE. Applicants who are also applying to TCOM may substitute the MCAT for the GRE. Only official score reports from the Educational Testing Service (ETS) are acceptable. Our (ETS) institutional code is 6565.
5. The health science center requires an applicant from a foreign country to demonstrate satisfactory proficiency in oral and written English before being granted admission.
6. To be considered for admission, the applicant must file the following official credentials with the School of Public Health Office of Student and Academic Services:
 - An application for admission to the School of Public Health
 - Application fee
 - Complete official transcripts from all colleges or universities attended
 - Official scores from all required entrance exams or tests (may include one or more of the following: GRE, GMAT, MCAT, see #4 above for details.)
 - Two letters of evaluation by individuals in a position to comment on the applicant's potential as a student and future professional
 - A written statement of personal career goals
 - A current curriculum vita or resume

Admission Requirements for International Students

For international students transferring from a U.S. college or university, they must meet all School of Public Health transfer admission requirements. Specific requirements are detailed below. The health science center will not issue immigration papers for student visas until all admission credentials have been received and

approved. A \$75 (U.S.) application and transcript evaluation fee is required and must be submitted with the application for admission. This fee is subject to change at any time. Applicants who are graduates of foreign colleges or universities must present the following documents for application:

- Application forms for admission to the School of Public Health accompanied by \$75 (U.S.) application and transcript evaluation fee.
- Official reports from Educational Testing Service (ETS) on the Graduate Record Examination (GRE). Scores should be reported using institutional code 6565.
- Official reports from ETS showing a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL), a score of 213 on the computer version of the TOEFL, a score of 79 on the internet-based TOEFL test, or evidence of successful completion of a non-credit intensive course in English. Scores should be reported using institutional code 6565.
- Official transcripts from each college or university attended both in English and the native language.
- Proof of financial resources available, filed with application for admission
- Two letters of evaluation by individuals in a position to comment on the applicant's potential as a public health student and future professional.
- Written statement of personal career goals
- A current curriculum vitae or resume

Admissions Decisions/Deferments

Applicants will be furnished written notification regarding their admission status by the School of Public Health's Office of Student and Academic Services. Statements by other health science center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the School of Public Health Office of Student and Academic Services.

Students who are admitted to a degree program and do not intend to enroll in the semester for which they applied must contact the School of Public Health Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a deferment fee of \$100; the deferment fee is due at the time the request is made.

An applicant desiring to pursue graduate work in any concentration whose undergraduate record does not show completion of the course prerequisites to this concentration will be required to make up such deficiencies in a manner prescribed by the student's academic advisor with approval by the appropriate department chair prior to or concurrently with admission.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action. All materials submitted in the application become the property of UNT Health Science Center and cannot be returned.

Academic Procedures

Each student is responsible for the completion of the Master of Public Health program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the School of Public Health Office of Student and Academic Services.

1. Acceptance into the School of Public Health and an advisor is assigned.
2. The student must file a degree plan approved by the advisor and department chair with the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment. Enrollment will be restricted after the first semester if a degree plan is not on file.
3. Students must complete a public health practice experience. Students are eligible to enroll for Public Health Practice Experience (SPH 5855) after the completion of a minimum of 21 SCH, 6 SCH of which must be in their concentration area. Students must confer with the Public Health Practice Coordinator prior to registration.
4. Prior to enrolling in thesis or professional report, a student must complete a minimum of 36 credit hours and gain consent from a major professor to supervise the culminating experience. The major professor must be a full time faculty member within the student's concentration department; the major professor does not have to be the student's advisor. The student must subsequently select a faculty committee. The faculty committee will consist of a major professor and a minimum of two committee members. Committee members must have faculty, adjunct or temporary adjunct faculty status with the School of Public Health. Students should contact the appropriate department regarding individuals with adjunct faculty status.
5. Prior to the semester the student enrolls in thesis (SPH 5950) or professional report (SPH 5900), a student must write and present the proposal for the culminating project to the major professor and selected faculty committee for approval. The proposal must be filed with the School of Public Health Office of Student and Academic Services. An application for the Institutional Review Board (IRB) must be prepared and submitted for approval before any data can be collected for either the thesis or professional report.
6. Once a student has enrolled in thesis or professional report, he/she must maintain continuous enrollment in a minimum of 3 SCH of thesis or professional report during each semester (fall, spring, summer) until the final document has been accepted by the appropriate department chair and the dean. Failure to maintain continuous enrollment will either invalidate any previous credit or will result in the student's dismissal from the degree program unless granted an official leave of absence by the dean for medical or other exceptional reason.

7. The completed thesis or professional report must be submitted to the faculty committee prior to an oral presentation (see academic calendar for deadlines).
8. Students are required to give an oral presentation to their faculty committee on the thesis and professional report.
9. Three copies of the thesis must be bound for institutional use. These are distributed to the major professor, the Office of Student and Academic Services, and the reference section of the Gibson D. Lewis Health Science Center Library. Two additional copies are required. The fourth copy remains unbound in the library archives. The fifth copy remains unbound in the School of Public Health. Additional copies may be bound upon request.
10. Students must submit an Intent to Graduate form to the School of Public Health Office of Student and Academic Services at the beginning of the semester for which they plan to graduate (see academic calendar for deadline).
11. The Department of Environmental & Occupational Health requires all students to complete the on-line Institutional Review Board (IRB) course. (<http://research.hsc.unt.edu/irb.html>) and submit a certificate to their advisor to be eligible for graduation.

Core Curriculum Requirements: 15 SCH

BIOS	5210	Biostatistics for Public Health I	3 SCH
ENVR	5300	Environmental Health	3 SCH
EPID	5100	Principles of Epidemiology	3 SCH
HMAP	5210	Introduction to Health Management and Policy	3 SCH
SCBS	5110	Behavioral and Social Aspects of Public Health	3 SCH

To request a waiver, a student must submit a petition in writing to their advisor and the appropriate instructor outlining the class they would like to waive. The petition should also include documentation indicating that the previous coursework is comparable to the requirements of the course stated in the petition. The student's advisor and the instructor and department chair associated with the course must approve such petition. No credits are awarded for courses that are waived. A waiver allows a student to substitute an elective course for a required course. For additional information regarding transfer coursework, refer to Chapter 5: Policies: Academic and Institutional, see the section relating to Use of Transfer Credit.

Concentration Curriculum: Minimum of 24 SCH

The concentration curriculum includes a practicum (3 SCH), a quantitative or analytic course (3 SCH), and other required and elective courses as specified in the following sections. The practicum is an important element of the M.P.H. curriculum through which the student obtains experience in a practice setting appropriate to the development of professional practice skills.

Culminating Experience: 6 SCH*

HMAP or SCBS	5800	Capstone	3 SCH
SPH	5900	Professional Report	3 SCH
-or-			
SPH	5950	Thesis	6 SCH

The thesis is an individual research project conducted under the supervision of a faculty committee. The thesis is written in a traditional academic style and orally defended. Capstone is an organized, semester-long course, under the supervision of faculty, in which a team project is conducted and a team written presentation of the project is produced. The capstone may be used as the culminating experience option for students in the Department of Social and Behavioral Science Community Health concentration and the Department of Health Management and Policy. Students in SCBS or HMAP may select from either SCBS 5800 or HMAP 5800. SCBS 5800 will be offered annually during the fall semester and HMAP 5800 will be offered annually during the spring semester. Students in concentrations besides HMAP and SCBS may choose to take capstone as an elective; it cannot be used to fulfill their culminating experience requirement. Students electing the capstone option must also complete the professional report.

The professional report is an individual project that addresses a well-focused public health question or issue. The professional report is supervised by a faculty committee and requires an oral presentation to the committee by the student.

- Biostatistics students choose one of the two culminating experiences: 1. SPH 5950 Thesis; 2. Two more elective courses totaling six credit hours plus take the comprehensive examination.
- Behavioral Sciences students may only choose the Thesis option. The Capstone/Professional Report option is not available to them.
- Clinical Research students choose one of the two culminating experiences: 1. SPH 5950 Thesis; 2. Two more elective courses totaling six credit hours plus take the comprehensive examination.
- Environmental and Occupational Health students are permitted to enroll in the thesis option, or take an additional 6 credit hours of courses plus a comprehensive exam.
- Epidemiology students are permitted to take a comprehensive examination at the end of their coursework in lieu of Thesis, which serves as their culminating experience. Students are responsible for coordinating with the Department of Epidemiology to schedule this examination. Students who select the comprehensive examination option must take six (6) semester credit hours of electives in lieu of the thesis.
- Social Sciences students may only choose the Thesis option. The Capstone/Professional Report option is not available to them.

Master of Public Health Program Learning Objectives

After completion of the M.P.H. program, the student will be able to:

1. Select and apply effective approaches to prevent disease and promote health in human populations.
2. Identify the contribution of social, cultural, and physico-chemical/biological environments as risk factors and root causes of health status, health outcomes and use of health services.
3. Use appropriate analytical methods and make relevant inferences in analysis of data related to a public health problem.
4. Critically evaluate literature and data relevant to public health issues.
5. Communicate effectively in writing and orally with the lay public and within professional and academic forums.
6. Use technology to access, communicate, manage and analyze data and information.
7. Lead and participate effectively in a group to address issues by applying basic team building and human relations skills problem solving.

Department of Biostatistics

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The Department of Biostatistics promotes education, practice, application, and research in biostatistics and related fields. The department has faculty with expertise in biostatistical methodology and application. Their interests include regression methods, survival analysis, sequential analysis, multivariate analysis, cancer modeling, clinical trial, statistical consulting, data management, and information systems. The department is active in the development and application of statistical methods in public health, medical and biomedical sciences training graduate students, and in collaborating with basic and clinical science investigators. The department consults with investigators in research study design and grant preparation, data collection and data management, safety and efficacy monitoring, statistical analysis and manuscript preparation. The department offers various courses in biostatistics to meet the challenge of today's career requirements. The department administers the Master of Public Health degree in two areas of concentration: biostatistics and clinical research.

Biostatistics Concentration*

The biostatistics concentration is intended for students wishing to pursue careers in local, state, and federal health agencies; health and medical centers; research institutions; health and pharmaceutical industries. The M.P.H. degree in biostatistics is a professional degree that is designed to train students in data management, statistical analysis, interpretation, and presentation of analytical results using computing technology. The courses in

the program emphasize the methodology and procedures of statistical analysis and research designs. In addition to a wide variety of exciting applications, there are excellent career opportunities in biostatistics. Applicants to this program are expected to have a background in college algebra and calculus.

Biostatistics Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 12 SCH

BIOS	5215	Biostatistics for Public Health II	3 SCH
BIOS	5700	Mathematical Statistics	3 SCH
BIOS	5730	Regression Analysis	3 SCH
BIOS	5735	Analysis of Variance	3 SCH

Elective Courses: 9 SCH

BIOS	5720	Survey Sampling	3 SCH
BIOS	5725	Nonparametric Statistical Methods	3 SCH
BIOS	5740	Introduction to Statistical Packages	3 SCH
BIOS	5760	Data Management	3 SCH
BIOS	5910	Independent Study in Biostatistics	1-3 SCH
BIOS	6750	Applied Categorical Data Analysis	3 SCH
BIOS	6760	Multivariate Analysis	3 SCH
BIOS	6775	Clinical Trials and Survival Analysis	3 SCH
BIOS	6785	Biostatistical Research and Consulting	3 SCH
BIOS	6790	Seminar in Biostatistics	3 SCH

With approval of the advisor, students may substitute an elective course not on this list.

* Students in the Biostatistics Concentration choose one of the two culminating experiences: 1. SPH 5950 Thesis; 2. Two more elective courses totaling six credit hours plus take the comprehensive examination.

M.P.H. Comprehensive Examination

Biostatistics M.P.H. students are permitted to take a comprehensive exam at the end of their coursework in lieu of Thesis, which serves as their culminating experience. Students who select the comprehensive exam option must take an additional six (6) semester credit hours of electives. The exam covers material from four courses: BIOS 5210: Biostatistics for Public Health I; BIOS 5215: Biostatistics for Public Health II; BIOS 5730: Regression Analysis, BIOS 5735: Analysis of Variance. In order to take the exam, a student must have a grade point average of 3.0 or higher in graduate level biostatistics courses. The exam is given in the first week of April each year. Students are responsible for informing the Department of Biostatistics of their intentions to take the exam. A student who encounters a last minute emergency (sickness, death in the family, etc.) may appeal to the exam committee for an opportunity to take a makeup exam. Students who fail the exam may, upon recommendation of the committee, be allowed to retake a different exam. However, an opportunity for retaking the exam is not automatic.

Biostatistics Concentration Learning Objectives

1. Assess a public health problem using quantitative and/or qualitative data.
2. Know standard terminology and statistical symbols.
3. Select appropriate statistical techniques for a public health problem.
4. Identify, develop, apply and modify an appropriate statistical approach to a public health problem based on constraints and available resources.
5. Work effectively with professionals in public health on problems requiring more advanced concepts and tools.
6. Identify and develop appropriate study designs, sample size and power analysis to a public health problem.
7. Identify and develop appropriate data collection strategies for an appropriate statistical method.
8. Compute statistics with statistical software and/or a hand calculator.
9. Summarize results from statistical analyses.
10. Review statistical analyses and results critically in public health literature.
11. Prepare analyses in a written report from a public health and/or biomedical perspective.
12. Present and interpret findings clearly and concisely in a public health meeting or conference.

Clinical Research Concentration**

The Master of Public Health (M.P.H.) degree in clinical research is primarily designed for those who are currently working in the health care professions. The program is for professionals who wish to prepare for roles in clinical research, health care research, medical database management, or statistical consulting in medical or public health settings. The Master of Public Health (M.P.H.) is oriented toward applied clinical research, outcome measurement, and applied biostatistics.

Clinical Research Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 12 SCH

BIOS	5215	Biostatistics for Public Health II	3 SCH
BIOS	5730	Regression Analysis	3 SCH
BIOS	5735	Analysis of Variance	3 SCH
BIOS	6775	Clinical Trials and Survival Analysis	3 SCH

Elective Courses: 9 SCH

BIOS	5700	Mathematical Statistics	3 SCH
BIOS	5720	Survey Sampling	3 SCH
BIOS	5760	Data Management	3 SCH
BIOS	5910	Independent Study in Biostatistics	1-3 SCH
BIOS	6750	Applied Categorical Data Analysis	3 SCH
BIOS	6760	Multivariate Analysis	3 SCH
BIOS	6785	Biostatistical Research and Consulting	3 SCH
EPID	5610	Chronic Disease Epidemiology	3 SCH
EPID	5630	Infectious Disease Epidemiology	3 SCH
HMAP	6200	Organizational Management	3 SCH
HMAP	6225	Quality Management in Long-term Care	3 SCH

With approval of the advisor, students may substitute an elective course not on this list.

** Students in the Clinical Research Concentration choose one of the two culminating experiences: 1. SPH 5950 Thesis; 2. Two more elective courses totaling six credit hours plus take the comprehensive examination.

M.P.H. Comprehensive Examination

Clinical Research M.P.H. students are permitted to take a comprehensive exam at the end of their coursework in lieu of Thesis, which serves as their culminating experience. Students who select the comprehensive exam option must take an additional six (6) semester credit hours of electives. The exam covers material from four courses: BIOS 5210: Biostatistics for Public Health I; BIOS 5215: Biostatistics for Public Health II; BIOS 5730: Regression Analysis; BIOS 5735: Analysis of Variance. In order to take the exam a student must have a grade point average of 3.0 or higher in graduate level biostatistics courses. The exam is given in the first week of April each year. Students are responsible for informing the Department of Biostatistics of their intentions to take the exam. A student who encounters a last minute emergency (sickness, death in the family, etc.) may appeal to the exam committee for an opportunity to take a makeup exam. Students who fail the exam may, upon recommendation of the committee, be allowed to retake a different exam. However, an opportunity for retaking the exam is not automatic.

Clinical Research Concentration Learning Objectives

1. Conduct experimental research in public health such as community trials and clinical trials in collaboration with other health professionals.
2. Conduct biostatistical research as applied to health care and public health issues.
3. Assist in the planning, development and evaluation of health systems and programs using biostatistical procedures.
4. Assist in the planning, development and evaluation of treatment outcome data collection in a broad array of health care facilities.
5. Analyze and solve a public health issue by applying statistical methodology.
6. Communicate findings of the analysis and solution of a problem of health care and public health importance of professional journals.
7. Plan and conduct independent research focusing on the analysis and solution of a problem in public health practice.

Department of Environmental and Occupational Health

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The Department of Environmental and Occupational Health includes faculty with experience and training in the fields of environmental health, environmental sciences, occupational medicine, industrial hygiene and occupational health management. The academic and research activities of the department's faculty focus on environmental and occupational factors affecting the health of the public. The department administers the Master of Public Health degree in two areas of concentration: Environmental Health and Occupational Health Practice. The department requires all Environmental and Occupational Health Practice M.P.H. students to complete the on-line Institutional Review Board (IRB) course (<http://research.hsc.unt.edu/irb.html>) and submit a certificate to their advisor to be eligible to graduate.

Departmental Learning Objectives

1. Specify approaches for assessing preventing, and controlling environmental hazards (chemical, biological and physical) that pose risks to human health and safety.
2. Explain the general mechanisms of toxicity, and the roles that dose-response and time-response play in eliciting a toxic response to various environmental exposures (physical, chemical, biological, and psychosocial).
3. Describe current environmental risk assessment methods, including the types of evidence utilized, limitations, and the sources of uncertainty and variability.
4. Describe genetic, physiologic, and psychosocial factors that may result in certain individuals or populations being more susceptible to adverse health outcomes following exposure to environmental hazards.
5. Explain various risk management (regulatory, engineering and behavioral intervention options) and risk communication approaches in relation to issues of environmental justice/equity.
6. Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents, including global climate and environmental changes.
7. Develop a testable model of environmental injury that relies on hypothesis generation, data collection, data analysis, and interpretation of data for research or program development.
8. Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.

Environmental Health Concentration

The environmental health concentration accommodates students with various backgrounds and interests, who desire careers related to the environmental aspects of public health. Specifically, this area of concentration provides the expertise and experience to analyze, monitor, interpret and mitigate the effects of chemical and physical contaminants, and microbial pathogens in water, air, soil, and food on public health. It prepares students in the M.P.H. program for technical and administrative jobs in the governmental and private sectors.

Environmental Health Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 12 SCH

ENVR	5330	Environmental and Occupational Toxicology	3 SCH
ENVR	5345	Physical Hazards	3 SCH
ENVR	5380	Environmental Health Microbiology	3 SCH
ENVR	5410	Environmental Data Analysis	3 SCH

Elective Courses: 9 SCH with thesis or 15 SCH with the comprehensive exam*

ENVR	5310	Exposure and Risk Assessment	3 SCH
ENVR	5311	Air Pollution and Health	3 SCH
ENVR	5325	Industrial Hygiene	3 SCH
ENVR	5370	Arthropods and Public Health	3 SCH
ENVR	5420	Texas-Mexico Border Health Issues	3 SCH
ENVR	5500	Environmental Epidemiology and Biomarkers	3 SCH
ENVR	5550	Introduction to Genomics and Public Health	3 SCH
ENVR	5910	Independent Study in Environmental Health	1-3 SCH
ENVR	6600	Spatiotemporal Environmental Health Modeling	3 SCH
EPID	6690	Occupational Epidemiology	3 SCH

*Students are allowed to take courses offered at UNT-Denton.

Environmental Health Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the environmental health concentration will be able to:

1. Assess environmental health threats that affect the health of the public.
2. Understand the interplay between theory and practice of environmental health management.
3. Understand environmental protection strategies and approaches to reduce environmental health risks.
4. Identify, develop, apply and modify an appropriate research approach to an environmental health problem based on constraints and available resources.
5. Analyze quantitative and qualitative data to describe environmental conditions that have impacts on human health.
6. Synthesize data from a variety of sources, reflective of multidisciplinary perspectives, to develop strategies for addressing complex environmental health problems. Use biostatistics and statistical software to analyze an environmental health problem.

7. Interpret and present findings in written and verbal format from an environmental health and public health perspective.

Occupational Health Practice Concentration

The occupational health practice concentration is intended for students interested in applied occupational health program design, development and management. This concentration is not a clinical or medical program. Graduates will be prepared to practice occupational health in a variety of settings with a multidisciplinary approach to the design, implementation, management, and evaluation of occupational health programs and services.

The occupational health practice concentration is primarily designed for those individuals who are currently working in an occupational setting, who requires an M.P.H. for eligibility for board certification or for those who are interested in exploring the science of occupational health.

The program is for individuals who wish to augment, enhance, or expand their current training or who wish to prepare for roles in health occupational health, including, but not limited to, the following areas: safety professionals, industrial hygienists, health practitioners (physicians, nurses, physician assistants) and human resource personnel (program management and procurement). This concentration is also designed for public health or occupational health professionals who wish to become knowledgeable in occupational health research, occupational health data management, and applied occupational health programs or management.

Occupational Health Practice Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 18 SCH

ENVR	5325	Industrial Hygiene	3 SCH
ENVR	5330	Environmental and Occupational Toxicology	3 SCH
ENVR	5345	Physical Hazards	3 SCH
ENVR	5350	Occupational Diseases and Health Practice	3 SCH
ENVR	5380	Environmental Health Microbiology	3 SCH
ENVR	5410	Environmental Data Analysis	3 SCH

Elective Courses: 3 SCH with thesis or 9 SCH with the comprehensive exam*

ENVR	5310	Exposure and Risk Assessment	3 SCH
ENVR	5311	Air Pollution and Health	3 SCH
ENVR	5420	Texas-Mexico Border Health Issues	3 SCH
ENVR	5500	Environmental Epidemiology and Biomarkers	3 SCH
ENVR	5550	Introduction to Genomics and Public Health	3 SCH
ENVR	5910	Independent Study in Environmental Health	1-3 SCH
ENVR	6600	Spatiotemporal Environmental Health Modeling	3 SCH
EPID	6690	Occupational Epidemiology	3 SCH

*Students are allowed to take courses offered at UNT-Denton.

Occupational Health Practice Concentration Learning Objectives

Upon completion of the concentration area in occupational health practice, the graduate will be able to:

1. Identify and be familiar with regulatory or legislative authority directed at occupational health practice.
2. Acquire, compile, collate, store, evaluate and analyze occupational health data by applying statistical methodology.
3. Identify external factors which influence worker safety and health.
4. Work effectively as a team member with other occupational health professionals by understanding their roles in occupational health services.
5. Describe employee legal rights to confidentiality of medical record information.
6. Perform assessment, implementation and assurance analyses of occupational health programs.
7. Recognize the roles and functions of employee assistance programs, medical surveillance programs, duty fitness programs, safety programs, and substance abuse testing in the occupational health setting.
8. Plan and conduct independent research focusing on the analysis and solution of a problem in occupational health practice, via the completion of a thesis/project reports.

Department of Epidemiology

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The Department of Epidemiology includes faculty with expertise in the conduct of etiologic research, applied epidemiology, public health surveillance, statistical analysis, and data management and information systems. Faculty research has emphasized the etiology of chronic, infectious and tropical diseases, and diseases related to social factors and environmental and occupational hazards.

The department administers the epidemiology concentration in the M.P.H. program.

Epidemiology Concentration

The epidemiology concentration is designed for students seeking to acquire skills in the fundamental methods of disease investigation and prevention in large populations. Concentration courses emphasize basic and advanced epidemiologic principles and their application to current problems in public health and related disciplines. Students in the epidemiology concentration are expected to use appropriate methods to plan, implement, and conduct epidemiologic research. Students are also expected to critically evaluate research methodology to assess validity and potential sources of bias. Skills in computer use and statistics acquired in the public health program are used to analyze, interpret, and disseminate the results of epidemiologic investigations.

Epidemiology Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 12 SCH

BIOS	5215	Biostatistics for Public Health II	3 SCH
BIOS	5740	Introduction to Statistical Packages	3 SCH
EPID	5110	Intermediate Epidemiology	3 SCH
EPID	5300	Survey Methodology	3 SCH

Methods Courses: 6 SCH (select 2 of each of the following)

BIOS	5760	Data Management	3 SCH
EPID	6100	Advanced Epidemiology	3 SCH
EPID	6200	Experimental Methods in Epidemiology	3 SCH
EPID	6615	Epidemiologic Surveillance	3 SCH
EPID	6630	Quantitative Epidemiologic Methods	3 SCH
EPID	6635	Social Epidemiology	3 SCH
EPID	6645	Reviewing Epidemiological Evidence	3 SCH
EPID	6690	Occupational Epidemiology	3 SCH

Selective Courses: 3 SCH (select 1 of of the following)

EPID	5610	Chronic Disease Epidemiology	3 SCH
EPID	5630	Infectious Disease Epidemiology	3 SCH

Elective Courses: 3 SCH or 6 SCH if taking the comprehensive exam*

EPID	5200	Epidemiology for Healthcare Practice	3 SCH
EPID	5690	Epidemiology of Bioterrorism /Catastrophic Events	3 SCH
EPID	5910	Independent Study in Epidemiology	1-3 SCH
EPID	6665	Epidemiology of Diseases of Public Health Importance	3 SCH
EPID	6670	Cancer Epidemiology	3 SCH

* Students will complete 45 SCH if taking the comprehensive exam or 48 SCH if completing the thesis option.

Important note: Students may substitute an elective course not on this list only with prior written approval of the advisor. Courses not approved as substitutes will not be applied toward the degree plan.

M.P.H. Comprehensive Examination

Epidemiology M.P.H. students are permitted to take a comprehensive exam at the end of their coursework in lieu of Thesis, which serves as their culminating experience. Students who select the comprehensive exam option must take three semester credit hours of electives. The exam covers material from EPID 5100: Principles of Epidemiology, EPID 5110: Intermediate Epidemiology, and EPID 5300: Survey Methodology. In order to take the exam a student must have a grade point average of 3.0 or higher in the aforementioned epidemiology courses. The exam is given in the third week of February and the third week of October each year. Students are responsible for informing the Department of Epidemiology of their intentions to take the exam. A student who encounters a last minute emergency (sickness, death in the family, etc.) may appeal to the exam committee for an opportunity to take a makeup exam. Students must receive at least 80% on the exam in order to pass. Students who fail the exam may, upon recommendation of the Chair of the Department of Epidemiology, be allowed to retake a different exam. However, an opportunity for

retaking the exam is not automatic, and students may only retake the exam once.

Epidemiology Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the epidemiology concentration will be able to:

1. Quickly assess a public health problem using quantitative and/or qualitative data.
2. Use relevant analysis for relevant study designs.
3. Understand the natural occurrence of disease and associated risk factors.
4. Understand the importance of ethical considerations in the conduct of epidemiological studies.
5. Identify, develop, apply and modify an appropriate research approach to an epidemiologic problem based on constraints and available resources.
6. Identify and develop data collection strategies for the appropriate epidemiologic approach.
7. Implement appropriate study designs to an epidemiologic problem.
8. Review epidemiologic literature critically.
9. Use biostatistics when analyzing an epidemiologic problem.
10. Use statistical software for the analysis of an epidemiologic problem.
11. Interpret and present findings in either a written or verbal format and from a biomedical and/or a public health perspective.
12. Present findings in tabular and graphic format as well as written and verbal.

Department of Health Management and Policy

Jeffery Talbert, Ph.D., Department Chair
 UNT Health Science Center School of Public Health
 Education and Administration Building-709
 817-735-2242
 jtalbert@hsc.unt.edu

The Department of Health Management and Policy has faculty with broad experience in academic, public, and private sector environments. The departmental faculty works to develop linkages and opportunities for collaborative learning and research in the Dallas-Fort Worth metropolitan area. The department administers three M.P.H. concentrations: Health Policy, Health Management, and Health Informatics.

Health Policy Concentration

The health policy concentration is designed to prepare students with competencies needed for careers in health policy analysis and policy development. The curriculum addresses health systems, quantitative methods, health economics and finance, managed care, state and national policy, and health law. The concentration provides instruction in professional competencies commonly found in schools of public administration and public policy.

Health Policy Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 18 SCH

HMAP	5240	Health Politics and Policy	3 SCH
HMAP	5241	Applied Policy Development	3 SCH
HMAP	5242	Decision Analysis	3 SCH
HMAP	5245	Health Economics	3 SCH
HMAP	5430	Public Health Law	3 SCH
HMAP	5450	Public Health Program Planning and Evaluation	3 SCH

Elective Courses: 3 SCH

All students will consult with their advisor and select three semester credit hours of coursework from the public health curriculum.

Health Policy Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the health policy concentration will be able to:

1. Understand the ethical framework suitable for the health policy arena.
2. Acquire concepts to enable participation in the health care system.
3. Develop knowledge regarding mechanisms to monitor and evaluate programs for their effectiveness and quality.
4. Understand the legal and political system and how to affect change within it.
5. Apply policy analysis skills that are enduring and transferable over the course of the student's career.
6. Collect, summarize and interpret policy-making structures and information relevant to a health issue.
7. Articulate the health, fiscal, administrative, legal, social and political implications of policy options.
8. Develop plans to implement and evaluate policies, including goals, outcomes, process objectives and implementation steps.
9. Apply quantitative and technological skills appropriate to health policy.

Health Management Concentration

The health management concentration is designed to prepare students with competencies needed for careers in health management. The curriculum addresses health systems, quantitative methods, health economics and finance, managed care, and other areas central to management in both private and public sectors. The concentration provides instruction in professional competencies commonly found in schools of business, management, or public administration.

Health Management Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 18 SCH

HMAP	5242	Decision Analysis	3 SCH
HMAP	5245	Health Economics	3 SCH
HMAP	5255	Health Finance I	3 SCH
HMAP	5260	Health Information Systems	3 SCH
HMAP	5270	Health Services Management	3 SCH
HMAP	5450	Public Health Program Planning and Evaluation	3 SCH

Elective Courses: 3 SCH

All students will consult with their advisor and select one 3 SCH course from the public health curriculum.

Health Management Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the health management concentration will be able to:

1. Understand the ethical framework suitable for the health management arena.
2. Acquire concepts to enable participation in the health care system.
3. Develop knowledge regarding mechanisms to monitor and evaluate the effectiveness of managerial programs.
4. Apply management skills that are enduring and transferable over the course of the student's career.
5. Manage information systems for the collection, retrieval and appropriate analysis of data for decision-making.
6. Apply principles of strategic planning and marketing to public health.
7. Manage information systems for the collection, retrieval and appropriate analysis of data for decision-making.
8. Apply quality and performance improvement concepts to address organizational performance issues.
9. Apply quantitative and technological skills appropriate to health management.

Health Informatics Concentration

The M.P.H. degree in Health Informatics is primarily designed for those who are currently working in the clinical or public health professions, and those who are interested in exploring the science of health computing. The program is for professionals who wish to prepare for roles in health computing industries, including but not limited to the following areas: clinical data management; health systems evaluation, development and analysis; geographic information systems (GIS) applications in health; and telemedicine of telehealth in medical or public health settings. The Master of Public Health is oriented toward applied data processing and applications, health information system design and development, and other applied informatics in health settings. This concentration is offered jointly by the Department of Health Management & Policy and the Department of Biostatistics.

Health Informatics Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 15 SCH

BIOS	5740	Introduction to Statistical Packages	3 SCH
HMAP	5255	Health Finance I	3 SCH
HMAP	5260	Health Information Systems	3 SCH
HMAP	5270	Health Services Management	3 SCH
HMAP	5450	Public Health Program Planning and Evaluation	3 SCH

Elective Courses: 6 SCH

All students will consult with their advisor and select six semester credit hours of coursework from the public health curriculum.

Health Informatics Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the health informatics concentration will be able to:

1. Conduct evaluation and implementation techniques in public health, such as community needs assessment and clinical computing in collaboration with other health professionals.
2. Identify and interpret data related to social and behavioral foundations and other dimensions of health.
3. Conduct informatics research as applied to health care and public health issues.
4. Perform assessment, implementation and assurance of health information systems and programs using information science procedures.
5. Assist in the planning, development and evaluation of data input, processing, analysis and presentation in a broad array of health care facilities.
6. Analyze and solve health issues by applying statistical methodology.
7. Communicate findings of the analysis and provide policy recommendation for health care of public health in professional journals.
8. Plan and conduct independent research focusing on the analysis and solution of a problem in health practice via the completion of a thesis/professional report.

Department of Social and Behavioral Sciences

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The Department of Social and Behavioral Sciences includes faculty with expertise in community health education and health promotion, ethnicity and culture, health communication, health psychology, Hispanic/Latino health, anthropology, sociology, and cognitive neuroscience. The department administers the M.P.H. concentrations in community health, social sciences, and behavioral sciences. The M.P.H. program can serve as preparation for doctoral studies.

Community Health Concentration

The community health concentration prepares professionals from a variety of disciplinary backgrounds and interests (e.g., medicine, nursing, allied health, social work, social sciences, psychology, dentistry, physician assistant, health education, nutrition, etc.) to assume public health positions. The community health concentration uses a multidisciplinary approach and focuses on social, cultural, political, and economic factors that influence health status and health-related behaviors of individuals. The community health concentration emphasizes the role of social, economic, cultural, and behavioral factors in disease prevention, promotion of health, vulnerability to disease, and interaction with health care systems. The curriculum concentrates on strategies for the promotion of health and the prevention of disease in populations through public health policy and interventions in the context of social structure, community, family, and health care systems. Traditionally, program graduates have assumed positions in public health as well as both public and private health care.

Community Health Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 18 SCH

BIOS	5215*	Biostatistics for Public Health II	3 SCH
SCBS	5350	Introduction to Research Methods in SCBS	3 SCH
SCBS	5400	Community Health	3 SCH
SCBS	5410	Community Assessment	3 SCH
SCBS	5411	Community Program and Intervention Planning	3 SCH
SCBS	5412	Program Evaluation in Public Health	3 SCH

Elective Courses: 3 SCH

Students may take any three hour SPH course with approval of academic advisor.

* Students may substitute BIOS 5215 (Required Course) with EPID 5300 or SCBS 6170.

Community Health Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the community health concentration will be able to:

1. Critically evaluate the value and the implications of diversity (racial/ethnic, cultural, and social) and the importance of cultural competency in addressing public health issues in the community.
2. Identify the role and impact of demographic, social, economic, cultural, political, and behavioral factors in determining population health status, disease, disease preventing and health promoting behavior, and medical service organization and delivery.
3. Describe how race/ethnicity, socioeconomic status, demographic characteristics, and culture affect individual and group physical and psychological responses to health messages.
4. Analyze the implications of the global inter-connectives of our society in the economic, social, and political areas and its public health implications at the local level.
5. Analyze factors that contribute to individuals' social, economic, and political incorporation and acculturation in the mainstream social and describe how this process affects health status and delivery of health care.
6. Critically evaluate and use the behavioral sciences' theory and literature in determining which health promotion/disease prevention programs/interventions may or may not be effective because of group social, racial, ethnic, economic factors as well as unique characteristics and requirements of different cultures.
7. Apply knowledge of community social, economic, political and cultural characteristics in the development and implementation of interventions in participatory community health planning.
8. Identify and assess economic, cultural, political and social barriers to the development of programs to address community public health needs and adapts approaches and solutions to problems that take into account cultural differences.
9. Promote networks and establish partnerships with diverse community agencies, health providers, community organizations and institutions to promote policies, programs, services and resources that protect the health of community residents.
10. Interact ethically and professionally with persons from diverse cultural, socioeconomic, educational, and professional backgrounds and with persons of all ages and lifestyle preferences.
11. Identify community needs, demands, problems, resources available, and develop suggestions for action.

Social Sciences Concentration

The social sciences concentration is designed to develop familiarity with basic social theories that influence our understanding of health, including theories in social anthropology, medical sociology and health economics. These theoretical perspectives will be focused on health problems of the principal cultural, socioeconomic, ethnic and regional population groups in the United States and the global health setting. In this concentration there is a major focus on quantitative research methods and population dynamics as a basis for illuminating the socio-cultural, economic, and political factors that influence the distribution of health and healthcare.

Social Sciences Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 18 SCH

BIOS	5215	Biostatistics for Public Health II	3 SCH
SCBS	5150	Medical Sociology	3 SCH
SCBS	5225	Medical Anthropology	3 SCH
SCBS	5350	Introduction to Research Methods in SCBS	3 SCH
SCBS	5411	Community Program and Intervention Planning	3 SCH
HMAP	5245	Health Economics	3 SCH

Elective Courses: 3 SCH

Students may take any three hour SPH course with approval of academic advisor.

Social Sciences Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the concentration in Social Sciences will be able to:

1. Critically evaluate and use theories in social anthropology, medical sociology and health economics to explain health risks and healthcare distribution.
2. Apply social sciences theories to determine which health promotion/disease prevention programs/interventions may or may not be effective.
3. Critically evaluate the importance of social theoretical perspectives in explaining health problems of the principal cultural, socioeconomic, ethnic and regional population groups in the United States and the global health settings.
4. Apply knowledge of the social sciences to investigate primary illnesses including cardiovascular illnesses, malignancies, metabolic diseases, injuries, disabilities, and infant and child illnesses.
5. Critically evaluate the implications of diversity (racial/ethnic, cultural, and social) and the importance of cultural competency in addressing health issues in the community.
6. Apply research methods including multivariate procedures (i.e. analysis of variance and regression) to analysis of data to measure and explain population health status, social determinants of health and disease, disease prevention and

health promotion behavior, public health and medical service organization and delivery.

7. Interact ethically and professionally with persons from diverse cultural, socioeconomic, educational, and professional backgrounds and with persons of all ages.

Behavioral Sciences Concentration

The behavioral sciences concentration will concentrate on fundamental psychological and psycho-physiological processes that underlie health behaviors, with a specific focus on stress, quality of life, and overall emotional well-being. The application of theories in this concentration will be toward: (1) substance abuse and addictive behaviors, especially tobacco, alcohol and illicit drug use; (2) prevention of major illnesses, especially psychiatric illnesses, obesity, cardiovascular illnesses, malignancies, metabolic diseases, injuries and disabilities. This will differentiate health behaviors that are the psychological foundation of risk factors for major illnesses.

Research methods will emphasize multivariate procedures common to behavioral analysis as well as techniques useful for small group analysis, and community interventions using quasi-experimental designs, especially as pertaining to management of population health risk factors. Major attention will be given to cultural, ethnic, gender-based and economic disparities in health of population groups from the perspectives of psychology, psychophysiology and social psychology.

Behavioral Sciences Concentration Curriculum

Practicum Requirement: 3 SCH

SPH	5855	Public Health Practice Experience	3 SCH
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Required Courses: 12 SCH

BIOS	5215*	Biostatistics for Public Health II	3 SCH
SCBS	5350	Introduction to Research Methods in SCBS	3 SCH
SCBS	5610	Neuropsychobiology of Substance Use	3 SCH
SCBS	5710	Psychiatric Diagnostics and Research	3 SCH

Selective Courses: 9 SCH

SCBS	5120	Obesity: Origins, Consequences, Prevention and Treatment	3 SCH
SCBS	5130	Sociology of Mental Health	3 SCH
SCBS	5135	Social Gerontology	3 SCH
SCBS	5411	Community Program and Intervention Planning	3 SCH
SCBS	5412	Program Evaluation in Public Health	3 SCH
SCBS	6200	Health Psychology	3 SCH
SCBS	6340	Motivational Interviewing in Public Health Settings	3 SCH

* Students may substitute BIOS 5215 (Required Course) with EPID 5300 or SCBS 6170.



Behavioral Sciences Concentration Learning Objectives

By the conclusion of the M.P.H. program, a student in the concentration in behavioral sciences will be able to:

1. Critically evaluate the importance of behavioral perspectives in explaining health problems of the principal cultural, socioeconomic, ethnic and regional population groups in the United States and the global health setting.
2. Apply theories in health psychology, cognitive neuroscience, and other behaviorally oriented disciplines to determine which health promotion/disease prevention programs/interventions may or may not be effective.
3. Apply knowledge of the behavioral sciences to investigate primary illnesses and causes of morbidity and mortality, including smoking, dietary behaviors, physical activity, cardiovascular illnesses, malignancies, metabolic diseases, injuries, disabilities, and infant and child illnesses.
4. Recognize the implications of diversity (racial/ethnic, cultural, and social) and the importance of cultural competency in addressing health issues in the community.
5. Apply research methods including multivariate procedures (i.e. analysis of variance and regression) to analysis of data to measure and explain population health status, behavioral determinants of health and disease, disease prevention and health promotion behavior, public health and medical service organization and delivery.
6. Interact ethically and professionally with persons from diverse cultural, socioeconomic, educational, and professional backgrounds and with persons of all ages.
7. Critically evaluate and use theories in health psychology, cognitive neuroscience, and other behaviorally oriented disciplines.

3

Doctor of Public Health in Public Health Practice

The Doctor of Public Health (Dr.P.H.) degree in Public Health Practice is an indication of distinguished scholarly accomplishment and practice in the professional field of public health. The goal of the Dr.P.H. program is to prepare students for leadership roles in the professional practice of public health in governmental, private and not-for-profit organizations. Enrollment into the program is limited to applicants who have satisfactorily completed an M.P.H. degree or equivalent prerequisite requirements. Preference may be given to those with professional public health work experience. Students in the Dr.P.H. program elect an area of concentration in biostatistics, epidemiology, health management and policy, or social and behavioral sciences.

Admissions

An application for admissions can be obtained from the School of Public Health by writing to or emailing:

School of Public Health
UNT Health Science Center at Fort Worth
3500 Camp Bowie Boulevard
Fort Worth, Texas 76107-2699

sph@hsc.unt.edu

Or on the Web at: www.hsc.unt.edu

Applicants applying for the first time to the School of Public Health must pay a non-refundable application fee: \$25 for U.S. citizens, \$75 for non-U.S. citizens and permanent residents (\$25 application fee and \$50 educational records evaluation fee). The fee must be paid in U.S. currency. The application fee is valid for one year from the application date.

Applicants to the Doctor of Public Health (Dr.P.H.) program will fall under one of the following admissions statuses:

1. Full Admission: Accepted without reservation to the Dr.P.H. program.
2. Provisional Admission: A provision student will be required to take supplemental/prerequisite course work before being fully admitted to the Dr. P.H. program and must obtain a minimum grade point average of 3.7 (see "Admissions Requirements" below for additional information). Upon completion of these requirements, a provisional student will receive notification of admission or denial of admission into the Dr.P.H. program.
3. Denied: Not admitted to the program because application was not competitive.
4. Non-Review: Not reviewed due to an incomplete application file or other administrative reason.

Admissions Requirements

1. The applicant must hold a minimum of a master's degree from a regionally or federally accredited institution. Preference is given to applicants with the Master of Public Health (M.P.H.) degree. Students who do not hold the M.P.H. degree will be required to take additional courses dependant upon their prior course work.
2. Students will only be admitted to the Dr.P.H. program in the fall semester. Students may take prerequisite coursework in the spring and summer semesters prior to be granted full admissions to the Dr.P.H. program in the fall semester.
3. The prerequisites for the Dr.P.H. program include 18 SCH of M.P.H. coursework:

Biostatistics for Public Health I
Biostatistics for Public Health II
Behavioral and Social Aspects of Public Health
Introduction to Health Management and Policy
Environmental Health
Principles of Epidemiology

Each department may require additional prerequisites that are specific to their area of specialization.

4. Students who apply to the Dr.P.H. program without an M.P.H. will be evaluated for their potential in the Dr.P.H. program. If they are admitted to the Dr.P.H. program, it will be under a "Provisional" status. Upon the successful completion of all Dr.P.H. prerequisites with a grade point average of at least a 3.7, students will gain "Full" admissions to the Dr.P.H. program without having to go through the admissions process again. If the student's GPA is below a 3.7 on the Dr.P.H. prerequisites, they must go back through the admissions process for review; they will not be guaranteed full admission to the Dr.P.H. program.
5. The applicant must designate on the application and reference in their Statement of Goals the area of study they wish to pursue within the Dr.P.H. program.
6. The applicant must provide transcripts documenting their GPA on all prior undergraduate and graduate work.
7. All students seeking admission to a graduate degree program are required to take and submit scores for the Graduate Record Examination (GRE). Applicants to the Department of Health Management and Policy may substitute the GMAT for the GRE. Only official score reports from the Educational Testing Service are

acceptable. Scores should be reported by using the institutional code 6565.

8. The health science center requires an applicant from a foreign country to demonstrate satisfactory proficiency in oral and written English before being granted admission.
9. To be considered for admission, the applicant must file the following official credentials with the School of Public Health Office of Student and Academic Services:
 - An application for admission to the School of Public Health
 - Application fee
 - Complete official transcripts from all colleges or universities attended
 - Official scores from all required entrance exams or tests (may include one or more of the following: GRE, GMAT, TOEFL, MCAT, etc.)
 - Two letters of evaluation by individuals in a position to comment on the applicant's potential as a public health student and future professional.
 - A written statement of personal career goals
 - A current curriculum vita or resume

Admission Requirements for International Students

For international students transferring from a U.S. college or university, they must meet all School of Public Health transfer admission requirements. Specific requirements are detailed below. The health science center will not issue immigration papers for student visas until all admission credentials have been received and approved. A \$75 (U.S.) application and transcript evaluation fee is required and must be submitted with the application for admission. This fee is subject to change at any time. Applicants who are graduates of foreign colleges or universities must present the following documents for application:

- Application forms for admission to the School of Public Health accompanied by \$75 (U.S.) application and transcript evaluation fee.
- Official reports from Educational Testing Service (ETS) on the Graduate Record Examination (GRE). Scores should be reported using institutional code 6565.
- Official reports from ETS showing a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL), a score of 213 on the computer version of the TOEFL, a score of 79 on the internet-based TOEFL test, or evidence of successful completion of a non-credit intensive course in English. Scores should be reported using institutional code 6565.
- Official transcripts from each college or university attended both in English and the native language.
- Proof of financial resources available, filed with application for admission
- Two letters of evaluation by individuals in a position to comment on the applicant's potential as a public health student and future professional.
- Written statement of personal career goals
- A current curriculum vitae or resume

Admissions Decisions/Deferments

Applicants will be furnished written notification regarding their admission status by the School of Public Health Office of Student and Academic Services. Statements by other health science center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the School of Public Health Office of Student and Academic Services.

Students who are admitted to a degree program and do not intend to enroll in the semester for which they applied must contact the School of Public Health Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a deferment fee of \$100; the deferment fee is due at the time the request is made.

An applicant desiring to pursue graduate work in any concentration whose undergraduate or graduate record does not show completion of the course prerequisites to this concentration will be required to make up such deficiencies in a manner prescribed by the student's academic advisor with approval by the appropriate department chair prior to or concurrently with admission.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action. All materials submitted in the application become the property of UNT Health Science Center and cannot be returned.

Academic Procedures

Each student is responsible for the completion of the Dr.P.H. program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the School of Public Health Office of Student and Academic Services.

1. Acceptance into the School of Public Health and an academic advisor is assigned. Students will only be admitted to the Dr.P.H. program in the Fall semester.
2. The Dr.P.H. curriculum is a 65 semester credit hour program consisting of the public health core (22 SCH), departmental coursework (30 SCH), public health practice residency (4 SCH) and dissertation hours (9 SCH).
3. The student must file a degree plan, approved by the advisor and the appropriate department chair, with the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment. Enrollment will be restricted after the first semester unless a degree plan is on file.
4. Students who apply to the Dr.P.H. program without an M.P.H. will be evaluated for their potential in the Dr.P.H. program. If they are admitted to the Dr.P.H. program, it

will be under a “Provisional” status. The prerequisites for the Dr.P.H. program include 18 SCH of M.P.H. coursework:

BIOS	5210	Biostatistics for Public Health I
BIOS	5215	Biostatistics for Public Health II
ENVR	5300	Environmental Health
EPID	5100	Principles of Epidemiology
HMAP	5210	Introduction to Health Management and Policy
SCBS	5110	Behavioral and Social Aspects of Public Health

Each department may require additional prerequisites that are specific to their area of specialization.

- Upon the successful completion of all Dr.P.H. prerequisites with a grade point average of at least a 3.7, students will gain “Full” admissions to the Dr.P.H. program without having to go through the admissions process again.
- If the student's GPA is below a 3.7 on the Dr.P.H. prerequisites, he or she must go through the admissions process for review; he or she will not be guaranteed full admission to the Dr.P.H. program.
- The student, in consultation with the advisor, must select a dissertation committee. This committee must consist of a minimum of three faculty members. The major professor and one committee member must be from the student's department and the other committee member may be from outside the student's department. The committee member from outside the student's department must have full or adjunct faculty status with the School of Public Health.
- Each department will determine when students should form doctoral committees.
- During the final semester that a Dr.P.H. student is completing all required coursework, the student should submit a request to take the qualifying exam to the Office of Student and Academic Services. A degree audit will be performed and the student, advisor and department support staff will be notified of the student's eligibility to enroll in the proposal development/qualifying exam course the following semester.
- The student must obtain committee approval of a proposal for the dissertation by orally presenting and defending the proposal to the committee. Students requesting to present and defend their dissertation proposal in conjunction with the specialized qualifying examination must obtain approval from their major professor and department chair. Written approval must be submitted to the Office of Student and Academic Services prior to their proposal defense. The approved proposal must be filed with the School of Public Health Office of Student and Academic Services.
- Students will not be eligible to register for dissertation hours until they have successfully passed the qualifying exam.
- Each department will have its own Departmental Qualifying Exam Policies and Procedures.
- In the event that a student does not pass the qualifying exam, the department chair, in conjunction with the student's doctoral committee, may recommend remedial measures. If the exam is not passed a second time, the student will be dismissed from the Dr.P.H. program.
- Students are required to complete a 4 SCH Residency. Before completion of the residency course (SPH 6860), the student must submit a paper for publication in a public health journal. Students should contact their department chair regarding additional journal/publication requirements.

Once the student has enrolled in dissertation, he/she must maintain continuous enrollment in a minimum of 3 SCH of dissertation during each semester (fall, spring, summer) until the final document has been accepted by the appropriate department chair and the dean. Failure to maintain continuous enrollment will either invalidate any previous credit or will result in the student's dismissal from the degree program unless granted an official leave of absence by the dean for medical or other exceptional reasons.

Curriculum

Prerequisite Courses: 18 SCH*

BIOS	5210	Biostatistics for Public Health I	3 SCH
BIOS	5215	Biostatistics for Public Health II	3 SCH
ENVR	5300	Environmental Health	3 SCH
EPID	5100	Principles of Epidemiology	3 SCH
HMAP	5210	Introduction to Health Management and Policy	3 SCH
SCBS	5110	Behavioral and Social Aspects of Public Health	3 SCH

Applicants should consult with the department to which they are applying to determine if additional prerequisite courses are required.

Students in the Dr.P.H. program are required to complete a minimum of 65 semester credit hours (SCH) beyond the master's degree to obtain the Dr.P.H. degree. The Dr.P.H. curriculum consists of three components. These include: (1) the core doctoral curriculum that provides the knowledge, skills and experience necessary for competence in public health leadership positions; (2) the concentration curriculum, which develops expertise in a specialized area of public health; and (3) a culminating experience, in which the student must apply knowledge and skills developed in the program to the conduct of research or an applied project.

Core Curriculum Requirements: 22 SCH*

BIOS	6100	Applied Statistical Methods for Data Analysis	3 SCH
ENVR	6100	Environmental Health Determinants	3 SCH
EPID	6110	Intermediate Epidemiology for Non-Majors ¹	3 SCH
HMAP	6100	Health Care Systems	3 SCH
SCBS	6100	Social and Behavioral Theories and Health Applications	3 SCH
SPH	6161	Ethics I	1 SCH
SPH	6162	Ethics II	1 SCH
SPH	6163	Leadership I	1 SCH
SPH	6164	Leadership II	1 SCH
SPH	6900	Doctoral Capstone	3 SCH

* A student may petition to waive a core course or prerequisite course requirement based on comparable course work. Such a petition must be approved by the student's advisor and the department chair and course instructor associated with the course.

¹ In lieu of EPID 6110 Intermediate Epidemiology for Non-Majors, epidemiology students must take EPID 6100 Advanced Epidemiology (3 SCH).

Dr.P.H. Core Curriculum Learning Objectives

After the completion of the Dr.P.H. core curriculum, the student will be able to:

1. Identify and promote the relationships between public health and social agencies whose actions affect the health of people.
2. Analyze issues and problems in public health using critical evaluation, applied research methodology, and statistical methods.
3. Participate in effecting change in public health policies and practices through the study of how programs are implemented in institutions and society, and to those subjects that support decision-making in public health such as organizational behavior and theory, financial management, strategy, information systems, and ethics.
4. Plan and evaluate public health programs.
5. Develop a vision and philosophy for professional leadership in public health.
6. Acquire the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges to achieve the national health objectives.
7. Participate in the decision making process where professional leadership in public health is conducted.
8. Analyze quantitative research data in public health using appropriate techniques.
9. Communicate findings of the analysis and solution of a problem of public health importance in professional journals.

Public Health Practice Experience: 4 SCH

SPH	6860	Public Health Practice Residency	4 SCH
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Culminating Experience Requirement: 9 SCH

SPH	6950	Dissertation	9 SCH
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The dissertation is an individual research project conducted under the supervision of a faculty committee. The dissertation is written in traditional academic style and orally defended.

Biostatistics Concentration

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This concentration is designed for health professionals who would like to become leaders in public health, especially in biostatistics and related areas. The Department of Biostatistics coordinates the concentration. Graduates will be able to develop their careers in academia, public health institutions, or healthcare facilities. The graduate of the concentration will understand public health policies and practices, will identify key elements of quantitative nature for decision-making, and will be able to plan and evaluate health systems and public health programs by using biostatistical methodology. The student will also have the opportunity to learn about community health measurements, as well as the design and management of health data systems. The concentration provides the expertise and experience to plan, develop, and evaluate public health programs. The student will also gain biostatistical knowledge and skills to be able to plan and conduct applied biostatistical research as an independent researcher or member of research teams in public health and other biomedical sciences that use experimental and observational techniques. A doctoral dissertation for the concentration is required, providing the opportunity to apply the knowledge gained during coursework and other academic activities. The dissertation is expected to analyze and propose solutions to a problem with implications for public health practice, often by translating and applying new theoretical and technical advances to current problems in public health. The graduate of this program can undertake professional, managerial or leadership position in governmental or private institutions such as public health departments, academic settings such as schools of public health, epidemiologic research institutions, hospitals and other medical facilities, health care, and pharmaceutical companies.

Biostatistics Concentration Curriculum**Additional Prerequisite Courses in Statistics: 12 SCH**

*BIOS	5700	Mathematical Statistics	3 SCH
*BIOS	5730	Regression Analysis	3 SCH
*BIOS	5735	Analysis of Variance	3 SCH
*BIOS	5740	Introduction to Statistical Packages	3 SCH

* Depending upon previous course work, these courses may be waived.

Required Courses: 18 SCH

BIOS	5720	Survey Sampling	3 SCH
BIOS	5725	Nonparametric Statistical Methods	3 SCH
BIOS	5760	Data Management	3 SCH
BIOS	6760	Multivariate Analysis	3 SCH
BIOS	6775	Clinical Trials and Survival Analysis	3 SCH
BIOS	6785	Biostatistical Research and Consulting	3 SCH

Elective Courses: 12 SCH

BIOS	6750	Applied Categorical Data Analysis	3 SCH
BIOS	6790	Seminar in Biostatistics	3 SCH
BIOS	6910	Doctoral Independent Study in Biostatistics	1-3 SCH
EPID	5300	Survey Methodology	3 SCH
EPID	5610	Chronic Disease Epidemiology	3 SCH
EPID	5630	Infectious Disease Epidemiology	3 SCH
EPID	6630	Quantitative Epidemiologic Methods	3 SCH
HMAP	5240	Health Politics and Policy	3 SCH
HMAP	5245	Health Economics	3 SCH
HMAP	5260	Health Information Systems	3 SCH
HMAP	6200	Organizational Management	3 SCH
HMAP	6210	Health Services Research I	3 SCH
SCBS	6400	Research Methods in Social and Behavioral Sciences	3 SCH

Biostatistics Dr.P.H. Qualifying Examination

Biostatistics Dr.P.H. students are required to pass a qualifying exam which is given in the second week of November each year. The exam covers material from six courses: BIOS 5720 Survey Sampling; BIOS 5725 Nonparametric Statistical Methods; BIOS 5760 Data Management; BIOS 6760 Multivariate Analysis; BIOS 6775 Clinical Trials and Survival Analysis; BIOS 6785 Biostatistical Research and Consulting. In order to take the exam a student must have a grade point average of 3.0 or higher in graduate level biostatistics courses. Students are responsible for informing the Department of Biostatistics of their intentions to take the exam. A student who encounters a last minute emergency (sickness, death in the family, etc.) may appeal to the exam committee for an opportunity to take a makeup exam. Students who fail the exam may, upon recommendation of the committee, be allowed to retake a different exam or given an oral exam. However, an opportunity for retaking the exam or the oral exam is not automatic.

Biostatistics Concentration Learning Objectives

After the completion of the concentration curriculum in biostatistics, the graduate will be able to:

1. Conduct biostatistical research as applied to public health issues.
2. Assist in the planning, development and evaluation of health systems and programs using biostatistical procedures.
3. Assist in the planning, development and evaluation of public health surveillance systems.
4. Analyze and solve a public health issue by applying statistical methodology.
5. Communicate findings of the analysis and solution of a problem of public health importance in professional journals.
6. Conduct experimental research in public health such as community trials and clinical trials in collaboration with other health professionals.
7. Plan and conduct independent research focusing on the analysis and solution of a problem in public health practice, through the completion of a dissertation.

Epidemiology Concentration

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This concentration is designed for health professionals who would like to become leaders in public health, specifically in epidemiology and other related areas. The Department of Epidemiology coordinates this concentration. Graduates will be able to develop their careers in academia, public health institutions or health-care facilities. They will understand public health policies and practices, identify key elements for decision-making, and be able to plan and evaluate health systems and public health programs by using epidemiologic methodology. This concentration provides the expertise and experience to plan, develop, and evaluate epidemiologic surveillance systems. Students will also gain the epidemiologic knowledge and skills to be able to plan and conduct applied epidemiologic research as independent researchers or as members of research teams. A doctoral dissertation is required providing the opportunity to apply the knowledge gained during coursework and other academic activities. The dissertation is expected to analyze and propose solutions to a problem with implications for public health practice, often by translating and applying new theoretical and technical advances to current problems in public health. Graduates of this program will be able to undertake professional, managerial or leadership positions in public health departments or academic settings, such as schools of public health, epidemiologic research institutions, hospitals or other medical facilities.

Epidemiology Concentration Curriculum**Prerequisites: Epidemiology Course Requirements: 9 SCH***

EPID	5110	Intermediate Epidemiology	3 SCH
EPID	5300	Survey Methodology	3 SCH
BIOS	5740	Introduction to Statistical Packages	3 SCH

Required Courses: 12 SCH

ENVR	6600	Spatiotemporal Environmental Health Modeling	3 SCH
EPID	6615	Epidemiologic Surveillance	3 SCH
EPID	6630	Quantitative Epidemiologic Methods	3 SCH
HMAP	5450	Public Health Program Planning and Evaluation	3 SCH

Concentration Required Electives: 12 SCH

Choose two from the following courses

EPID	6200	Experimental Methods in Epidemiology	3 SCH
EPID	6635	Social Epidemiology	3 SCH
EPID	6645	Reviewing Epidemiological Evidence	3 SCH
EPID	6690	Occupational Epidemiology	3 SCH

Choose one from the following courses

EPID	5610	Chronic Disease Epidemiology	3 SCH
EPID	5630	Infectious Disease Epidemiology	3 SCH

Choose one from the following courses

BIOS	5720	Survey Sampling	3 SCH
BIOS	5725	Nonparametric Statistical Methods	3 SCH
BIOS	5730	Regression Analysis	3 SCH
BIOS	5735	Analysis of Variance	3 SCH
BIOS	6750	Applied Categorical Data Analysis	3 SCH
BIOS	6760	Multivariate Analysis	3 SCH
BIOS	6775	Clinical Trials and Survival Analysis	3 SCH

Elective Courses: 6 SCH

ENVR	5500	Environmental Epidemiology and Biomarkers	3 SCH
EPID	5200	Epidemiology for Healthcare Practice	3 SCH
EPID	5690	Epidemiology of Bioterrorism/Catastrophic Events	3 SCH
EPID	6670	Cancer Epidemiology	3 SCH
EPID	6910	Doctoral Independent Study in Epidemiology	1-3 SCH
SCBS	6170	Qualitative Research Methods	3 SCH

Important note: Students may substitute an elective course not on this list only with prior written approval of the advisor. Courses not approved as substitutes will not be applied toward the degree plan. Students are strongly encouraged to take more semester credit hours than the required minimum.

* Prerequisite coursework does not contribute to the required total number of semester credit hours needed to graduate.

Epidemiology Dr.P.H. Qualifying Examination

Epidemiology Dr.P.H. students are required to pass a qualifying exam which is given in the third week of February and the third week of October each year. In order to take the exam, a student must have a grade point average of 3.0 or higher in all coursework. The exam is a culminating experience that tests the student's ability to integrate and apply knowledge s/he has obtained in courses such as EPID 5110: Intermediate Epidemiology, EPID 6100: Advanced Epidemiology, EPID 6615: Epidemiologic Surveillance, EPID 6630: Quantitative Epidemiologic Methods, biostatistics courses, epidemiologic journals, and other sources outside of the classroom. Students are responsible for informing the Department of Epidemiology of their intentions to take the exam. The exam consists of eight questions, of which a student must successfully answer at least seven questions in order to pass. A student who successfully answers less than six questions will fail the exam. For a student who successfully answers six questions, a decision as to whether the student passes will be made by the exam committee. Students who fail the exam may, upon recommendation of the committee, be allowed to retake a different exam or to take an oral exam. However, an opportunity for retaking the exam or the oral exam is not automatic, and students may only retake the exam once.

Epidemiology Concentration Learning Objectives

After the completion of the concentration curriculum in epidemiology, the student will be able to:

1. Conduct epidemiological evaluations for public health programs.
2. Assist in the planning, development and evaluation of health systems and programs using epidemiologic methodology.
3. Plan, develop and evaluate epidemiologic surveillance systems.
4. Analyze and solve a public health issue by applying epidemiologic methodology.
5. Communicate findings of the analysis and solution of a problem of public health importance in professional journals.
6. Plan and conduct independent research focusing on the analysis and solution of a problem in public health practice.

Health Management and Policy Concentration

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This concentration is designed for health professionals who want to become leaders in health management and policy in the public and private, for-profit and not-for-profit, health sectors. The Department of Health Management and Policy coordinates this concentration. The graduate of this program will understand and apply skills relevant to health policy development and analysis, management practices, and health services research. Two research papers and a dissertation will provide the opportunity to apply the knowledge and skills gained during coursework and a residency practice. The dissertation is expected to analyze and propose solutions to health management or policy problems by applying new theoretical or analytic advances to current problems in health care. Graduates will be able to start or develop their careers in state or federal government health programs, academia, or health care provider organizations.

Health Management and Policy Concentration Curriculum

Required Courses: 18 SCH

HMAP	6200	Organizational Management	3 SCH
HMAP	6210	Health Services Research I	3 SCH
HMAP	6215	Health Insurance and Managed Care	3 SCH
HMAP	6220	Advanced Health Economics	3 SCH
HMAP	6350	Advanced Health Policy	3 SCH
HMAP	6430	Health Care Law	3 SCH

Selective Courses: 9 SCH

HMAP	6300	Domestic Health Policy Analysis Workshop	3 SCH
HMAP	6305	Global Health Policy Analysis Workshop	3 SCH
HMAP	6211	Health Services Research II	3 SCH

Elective Courses: 3 SCH

All students will consult with their advisor and select three semester credit hours of coursework from the public health curriculum.

Health Management and Policy Concentration Learning Objectives

After the completion of the concentration curriculum in health management and policy, the student will be able to:

1. Conduct management and policy analysis of health issues using advanced quantitative and qualitative techniques.
2. Synthesize knowledge of the political and legal system and affect changes to health policies and programs within various systems.
3. Plan and evaluate health programs in the public and private sectors.

4. Apply ethical frameworks to the conduct of health care research, practice, policy-making and management.
5. Conduct research focusing on the analysis and solution of management and policy issues in public health practice.

Health Management and Policy Dissertation Committee

Students should select a doctoral committee by the end of their first semester. The committee should be comprised of a major professor and two other members (as described under Academic Procedures in the Doctor of Public Health in Public Health Practice section of the catalog).

Health Management and Policy Dr.P.H. Qualifying Examination

1. Students must complete all coursework before taking exam.
2. The exam will be divided into two 4-hour sessions.
3. Students will take the exam on campus and will not be permitted to discuss their exam with anyone during the exam.
4. The exam will be open book. Students will not have access to the Internet.
5. The exam will cover all courses.
6. An oral exam may be required for remediation. If an oral exam is necessary, it must occur within 2 weeks of notification of exam results.
7. A student who does not pass the oral exam will be given the opportunity to repeat the course pertaining to the part of the exam not mastered. The student will take the exam again the next time it is offered.

Social and Behavioral Sciences Concentration

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The concentration in social and behavioral sciences in public health is designed for social and health professionals that want to prepare themselves in research, teaching and public health practice, and other leadership positions involving the design, development and evaluation of public health programs, as well as application of social and behavioral sciences to the development of intervention strategies for health promotion and disease prevention. The first part of the coursework training is focused on the core knowledge of public health, development of leadership skills, and the study of ethical and economic issues in public health. The concentration courses include quantitative and qualitative research methods as applied to social and behavioral sciences in public health. The program also relies on theoretical perspectives in sociology and psychology. Students may also further develop their training in medical anthropology, health education, latino health, community health, social marketing and health communication by taking further elective coursework and

research. One research paper and a dissertation will provide the opportunity to apply the knowledge and skills gained during coursework and a residency practice. Graduates will be able to develop their careers in state or federal government health programs, academia, or health care provider organizations.

Social and Behavioral Sciences Concentration Curriculum

Required Courses: 18 SCH

SCBS	6125	Anthropology of Health	3 SCH
SCBS	6170	Qualitative Research Methods	3 SCH
SCBS	6200	Health Psychology	3 SCH
SCBS	6220	Advanced Topics in Culture, Race, Ethnicity and Health	3 SCH
SCBS	6400	Research Methods in Social and Behavioral Sciences	3 SCH
SCBS	6405	Disparities in Health	3 SCH

Elective Courses: 12 SCH*

SCBS	6250	Health Promotion in Multicultural Populations	3 SCH
SCBS	6305	Health Care Issues in Substance Abuse Practice and Research	3 SCH
SCBS	6340	Motivational Interviewing in Public Health Settings	3 SCH
SCBS	6360	Public Health and Aging	3 SCH
SCBS	6910	Doctoral Independent Study in Social & Behavioral Sciences	1-3 SCH

* Students may substitute electives with the approval of their academic advisor. Electives may be selected from the public health curriculum or may be transferred from another school. Courses not approved by the student's advisor will not be applied toward the degree plan.

Social and Behavioral Sciences Dr.P.H. Qualifying Examination

1. The doctoral student must complete all course work except Dr.P.H. Capstone before taking the concentration examination.
2. The concentration examination will be a separate activity from the dissertation proposal defense.
3. There will be a written component to be administered in house. A subsequent oral component will occur approximately two weeks after the written exam with concentration exam committee. Only the student and the committee attend the oral defense.
4. The concentration exam committee will be composed of the student's academic advisor and faculty who taught the courses over which the student will be tested.
5. The exam will test the student's ability to integrate and apply knowledge gained in the required Dr.P.H. Social and Behavioral Departmental courses (SCBS 6125, SCBS 6170, SCBS 6200, SCBS 6220, SCBS 6400, and SCBS 6405). The exam will have two essay questions from each course composed by the faculty who taught the course.

6. The in-house component will follow the guidelines outlined below:
 - 8 hours (8:00 a.m. – 5:00 p.m.); 30 minute lunch break
 - No Internet Access
 - No Books/Notes Allowed
 - No test questions before hand
 - Test questions will be on a diskette
 - A computer will be provided for student's use
 - All cell phones must be turned off and stored out of sight
 - All pagers must be turned off unless the student has a clinical 'on-call' requirement
 - A test monitor (academic advisor) will be present at all times
 - No discussion of exam with anyone
7. A student who fails the exam may, upon recommendation from the exam committee, be asked to repeat the course pertaining to the part of the exam not mastered and retake the exam at a later date. A student may not defend his/her dissertation proposal before passing both the written and oral parts of the comprehensive examination.
8. The student may take the concentration exam the same semester they are registered for the Dr.P.H. Capstone.

Social and Behavioral Sciences Concentration Learning Objectives

After the completion of the concentration curriculum in social and behavioral sciences, the student will be able to:

1. Occupy leadership positions in health care organizations such as public health departments, health-care facilities, federal or state health departments or academia.
2. Carry out a community diagnosis/assessment in order to facilitate problem solving and policy development.
3. Design, plan, develop and evaluate programs of health promotion and disease prevention using quantitative and qualitative techniques.
4. Identify the role and impact of social, economic, cultural, political and behavioral factor in determining health status.
5. Identify social, cultural, economic and gender related determinants of health and how to develop effective behavioral changes and other interventions which are culturally sensitive.
6. Develop his/her public health career on social science theories, health education, community health, health promotion, and health education.
7. Apply ethical frameworks to the conduct of health care research, practice, policy-making and management.
8. Analyze data and write journal articles, focusing on social and/or behavioral aspects in public health.
9. Write a dissertation, focusing on the analysis and solution of social and/or behavioral issues in public health.

4

Dual Degree Programs

The UNT School of Public Health offers three dual degree programs: M.S.N./M.P.H. in Health Management & Policy, M.S. in Applied Anthropology/M.P.H. in Community Health, and the D.O./M.P.H.. The students in these programs are evaluated and admitted separately to each school and must meet all requirements for each degree separately. Admission to one program does not assure admission to the other. Students completing a dual degree program receive diplomas and transcripts from each of the participating schools. Thus, they are not joint degree programs where one diploma lists both schools, but rather dual degree programs.

In each of the following programs, students must complete the M.P.H. core curriculum, which includes a course in biostatistics, epidemiology, environmental health, health management and policy and social and behavioral sciences. With the use of transfer credit and dual credit, students are required to complete 45 semester credit hours, which includes 3 SCH of practice experience and 6 semester credit hours of a culminating experience (thesis or non-thesis option).

Dual Degree Admission Requirements

M.S.N./M.P.H. Applicants:

- See General M.P.H. Requirements
- Applicant may only apply to the Department of Health Management & Policy
- Students in the M.S.N. program must apply to the M.P.H. program prior to the completion of 24 SCH in the M.S.N. program. Conversely, students in the M.P.H. program must apply to the M.S.N. program prior to the completion of 24 SCH in the M.P.H. program.

M.S.-Applied Anthropology/M.P.H. Applicants:

- See General M.P.H. Requirements
- Applicants may only apply to the Community Health Concentration within the Department of Social & Behavioral Sciences
- New students are encouraged to apply simultaneously to both programs for the Fall Semester. Application deadlines for Anthropology are Feb. 15th and May 1st. However, a student may decide to apply at any time prior to the 18 SCH cut-off (see below). Students are not given dual degree status until they have been successfully admitted to both the M.P.H. and the M.S. in Applied Anthropology programs.

- For students currently enrolled in the M.P.H. program or Anthropology, they have 18 SCH to decide if they would like to complete the dual degree program. If a current M.P.H. student, they must apply to the anthropology program for the Fall semester. If a current anthropology student, they can apply to the SPH for any semester (Fall, Spring, or Summer).

D.O./M.P.H. Applicants:

- Applicants for the D.O./M.P.H. dual degree program may substitute the MCAT for the GRE
- Applicants may apply to any M.P.H. concentration
- Applicants that are currently enrolled in TCOM should submit a letter to the UNTHSC registrar granting permission to release copies of official transcripts and MCAT score reports to the School of Public Health Office of Student and Academic Services.
- Applicants must file the following official credentials with the School of Public Health Office of Student and Academic Services:
 - An application for admission to the School of Public Health
 - Application fee
 - Two confidential letters of evaluation by individuals in a position to comment on the applicant's potential as a student and future professional
 - A written statement of personal career goals (referencing the desired concentration)
 - A current curriculum vita or resume

Applicants that have not enrolled in TCOM must request MCAT scores and official transcripts from any college or university attended to be sent to the SPH Office of Student and Academic Services.

M.S.N./M.P.H. in Health Management & Policy Curriculum

The M.P.H./M.S.N. is a cooperative program offered by the University of North Texas Health Science Center School of Public Health and the University of Texas at Arlington School of Nursing (UTA-SON). The Health Management & Policy concentration is oriented toward nursing professionals who want to supplement their training with practical public health experience specifically geared toward management and policy.

Thirty (30) SCH are completed within the School of Public Health and fifteen (15) SCH will be transferred in from the M.S.N. curriculum as dual credit coursework. The M.P.H. curriculum consists of four components. These include: (1) the core masters curriculum which provides knowledge, skills and experience in the area of public health; (2) the departmental/concentration curriculum which provides knowledge, skills and experience in the area of health management and policy; 3) the practicum which allows the student to apply their knowledge in the field of health management and policy in a public health setting; and 4) the culminating experience of Thesis or Capstone/Professional Report in the concentration area which provides an in-depth research opportunity for nursing professionals in the field of health management and policy.

Core Courses for Master of Public Health: 15 SCH

BIOS	5210	Biostatistics for Public Health I	3 SCH
ENVR	5300	Environmental Health	3 SCH
EPID	5100	Principles of Epidemiology	3 SCH
HMAP	5210	Introduction to Health Management and Policy	3 SCH
SCBS	5110	Behavioral and Social Aspects of Public Health	3 SCH

Required Courses for Concentration: 9 SCH

HMAP	5240	Health Politics and Policy (taken at UTA)	3 SCH
HMAP	5245	Health Economics	3 SCH
HMAP	5255	Health Finance I (taken at UTA)	3 SCH

Selective Courses for Concentration: 3 SCH*

BIOS	5215	Biostatistics for Public Health II	3 SCH
	or		
HMAP	5260	Health Information Systems	3 SCH

* BIOS 5215 recommended for students with a policy focus; HMAP 5260 recommended for students with a management focus.

Elective Courses: 3 SCH

HMAP	5250	Public Health Leadership	3 SCH
HMAP	5430	Public Health Law	3 SCH
HMAP	5450	Public Health Program Planning & Evaluation	3 SCH
SCBS	6220	Advanced Topics in Culture, Race, Ethnicity & Health	3 SCH

Practice Experience: 3 SCH

NURS	5340	Management Seminar (90 practicum hours)	3 SCH
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Culminating Experience: 6 SCH

SPH	5950	Thesis	6 SCH
	or		
HMAP/SCBS	5800	Capstone	3 SCH
SPH	5900	Professional Report	3 SCH

UTA-School of Nursing Transfer Hours: 6 SCH

NURS	5339	Role of the Administrator (90 practicum hours)	3 SCH
NURS	5341	Financial Management in Nursing (45 practicum hours)	3 SCH

Total hours to complete M.P.H. program:

45 SCH

Academic Procedures for the M.S.N./M.P.H. in Health Management & Policy

1. Students in M.S.N. program must apply to the M.P.H. program prior to the completion of 24 SCH in the M.S.N. program. Conversely, students in the M.P.H. program must apply to the M.S.N. program prior to the completion of 24 SCH in the M.P.H. program.
2. A student's thesis committee will consist of at least three members from the SPH faculty, one of whom must be temporary faculty from the UTA-SON program.
3. Although students will not enroll in SPH 5855, they must complete a Practicum Portfolio for the SPH practicum, which will include a poster presentation, notebook, and reflection paper. These assignments will be coordinated between the student's UTA advisor, UNTHSC advisor, and the UNTHSC Practicum Coordinator.

M.S.N./M.P.H. in Health Management & Policy Learning Objectives

1. Describe the ethical framework suitable for health management.
2. Identify and define health care concepts necessary to participate in the health care system.
3. Acquire financial analytical knowledge applicable to health management.
4. Describe the legal and political system and how to affect health care change within it.
5. Develop plans to implement and evaluate policies, including goals, outcomes, process objectives and implementation steps.
6. Promote networks and partnerships with diverse community agencies and health care providers to promote policies, programs, and services that meet the needs of the patients.
7. Interact professionally and effectively with persons from diverse cultural, socioeconomic, educational, and professional backgrounds.
8. Explain the importance of respecting the confidentiality of patient and family concerns.
9. Demonstrate a commitment to ethical principles pertaining to provision of or withholding of clinical care.
10. Demonstrate respect, compassion, and integrity in dealing with all patients and society.
11. Discuss the importance of ethics when conducting research and promote research where the benefits outweigh the risks for patient samples.

M.S. in Applied Anthropology/M.P.H. in Community Health Curriculum

The School of Public Health and the Department of Anthropology at the University of North Texas have developed a cooperative agreement that allows students to pursue the M.P.H. and a graduate degree in anthropology. The dual degree program in Applied Anthropology and Public Health offers an opportunity to strengthen collaboration in public health, anthropology and social science research and practice. Medical anthropology is a field that uses anthropological theories as a framework to understand public health issues. Its emphasis on social and cultural influences on health, illness, and healing are central to the shared goals of improving health and social justice to eliminate local and global disparities. This program prepares students for careers in research, public health, and public policy planning relating to health and health care in the U.S. or in an international setting. Students pursuing an M.S. in Applied Anthropology may count their approved concentration courses in public health as part of their major field in anthropology. The following curriculum outlines the dual degree requirements:

Core Courses for Master of Public Health: 15 SCH

BIOS	5210	Biostatistics for Public Health I	3 SCH
ENVR	5300	Environmental Health	3 SCH
EPID	5100	Principles of Epidemiology	3 SCH
HMAP	5210	Introduction to Health Management and Policy	3 SCH
SCBS	5110	Behavioral and Social Aspects of Public Health	3 SCH

Required Courses for Concentration: 9 SCH

SCBS	5400	Community Health	3 SCH
SCBS	5410	Community Assessment	3 SCH
SCBS	6220	Advanced Topics in Culture, Race, Ethnicity and Health	3 SCH

Selective Courses for Concentration: 6 SCH – choose 2 courses

HMAP	5450	Public Health Program Planning & Evaluation	3 SCH
SCBS	5230	Community Health Education Strategies	3 SCH
SCBS	5430	Health Communication Strategies in Public Health	3 SCH

Culminating Experience: 6 SCH – no thesis option

HMAP/SCBS	5800	Capstone	3SCH
or			
SPH	5900	Professional Report (topic to overlap with ANTH 5800 and 5810 Practicum I & II)	3 SCH

UNT-Department of Anthropology Transfer Hours (9 SCH)

ANTH	5020	Quantitative Methods	3 SCH
ANTH	5030	Medical Anthropology	3 SCH
ANTH	XXX	Anthropology and Public Health	3 SCH

Total hours to complete M.P.H. program: 45 SCH

Additional Courses Required by Department of Anthropology: 18 SCH

ANTH	5010	Anthropological Thought and Praxis I	3 SCH
ANTH	5015	Anthropological Thought and Praxis II	3 SCH
ANTH	5040	Ethnographic and Qualitative Methods	3 SCH
ANTH	5060	Pre-Practicum: Problems and Cases in Applied Anthropology	3 SCH
ANTH	5800	Practicum I	3 SCH*
ANTH	5810	Practicum II (topic to overlap with SPH 5900 Professional Report)	3 SCH*

* ANTH 5800 and ANTH 5810 meet the SPH requirement for Public Health Practice Experience (SPH 5855 – 3 SCH)

Academic Procedures for the M.S. in Applied Anthropology/M.P.H. in Community Health

1. New students are encouraged to apply simultaneously to both programs for the Fall Semester. Application deadlines for Anthropology are Feb. 15th and May 1st; the application deadline for the M.P.H. is April 1st. However, a student may decide to apply at any time prior to the 18 SCH cut-off (see #5). In these cases, it is most likely that a student will make this decision during their 1st semester of the anthropology program and will then apply to the M.P.H. program in the spring of their first year (if full-time). Students are not given dual degree status until they have been successfully admitted to both the M.P.H. and M.S./Applied Anthropology programs.
2. For financial aid purposes, the primary program will be in anthropology.
3. Students will have a 4 person professional report committee – 2 members from anthropology and 2 members from public health. A second committee member for the professional report will be identified from each program with the assistance of the main advisor from each school. These advisors should cooperate on all matters pertinent to the student's degree.
4. Although students will not enroll in SPH 5855, they must complete a Practicum Portfolio for the SPH practicum, which will include a poster presentation, notebook, and reflection paper. These assignments will be coordinated between the student's UNT advisor, UNTHSC advisor, and the UNTHSC Practicum Coordinator.
5. For students currently enrolled in the M.P.H. program or Anthropology, they have 18 SCH to decide if they would like to complete the dual degree program. Before 18 SCH, they may apply to the program in which they are not currently enrolled. If a current M.P.H. student, they must apply to the anthropology program for the Fall semester. If a current anthropology student, they can apply to the SPH for any semester (Fall, Spring, or Summer). If accepted, a new degree plan must be submitted to the School of Public Health Office of Student & Academic Services so their academic record can reflect this dual degree program.

M.S. in Applied Anthropology/M.P.H. in Community Health Learning Objectives

1. View health and health care delivery systems from a multidisciplinary perspective.
2. Students are trained to understand the multicultural environment of public health and to respect multicultural community differences.
3. Students are trained in community-oriented health services research techniques. Students are exposed to healthy community research methodologies and may select a community-oriented health project for their internship.
4. Students will develop the skills necessary to assess the need for health care services.
5. Students will develop the skills necessary to evaluate the use health care services.
6. Students will develop the skills necessary to evaluate the outcome/effectiveness of health care services.
7. At a minimum, students will be trained in survey research, evaluation research using quasi-experimental design, and the appropriate use of statistical tools for various research methods.

D.O./M.P.H. Dual Degree Curriculum

The primary goal of the D.O./M.P.H. program is to provide clinical professionals with specialized public health training to develop, integrate, and apply culturally competent social, psychological, and biomedical approaches to the promotion and preservation of health. Physicians with training in public health may work in a wide range of positions in public, private, or academic settings. The M.P.H. degree offers the physician a significant advantage when seeking jobs which involve planning and managing health systems, performing clinical research, determining the causes of disease, or planning and implementing disease control strategies. Physicians with the M.P.H. degree work in health departments, federal agencies, managed care and other health provider organizations, schools of public health and medicine, in the private practice arena, and in many other federal and international agencies.

Combining the two degrees, medicine and public health:

- fosters a better appreciation of the interplay between community factors and individual behaviors on the health status of patients;
- creates a better understanding of the basis of treatment and treatment outcomes for individual patients; and
- provides an understanding of the delivery of health services, including the economic and legal aspects.

Core Courses for Master of Public Health: 15 SCH

BIOS	5210	Biostatistics for Public Health I	3 SCH
ENVR	5300	Environmental Health	3 SCH
EPID	5100	Principles of Epidemiology	3 SCH
HMAP	5210	Introduction to Health Management and Policy	3 SCH
SCBS	5110	Behavioral and Social Aspects of Public Health	3 SCH

Department Courses: 12 SCH*

Required Courses:	6-12 SCH		
Selective Courses:	0-6 SCH		12 SCH

* Dual degree students must consult with their advisor and select 12 semester credit hours of coursework from their concentration curriculum (see SPH catalog for list of required courses).

Practice Experience: 3 SCH

SPH	5855	Public Health Practice Experience*	3 SCH
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* To be completed during the medical student rotations – student must be placed in a public health setting that is jointly determined by TCOM and the SPH Public Health Practice Coordinator

Culminating Experience: 6 SCH

HMAP/SCBS	5800	Capstone	3 SCH
SPH	5900	Professional Report	3 SCH
		or	
SPH	5950	Thesis**	6 SCH

** Departments may require students to complete a comprehensive exam instead of the thesis so the student can enroll in 2 additional 3 SCH courses to meet the didactic requirements for a particular concentration.

Transfer Hours from TCOM (9 SCH)

Medical Competencies in Public Health (135 contact hours)	9 SCH
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Total hours to complete M.P.H. program: 45 SCH

Academic Procedures for D.O./M.P.H.

1. Students may elect to complete the dual degree program in 4 years or 5 years. Students who select the 5 year option may take a year off after their 3rd or 4th year of medical school.
2. Students are allowed to complete the D.O./M.P.H. within any of the concentrations offered by SPH.
3. The nine semester credit hours from TCOM are derived from a minimum of 135 contact hours of medical school lectures that have been matched with public health competencies to ensure that SPH curriculum requirements are met.
4. TCOM students may apply to the dual degree program prior to matriculation to medical school through the completion of their 3rd year of medical school. Students who have started their 4th year of medical school will not be allowed to apply to the D.O./M.P.H. program.
5. TCOM administrators will adjust the rotations for 3rd and 4th year D.O./M.P.H. students so they can take SPH coursework while completing medical school rotations.
6. An academic advising committee has been formed to monitor the progress of D.O./M.P.H. students. The committee will include SPH faculty who are advising D.O./M.P.H. students, a TCOM representative, and the Director of the Office of Student & Academic Services. Students who are performing poorly in either program will be suspended from the M.P.H.; recommendations for completion of the M.P.H. will be determined on an individual basis.
7. Students who select the Thesis or Professional Report option will be required to have a D.O. on their committee. The D.O. committee member will be selected by the student with approval from the major professor.

D.O./M.P.H. Dual Degree Learning Objectives

1. Using recognized sources of health data, students will name the major causes of mortality in the U.S. based on age, gender and ethnicity as well as the modifiable and non-modifiable risk factors associated with each cause of mortality.
2. Describe the epidemiology, risk factors, diagnostic measures, evidence-based treatment protocols and preventive measures for each major disease affecting the U.S. population.
3. Identify and describe recommended clinical preventive services based on the individual's age, sex, and risk factor status using appropriate guidelines. Be prepared to discuss controversial differences between various clinical practice organizations. The following areas are to be addressed:
 - screening tests commonly used in primary care
 - prevention counseling
 - immunizations (childhood and adult U.S. immunizations and international travel immunizations)
 - chemoprophylaxis
4. Describe how the characteristics of individuals and populations may affect the occurrence of disease and the provision and utilization of health services.
5. Describe the components of a culturally sensitive, community-responsive population-based health intervention in such processes as:
 - identifying the target population
 - identifying the health needs of the target population
 - prioritizing health needs
 - developing appropriate interventions to address health needs, including community-based actions such as legislation, toxic waste clean-up, worksite injury prevention, non-smoking policies, healthy school menus, provisions for adequate housing, etc.
6. Identify potential adverse health outcomes for defined populations at risk within the community and appropriate clinical preventive services to address them.
7. Describe the physician's responsibilities to public agencies.
8. Describe important aspects of global health.
9. Identify the roles of various health care providers, interdisciplinary health care team, consultation/referral sources, and community resources in providing preventative services and complementary clinical care.
10. Demonstrate the communication and psychomotor skills required to directly provide appropriate, recommended clinical preventative services.
11. Demonstrate the ability to read and critically analyze medical literature.
12. When given a clinical case, demonstrate the ability to discuss and appropriately recommend community resources in the Dallas/Fort Worth area.

5

Policies: Academic & Institutional

Academic policies can be changed at any time by the School of Public Health. Students should review the Student Handbook for additional policies and procedures concerning their roles as students.

Enrollment of Continuing Students

A continuing student is defined as a student who enrolls in one of three consecutive semesters. Example: enrolls Summer 2006, no enrollment Fall 2006 or Spring 2007, re-enrolls Summer 2007. Continuing students do not need to reapply to the School of Public Health to take classes if they meet all of the following conditions:

1. The student has not received a degree from the health science center since last enrollment;
2. The student does not have any current holds on his or her record (i.e., immunizations or academic); and
3. The student has not attended any other academic institution during his/her absence from the health science center.

Students who do not meet these requirements must give a written explanation of the facts surrounding the situation to the School of Public Health Office of Student and Academic Services for consideration. Students who are unsure if they meet all of the above conditions for re-enrollment should contact the School of Public Health Office of Student and Academic Services at sph@hsc.unt.edu or 817-735-2401 before the registration period.

Re-admission of Former Students

Students who previously have been admitted to the School of Public Health but have not enrolled during the last three consecutive semesters (i.e., Fall, Spring, Summer) must follow these re-admission procedures:

1. File an admission application by the deadline for admission as established in the Academic Calendar.
2. Submit transcripts from all colleges attended (if any) since leaving the health science center showing eligibility to re-enroll at each institution.
3. Former students who have not enrolled elsewhere since leaving the health science center and are in good academic standing are required only to submit an admissions application and the application fee.
4. All completed applications are reviewed by the department chair for which the student is re-applying. Admissions decisions will be communicated to the student by the Office of Student and Academic Services.

Non-Degree Admission of Students

Admission to the School of Public Health as a non-degree seeking student may be granted subject to the following provisions:

1. The applicant must meet all of the general admission requirements described in Chapter 2 and must meet all application deadlines.
2. The student in this status is required to receive credit in all courses taken and must maintain a minimum grade of B in each course attempted.
3. A student in non-degree status has been accepted to take courses at the School of Public Health with no intent on seeking full admission status. Additionally, there is no assurance that work completed under this status will be applicable toward degree requirements should he or she subsequently be admitted to a degree program at the health science center.
4. A maximum of 12 SCH are allowed while in this status.
5. Non-degree seeking students are not eligible for financial aid.

Use of Transfer Credit

A student who holds a bachelor's degree may apply up to 12 SCH of appropriate graduate work completed elsewhere toward a master of public health degree if the coursework has not been used toward the completion of another degree. A maximum of 12 SCH of graduate work beyond a master's degree may be accepted and credited toward a doctor of public health degree if the coursework has not been used toward the completion of a master's or doctoral degree. All transfer credits are subject to the approval of the department chair. Requests for waiving a core course with transfer credit must be approved by the appropriate department chair and instructor associated with the course. The request must be accompanied with documentation showing that the previous coursework is comparable to the requirements of the core course. Only those courses with a grade of B or higher from an accredited institution will be transferred. These courses must have been completed within six years of the date of first acceptance for the M.P.H. program and seven years for the Dr.P.H. program. Any course work from a prior degree may not be transferred toward the M.P.H. or Dr.P.H. degree. It is the student's responsibility to make sure that official transcripts of courses completed elsewhere are furnished to the School of Public Health Office of Student and Academic Services.

Change of Department/Concentration Area

Students who wish to change departments or their area of concentration must submit a new application, statement of professional goals and resume to the Office of Student and Academic Services. There is a \$25 processing fee. The student's new application and academic file will be forwarded to the chair/faculty of the new department/concentration for review and an admissions decision will be sent to the Office of Student and Academic Services.

The Office of Student and Academic Services will then notify the student of the admissions decision. If the student is admitted to the new concentration, the outgoing department will be notified by the School of Public Health Office of Student and Academic Services.

Academic Misconduct

Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the health science center's Code of Student Conduct and Discipline. Students in the School of Public Health who are found in violation of this policy will be suspended for the remainder of the current semester plus one full semester.

The term "cheating" includes, but is not limited to:

(1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the health science center.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. All sources (i.e., internet web pages) must be cited appropriately.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment, or course; requiring additional academic work not required of other students; and assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denial of the degree, expulsion from the health science center or revocation of a degree already granted.

All students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Student Handbook available through the Office of Student Affairs.

Appeal Processes

Specific policies and procedures have been established for students seeking to appeal an admissions decision, a grade in a course, or an extension of time to complete a degree. The policies are outlined below:

1. Appeals concerning admission to the school should be addressed to the chair of the department for which the student is seeking admissions.
2. Advice concerning how to pursue appeals on any other matter can be sought from the School of Public Health Office of Student and Academic Services.
3. The policy and procedures for requesting an extension of time to complete a degree are available through the Office of Student and Academic Services. A petition for an extension of time must be submitted to the Director of the Office of Student and Academic Services. Upon review of the student's academic record, the petition is forwarded to the appropriate department chair for approval.

Grade Appeal Policy and Procedures

1. Any student who believes that a grade has been inequitably awarded should first contact the instructor who awarded the grade in order to discuss and attempt to resolve the issue. Any instructor no longer associated with the health science center at the time of the appeal will be represented in these proceedings by the department chair over the concentration in question. The student who is unable to resolve the differences with the instructor has 30 days following the first class day of the succeeding semester to file a written appeal with the appropriate department chair. If the instructor is the department chair, the appeal should be submitted to the dean, who will act as a substitute for the department chair in the following action.
2. The department chair may follow any of the four procedures below or a combination of them:
 - The department chair may confer with the instructor.
 - The department chair may request that the instructor submit a written reply to the student's complaint.
 - The department chair may conduct a meeting of the two parties.
 - The department chair may refer the case directly to the dean, as outlined below. In following any of the first three procedures noted above, the department chair should make a judgment on the merits of the case and determine a specific action in regard to the disputed grade. Either the student or the instructor may appeal the decision of the department chair to the dean who will in turn establish an ad hoc committee to review the case. This appeal must be submitted in writing within two working days of the notice of decision from the department chair.
3. The ad hoc committee shall be constituted as follows and shall perform the following duties:
 - The ad hoc committee will consist of three School of Public Health faculty members. One faculty member will be selected by the student and the other by the instructor. If either party involved in the dispute

declines to choose a member of the committee, the dean will select that member. The third faculty member of the committee, who will serve as chair, will be chosen by agreement of the student and the instructor. If they cannot agree upon a third member, the member will be chosen by the dean.

- This ad hoc committee should require written statements from each participant in the dispute. Judgments may be rendered upon the basis of these statements, upon other evidence submitted in support of the statements, and upon the facts outlined in an oral hearing, if such a hearing is deemed necessary.
 - The committee must make a recommendation for disposition of the case within 30 days of its appointment.
 - All records in the case will be filed with the School of Public Health Office of Student and Academic Services.
4. If the appeal is based solely upon alleged violations of established procedures, either party to the dispute has 5 working days following the rendering of the ad hoc committee's decision to appeal that decision to the dean. Substantive matters, up to and including the refusal of the instructor to act in accordance with the ad hoc committee's recommendation or the student's refusal to accept the decision, may not be appealed to the dean.
 5. The dean, after a review of the submitted written materials (and oral hearings if necessary), will make (within 15 days) a ruling about procedural questions.

Application for the Completion of the Degree

It is the responsibility of the student to keep track of their progress toward the degree and to file an Intent to Graduate form in the School of Public Health Office of Student and Academic Services. Consult the Academic Calendar for the appropriate dates. The applicant's grade point average on all work attempted must be at least 3.0 to be considered for candidacy.

Because of the time required to receive transcripts, students otherwise eligible for graduation who complete their last course or courses elsewhere will not graduate at the end of the semester or summer session in which the work is completed, but will receive their degrees at the close of a subsequent semester. This delay is needed to receive and evaluate transcripts.

Information concerning graduation fees is furnished upon request by the School of Public Health Office of Student and Academic Services and is contained in Chapter 6 of this document. Students anticipating graduation should consult the Academic Calendar for important dates regarding payment of fees and other graduation requirements.

Auditing

With the written permission of the instructor, an individual fully eligible to enroll in the School of Public Health may sit in a class as an auditor without receiving credit. The auditor's name will not be entered on the class roll, and the instructor will not accept any papers, tests or examinations.

Attendance as an auditor may not be used as the basis of a

claim for credit in the course. Students who are enrolled for credit may audit classes without payment of additional fees; others may be subject to pay an auditor's fee (\$152).

A person 65 years of age or older may enroll as an auditor and observer without credit and without payment of an audit fee if space is available and if approved by the instructor. Such enrollment entitles the person to library privileges, but not the use of laboratory equipment, supplies, or health/hospital benefits.

For additional questions, students should contact the Office of Student and Academic Services.

Class Attendance

Regular and punctual class attendance is expected. Although, in general, students are graded on intellectual effort and performance, absences may lower the student's grade where class participation is deemed essential by the faculty member. In those classes where participation is considered as part of the grade, the instructor should give written notice of the requirement at the beginning of the semester. An instructor may request the Registrar to drop a student from a course for lack of participation or one unexcused absence.

If the instructor-initiated drop action falls within the time that the student is eligible to drop with instructor consent, a W will be assigned. If the drop falls after this period, a W or WF will be assigned as appropriate.

Concentrations and similar academic units have authority to establish a concentration-wide or course-wide policy so long as the policy is in accord with the above stipulations.

Commencement Exercises

The UNT Health Science Center commencement exercises are held the third Saturday in May each year. Diplomas may be obtained from the Registrar's Office at the conclusion of any semester in which all graduation requirements have been met and verified.

Concurrent Enrollment at Another Institution

Students must secure written permission from the advisor and department chair before registering for any course or courses at another institution while registered for any courses at the health science center. Failure to secure the required permission for concurrent enrollment prior to registration at the second institution may cause the health science center to refuse degree credit for the work taken elsewhere.

Adding Courses

Students may add courses on-line. In order to be eligible for adding courses, students must have registered for coursework during the regular or late registration time period. If they have difficulties doing so, students should contact the School of Public Health Office of Student and Academic Services at sph@hsc.unt.edu. All requests must be made in writing. Consult the Academic Calendar for dates during which adds are allowed.

Dropping Courses

Students who wish to drop a course may do so on-line through the 12th/4th class day (see Academic Calendar for specific dates). After the 12th/4th class day, students who wish to drop a course must complete the Instructor Approval to Drop form which can be obtained from the Registrar's Office. The instructor or advisor may withhold consent for students to drop for any reason providing the instructor has informed students in writing at the beginning of the semester. If the drop results in non-enrollment, refer to the following section on "Withdrawal from the Health Science Center."

The grade of W is recorded for any course dropped with the instructor's consent before the end of the fourth week of classes (summer term, end of the second week). After that time the student must have a passing grade in order for the instructor to assign a grade of W for a dropped course; otherwise, the grade WF is recorded.

Instructors may drop students with grades of WF from courses for non-participation at any time after the fourth week of classes (summer term, after the second week). See "Class Attendance" above.

Drop procedures must be completed by 5 p.m. on the deadline dates specified in the Academic Calendar. After these dates, a student may not drop a course for any reason.

Withdrawal from the Health Science Center

A student may withdraw from the health science center at any time. To receive a W, the student must complete the withdrawal prior to the deadline specified in the Academic Calendar by making a request in the Registrar's Office. A student who withdraws by the appropriate deadline will receive a grade of W for each course in which they were enrolled. After the deadline, a withdrawn student receives a grade of W only for those courses in which there were passing grades at the time of withdrawal; otherwise the grade WF is recorded.

Official dates and deadlines for withdrawing are specified in the Academic Calendar.

Course Offerings

Individual courses are subject to change or withdrawal at any time and may not be offered each semester of every year. Any course may be cancelled from current offerings if the number of registrants is too small to justify conducting the course.

Enrollment Certification

Enrollment verification and loan deferments are completed in the Registrar's Office based upon the student's having registered and paid tuition and fees according to the criteria listed under "full-time enrollment" below.

International students may also request the International Student Service Office (UNTHSC Financial Aid) to issue letters of enrollment for the use of foreign governments, embassies, scholarship agencies and banks. See the School of Public Health Office of Student and Academic Services for details.

Full-time Enrollment

A student must enroll for nine semester hours for each long semester to be considered full-time. Enrollment in a total of six semester hours is considered full-time for the summer.

A student who has completed all but the dissertation, thesis, professional report or capstone requirement for the degree will be considered full-time if enrolled in three semester credit hours.

Students are responsible for meeting enrollment requirements for federal or state financial aid purposes.

Grading System

The School of Public Health uses the letters A, A-, B+, B, C+, C, F, P, NP, I, PR, W, WF and Z in the grading system.

- A 4.0 grade points for each semester hour (95-100)
- A- 3.7 grade points for each semester hour (90-94)
- B+ 3.3 grade points for each semester hour (85-89)
- B 3.0 grade points for each semester hour (80-84)
- C+ 2.7 grade points for each semester hour (75-79)
- C 2.0 grade points for each semester hour (65-74)
- F Failure; given when a student: 1) has failed the course while still officially enrolled at the end of the semester; 2) is failing in a course and misses the final examination without satisfactory explanation; or 3) stops attending class without completing an official drop or withdrawal (64 and below).
- P Passed; a credit grade on pass/no pass option in selected individual problems and research courses.
- NP Not passed; a failing grade on the pass/no pass option.
- I Incomplete; a nonpunitive grade given only during the last one-fourth of a semester and only if a student is: 1) passing the course; 2) has a justifiable reason why the work cannot be completed on schedule; and 3) arranges with the instructor to finish the course at a later date by completing specific requirements which the instructor must list on the grade sheet. For information on removal of I, see "Removal of I" below.
- PR Assigned at the close of each semester in which the student is enrolled in dissertation, thesis, or professional report hours. No credit hours are shown when the grade of PR is assigned. When the work has been completed and submitted to the major professor and department chair, appropriate grades and credit hours will be shown on the students' record for the required number of credits.
- W Drop or withdrawal without penalty. Given when a student drops a course or withdraws from the school according to the dates in the Academic Calendar. See regulations for dropping and withdrawing.
- WF Drop or withdrawal with failing grade. May be assigned if a drop or withdrawal is not completed by the dates listed in the Academic Calendar. See regulations for dropping and withdrawing.
- Z Used to indicate that a grade was not properly received and/or recorded for a course.

Courses assigned F, I, NP, PR, W, WF, or Z are not counted toward the degree but are presented on transcripts as courses attempted.

A complete record of all previously used grades and grading systems is detailed on the official transcript.

Grade Point Average

The overall grade point average (GPA) is used to determine academic standing and eligibility for graduation. All GPA calculations are subject to post-audit and correction by the Registrar's Office.

The number of semester hours attempted for calculation of the GPA includes all courses with grades of A, A-, B+, B, C+, C, F, and WF unless replaced by a later grade. Courses with grades of I, NP, P, PR, W, or Z are not counted as courses attempted for the purpose of calculating a GPA.

Quality of Work Required

Students must make satisfactory progress toward completion of degree requirements. Unsatisfactory progress toward a degree is defined as:

- obtaining a grade of F, or NP in any course attempted;
- having a cumulative GPA below 3.0;
- withdrawal from multiple courses;
- withdrawal from the same course on multiple occasions;
- carrying multiple incompletes; or
- not maintaining continuous enrollment in thesis, professional report, dissertation or other course with this requirement.

Probation and Dismissal

A student who fails to achieve the required cumulative average of 3.0 GPA (B average) on all course work in a semester will be placed on academic probation for the subsequent semester. If the student achieves a 3.0 semester GPA in the subsequent semester, but the cumulative GPA is still below 3.0, the student will remain on academic probation. The student will be removed from academic probation when the 3.0 cumulative GPA is achieved.

A student who is placed on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the following semester of probation will be Dismissed from the School of Public Health. Upon Dismissal, the student is not permitted to return to a degree program at the UNT Health Science Center School of Public Health. Appeals to a Dismissal must be made to the Dean of the School of Public Health.

To graduate from UNT Health Science Center School of Public Health, a student must have a minimum 3.0 cumulative GPA.

Repeating Courses

Students must obtain a grade of A, A-, B+, B or P for each core or required course. If a grade of A, A-, B+, B or P is not made in a core or required course, the student must repeat it and obtain a grade of A, A-, B+, B or P before credit will be given toward completion of graduation requirements. The original grade will not be used in the calculation of the GPA.

If a student does not receive a grade of A, A-, B+, B, C+, C or P in an elective course, the student may repeat the course. If a grade of A, A-, B+, B, C+, C or P is obtained on the repeated

elective course, the original grade will not be used in the calculation of the GPA. With the approval of the student's academic advisor and the appropriate department chair, the student may choose to take another elective course. If a grade of A, A-, B+, B, C+, C or P is obtained on the new elective course; the student may count it toward graduation requirements. However, the failed course will remain on the transcript and will be calculated to determine the student's cumulative GPA.

Students must meet with their academic advisor each semester to determine which courses must be repeated. An academic advising form will be signed and returned to the Office of Student and Academic Services each semester verifying the necessary repeated course work. Courses taken at the UNT Health Science Center School of Public Health may not be repeated at other institutions and transferred for credit toward a degree at the UNT Health Science Center.

Grade Changes

No grade except "I" may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct clerical errors.

Requests for an error correction must be initiated immediately after the close of the semester for which the grade was recorded.

A faculty member who believes that an error has been made in calculating or recording a grade may submit in person a request for a grade change to the department chair and the dean. The Registrar accepts requests for grade changes only from the dean.

Grade Reports

Grade reports for each student are available online; they include a statement of current academic status. If the grade report or the academic status is believed to be in error, the student should contact the Registrar's Office within 30 days.

At midsemester in the long sessions, instructors may provide individual written warnings to students whose coursework is unsatisfactory. These warnings are mailed from the Registrar's Office upon request of the instructor.

Pass/No Pass Grading

The School of Public Health may elect to assign pass/no pass grades in graduate-level courses in which the student is engaged in individual research and is not attending an organized class. The student should inquire at the time of registration for such courses whether a letter grade or a pass/no pass grade will be granted. Pass/no pass grades are not taken into account in computing the student's grade point average.

Removal of I

A student must remove a grade of "I" within 30 days of the first day of the subsequent semester. If, at the end of the initial 30 days, the incomplete has not been removed, a grade of F will be recorded.

A student may request an extension, within the initial 30 days, of the time allotted to complete the requirements for the removal of an "I." The request must be made in writing to the faculty member who assigned the "I." The faculty member, department chair and dean must approve the extension. Upon

approval, the faculty member, department chair and dean must sign the original letter and forward it to the School of Public Health Office of Student and Academic Services. The original letter must specify the exact length of the extension (not to exceed 30 days for a maximum total of 60 days from the first day of the subsequent semester), the reason for the extension, and a description of the work required to complete the course.

An "I" is removed by completing the stipulated work, obtaining signatures of the instructor, department chair and the dean (on a Removal of Incomplete Grade/Change of Grade form available from the School of Public Health Office of Student and Academic Services), paying the \$5 fee and returning the form to the instructor. The instructor then files the form in the School of Public Health Office of Student and Academic Services, and the grade and the GPA is adjusted accordingly. If a student does not complete the stipulated work within the time specified, a grade of F will be recorded. If a grade of A, A-, B+, B or P in a core or required course or a grade of A, A-, B+, B, C+, C or P in an elective course is not assigned, the student will be required to register for and repeat the course for it to count toward the degree plan. The GPA is adjusted accordingly.

A student who could not complete final examinations because of illness may remove a grade of "I" without payment of the fee. The Director of Student and Academic Services is authorized to waive the fee upon certification of illness signed by the attending physician.

Open Records Policy

Pursuant to the provisions and intent of Article 6252-17a, Texas Civil Statutes, known as the Open Records Act, and the Family Educational Rights and Privacy Act of 1974 as amended, known as the Buckley Amendment, the school has established a policy relating to the accessibility of information in the custody of the University of North Texas Health Science Center.

Student records that include general information concerning the student and the student's individual relationship to the educational institution are available on request to health science center personnel who have an educational interest in the records, the student, and the student's parent or legal guardian if the student is a dependent for income tax purposes of the parent or legal guardian.

For information regarding the health science center's policy on access to records and to request accessibility to center records, contact the designated Custodian of Public Records, Office of the Vice President and General Counsel, UNT Health Science Center.

Student Conduct

The health science center's primary concern is the student. It attempts to provide for all students an environment that is conducive to academic endeavor, social growth and individual self-discipline. Enrollment at the health science center is considered implicit acceptance of the rules, regulations, and guidelines governing student behavior promulgated by the institution, and the student is responsible for this information. In addition, all students are expected to familiarize themselves with the requirements of and obey all federal, state, and local laws. Any student who

violates a provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation. The health science center reaffirms to each student the privilege of exercising the student's rights of citizenship under the Constitution of the United States. Special care is taken to assure due process and to identify the defined routes of appeal when students feel their rights have been violated. For complete policy information, consult the Student Code of Conduct in the Student Handbook.

Student Load

Special restrictions apply to the load permitted to teaching assistants. The total load of course enrollment and teaching assignment may not exceed 18 semester hours in any long semester and 9 in the summer semester. Approval of the advisor and department chair is required for loads in excess of this amount.

Summons

In the event a student's conduct of behavior is found to be in violation of a published policy or regulation, a summons may be issued. A summons is an official request that the student appear before a health science center administrator. It is always important and must have the student's immediate attention. Failure to answer a summons can result in immediate disciplinary action, including suspension.

Time Limitations

All requirements for the Master of Public Health degree must be completed within six years. All requirements for the Doctor of Public Health degree must be completed within seven years.

Time limits are strictly enforced. Students exceeding the time limit may be required to repeat out-of-date credits, and/or show other evidence of being up-to-date in their major field of study. Students anticipating that they will exceed the time limit should apply for an extension before the normal time period to complete the degree expires. Holding a full-time job is not considered in itself sufficient grounds for granting an extension.

Time spent in active service in the U.S. armed forces will not be used in computing the time limit. However, career members of the armed forces should consult the School of Public Health Office of Student and Academic Services concerning credit given to work completed before or during active military service.

Leave of Absence

If a situation arises where a student must set aside his/her graduate studies for a period of time, a leave of absence (LOA) may be requested. LOA may be requested for up to three semesters. If additional leave is needed, a new request must be submitted. The maximum amount of LOA is six semesters (two academic years). A student on LOA cannot receive funding as a graduate student. LOA status may affect student loans. Graduate advisors will be notified of any change to the LOA. The student initiates the request by completing the LOA Request form, obtaining approval from his or her advisor or major professor (depending on where they are in their academic career), and submitting it to the SPH Office of Student and Academic Services. Upon approval by the Director of Student and Academic Services, a approved copy is

sent to the student, major professor/advisor, and department chair for their records. Toward the end of a period of approved LOA, the student must take steps to resume studies at the beginning of the next semester, extend the LOA, or withdraw from the SPH. To resume studies, the student obtains approval from the major professor/advisor and department chair. To extend the LOA, the student completes and submits a new LOA Request form. To withdraw from school, the student follows the normal procedures for withdrawal, including completion of the clearance process. Time taken for an approved LOA is not counted toward the course/degree completion time limits.

Degree Plan

A degree plan listing all courses must be completed by the student, approved by the student's advisor and department chair, and submitted to the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment for all M.P.H. and Dr.P.H. students. Please refer to the section on Use of Transfer Credit regarding transferring course work. All subsequent requests for degree plan changes must be submitted in writing by the student to their advisor and department chair for approval. All changes must be submitted to the School of Public Health Office of Student and Academic Services. A degree plan must follow the guidelines stated in the catalog for the Academic Year in which it is filed.

Institutional Policies

General Administrative Policies

This catalog contains official academic and administrative regulations. General policies that apply to all programs are in this section of the catalog; specific policies for each program are in the respective sections of this catalog. Academic policies and scholastic regulations also are presented in other official health science center documents and specific program publications.

Each student enrolled at UNT Health Science Center is responsible for knowing current academic policies and scholastic regulations, general and specific requirements, and operational policies that apply to registration and instruction.

The health science center reserves the right to amend or add to the academic policies and scholastic regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

Respect for Diversity

The Nondiscrimination/Equal Employment Opportunity and Affirmative Action policy affirms the requirement for every member of the UNT Health Science Center community to comply with existing federal and state equal opportunity laws and regulations.

UNT Health Science Center is committed to the philosophy of a multicultural environment. The institution prohibits harassment based on race, gender, disability, age, national origin, religion, veteran status or lifestyle.

The health science center has long been an open, tolerant and democratic institution, proud of its commitment to personal and academic excellence, but unpretentious in the atmosphere of its campus in its willingness to accept all members of the health science center community on their value as human beings.

The increasing diversity of UNT Health Science Center community is one of the institution's greatest strengths. Differences of race, religion, age, gender, culture, physical ability, language, nationality and lifestyle make it a microcosm of the nation as a whole, reflecting the values of our pluralistic society.

As an educational institution, UNT Health Science Center is committed to advancing the ideas of human worth and dignity by teaching respect for human beliefs and values and encouraging open discussions. Hatred, prejudice or harassment of any kind is inconsistent with the center's educational purpose.

UNT Health Science Center is strongly committed to the ethical principle that every member of the community enjoys certain human and constitutional rights, including the right to free speech. As a community of scholars, the health science center also is dedicated to maintaining a learning environment that is nurturing, fosters respect, and encourages growth among cultures and individuals represented here. Individuals who work, study, live and teach within this community are expected to refrain from behaviors that threaten the freedom and respect every individual deserves.

Sexual Harassment

A primary objective of UNT Health Science Center is to provide an environment in which faculty, staff and students may pursue their careers and studies with a maximum of productivity and enjoyment.

Harassment of students on the basis of gender is a violation of Section 106.31 of Title IX of the Education Amendments of 1972. Harassment of health science center employees on the basis of gender is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 and the Texas Commission on Human Rights Act. Sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature constitutes sexual harassment.

It is the policy of the health science center to maintain a workplace and a learning environment free of sexual harassment and intimidation. Behavior or conduct that interferes with this goal is not condoned or tolerated.

Americans with Disabilities Act

UNT Health Science Center does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

UNT Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. For assistance contact the Equal Employment Opportunity Office at the health science center at 817-735-2357.

Crime Awareness and Campus Security Act of 1990

The Crime Awareness and Campus Security Act of 1990 as amended require that colleges publicize campus crime statistics and interim reports of serious crimes. These publicized statistics are meant to warn students, employees, and applicants of the prevalence of campus crime. Employees and students must be given interim crime reports which include statistics on murder/non-negligent manslaughter, negligent manslaughter, robbery, aggravated assault, burglary, motor vehicle theft, arson, arrests for weapons law violations, arrests for drug abuse violations, arrests for liquor law violations, disciplinary referrals for weapons, drugs, and liquor that were not arrests, sex offenses forcible, and sex offenses non-forcible. The annual report must also describe how to report crimes and emergencies on campus. The purpose of this act is to educate the campus community about security. Crime statistics for the UNT Health Science Center are available on the Campus Police website:

<http://www.hsc.unt.edu/departments/police/unthscpd.htm>

Substance Abuse & Self Reporting

The Health Science Center does not condone the abuse of alcohol or illegal drugs. Its administrative policies, in accordance with Texas state law, provide the penalty of suspension or dismissal of any student who abuses alcohol or uses illegal drugs on property owned or affiliated with the Health Science Center. However, the Health Science Center recognizes that students may develop substance abuse problems that can be treated successfully before critical incidents occur (e.g., arrests, usage on campus property, or intoxication in the classroom or health professions setting). Therefore, the Health Science Center encourages students who have developed substance abuse problems to voluntarily identify themselves and to seek immediate treatment. Complete listings of all health science center policies related to substance use or abuse can be found on the institutions web page www.hsc.unt.edu on the Human Resource Services Policy page and in the on-line Student Handbook.

Official Means of Communication for Students

Email is the primary means of communication for all School of Public Health students; therefore, students are expected to read their health science center email regularly. All new students are assigned a GroupWise account at new student orientation. The GroupWise email account will be the official means of communication with students regarding all academic information.

Health & Hospitalization Insurance

All students are required to provide their own health insurance while attending UNT Health Science Center. Prior to registration, each student is required to show proof of health/hospitalization insurance or sign an acknowledgement that they have health insurance coverage and will maintain it for the duration of their enrollment. Recognized proof of coverage is a photocopy of the policy naming the student as insured or a letter from the insurance company stating that the student is insured for hospitalization care. Proof of coverage must be submitted to the Office of Student Affairs.

Student Rights and Consumer Rights

The institution will consider the impact of a caregiver's personal cultural values, ethics and religious beliefs as related to all services provided. However, in no instance will the mission of the institution be compromised. In accordance with applicable laws, treatment and care of our consumers will be provided to persons in need without regard to disability, race, creed, color, age, gender, religion or national origin. For the complete policy as it pertains to students of the health science center please see Human Resource Policy 5.13 under policies and Procedures on the institution's home page at www.hsc.unt.edu, or in the human resources policy manual located in each department.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232G, grants students in institutions of higher education the right of access to their educational records with the exception of confidential letters and statements of recommendation that the student has waived the right to inspect.

Before disclosing any personally identifiable information, except directory information, the health science center must obtain written consent from the student unless the disclosure is allowed by law.

The Family Educational Rights and Privacy Act consider certain information to be "directory information," which is subject to disclosure without prior consent from the student. Directory information relating to students includes the following: the student's name, address, telephone listing, date and place of birth, hometown, major field of study, participation in officially recognized activities and sports, classification, degrees and awards received, the most recent educational agency or institution attended by the student, and dates of attendance.

Students who do not want all or part of their directory information to be released must submit a written request to the Office of the Registrar during the first 12 days of the semester. Forms for submitting the written request to withhold directory information are available in the Office of the Registrar.

Students have a right to request amendment to their educational records to ensure their accuracy. Students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the health science center to comply with the requirements of the Family Educational Rights and Privacy Act.

Student Conduct

The health science center's primary concern is the student. It attempts to provide an environment that is conducive to academic endeavor, social growth and individual self-discipline for all students. Enrollment at the health science center is considered implicit acceptance of the rules, regulations and guidelines governing student behavior promulgated by the institution, and the student is responsible for being aware of these requirements. In addition, all students are expected to know and obey the requirements of all federal, state, and local laws. Any student who violates a provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities because of the violation. The health science center

reaffirms to each student the privilege of exercising the student's rights of citizenship under the Constitution of the United States. Special care is taken to ensure due process and to identify the defined routes of appeal when students feel their rights have been violated. For complete policy information, consult the Student Code of Conduct in the Student Handbook or the health science center web site at www.hsc.unt.edu.

Physical Examinations

Medical history and physical examinations are required of all medical and physician assistant students. The Health Science Center Medical History, Physical Examination, and Immunization forms can be mailed to students or are available online at <http://www.hsc.unt.edu/education/studenthealth/forms.htm>. The student may have the physical exam done by his/her physician or at the health science center's student health clinic. Please note: the UNT Health Science Center Physical Examination Form must be completed by the physician administering the physical exam. To schedule an appointment at the Student Health Clinic, call 817-735-2228, identify yourself as an entering student and ask for an appointment in student health. The clinic is located on the second floor of the Patient Care Center (see map).

Immunizations

The Texas Department of Health requires all students in higher education institutions to show proof of immunizations before registration. Any validated document of immunization presented by a student is acceptable provided that it shows the day, month and year when each immunization was received. Proof of required immunizations must be submitted prior to matriculation.

Proof of immunization is not required for individuals who submit an affidavit or certificate signed by a physician licensed to practice in the United States stating that, in the physician's opinion, the required immunization would be injurious to the health and well-being of the student or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid for one year from the date signed by the physician and must be renewed every year for the exclusion to remain in effect.

The Texas Department of Health requires that certain immunization conditions be met. All students born after January 1, 1957, who are enrolled in health-related courses in medical care facilities, must show proof of two doses of measles vaccine, one dose of mumps vaccine or proof of immunity to these diseases; and two doses of chicken pox vaccine. Students who have had chicken pox may provide a written statement from their physician or a parent.

This is the only disease where a written statement from a parent can be considered proof of immunity. All students enrolled in health-related courses must show proof of one dose of tetanus/diphtheria vaccine within the past 10 years. All students enrolled in health-related courses must show proof of either one dose of rubella vaccine administered on or after the first birthday or serologic proof of rubella immunity. All students, residents and interns will receive a complete series of hepatitis B vaccine or show proof of serologic immunity. All students will be skin tested for tuberculosis using the two-step testing procedure in accordance

with Section X of the Tuberculosis Control Plan Policy 96.001.26 of UNT Health Science Center. This test will be done during the first month of classes.

Prospective students may be given provisional enrollment of up to one semester to attend classes while getting the required immunizations or documentation as long as no direct patient care is involved.

Student health care providers cannot be provisionally enrolled without the receipt of at least one dose of the MMR vaccine if direct patient contact will occur during the provisional enrollment period.

For additional information regarding student health issues (meningitis, needle stick, etc) please visit <http://www.hsc.unt.edu/education/studenthealth/default.cfm>.

Student Travel Policy

It is the policy of the university to promote safety and to encourage students to engage in safe conduct when traveling to and from university activities or events. Accordingly, in addition to encouraging students to use good judgment, the university has adopted this policy and authorized the university Office of Facility Management to approve rules designed to encourage safe behavior on the part of students presently enrolled at the university.

This policy applies to all students enrolled in the university who travel to an activity or event that is organized and sponsored by the university when:

1. the activity or event is located more than 25 miles from the campus from which travel originates; and
2. the travel is:
 - a. required by a student organization properly registered at the university; or
 - b. funded by and requires use of a vehicle owned or leased by the university.

For purposes of this policy, an activity or event is organized and sponsored by the university when it has been planned, funded and properly approved by the appropriate university official.

Students traveling to and from university organized and sponsored activities or events may be required to use various modes of travel and travel under different conditions. Each form of travel requires the student to follow common and mode-specific safety precautions. In addition to following federal and state laws that encourage safe travel, using sound judgment, and following this policy, students traveling to and from events covered under this policy must follow the safe travel rules approved by the university Office of Facility Management. At a minimum, these rules must include provisions concerning:

1. **Use of Seat Belts and Other Safety Devices.** Seat belts and other safety devices must be used at all times. Students are encouraged to act responsibly and to use sound judgment when traveling.
2. **Passenger Capacity.** Travel in vans with a capacity to hold 15 passengers must be approved by the university Office of Facility Management. Passenger capacity in 15-passenger vans is strictly restricted to no more than ten (10) individuals, including the driver.

3. **Required Qualifications and Training.** All students who operate vehicles owned or leased by the university must be over eighteen (18) years of age, possess a valid driver's license, have current automobile liability insurance, and have a good motor vehicle driver history. Additionally, these students must satisfy other qualifications and training requirements established by the university Office of Facility Management.
4. **Fatigue and Time of Travel.** Students traveling to and from activities or events covered under this policy should obtain a minimum of six (6) hours sleep before traveling and drive no more than five hundred (500) miles in a twenty-four (24) hour period. Students may not drive between the hours of 10:00 p.m. and 6:00 a.m. unless authorized by the organization advisor or department head.
5. **Privately Owned Vehicles.** Students who use a privately owned vehicle or any vehicle other than those owned or leased by the university when traveling to and from events and activities covered under this policy must follow the safe travel rules approved by the Office of Facility Management and applicable state law.
6. **Air and Other Modes of Commercial Transportation.** Students traveling by air and other modes of commercial transportation must comply with all federal laws regulating the specific mode of travel and the rules of the specific commercial carrier, including laws and rules regarding carry-on baggage and baggage weight restrictions.
7. **International Travel.** Students must comply with university policies and procedures for scheduling for credit international clinical and educational experiences. Students traveling to locations outside the United States are responsible for satisfying all international travel requirements, including obtaining a valid passport, obtaining health and other insurance, establishing safe points of contact in the host country and following travel advisories issued by the United States Department of State, the host country or other recognized international organizations. Students can find information about international travel at the university Study Abroad Center.
8. **Alcohol, Illegal Drugs and Weapons Prohibited.** All students traveling to and from events or activities covered under this policy are prohibited from consuming or possessing alcohol or illegal drugs and transporting weapons in vehicles owned or leased by the university.
9. **Travel Authorization.** Registered student organizations that require their members to travel to events and activities covered under this policy must obtain written approval for the travel by the appropriate university official before the date of the event or activity. When the university provides transportation, students traveling to events must return in the university provided vehicles unless authorized to do otherwise by the appropriate university official. Students under eighteen (18) years of age are not authorized to return in a vehicle other than one provided by the university.

10. **Other Policies.** Students must comply with all other applicable university policies, including but not limited to, Policy 18.00, Institutional General Policy Manual.

Departments that encourage or require one or more students to travel to events and activities covered under this policy are responsible for verifying that students are aware of this policy and the safe travel rules approved by the Office of Facility Management. Departments that permit students to drive any vehicle owned or leased by the university are responsible for ensuring the student meets the driving requirements established by the Office of Facility Management. Departments must report violations of this policy and safe travel rules to the Office of Facility Management.

University employees who authorize students to drive vehicles rented for any university-related business or activities are responsible for ensuring the student meets driving requirements established by state law and the Office of Facility Management. Faculty and staff employees who fail to comply with this policy are subject to disciplinary action in accordance with applicable provisions of the faculty handbook and the staff personnel manual.

Individual students who violate this policy and the safe travel rules approved by the university Office of Facility Management are subject to disciplinary action, to include suspension. Student organizations that violate this policy and the safe travel rules are subject to disciplinary action, to include suspension and loss of funding.

Motor Vehicle Registration

Those who operate motor vehicles and bicycles on campus must comply with the Texas Uniform Traffic Code and the published center regulations regarding vehicle and bicycle use, parking, display of decals, and penalties for violations.

ID Cards

Identification cards are issued during new student orientation. These must be worn at all times while the student is on campus, or, if applicable, on preceptorships, internships, and clinical rotations.

The ID card is void upon termination or interruption of enrollment and when not properly encoded. Fraudulent use of an ID card subjects the user to a fine of \$2,000 and up to one year in jail (Class A Misdemeanor). Anyone who uses the ID card to give false information to a police officer is subject to a fine of \$2,000 (Class C Misdemeanor).

Replacement ID cards may be purchased for a \$25 fee. Please contact Biomedical Communications at 817-735-2470 for more information. A stolen card should be reported to Campus Police immediately.

6

Fiscal & Financial Aid Policies

Tuition and Mandatory Fees Fiscal Policies

UNT Health Science Center is a state-supported institution subject to state laws. Students have an option to pay tuition and fees by installment. All other financial obligations to the college must be paid in advance. Tuition and fees are subject to change by the Board of Regents, the Texas Legislature or legal rulings of the Texas attorney general.

Any outstanding obligation must be cleared prior to registration in the next subsequent semester.

Explanation of Fees

Admission Application Fee: All applicants new to the University of North Texas Health Science Center must pay a non-refundable admission application fee. A standard application fee of \$25 is charged to all U.S. citizens. Non-U.S. citizens and permanent residents must pay a \$75 fee, which includes the application fee and a foreign transcript evaluation fee.

Tuition Fee Board Authorized/Designated: Tuition fees are collected in proportion to the number of semester credit hours for which a student registers. These fees are used for the occupancy, services, use and/or availability of all or any health science center property, buildings, structures, activities, operations or other facilities. Board Designated Tuition is not assessed on doctoral students.

Student Service Fees: The fixed student service fee is used to cover the cost of student services that directly involve or benefit students, including but not limited to, recreational activities, lecture series, and student government.

Library Use Fee: The library use fee is collected to defray the costs associated with the availability and use of Learning Resource Center computer laboratories and instruction-related activities in the Learning Resource Center.

Medical Services Fee: The fixed medical services fee is used solely to provide medical services to students registered at the health science center.

ID Card Fee: A \$25 fixed ID card fee is collected from each student during the first semester of enrollment to cover the costs associated with issuing student identification cards. A replacement fee of \$25 is charged for misplaced or damaged cards.

Course Fees: Course fees (including applicable lab fees) are charged to cover consumable supplies, syllabi, tests, salaries and wages of employees who assist in the instructional process such as graders or lab assistants, and some equipment purchases related directly to student participation in the classroom or lab. Course fees can, in some instances, save students money by bulk purchasing of goods and services. Some course fees can be substantially higher than others, especially when fees are passed on to third parties. These fees are subject to change as costs increase. Course fees will be due at the time of registration or the payment deadline for early registered students.

Audit Fee: \$152 (Senior citizens and full-time employees of UNT, UNT Health Science Center, their spouses and dependents audit free. Students auditing in a semester during which they are enrolled audit free.)

Late Registration Fee: A flat fee of \$25 will be charged to students registering at any time during the designated late registration period.

White Coat Fee: A \$30 fixed fee is collected from each new student during the first semester of enrollment to cover the costs associated with the White Coat Ceremony.

Publication Fee: A fixed fee is collected from each student during the semester of enrollment to cover the cost associated with instructional publications.

Transcript Evaluation Fee: A \$50 fee is charged to any student who submits transcripts from a non-US institution for which evaluation is required for admission.

International Student Service Fee: \$20 per semester collected from each international student to cover costs associated with services provided.

Employee Waiver: If eligible for the President's Educational Scholarship, all fees are waived except course fees, ID Card Fee and Late Registration Fee. Concurrently Enrolled UNT Students: Student Activities Fee and Medical Fee are waived.

Graduation Fees

Master's Degree

(Capstone/Professional Report & Comprehensive Exam)

Filing Fee	\$20
Graduation Fee	\$100

Master's Degree (Thesis)

Filing Fee	\$20
Graduation Fee	\$100
Binding Fee	\$75
Microfilming Fee	\$45
Copyright Fee (optional)	\$65

Doctorate Degree

Filing Fee	\$20
Graduation Fee	\$100
Binding Fee	\$75
Microfilming Fee	\$55
Copyright Fee (optional)	\$65

Binding of additional copies of theses and dissertations is available at a charge of \$20 per copy.

Degree candidates who are planning to attend the commencement exercise must acquire the appropriate regalia from the Office of the Registrar.

Parking Fees

Student permits \$80/year
 Replacement permits will be issued at a charge of \$5 if the original is lost, stolen or destroyed.

Founder's Activity Center Fee .. \$75/year (\$25 per semester)

Student Center Fee \$30/year (\$10 per semester)

Other Fees

Removal of Incomplete Grade	\$5
Delinquent Payment Fee	\$15
ID Card Fee	\$25 (one-time)
Replacement ID Card Fee	\$25
Matriculation Fee	\$25 (one-time)

2006-2007 Course Fees

Please refer to the 2006-2007 Tuition and Fee Register for Course Fees.



2006-2007 Tuition and Mandatory Fees
(Semester Charges for Master's Students)

Texas Residents

HOURS	STATUTORY TUITION	BOARD AUTHORIZED TUITION	BOARD DESIGNATED TUITION	STUDENT SERVICE FEE	REMAINING COMPULSORY FEES	MISCELLANEOUS FEES	TOTAL
1	50	29	49	15	75	77	\$295
2	100	58	98	30	75	77	\$438
3	150	87	147	45	75	77	\$581
4	200	116	196	60	75	77	\$724
5	250	145	245	75	75	77	\$867
6	300	174	294	90	75	77	\$1,010
7	350	203	343	105	75	77	\$1,153
8	400	232	392	118	75	77	\$1,294
9	450	261	441	118	75	77	\$1,422
10	500	290	490	118	75	77	\$1,550
11	550	319	539	118	75	77	\$1,678
12	600	348	588	118	75	77	\$1,806
13	650	377	637	118	75	77	\$1,934
14	700	406	686	118	75	77	\$1,934
15	750	435	735	118	75	77	\$2,190
16	800	464	784	118	75	77	\$2,318
17	850	493	833	118	75	77	\$2,446
18	900	522	882	118	75	77	\$2,574

Out-of-State U.S. Citizens and Foreign Citizens

HOURS	STATUTORY TUITION	BOARD AUTHORIZED TUITION	BOARD DESIGNATED TUITION	STUDENT SERVICE FEE	REMAINING COMPULSORY FEES	MISCELLANEOUS FEES	TOTAL
1	325	11	136	15	75	77	\$639
2	650	22	272	30	75	77	\$1,126
3	975	33	408	45	75	77	\$1,613
4	1300	44	544	60	75	77	\$2,100
5	1625	55	680	75	75	77	\$2,587
6	1950	66	816	90	75	77	\$3,074
7	2275	77	952	105	75	77	\$3,561
8	2600	88	1088	118	75	77	\$4,046
9	2925	99	1224	118	75	77	\$4,518
10	3250	110	1360	118	75	77	\$4,990
11	3575	121	1496	118	75	77	\$5,462
12	3900	132	1632	118	75	77	\$5,934
13	4225	143	1768	118	75	77	\$6,406
14	4550	154	1904	118	75	77	\$6,878
15	4875	165	2040	118	75	77	\$7,350
16	5200	176	2176	118	75	77	\$7,822
17	5525	187	2312	118	75	77	\$8,294
18	5850	198	2448	118	75	77	\$8,766

2006-2007 Tuition and Mandatory Fees
(Semester Charges for Doctoral Students)

Texas Residents

HOURS	STATUTORY TUITION	BOARD AUTHORIZED TUITION	STUDENT SERVICE FEE	REMAINING COMPULSORY FEES	MISCELLANEOUS FEES	TOTAL
1	50	29	15	75	77	\$246
2	100	58	30	75	77	\$340
3	150	87	45	75	77	\$434
4	200	116	60	75	77	\$528
5	250	145	75	75	77	\$622
6	300	174	90	75	77	\$716
7	350	203	105	45	77	\$810
8	400	232	118	75	77	\$902
9	450	261	118	75	77	\$981
10	500	290	118	75	77	\$1,060
11	550	319	118	75	77	\$1,139
12	600	348	118	75	77	\$1,218
13	650	377	118	75	77	\$1,297
14	700	406	118	75	77	\$1,376
15	750	435	118	75	77	\$1,455
16	800	464	118	75	77	\$1,534
17	850	493	118	75	77	\$1,613
18	900	522	118	75	77	\$1,692

Out-of-State U.S. Citizens and Foreign Citizens

HOURS	STATUTORY TUITION	BOARD AUTHORIZED TUITION	STUDENT SERVICE FEE	REMAINING COMPULSORY FEES	MISCELLANEOUS FEES	TOTAL
1	325	11	15	75	77	\$503
2	650	22	30	75	77	\$854
3	975	33	45	75	77	\$1,205
4	1300	44	60	75	77	\$1,556
5	1625	55	75	75	77	\$1,907
6	1950	66	90	75	77	\$2,258
7	2275	77	105	75	77	\$2,609
8	2600	88	118	75	77	\$2,958
9	2925	99	118	75	77	\$3,294
10	3250	110	118	75	77	\$3,630
11	3575	121	118	75	77	\$3,966
12	3900	132	118	75	77	\$4,302
13	4225	143	118	75	77	\$4,638
14	4550	154	118	75	77	\$4,974
15	4875	165	118	75	77	\$5,310
16	5200	176	118	75	77	\$5,646
17	5525	187	118	75	77	\$5,982
18	5850	198	118	75	77	\$6,318

All fees are subject to change.

Residency Regulations for Tuition Purposes

Rules and regulations for determining residency status are specified under Title III of the Texas Education Code and are available in the Registrar's Office. In general, students must physically reside in Texas for the 12-month period immediately preceding their initial registration in an educational institution in Texas. Other factors may be considered for residency determination for tuition.

Students who are not legal residents of Texas must pay non-resident tuition including the statutory tuition charges and standard health science center fees approved by the Board of Regents.

Admission requirements for non-residents are the same as for resident students.

Certain residency exceptions do not affect actual residency status but do allow for a non-resident tuition exemption. Refer to "Tuition and Fee Waivers" section of this chapter for further information.

Responsibility of the Student

The student is responsible for knowing residence status and for registering under the proper status. Any questions concerning residency must be discussed with the School of Public Health Office of Student and Academic Services before registration.

Any student erroneously classified as a resident will be reclassified and will be required to pay all out-of-state tuition due. Attempts to evade non-resident fees may subject the student to the statute penalty and to possible disciplinary action.

Change of Status: Non-Resident to Resident

A student who is at any time classified as a non-resident retains non-resident status until reclassification as a resident is applied for and is officially approved by the Registrar.

Change of Status: Resident to Non-Resident

Students who are classified as residents but become non-residents by virtue of any change of domicile must notify the Registrar of such change immediately. Students who believe they have been erroneously classified have the opportunity for appeal. The appeal is to be made to the authority by whom the original classification was assigned, either in the School of Public Health Office of Student and Academic Services or in the Registrar's Office.

Tuition and Fee Waivers

Several exemptions and waivers are available to qualifying students. Brief descriptions of these are listed below. Waiver refunds must be requested during the semester application is made. Such requests must be made before the 12th class day in long semesters and the fourth class day in summer terms. Requests for retroactive refunds cannot be honored. Additional information and applications are available in the School of Public Health Office of Student and Academic Services.

Exemptions and Waivers

1. Certain veterans, dependents, etc., of the U.S. armed forces who are Texas residents are exempted from payment of tuition.
2. Certain orphans of members of the U.S. armed forces, Texas National Guard and Texas Air National Guard are exempted from payment of tuition.
3. Deaf or blind students are exempted from payment of tuition.
4. Children of disabled firemen, peace officers, employees of the Texas Department of Corrections and game wardens are exempted from payment of tuition.
5. Children of U.S. prisoners of war or persons missing in action are exempted from payment of tuition.
6. Resident rather than non-resident tuition is applied to certain students from other nations of the American hemisphere.
7. Resident rather than non-resident tuition is applied to teachers and professors of Texas state institutions of higher education, their spouses and their children.
8. Resident rather than non-resident tuition is applied to a teaching or research assistant provided the student is employed at least one-half time by the health science center in a position that relates to the degree sought.
9. Resident rather than non-resident tuition is applied to a non-resident holding a health science center competitive academic scholarship of at least \$1000 for the academic year for which the student is enrolled.
10. Students who are concurrently enrolled in more than one program at UNT Health Science Center are not charged duplicate fees.
11. Certain health science center fees are waived for students enrolled only in off-campus courses.

Tuition and Fee Refunds

A tuition refund is based on the date of withdrawal. Upon official notification of withdrawal by the registrar, the Accounting Office will return the appropriate refund to the student or to the applicable federal loan program.

Payment plan fees, late fees and ID card fees are not refundable. By action of the Board of Regents, no part of the fees or tuition can be refunded to students, who withdraw, for any cause, after the 20th day of each semester, except for those students who receive financial aid. Those students will receive a pro-rated refund based on the number of weeks remaining in the semester, provided they leave before the 60-percent-completion point of the semester. After the 60-percent-completion point, the schedule for refunds is 80 percent first week, 70 percent second week, 50 percent third week and 25 percent fourth week.

Class Drop Policy

Refunds are made for any course dropped through the 12th class day for the long semester and through the fourth class day in the summer (see Academic Calendar for dates). The semester's first class day is always the first official day of classes for the School of Public Health rather than the first day of an individual's class.

To calculate the refund for a class dropped, take the fee paid for the original hours and subtract the fee shown in the Tuition and Fee Table for the new number of hours. The difference between the two is the amount of the refund. Note: If all classes for the semester are dropped, see "Schedule of Withdrawal Refunds" in this catalog.

Class Drop Refunds

The UNT Health Science Center shall refund a percentage of tuition and mandatory fees to students dropping a course or multiple courses but, maintaining enrollment in at least one course during the fall or spring according to the following withdrawal schedule:

- Before the twelfth day of class 100%
- During the third five class days 50%
- During the fourth five class days 25%
- After the fourth five class days None

Withdrawal Policy and Procedure

If a student leaves the health science center through (1) withdrawal, (2) dismissal, or (3) leave of absence, the following procedure should be followed:

Inform the Director of Student and Academic Services of the school who will issue the student a Withdrawal/Leave of Absence form and an Official Student Clearance Form. (The Director of Student and Academic Services will notify the Office of the Registrar that the student is in the process of withdrawing from the institution).

It is the student's responsibility to obtain clearance in the appropriate areas listed on the clearing form such as the Library, Campus Police, Student Financial Aid, Business Office, etc.

If a student is receiving financial aid or has student financial aid debt (emergency loan), he/she must schedule an Exit Interview with the Student Financial Aid Office to process the proper paperwork for repayment.

See Financial Aid Process for specific information concerning effects or withdrawal on financial aid received.

Students who leave the health science center without notifying the academic dean, and without completing the established withdrawal/leave of absence procedures within 30 days will be terminated.

It is not always possible to complete the clearance process in one day. Until a student is cleared in all areas, a "Hold" will be in force on his/her official transcript. Withdrawal refunds are determined by the number of enrolled semester credit hours at the time of withdrawal. Withdrawal percentages are applied to the total amount of tuition and fees as prescribed by state law, not the amount paid. The withdrawal schedule and percentages of refund shown below pertain to total withdrawal for the semester. The withdrawal schedule and the percentages of refund are mandated

by the Texas Legislature. The semester's first class day is always the first official day of classes rather than the first day the individual attends class. A withdrawal refund is based on the day of withdrawal, regardless of the date the class first meets. See the Academic Calendar in this catalog for the dates classes begin.

Withdrawal Refunds

The UNT Health Science Center shall refund a percentage of tuition and mandatory fees to students withdrawing from the institution during a fall or spring semester according to the following withdrawal schedule:

- Before first day of class 100%
- During the first five class days 80%
- During the second five class days 70%
- During the third five class days 50%
- During the fourth five class days 25%
- After the fourth five class days None

Correction of Errors

Students are responsible for any additional amounts due the health science center resulting from auditing and correction of records after registration fees have been paid, including all registration assessment errors, change from off-campus to on-campus classes, invalid employment waivers, etc.

Payments by Third Party

Checks issued by a third party in payment of a student's tuition, fees or other charges should be made payable to either the student or to both the student and the health science center. Arrangements may be made with the School of Public Health Office of Student and Academic Services in cases where cash amounts should not be made available to the student.

Returned Checks

A returned check is defined as any check returned to the health science center unpaid due to no fault of the bank or the university. Upon receipt of a returned check, notification is mailed to the issuing party or the individual in whose behalf the check was issued. The address on the check and/or the address in the official health science center records is used. An additional \$25 fee is charged for each returned check.

Financial Aid

The University of North Texas Health Science Center offers scholarship and loan programs to assist students in meeting the costs of financing a graduate education. Although financial aid is available for eligible students, it should be considered a supplement to a student's own financial resources

The focus of the Financial Aid Office is customer service and the prompt delivery of student funds. Counselors take students step-by-step through the application process to ensure that students receive the best funds available and that details of all programs are understood. While financial aid is heavily regulated, the staff strives to help students navigate this complex path in a professional and courteous manner.

Student Eligibility

To be considered for financial assistance, a student must meet the following eligibility criteria:

- Certify that he or she does not owe a refund on any grant or loan, is not in default on any loan or has made satisfactory arrangements to repay any defaulted loan, and has not borrowed in excess of the loan limits on any federal programs
- Register with the Selective Service if required
- Maintain satisfactory academic progress
- Use all funds received as financial aid for educational purposes only
- Student must be accepted into an eligible degreed program

Student Financial Aid Counseling

Individual student counseling is available and encouraged. Counselors are available to discuss budgeting and types of financial aid awards. Students receiving federal loans are required to receive in-person counseling before the release of the first disbursement of their first loan.

Student Budgets

Student budgets are developed within federal guidelines and must meet the approval of the Texas Higher Education Coordinating Board. These budgets are re-evaluated periodically and may or may not change depending on requirements by federal law. The cost of attendance is summarized as follows and is for the student only. These expenses are for a 12-month period:

Master’s Degree

	Texas Resident	Non Resident
Tuition	\$3,002	\$10,856
Fees	1,242	1,242
Books/supplies	794	794
Room/board	12,199	12,199
Transportation	3,203	3,203
Personal	5,391	5,391
Total	\$25,831	\$33,685

Doctoral Degree

	Texas Resident	Non Resident
Tuition	\$1,983	\$8,064
Fees	1,242	1,242
Books/supplies	794	794
Room/board	12,199	12,199
Transportation	3,203	3,203
Personal	5,391	5,391
Total	\$24,812	\$30,893

Regardless of the source, the total of all financial aid received cannot exceed the cost of attendance.

Allowances for those students with dependents requiring dependent care and allowances for handicapped students may be permitted for students meeting specific requirements. In addition, students with unusual or extenuating school-related circumstances that may require special consideration should contact the Financial Aid Office promptly. In some instances, students may be required to supply additional information for a complete evaluation of a request.

Applying For Financial Aid

1. New applicants should complete a Free Application for Federal Student Aid (FAFSA) electronically via the Internet at www.fafsa.ed.gov. You will need a computer with access to a printer and your previous year’s tax information. A paper FAFSA can be submitted instead, but will take longer to process. For renewing applicants, find your electronic access code (EAC) at www.eac.ed.gov. Then proceed to www.fafsa.ed.gov to complete a renewal FAFSA.
2. The Financial Aid Office does not have deadlines in which to apply. However, we highly recommend that you submit your application by April 1st if you are a continuing student and by May 1st if you are a new student to UNTHSC. The Financial Aid Office cannot guarantee to have your financial aid funds ready for you by the start of the school year if these dates are not met. Therefore, students who file applications after the recommended dates should be prepared to pay for their own expenses and wait until their aid dollars arrive to be reimbursed.
3. If you are selected for verification, additional documentation and financial aid forms will be required. If the selected data is incorrect, the processing time can increase.
4. Take adequate time to complete the Free Application for Federal Student Aid. Read and answer all questions carefully and accurately. The additional time you spend in completing the application will enhance and ensure a successful application process.
5. Schedule an appointment with a financial aid counselor to discuss eligibility requirements, verification problems, budgeting of resources, or loan applications. Call (817) 735-2520 or (800) 346-8266.
6. The Financial Aid Office is located in the Student Affairs Division, EAD-247 on the second floor of the Education and Administration Building.

Federal Loan Programs

Students who complete the FAFSA and meet all general eligibility requirements as outlined for each program may apply for federal financial aid. In addition, most aid programs require that the recipient adhere to academic and/or financial criteria in order to maintain eligibility. Some programs have limited funds; therefore, student files that are completed first are considered first. Major federal programs available can include:

- Federal Work Study
- Federal Perkins Loans
- Federal Family Education Loan Programs

Students may also apply directly to private foundations for scholarships and loans. Programs have individual selection criteria and various award limits. Contact the Financial Aid Office for more information.

Credit Eligibility

Due to the demanding course schedule, holding a part-time job may not be possible. This creates a greater dependence on financial aid to cover living expenses. Some students discover a need to borrow additional funds beyond what the Stafford programs will allow. The source of these additional funds is usually a private alternative educational loan.

Unlike Stafford loans, the government does not guarantee alternative loans. Therefore, lenders usually review a student's credit history before granting an alternative loan. Educational loan defaults, bankruptcies, charge-offs, foreclosures, judgments, liens, or an excess of slow payments could damage the chances of receiving the alternative loans necessary to cover all educational and living expenses that a student is responsible for while attending graduate school.

A good credit history is important to ensure that any student is able to take full advantage of all funding options available through financial aid.

Insurance for Alternative Loans

Unlike Stafford loans, most alternative loans do not include a death/disability clause. This means that most alternative loans are not forgiven in the event of death or total disability. We recommend that any student planning to borrow money from an alternative loan program consider securing adequate insurance coverage for the loan.



Immigration Documents & Budget

When you apply for a new visa document, you may need to demonstrate that you have sufficient financial support. This will usually be the case if:

- You are asking for an I-20 upon admission;
- You are asking for an extension of your stay;
- There is a change in your funding;
- You are asking for documents for the first time for your immediate family members; and/or
- The documents in your file are more than 12 months old.

The amount of financial support required will vary depending upon the number of dependents you will be supporting. These amounts are for a 12-month period. Proper documentation is necessary in the amounts listed below:

Individual Student (Master's)	\$33,685
Individual Student (Doctoral)	\$30,893
Spouse	+ \$5,070
Child	+ \$3,120/child



Student Life

Division of Student Affairs

The Division of Student Affairs is a full institutional partner in promoting student learning. It supports co-curricular and extracurricular programming, activities and services to facilitate students' academic training, professional growth, and personal development. Additionally, the division assists the president of the health science center in interpreting students' needs, creating an atmosphere that stimulates learning, and integrates extra-curricular experiences into the formal learning programs.

Through its administrative office and the offices of Academic Support, Financial Aid, the Registrar, Student Development, and International Student Services, the following goals are defined in support of the health science center's educational mission:

- Manage student enrollment, such that recruitment, retention and career development strategies result in graduates who portray those qualities important in the successful initiation of a professional career.
- Support the institutional culture and climate to effectively promote the professional and personal learning and growth of students.
- Support consistent development, creation, and implementation of institutional policies and guidelines to promote student success.
- Promote effective and timely communication that demonstrates a professional, caring, and supportive concern for prospective students, enrolled students, and alumni.

Personal, academic, and career counseling are available to students in the Office of Student Affairs. Personal counseling referrals for students and their families are available through the Student EAP.

In emergency situations, such as a death in the family, special assistance can be provided for notification of professors, medical withdrawal, etc. The office provides policy interpretation and rights adjustment upon request, handles disciplinary and social adjustment issues, and provides self-development opportunities and enrichment activities.

Office of Student Affairs

- Encourages student participation in and contribution to the health science center's programs.
- Establishes and coordinates the system of student conduct and discipline.
- Interprets institutional regulations on academic and nonacademic matters related to students.
- Acts as a student advocate when appropriate.

For more information on the Office of Student Affairs, or any office within the Division of Student Affairs, please refer to the Student Affairs Website located at:

<http://www.hsc.unt.edu/departments/studentaffairs/>

or contact the Office of Student Affairs at 817-735-2505.

Additional information including the student Handbook is located at: <http://students.hsc.unt.edu>.

Office of Academic Support Services (OASIS)

We provide services designed to facilitate the academic success of all UNTHSC students. Working with faculty to provide direction and support to students in periods of academic difficulty, our staff can aid in planning alternate programs and assist in reassessment of student priorities.

Let's face it, we all need a little help once in a while, and that's what were here for. Maybe you could benefit from a tutoring program, tips on time management or some basic academic counseling pointers.

Available Services:

- Counseling in learning skills
- Time management skills
- Test-taking skills
- Peer-tutoring programs

Learning Strategies: People learn in a variety of ways.

Each student needs to find the most effective learning strategy for their personal needs. A wide range of factors goes into determining what works best for a student. Some students learn best in a quiet, solitary environment, some need verbal interaction in a group, others need to be physically active or have an environment rich in sound or other stimuli that would be considered "distractors" to fellow students. We can help you find and implement your best strategy through assessment, counseling and workshops.

Peer Tutoring Programs: Tutoring programs provide the opportunity to share strategies for organizing and learning the large volume of material required to succeed in the graduate and medical school environment. Peer tutoring has the added benefit of helping both the student and their tutor to clarify and improve their understanding of the material being studied. We provide

the following tutoring options:

- Limited Individual Tutoring
- Supplemental Instruction (SI) Groups
- Large Group Tutorials
- Drop-In Sessions

For more information, or to make an appointment for study skills counseling, or to request tutoring assistance, contact Academic Support Services at: 817-735-2409 or 817-735-2407, or visit our website at: www.hsc.unt.edu/departments/Oasis/

Financial Aid Office

- Provides students with educationally related financial assistance through a combination of available federal, state, institutional, and private funds.
- Administers and coordinates scholarship programs for the university.
- Administers and coordinates state and federal work-study programs for the university.
- Assists students with managing living expenses and the costs of their educational program.
- Provides financial aid certifications and resource verification letters to external agencies upon the student's request.
- Provides assistance, referrals, and resources to students in areas of loan repayment, debt management, consolidations, and scholarship applications.

For more information about these services, please contact the Financial Aid Office at 817-735-2505, or visit the website at: www.hsc.unt.edu/departments/financialaid.

Registrar's Office

- Manages and maintains all academic records
- Oversees student enrollment and registration
- Facilitates processing of official transcripts
- Certify enrollment and degree verification
- Serves as an information clearinghouse for students, the campus community and the general public
- Coordinates compliance with the Family Educational Rights and Privacy Act (FERPA)
- Provide Veteran Services
- Coordinate commencement and convocation

To review official policies related to FERPA (Family Education Rights and Privacy Act), Veterans benefits, and all other records-related information, please refer to the Student Handbook at <http://students.hsc.unt.edu>

The Office of the Registrar can be reached at 817-735-2201. All Registrar-related forms can be obtained by visiting www.hsc.unt.edu/departments/studentaffairs and clicking on "forms"

Student Development Office

The Office of Student Development supports the mission of the Division of Student Affairs and the health science center. Its role is to address issues that are relative to all medical and graduate students, from pre-enrollment through graduation. This office coordinates programs and activities that promote the intellectual, professional, moral, social, physical and emotional development of all students.

There are four student-elected government councils representing each educational program at the health science center. They are the Medical Student Government Association (MSGGA); Graduate Student Association (GSA); Public Health Student Association (PHSA); and the Physician Assistant Student Association (PASA). For more information on these associations please refer to the Student Government description elsewhere in this academic catalog.

The Office of Student Development oversees two lounge areas located on the first floor of EAD. The student lounge in EAD 116 has offices for the four student government associations, organizational storage, a computer room with four computers and networked printer (copy card operated), a copy machine (copy card operated), a telephone for on-campus and local calls, a fax machine, a big screen television, couches and chairs. It is a great place for students to relax, hang out, study, eat, and meet with faculty or friends. The lounge in EAD 110 has vending machines (coin operated), an ice machine, a sink, complimentary coffee, microwave ovens, restrooms, , recreational equipment (pool table, foosball tables, ping-pong tables), and tables and chairs for relaxing.

Organizations

There are many student organizations on the health science center campus that represent a variety of interests within the health professions community. In cooperation with the Office of Student Development, they sponsor programs and activities that promote the intellectual, professional, social, physical and emotional development of all students. These organizations provide students with leadership opportunities at the local, regional and national levels. The Office of Student Development coordinates the student organization calendar and registration process.

The health science center recognizes the right of any group of students, faculty or staff to form a voluntary organization for purposes not forbidden by the laws of the United States and the state of Texas. All campus organizations that include enrolled students as members must be registered with the Office of Student Development and the Division of Student Affairs. Policies regulating the functioning, sponsorship and privileges of registered or recognized organizations are available in the Office of Student Affairs. For a list of active clubs and organizations please refer to the student handbook located at <http://students.hsc.unt.edu>.

Scheduling Events

Student organizations are required to schedule events, seminars, programs and lectures through the Office of Student Development. Please contact the Office of Student Development at 817-735-5006 for more information.

Housing

The health science center does not provide on-campus student housing. However, students will find a variety of housing opportunities in the area. Every student is responsible for making his or her own housing arrangement. Please visit <http://students.hsc.unt.edu> and click on "housing opportunities" to see a current list of possible housing options.

The health science center does not assume any responsibility in housing arrangements but does support the federal housing policies that housing owners not discriminate because of race, color, gender, age, disability, veteran status or national origin.

For more information about these services, please contact the Student Development Office at 817-735-5006, or visit the website at: www.hsc.unt.edu/departments/sdo/.

International Student Services Office

Coordinates programs and activities that support international students from pre-matriculation through graduation.

For more information about these services, please contact the International Student Services Office at 817-735-2508.

Founders' Activity Center

The Founders' Activity Center, located on the north end of campus, is open seven days a week to students, faculty and staff. The center features aerobics classes, regularly scheduled recreational sports, a multipurpose outdoor court and recreational equipment. Cardiovascular exercise equipment is also available, as well as free-weights and weight machines. Exercise and nutrition programs can be tailored to the individual by the center's staff. For more information and a current schedule of activities, please visit their website at <http://www.hsc.unt.edu/fac/> or contact the health promotion manager at 817-735-2209.

Food Service

Snack food is available from various on-campus vending machines and in the health science center gift shop, located on the second floor of the library lobby. Lunch is served daily in the Stairwell Cafe, located on the first floor of the library.

Campus Police

The UNT Health Science Center Campus Police Department operates 24 hours a day, 7 days a week. Campus Police officers are fully licensed peace officers vested with all the powers, privileges, and immunities of peace officers in the State of Texas. They are authorized to function as the local law enforcement authority in all counties in which property is owned, leased, rented or otherwise under the control of the health science center.

In compliance with the Jeanne Clery Campus Security Policy and Crime Statistics Reporting Act and the 1998 amendments to the Higher Education Act, a Campus Police Crime Log, containing all reportable crimes is maintained and made available to the general public. Such crimes are logged and open to public inspection within two business days of the report. Exceptions to disclosure of statistics will be made to protect ongoing investigations and victims of sensitive crimes. The non-emergency phone number for the campus police is 817-735-2210. **For emergencies, please call 817-735-2600 or ext. 2600 from any campus phone!**

Liability

The health science center is not responsible for, and does not assume any liability for loss of or damage to personal property. Students may wish to provide personal insurance coverage for their possessions on campus.

Health Services

Health care services are available to students through the UNT Health Science Center's Central Family Practice Clinic in the Patient Care Center. The student is responsible for all appropriate fees and must provide proof of insurance. Student Health Services or the student's primary care physician (as specified by the student's insurance plan) must approve referrals to specialty clinics. For more information, please contact the Central Family Practice Clinic at 817-735-2228.

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Course Descriptions

The following courses are offered through the University of North Texas Health Science Center School of Public Health.

BIOS 5210. Biostatistics for Public Health I.

3 SCH. This course provides students with the basic knowledge and skills to effectively use biostatistics in research design and data analysis and to understand articles in related professional journals. Topics include choosing correct statistical methods and experimental designs in public health research and practice; descriptive statistics; probability and probability distributions; estimation and hypothesis testing; simple linear regression; introduction to analysis of variance and an introduction to the use of statistical software packages.

BIOS 5215. Biostatistics for Public Health II.

3 SCH. The student is introduced to more advanced statistical methods including multiple regression, logistic regression, factorial ANOVA, repeated measure designs, analysis of categorical data, and nonparametric statistics. Prerequisite: BIOS 5210 or equivalent.

BIOS 5700. Mathematical Statistics.

3 SCH. This course presents fundamental concepts in applied probability and the distributions of random variables important to the understanding of statistical inference. Topics include probability defined on finite and infinite samples spaces, conditional probability, independence, random variables, expectation, variance, moment-generating function, probability models, limit theorems, sampling distributions, estimation, and hypothesis testing. This course is required for Biostatistics students and is helpful to professional biostatisticians and researchers. A background in calculus is expected.

BIOS 5720. Survey Sampling.

3 SCH. Construction of sampling frames, area sampling, methods of estimation, stratified sampling, systematic sampling, and cluster sampling. Prerequisites: BIOS 5210 and BIOS 5215.

BIOS 5725. Nonparametric Statistical Methods.

3 SCH. This course covers a wide selection of nonparametric statistical tests as alternatives to parametric tests. The strength and weakness of each test, as well as test efficiency, will be discussed and statistical software will be used throughout the course. Prerequisites: BIOS 5210 and BIOS 5215.

BIOS 5730. Regression Analysis.

3 SCH. This course presents the methods in regression beyond the introductory level, to include multiple and partial correlation and regression, residual analysis, logistic regression, polynomial regression, poisson regression, and selection of predictor variables. Prerequisites: BIOS 5210 and BIOS 5215.

BIOS 5735. Analysis of Variance.

3 SCH. This course presents the ANOVA model beyond the introductory level, to include various experimental designs, in-depth treatment of multiple comparison methods, factorial repeated measure ANOVA, analysis of covariance, power analysis, and determination of sample size. Prerequisites: BIOS 5210 and BIOS 5215. BIOS 5730 is recommended.

BIOS 5740. Introduction to Statistical Packages.

3 SCH. Develops skills in the use of statistical packages in public health research. Emphasis is on data definition, verification, descriptive examination, and graphical presentation. Statistical packages will include SAS software. Prerequisite: BIOS 5210.

BIOS 5760. Data Management.

3 SCH. The goal of this course is to provide an overview of data collection and management. The topics include study design, data form design and coding, defining a database and a database system, data collection and entry, quality control, and database management. Also, privacy, confidentiality and security concerns as well as ethical and legal issues will be discussed. Examples of databases may be illustrated by use of EPI Info. Prerequisites: BIOS 5210, BIOS 5740 is recommended.

BIOS 5780. GIS and Spatial Statistics in Health Research.

3 SCH. This course provides an introduction to the application of geographic information systems (GIS) and spatial statistics in public health. More specifically the goals are: (1) to provide students with an understanding of how GIS can be applied in health science and research; (2) to familiarize students with advanced GIS and spatial modeling techniques; (3) to provide students with hands-on experience in working with various GIS data sources through a project related to their own research interest; and (4) to present research results with applied GIS techniques. Prerequisite: BIOS 5210.

BIOS 5910. Independent Study in Biostatistics.

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BIOS 6100. Applied Statistical Methods for Data Analysis

3 SCH. The course emphasizes the design, implementation, analysis, and reporting of research investigations. Topics include two-sample inference using t-distributions, alternatives to 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 repeated measures and other multivariate responses, exploratory tools for summarizing multivariate responses, logistics methods for binary response variables and binomial counts, log-linear regression for Poisson counts, hierarchical (multilevel) and structural equation modeling will be discussed and life tables, Kaplan-Meier and proportional hazards methods for analysis of time to event data. Prerequisites: BIOS 5210, BIOS 5215 or permission of instructor.

BIOS 6750. Applied Categorical Data Analysis.

3 SCH. Public health studies contain large amounts of categorical data. This course introduces descriptive and inferential statistics for univariate and multivariate categorical data with applications in public health and clinical fields. Theory and application of contingency tables, measures of association and tests for homogeneity between populations and independence of variables will be covered. Loglinear and logistic regression analyses methods will be investigated using public use public health data sets available. Prerequisite: BIOS 5210.

BIOS 6760. Multivariate Analysis.

3 SCH. This course covers advanced topics in the general MANOVA model, including inference about mean vectors and covariance matrices, canonical correlation, principal components, discriminate analysis, cluster analysis, and grouping techniques. Special emphasis will be on the use of major statistical package such as SAS. A background in matrix algebra is expected. Prerequisites: BIOS 5730 and BIOS 5735. BIOS 5740 is recommended.

BIOS 6775. Clinical Trials and Survival Analysis.

3 SCH. This course covers the general concepts and methodologies in clinical trials and statistical techniques in survival analysis. Topics covered include: phase I, II and III clinical trials, basic study design, ethical considerations, organization, study population, patient recruitment, protocol adherence and compliance, adverse event, data management, closeout, issues in reporting results as well as statistical techniques such as designs for phase I, II and III clinical trials, randomization, blindness techniques, sample size determination, and interim analysis. In addition, survival analysis will cover survival distributions, censored data, Kaplan-Meier curve and life-table analysis, logrank test, hazard function, and the Cox regression.

Prerequisites: BIOS 5210 and BIOS 5215. BIOS 5730 is recommended.

BIOS 6785. Biostatistical Research and Consulting.

3 SCH. This course provides students with the basic knowledge and skills to provide biostatistical consulting to persons and organizations in a wide variety of settings, including medical centers, hospitals industry, and government. Students will be instructed in scientific writing, and will practice reading and writing about medical research. This course brings together the skills that students have learned in other core classes, such as BIOS 5210 Biostatistics for Public Health I; BIOS 5215 Biostatistics for Public Health II, BIOS 5730 Regression Analysis; BIOS 5760 Data Management; and BIOS 5740 Introduction to Statistical Packages. Students will complete an original research project whereby they assess, analyze, write, and present findings from actual health care data. Prerequisites: BIOS 5210, BIOS 5215 and BIOS 5730.

BIOS 6790. Seminar in Biostatistics.

3 SCH. Topics in biostatistics will be chosen for in-depth study according to the interest of faculty and students. Possible topics include meta-analysis, path analysis, robust statistics, missing-value data analysis, disease mapping and risk assessment, analysis of health surveys, the use and analysis of governmental data, analysis of clinical trials, and statistical issues.

BIOS 6910. Doctoral Independent Study in Biostatistics.

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. It may be repeated for credit. Offered each semester.

ENVR 5300. Environmental Health.

3 SCH. An introduction to the environmental (physical, chemical, biological) determinants that influence human health and means of controlling these determinants. This course will discuss municipal water supply and disposal, ambient and indoor air quality, solid and hazardous wastes, food protection, vector control, pesticides, occupational safety, toxicology, risk assessment/risk communication and genomics.

ENVR 5310. Exposure and Risk Assessment.

3 SCH. The goal of this course is to provide students the opportunity to learn both theory and application of various approaches in exposure and risk assessment. One of the biggest challenges encountered in most epidemiological studies is exposure misclassification that may lead to a biased exposure-risk relationship. This course will introduce a series of methodologies, including repeated measurement design and risk management. Although risk assessment can cover a number of domains, the focus of this course is largely on the human health impacts from exposures to chemical and biological agents. Many of the

techniques and concepts discussed in this course can also be applied to other areas like health policy, nutrition, and cancer epidemiology. Prerequisites: EPID 5100, BIOS 5210, and ENVR 5300.

ENVR 5311. Air Pollution and Health.

3 SCH. The course introduces basic knowledge in air pollution and public health, and thereby provides a firmer basis for improving public health. Studies from a wide range of less heavily researched Asian, African, and Latin American countries are also reviewed in the course. The course discusses issues of particular relevance to low and middle income countries for vehicular pollution.

ENVR 5325. Industrial Hygiene.

3 SCH. An introduction to the evaluation and control of the occupational environment with regard to minimizing toxic exposure in the workplace, including chemical agents, biological agents, dusts and fibers, noise, heat and radiation, methods of detection and control, development standards in the workplace, ventilation, engineering and other controls, personal protection, air monitoring, exposure-health effect, linkage and job-exposure matrices. Prerequisites: BIOS 5210, ENVR 5300, and EPID 5100.

ENVR 5330. Environmental and Occupational Toxicology.

3 SCH. This course will deal with some important topics in environmental toxicology. Some of the topics that will be covered include: dose-response curves and nature of threshold for carcinogens and non-carcinogens; determination of air concentrations within and outside the workplace; development of standards; mechanism(s) of carcinogenicity and promotion; latency periods; exposure assessment; risk assessment.

ENVR 5345. Physical Hazards.

3 SCH. This course provides the student with a practical application of basic skills in the identification, evaluation, and control of physical hazards in the industrial environment. Course emphasis is on effective identification and control of physical hazards in the workplace to prevent injury and illness.

ENVR 5350. Occupational Diseases and Health Practices.

3 SCH. This course provides an overview of the principles of occupational health surveillance. The student will be able to identify key occupational hazards and exposures which are potential hazards to workers. A working knowledge of OSHA's standards that are in place in order to protect workers from hazardous exposures and deleterious health effects.

ENVR 5355. Work Surveillance, Safety, Law.

3 SCH. This course provides an overview of the principles of occupational health surveillance. The student will be able to identify key occupational hazards to workers. A working knowledge of OSHA's surveillance standards and the legal environment that generated the standard in order to protect workers from hazardous exposures and deleterious health effects.

ENVR 5370. Arthropods and Public Health.

3 SCH. This course provides overview of arthropods and their impacts on human and public health. The course presents basic information on medically important arthropods, the related diseases, and the prevention and control. Detailed discussions of the important vector-borne diseases such as malaria, dengue, filariasis, trypanosomiasis, equine encephalitis, and Lyme and other tick-borne diseases are included.

ENVR 5380. Environmental Health Microbiology.

3 SCH. This course provides an overview of environmental pathogens and their effects on public health. The course discusses the biology and characteristics, sampling and detection methods, epidemiology and risk assessment, and transmission and control of the pathogens found in common environments such as food, water and air.

ENVR 5410. Environmental Data Analysis.

3 SCH. The objective of the course is to introduce basic statistical knowledge that is useful for environmental studies. Through the course students are expected to learn how statistical principles and methods are applied to environmental studies. The course illustrates probabilistic theory and distributions, random variables and properties of random samples, data summary, estimation and hypothesis testing, comparisons of sample properties, variance analysis and regression models. The course also introduces environmental monitoring and space-time environmental data analysis. Prerequisite: BIOS 5210.

ENVR 5420. Texas-Mexico Border Health Issues.

3 SCH. This experiential course focuses on issues surrounding public health on the Texas-Mexico border. Border health issues addressed include cultural diversity; water and waste water treatment; air and water pollution; and zoonotic, acute infectious and chronic disease control. Course includes on-site study in Laredo and/or other border communities. Enrollment limited. Prerequisites: ENVR 5300 and SCBS 5110, plus 6 hours of additional course work and approval of the instructor.

ENVR 5500. Environmental Epidemiology and Biomarkers.

3 SCH. The rapid advancement in basic science and technology in the field of molecular biology, provides great opportunities to study exposure-disease relationship at the molecular or cellular levels. The goal of this course is to introduce students to the application of molecular biology as a new research tool in epidemiological studies. This course covers both theoretical concepts and practical applications using biomarkers to study population health. The first part of the course will review basic principles of epidemiology (i.e., misclassification) and molecular biomarkers. The second part focuses on the application of biomarkers in epidemiological studies (i.e., case studies).

ENVR 5550. Introduction to Genomics and Public Health.

3 SCH. This introductory course provides a genetics overview of DNA technology, genomics, and functional genomics, description of relevant methods, and applications of genomics in public health. The course includes laboratory sessions for students

to acquire hands-on experience in the analysis of DNA, RNA, and proteins using public domain databases. Enrollment requires permission of instructor.

ENVR 5910. Independent Study in Environmental Health.

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

ENVR 6100. Environmental Health Determinants.

3 SCH. This course provides the students with knowledge and skills in the identification, effect on human health, risk assessment, and control of environmental health determinants. Course consists of three parts: biological, chemical, and physical determinants.

ENVR 6600. Spatiotemporal Environmental Health Modeling.

3 SCH. The course introduces fundamental concepts and knowledge involved in the space-time stochastic modeling of environmental health process. Topics include scientific knowledge and the stochastic method of thinking; analysis and synthesis of environmental processes in the face of uncertainty; natural variability; scale of observation effects; space/time continuum laws; random field representations of physical and natural laws; the theory of generalized random fields for natural properties with complex spatial/temporal trends; practical variography and anisotropic structures; scales of observation and the upscaling problem. Prerequisite: ENVR 5410.

EPID 5100. Principles of Epidemiology.

3 SCH. An introduction to epidemiology for students majoring in any aspect of public health. Principles and methods of epidemiological investigations, both for infectious and non-infectious diseases, as well as for assurance of health, are included.

EPID 5110. Intermediate Epidemiology.

3 SCH. This course illustrates concepts, methods, and strategies used in epidemiologic studies, beyond the principles discussed in EPID 5100. Topics include analysis of birth cohorts, measures of disease frequency and association, bias, confounding, effect modification, stratification and adjustment, ethics, data analysis and reporting of epidemiologic results. The primary objective of the course is to present the main issues in establishing causal relationships from observational data. Prerequisite: EPID 5100.

EPID 5200. Epidemiology for Healthcare Practice.

3 SCH. The purpose of this course is to introduce students to clinical epidemiology and evidence-based health care. This course will provide students with the knowledge and skills to make competent health service decisions, to find and appraise evidence related to health services, and to implement these findings into practice and a health care system.

EPID 5300. Survey Methodology.

3 SCH. The purpose of this course is to prepare students to examine the unified concepts, principles and methodologies that govern survey research. The course stresses survey design, questionnaire design, and analysis of survey data. Prerequisites: EPID 5100 or permission of instructor.

EPID 5610. Chronic Disease Epidemiology.

3 SCH. This course provides a survey of common chronic diseases in the United States and epidemiologic methods used in the prevention and control of such diseases. Course content includes study of the multifactorial etiology of many chronic diseases and the methodologic problems posed in studying chronic diseases. Prerequisite: EPID 5100 or permission of instructor.

EPID 5630. Infectious Disease Epidemiology.

3 SCH. Infectious diseases are a leading cause of death, accounting for a quarter to a third of the estimated 50+ million deaths worldwide. This course provides an introduction to the epidemiology of infectious diseases. This course focuses on the epidemiologic patterns of infectious diseases as well as new emerging infectious diseases, and their prevention and control. Prerequisite: EPID 5100 or permission of instructor.

EPID 5690. Epidemiology of Bioterrorism and Catastrophic Events.

3 SCH. The purpose of this course is to give epidemiology majors and other interested public health students an understanding of the basic epidemiologic principles and methods related to bioterrorist attacks and other catastrophic events (both natural and man-made). The use of biological, chemical, and radiological agents as weapons will be examined as well as the distribution and frequency of diseases associated with these events and other natural and man-made catastrophic events. A unified set of concepts, principles, theory and methodologies used in the study of bioterrorism and other catastrophic events will be undertaken. Examples will be taken from bioterrorist events (Aum Shinrikyo, Dalles, Oregon, etc), man-made catastrophies (Chernobyl, Bhopal, etc) and natural catastrophic events (Galveston Hurricane, CO2 at Lake Nyos, etc). It is designed to build on a foundation of coherent epidemiological concepts and foster the understanding of the use of epidemiologic principles and methods in responding to catastrophic events. This course is designed specifically for epidemiology concentration and other public health students requiring a more thorough knowledge of bioterrorism and catastrophic events. Prerequisite: EPID 5100 or permission of instructor.

EPID 5910. Independent Study in Epidemiology.

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

EPID 6100. Advanced Epidemiology.

3 SCH. This is an advanced, doctoral level course for students who require extensive preparation in epidemiologic theory and methodology. Topics covered include causal inference; precision and validity; the analysis of crude, stratified, and matched data; approaches to assessing for effect modification and adjusting for confounding; estimating dose response associations; and modeling data. State-of-the-art quantitative approaches to the analysis of quantitative data are emphasized in this course. Prerequisite: EPID 5110.

EPID 6110. Intermediate Epidemiology for Non-Majors.

3 SCH. This course illustrates methods, concepts, and strategies used in epidemiologic studies, beyond the principles discussed in EPID 5100. Topics include a review of basic study designs, analysis of birth cohorts, measures of disease frequency and association, bias, confounding, effect measure modification, stratification, adjustment, research ethics, causal inference, data analysis, and reporting of epidemiologic study results. Students are evaluated by exercises, class participation, a midterm and final exam, and a final research paper. Epidemiology students may NOT register for this course; they may register for EPID 5110. Prerequisites: EPID 5100 and BIOS 5210.

EPID 6200. Experimental Methods in Epidemiology.

3 SCH. This course is designed to introduce students to the methods involved in the design, conduct, analysis and evaluation of results from clinical trials. Topics include planning a trial, randomization, blinding, trial designs, ethics, analyses and writing a protocol. This course also provides examples of how these methods are applied in actual clinical trials. Course evaluations will be based on the students' performance in class participation, the mid-term examination, as well as a written project demonstrating the students' ability to apply these methods in planning for a clinical trial. Prerequisite: EPID 5100.

EPID 6615. Epidemiologic Surveillance.

3 SCH. This course includes the application of epidemiologic methods to two important professional areas of public health. The first one is devoted to the planning, management, and data analysis of public health surveillance systems. The steps for planning a surveillance system, criteria for identifying high priority health events for surveillance, types of surveillance systems, data collection, data processing, quality control, analysis and the interpretation of surveillance data are included. This part of the course also encompasses the basis for evaluation of surveillance systems and the methods used for screening of disease. A small-scale computerized surveillance system is developed as part of the course. The second part of the course, deals with the basic epidemiologic methodology used to assist in the planning and evaluation of health programs of disease control and prevention. It includes the methodology for the design of instruments for data collection, assessment of health care needs, and the epidemiologic evaluation of the impact of health interventions. Prerequisites: EPID 5100 or EPID 5605 and BIOS 5210.

EPID 6630. Quantitative Epidemiologic Methods.

3 SCH. State-of-the-art methods for analyzing epidemiologic data will be covered starting with the analysis of stratified data through multivariable modeling. Methodologies for case-control, cohort, and mixed designs will be considered. The statistical analysis package, Egret, will be used for class assignments and projects. However, students must have a working knowledge of at least one other statistical package that has database management capabilities. Students will be required to have completed two semesters of epidemiologic theory and methods, and at least two statistical methods courses, at least one of which included a thorough treatment of regression analysis. Previous completion of a course in survival analysis or concurrent enrollment is recommended. This course will feature application of state-of-the-art methods of analysis, such as log linear methods, logistic regression approaches, poisson regression, proportional hazards modeling, the analysis of spatial distributions, survival data and "computer-intensive" approaches to statistical estimation. Data sets will be provided to allow students to gain experience with each method considered. The goal of this course is to allow the student to develop a clear understanding of statistical computing and analytic approaches to problems in epidemiologic data analysis. Prerequisites: EPID 5100, EPID 5110, EPID 6100, BIOS 5210, BIOS 5215 and BIOS 5740.

EPID 6635. Social Epidemiology.

3 SCH. This course will explore study design, measurement, and analytic issues applicable to epidemiologic research into the social determinants of health. The format of the course is a seminar offered to students with a basic knowledge of epidemiologic and biostatistical principles. The course is organized around key concepts in social epidemiology. Students will be expected to critically examine the scientific literature, form scientifically-based critiques, reach empirically and theoretically grounded conclusions and actively participate in class discussions. This course is intended for persons who have an interest in research and some background in epidemiology and/or behavioral sciences. Prerequisites: EPID 5100 and BIOS 5210 or permission of instructor.

EPID 6645. Reviewing Epidemiological Evidence.

3 SCH. The objectives of this course are to enable students to: 1) critically evaluate and interpret epidemiologic evidence and 2) synthesize such evidence. Students will learn to interpret and critically judge the quality of information from ecologic, cross-sectional, case-control, cohort and clinical trial studies. Meta-analysis methods will also be covered. Prerequisites: BIOS 5210 and EPID 5100: EPID 5110 or EPID 5620 or EPID 6100.

EPID 6665. Epidemiology of Diseases of Public Health Importance.

3 SCH. This course presents an epidemiologic survey of diseases of major public health importance both in the United States and abroad and the epidemiological and basic statistical methods used in the prevention, control, and identification of major risk factors of such diseases. Detailed discussions of the epidemiology of selected diseases and conditions such as myocardial infarction, stroke, hypertension, selected cancer types and sites, automobile accidents, asthma, diabetes, HIV/AIDS,

hepatitis A, B, and C, AIDS, tuberculosis, malaria and dengue are covered. Prerequisites: BIOS 5210 and EPID 5100 or permission of instructor.

EPID 6670. Cancer Epidemiology.

3 SCH. This course is an introduction to the biologic, cellular, and genetic basis of neoplastic growth, mechanisms of carcinogenesis, a review of methods used in epidemiologic studies of cancer, the epidemiologic studies of cancer, the epidemiologic characteristics of major types of cancer and current knowledge regarding causation and prevention. It is designed for students who are interested in chronic diseases, especially those who plan further study and/or research in the area of cancer epidemiology. Prerequisites: EPID 5100 and EPID 5110.

EPID 6690. Occupational Epidemiology.

3 SCH. The purpose of this course is to prepare students to examine the unified set of concepts, principles and methodologies that govern occupational epidemiology. It is designed to build on a foundation of coherent epidemiological concepts and foster the understanding of the principles and methods of occupational epidemiologic study design, analysis, and interpretation.

This course is designed specifically for the epidemiology concentration and other public health students requiring a more thorough knowledge of the concepts and methods used in occupational epidemiologic research. Building upon material covered in previous epidemiology courses, this course stresses etiologic study designs, methodological issues and analytic methods as they relate to occupational studies. Prerequisites: EPID 5100 and BIOS 5210 or permission of instructor.

EPID 6910. Doctoral Independent Study in Epidemiology.

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. It may be repeated for credit. Offered each semester.

HMAP 5210. Introduction to Health Management and Policy.

3 SCH. This course is a required core course for all M.P.H. students intended to introduce the areas of Health Management and Health Policy. This is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and population. The course will have both a managerial and policy perspective with the structure, processes and outcomes of health services, financing, organization, outcomes and accessibility of care.

HMAP 5240. Health Politics and Policy.

3 SCH. This course emphasizes key concepts and knowledge regarding how health policy is formulated, enacted, and implemented. Policy analysis skills are developed and applied by the students. Current health policy issues are explored to exercise these conceptual and analytic skills.

HMAP 5241. Applied Policy Development.

3 SCH. This course continues the analysis, study and review of health politics and policy by focusing on how and why health policy is developed at the federal, state and local levels. The course will begin with a brief review of the concepts and theories associated with public policy development in the health sector. Key informants and policymakers will be invited as speakers throughout the course to describe case studies in health policy development. The course will be organized thematically with specific topics covered, such as Medicaid, HIPAA, and health care regulation and financing. The main emphasis will be upon providing the tools with which to understand how both public and private institutions produce health policy in its various forms. This course should provide a practical background to the study of health policy, and should provide a basis upon which to proceed further into public service or academic study.

HMAP 5242. Decision Analysis and Quantitative Modeling.

3 SCH. This course will cover various quantitative techniques, such as regression and forecasting, that are used in health management and policy. Each topic will be covered in three stages: theory, example problem, and a real health care application. Students will use Microsoft Excel software to solve problems. Prerequisite: BIOS 5210.

HMAP 5245. Health Economics.

3 SCH. An overview of micro economic theory, demand and supply of health services, hospital and physician service markets, role of public sector, comparative health systems and cost effectiveness analysis. Background in economics and statistics is helpful but not required.

HMAP 5250. Public Health Leadership.

3 SCH. The goals of this course are to develop the student's ability to create and implement, with organizations and communities, a shared vision for public health; develop the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges and achieve the national health objectives; and to enable participation in a network that fosters life-long learning and shapes the future of public health.

HMAP 5255. Health Finance I.

3 SCH. This course offers an introduction to financial theory and practice in health care settings. It is designed to familiarize students with important concepts and issues confronting managers in the health sector. Background in accounting and economics is helpful.

HMAP 5256. Health Finance II.

3 SCH. This course is the sequel to Health Finance II. It is designed to provide additional material and more in-depth financial theory and practice for M.P.H. and M.H.A. students. Topics include payment systems, management control, capital budgeting, capital structure, and special topics concerning health finance and public policy. Prerequisite: HMAP 5255.

HMAP 5260. Health Information Systems.

3 SCH. The curriculum will consist of three modules: technology, planning and management, and applications in health care and public health. The emphasis will be on conceptual frameworks as well as a deeper level of engagement on system applications. It is not a course in computer programming, rather the main focus will be on the management of technology, with a particular emphasis on the private/public sector for health management. It is designed to familiarize students with core concepts and issues confronting managers in the health sector associated with planning, implementation and evaluation of information systems. Students will also learn how to access and use downloadable and extractable databases for research from the Web, such as those from the CDC, AHRQ, TDH and NCHS.

HMAP 5265. State Health Policy and Institutions.

3 SCH. This course continues the analysis, study and review of health politics and policy at the state level, including an understanding of the institutions involved in the health policy process, with particular focus on the State of Texas. The course will begin with a brief review of the concepts and theories associated with health politics and policy before going into topics associated with states such as federalism, state-level institutions and actors, and policy processes. Finally, specific topics of concern to states will be covered, including Medicaid, SCHIP and private market regulation. The main emphasis will be upon providing the tools with which to understand how state institutions produce health policy in its various forms, and how those policies affect health outcomes.

HMAP 5270. Health Services Management.

3 SCH. The course will integrate alternative disciplinary perspectives from management, social science, policy analysis, and health services literatures to provide an understanding of how health care organizations work. You will become familiar with the internal and external environments confronting health care managers, as well as essential tools and skills for managing health care organizations.

HMAP 5271. Introduction to Clinical Management.

3 SCH. This course provides opportunities to examine historic, social, political and economic factors that shape U.S. healthcare delivery. Topics include the components of the health care delivery system such as medical office practices, hospitals, and long-term care facilities. Included are financial and non-financial resources found in the U.S., concepts of public health, quality of care, managed care and strategies for improving access to care. The role of health care administrators as critical components of the system is emphasized.

HMAP 5272. Strategic Management and Marketing.

3 SCH. This course focuses on issues in strategic management and marketing. It will concentrate on modern analytic approaches. The course is intended to provide a pragmatic approach to guide the formulation and implementation of corporate, business and functional strategies. This course explores the issues of defining corporate missions, objectives and goals. Students will focus on analysis of a firm's external and internal environment to identify and create competitive advantage. The course emphasizes the cultural, ethical, political, and regulatory issues faced in any global business environment and the need for leadership for a successful management of strategic change.

HMAP 5430. Public Health Law.

3 SCH. Introduction to the statutes and case law governing the practice public health professionals. Emphasis on the constitutional basis for public health issues and the role of administrative law in public health.

HMAP 5450. Public Health Program Planning and Evaluation.

3 SCH. This course is an introduction to the concepts, methods, and applications of public health program planning and evaluation. The course will explore the role of planning and evaluation in improving program implementation and management and public policy. Design and application of evaluations will include both quantitative and qualitative research methods.

HMAP 5800. Capstone.

3 SCH. The capstone course is designed to allow students the opportunity to apply methods and techniques learned in the M.P.H. program to a practical public health problem. All students will participate as members of a team to conduct a project focused on a public health problem and will then communicate their results in a written report. The course is designed to partially meet the culminating experience requirement for students in the Department of Health Management and Policy. It is recommended that students take the course after completing at least 30 hours of core and departmental coursework. Consistent attendance is strongly advised (student must also complete SPH 5900). This course will be offered in the Spring semester and may be used by both health management and policy students and social and behavioral science students as the culminating experience.

HMAP 5910. Independent Study in Health Management & Policy.

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

HMAP 6100. Health Care Systems.

3 SCH. The purpose of this course is to provide a basic understanding of the U.S. Health Care System. This course describes how various health care components work individually and how they work (or fail to do so) together to create a "health care system." While the focus of the course is on the American health care system, comparisons to international health care systems will be included.

HMAP 6200. Organizational Management.

3 SCH. This course will prepare students to function in managerial and leadership positions in either the public or private sectors. The course will use the "Balanced Scorecard" as the basis for learning the concepts and methods of strategic management, which seeks organizational alignment of organizational goals and objectives, financial measures, internal processes, customer relationships, and learning and growth.

HMAP 6210. Health Services Research I.

3 SCH. The course will provide an overview of current health services research of interest to public health and health management and policy. Methodologies related to health services research will be presented and critiqued. Students will gain experience in presenting and providing critiques of current research. The course will culminate in an original health services research project by each student. Prerequisites: BIOS 5210 and BIOS 5215.

HMAP 6211. Health Services Research II.

3 SCH. This course builds upon the concepts and skills presented in the Health Services Research I course. Students will continue to develop skills in use of the Stata analytic software which is becoming standard in health services research. Students will learn and apply more complex analytic methods than those covered in Health Services Research I. Considerable emphasis is placed on applying these methods to existing data bases (national and state) in a computer lab setting. The course is intended to assist doctoral students in developing and implementing methods such as ordered logit and probit analyses, analysis of complex sample design data, fixed-effects and other methods. Prerequisite: HMAP 6210.

HMAP 6215. Health Insurance and Managed Care.

3 SCH. A survey of the history of health insurance in the United States. Theoretical issues in health insurance, cost containment in public and private sectors, global finance of health services, long term care and the problem of the uninsured.

HMAP 6220. Advanced Health Economics.

3 SCH. The course considers a variety of special topics with a focus on managed care issues. Issues include: actuarial problems in managed care, rate setting for hospital and physician services, mergers and acquisitions, antitrust in the health sector, the role of equity markets in health services, cost benefit and cost effectiveness analysis.

HMAP 6225. Quality Management in Long-Term Care.

3 SCH. The theoretical basis and diverse perspectives of quality management and regulation approaches for long-term care services will be presented. Will include relevant research and management methodologies that are currently being used in the long-term care system.

HMAP 6230. Public Health Long-Term Care Policy.

3 SCH. The organization, financing, delivery and utilization of long-term care, comprehensively designed, are examined with emphasis on affordability, access and quality in a managed care environment for older adults. Note: the Health Resources and Services Administration (HRSA) and Managed Care Technical Assistance Program will support the course.

HMAP 6235. Assessment of Health System Performance.

3 SCH. This course provides students with an understanding of the use of epidemiological techniques for the assessment and evaluation of health system performance. Students will learn how to measure system performance, assess and analyze system quality and accessibility, and use evidence-based public health to develop recommendations for improving system performance.

HMAP 6240. Advanced Health Informatics.

3 SCH. This course is designed to integrate the areas of information technology, systems analysis and design, project management and clinical expert system to aid the student in developing major information systems. This course will cover four core components of information systems. Students will design, develop, and integrate three of the four types of information systems: specifically, each three-student group will build an online order entry system (to produce periodic summary reports) and a Executive Information System (along with the associated data warehouse and data analysis capabilities).

More specifically, the goals are: (1) to provide students with an understanding of how informatics can be applied in health science and research; (2) to familiarize students with advanced informatics and expert systems techniques; (3) to provide students with hands-on experience in working with clinical data sources through a project related to their own research interest; and (4) to present research results with applied informatics techniques. Prerequisite: HMAP 5260.

HMAP 6250. Performance Management in Public Health.

3 SCH. This course is an introduction to the concepts, methods, and applications of performance/quality management in public health. The course provides students with a conceptual framework for analysis of health care utilization management and quality assurance systems. Focus will cover learning the variety of methods used by health care providers, payors, and review organizations to measure quality and appropriate use of health care resources. The course also prepares students to meet the challenge of designing, operating, and evaluating systems for effective management of health care quality, with special emphasis to the application of Total Quality Management/Continuous Quality Improvement (TQM/CQI) principles.

HMAP 6300. Domestic Health Policy Analysis Workshop.

3 SCH. The course is designed for students who have some background in health policy, with at least the Health Politics and Policy course or equivalent. Students will develop the knowledge and skills necessary to analyze health policy issues, understand their context, including current laws and policies, review and apply relevant literature, develop position statements and policy recommendations, analyze their merits, limitations, and political feasibility. Students will participate in small teams to conduct their analysis, present components of the analysis and write a publishable quality policy paper. Students will also participate in the critique of the work of other teams.

HMAP 6305. Global Health Policy Analysis Workshop.

3 SCH. This course reviews international health systems from a comparative perspective as a way of understanding how health care organizations and policy affect the health care outcomes and health system performance. The primary focus of the course will be major industrialized nations, though other emerging nations will be examined as well. At the beginning of the semester, the instructor and students will jointly select several key issues that will be examined for every nation in the course, such as maternal and child health, pharmaceutical access, mental health care, primary care, health professions, education, etc. In the process, students will learn about the major types of health systems across these nations, in addition to how these systems have evolved and reformed in response to political, economic and social development. An import highlight will be upon providing the tools with which to understand these systems in the context of the US health care system.

HMAP 6310. Maternal and Child Health: Issues and Policy.

3 SCH. This course is designed for students who have some background in health policy with at least the Health Politics and Policy course or equivalent course work. The intent of the course is to develop the knowledge and skills necessary to understand the health service needs and analyze health policy issues related to maternal and child health. The historical, legal and regulatory framework for serving these populations will be examined. Needs and policy issues throughout the development cycle (pre-conception through adolescence) will be addressed. Sub-populations such as children with special health care needs and minorities will also be explored.

HMAP 6350. Advanced Health Policy.

3 SCH. This course provides an in-depth review of the major health policy issues currently facing the United States policy community. The class will explore health policy analysis as a discipline and a profession. Critical analysis of the literature is emphasized to sharpen student's skills in understanding the nature of the debates, underlying assumptions, application of evidence, and the crafting and evaluation of policy options.

HMAP 6430. Health Care Law.

3 SCH. This course is a study of the fundamental legal issues that should be understood by both a Public Health practitioner and a practicing health lawyer, including structural and operational issues affecting health care providers and payers. Discussions will cover federal and state fraud and abuse issues, self-referral laws, false claims issues, antitrust issues, confidentiality, and Medicare and Medicaid reimbursement issues.

HMAP 6910. Doctoral Independent Study in Health Management & Policy.

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor, and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. It may be repeated for credit. Offered each semester.

SCBS 5110. Behavioral and Social Aspects of Public Health.

3 SCH. This course provides an overview of the behavioral and social factors that determine the health and wellness of individuals and communities. It covers a full range of issues, from culture to policy, to delineate the casual linkage between behavior, society and health. Topics include: relevant health behavior theories and planning models and their practical applicability; the environment and health; social inequalities; race, culture, gender, and health; diversity and health; the politics of health; and the impact of the global market on health status.

SCBS 5120. Obesity: Origins, Consequences, Prevention and Treatment.

3 SCH. The course will examine social and physiological factors in obesity development as well as the implications and strategies for modification of obesity. It is designed to enhance competencies of public health students that can be used to understand, prevent, and reverse, overweight and obesity at the community level.

SCBS 5130. Sociology of Mental Health.

3 SCH. The objective of this course is to provide students with a broad overview and introduction to topics regarding social aspects of mental health and the institutional care in the United States. The course will provide a systematic overview of sociological perspectives on the social origins, consequences, and correlates of mental health.

SCBS 5135. Social Gerontology.

3 SCH. The goal of this course is to provide an overview of gerontology by providing an understanding of aging as a social process. Toward this end, this course will emphasize demographic, theoretical, and historical factors aging, and explore social structural contexts of aging such as retirement, public policy, and health care.

SCBS 5150. Medical Sociology.

3 SCH. The objective of this course is to provide students with a broad overview and introduction to topics regarding the sociological aspects of health and the health care system in the United States.

SCBS 5225. Medical Anthropology.

3 SCH. Comparative study of the biocultural and socioeconomic bases of health, cultural and social variations in illness and healing. Health in ecological context is related to social change and cultural responses to disease. Social and ethical issues are analyzed using applied anthropology and participatory research.

SCBS 5230. Community Health Education Strategies.

3 SCH. This course addresses the strategies used to deliver health education in diverse community settings. Students develop skills in assessment, planning and delivery of appropriate health information. Prerequisites: SCBS 5110 and SCBS 5400 or permission of instructor.

SCBS 5350. Intro to Research Methods in SCBS.

3 SCH. This course will present a broad range of statistical models and methods utilized in a variety of research settings and disciplines that have potential in affecting health policy and treatment. Fields of research include biology, psychology, physiology and sociology employing various types of study designs such as cohort, cross-sectional, preclinical, clinical, single and double-blind, population surveys, longitudinal outcome studies, and randomized control trials and the statistics suitable for these types of studies will be explored.

SCBS 5400. Community Health.

3 SCH. This course provides an introduction to major community health issues and general principles of health planning and program development. Community-based public health programs are oriented toward a perspective that links together strategies to address public health problems, with practical techniques for community assessment and program evaluation.

SCBS 5410. Community Assessment.

3 SCH. This course provides an introduction to community assessment as it pertains to the functions of public health. As one of the core functions of public health, community assessment facilitates problem solving and policy development. The course covers concepts relevant to community diagnosis such as statistics on health status, health resources, health needs and health problems as well as the systematic collection, assembly, analysis, and interpretation of data related to the characteristics, resources, and health of the community.

SCBS 5411. Community Program and Intervention Planning.

3 SCH. This course is an overview of the concepts, theories, models and applications of program planning and interventions for the community. The course will use the intervention mapping model to plan, implement public health programs and design the program evaluation. Prerequisites: SCBS 5110 and SCBS 5410. In addition, students will either have to have completed or be enrolled concurrently in SCBS 5400.

SCBS 5412. Program Evaluation in Public Health.

3 SCH. This course is an introduction to the methods and applications of program/intervention evaluation, emphasizing evaluation objectives and designs for community, social, health, and behavioral program/interventions in addition to covering aspects relevant to interventions utilized in community settings. These program aspects include intervention, implementation, impact evaluation concepts, models/designs, methods, indicators, data collection, analyses, and interpretation strategies. Class exercises, discussions, lectures, and case studies will demonstrate to the student ways to design and conduct field evaluations. Prerequisites: SCBS 5110, BIOS 5210 and SCBS 5411.

SCBS 5420. Texas-Mexico Border Health Issues.

3 SCH. This experiential course focuses on issues surrounding public health on the Texas-Mexico border. Border health issues addressed include cultural diversity; water and waste water treatment; air and water pollution; and zoonotic, acute infectious and chronic disease control. Course includes on-site study in Laredo and/or other border communities. Enrollment limited. Prerequisites: ENVR 5300, SCBS 5110, plus 6 hours of additional course work and approval of the instructor.

SCBS 5430. Health Communication Strategies in Public Health.

3 SCH. This course is designed to provide a step-by-step approach to developing, implementing, and evaluating a health communication plan designed to influence voluntary behavior change of target audiences to improve their personal welfare and that of their society. The role of media and other channels will be evaluated as part of health communication strategies. National and international health communication campaigns will be analyzed.

SCBS 5440. Language and Literacy in Latino Health.

3 SCH. This course provides an overview of the important role that language, literacy, and communication issues play in the health and wellness of Latino populations in the United States. It covers a full range of issues, from demographics to patient rights, to delineate the causal linkage between language and health. Topics include: the growth of the Latino population in the U.S., Latino health disparities, a look at our unfriendly and monocultural health care system, written and oral communication, health literacy, language-related policies and regulations, overcoming language barriers, and developing effective Spanish health messages.

SCBS 5500. Introduction to International Health.

3 SCH. This introductory course provides the student with an overview of the conditions, practices and obstacles encountered in delivering primary health care in the international arena. The differences and commonality of the challenges facing the health care provider are explored. The history of international health and the roles of government and non-governmental agencies are presented along with specific models of intervention and evaluation of major international health problems.

SCBS 5560. Field Studies in International Health I.

3 SCH. Topics of special nature or of special interest to students with specific topic area of problem focus in the field of international health. Course includes field experience and project presentation. Prerequisite: Advance permission of the instructor with site and program approval. International sites may require several months of advance planning.

SCBS 5570. Field Studies in International Health II.

3 SCH. An extension of Field Studies I allowing the student defined experiences in research and/or practice. Prerequisite: Advance permission of the instructor with site and program approval. International sites may require several months of advance planning.

SCBS 5610. Neuropsychobiology of Substance Abuse.

3 SCH. The neuropsychobiological underpinnings of substance use disorders will be examined in this class. Historical and currently-held theoretical models concerning psychological, social, and neurobiological antecedents and corresponding treatments for substance use disorders will be explored. Pharmacological approaches to treatment and interventions as well as neurocognitive functioning of chronic substance abusers will be discussed. Brain areas, transmitters, and genetics involved in pathways of addiction will be reviewed and investigated in relation to observed deficits and proposed treatment efficacy. Co-morbid psychiatric illnesses with substance use disorders will also be reviewed. Prerequisites: SCBS 5110, BIOS 5210 or equivalent and permission of instructor.

SCBS 5650. Stress and Coping.

3 SCH. The purpose of this graduate level course is to provide public health professionals with a survey of stress and coping theories, research, and practice across a broad array of common (e.g., occupational, marital, mental and physical illness, aging, etc.) and extreme (e.g., natural disaster, interpersonal violence, etc.) stressors primarily in adulthood. Attention will also be directed towards issues of human diversity (minority status, acculturation, social stratification) including interventions at individual, group, and community-wide levels.

SCBS 5710. Psychiatric Diagnostics and Research.

3 SCH. This course will explore specific diagnostic classifications for psychiatric disorders meeting DSM-IV symptom criteria and examine nationwide current and lifetime prevalence rates for each major disorder. Students will be engaged in learning decision-tree diagnostic techniques and medication algorithms for large populations. Theoretical approaches to psychiatric diagnostics, research, study designs, hot topics, gaps in the literature, and treatment strategies will be thoroughly discussed and debated in class.

SCBS 5800. Capstone.

3 SCH. The capstone course is designed to allow students the opportunity to apply methods and techniques learned in the M.P.H. program to a practical public health problem. All students will participate as members of a team to conduct a project focused on a public health problem and will then communicate their results in a written report. The course is designed to partially meet the culminating experience requirement for students in the Department of Social and Behavioral Sciences. Consistent attendance is strongly advised (student must also complete SPH 5900). This course will be offered in the Fall semester and may be used by both Social and Behavioral Science students and Health Management and Policy students as the culminating experience. Prerequisites: Student must have completed 30 hours of core and departmental coursework, including all core courses.

SCBS 5910. Independent Study in Social & Behavioral Sciences.

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

SCBS 6100. Social and Behavioral Theories and Health Applications.

3 SCH. This course covers the principal theories in the social and behavioral sciences and health education as they are used to understand and influence the health status of populations. The development of theory in medical anthropology, medical sociology, health psychology, and health education are examined. Detailed examples of application in the fields of addictive behaviors and obesity research illustrate the theoretical approaches.

SCBS 6125. Anthropology of Health.

3 SCH. This course is an advanced seminar on the comparative context of health and cross-cultural health research. The social production of health, mental health and quality of life is analyzed within and across societies. Cultural interpretations of health are contrasted with health assessments and indicators. Anthropological theory and ethnographic methods are applied in developing social research to address health disparities.

SCBS 6170. Qualitative Research Methods.

3 SCH. The course integrates qualitative research design with grounded theory, participatory research and evaluation, and ethical guidelines for community health and mental health research. Methods and techniques include ethnography, participant observation, interviews, narratives, oral and life histories, natural and group observation, focus groups, and qualitative data analysis.

SCBS 6200. Health Psychology.

3 SCH. This course will provide a foundation in health psychology by examining the medical field, medical professionals, and patient perspectives in health care. This course will focus on behavioral factors that affect both disease outcomes and public health promotion. Topics will include; cross cutting health risk factors and risk reduction (e.g., behavioral aspects of obesity, substance abuse, cigarette smoking), mediators of risk and risk reduction (e.g., stress, social support), and adaptation and coping with disease (e.g., the biopsychosocial perspective of pain).

SCBS 6220. Advanced Topics in Culture, Race, Ethnicity and Health.

3 SCH. The course will examine how culture affects health, health care and access to care. It is designed to provide the student with a foundation of culture, race/ethnicity, and how these relate to health status, health care, attitude towards health, disease treatments and the values associated with these factors. This course will increase the student awareness and sensitivity to the dimensions and complexities of the determinants of health status, health needs, and the implications for health services delivery to various cultural and ethnic groups within the context of the society at large. The course will explore the public health implications of cultural traits such as ethnicity, race, age, gender, socioeconomic characteristics that define different groups in the United States and that interact with health. The role of public policy to address health needs and disparities will be addressed. The impact of environment (e.g., social, economics, physical) and lifestyle will be emphasized.

SCBS 6250. Health Promotion in Multicultural Populations.

3 SCH. This course is designed to provide students a survey of experiences of health promotion professionals who do their work in various ethnically culturally diverse populations. The course will provide in-depth coverage of current theory, intervention models, and other consideration related to promoting health and preventing disease within and among a variety of special population groups. The course goal is to awaken and enlighten the cultural knowledge and enhance the cultural sensitivity of practitioners.

SCBS 6305. Health Care Issues in Substance Abuse Practice and Research.

3 SCH. This course is designed to address health care issues affecting clients and community-based substance abuse treatment. Coursework includes exploring strategies for building and disseminating research knowledge about addiction; linking research to treatment implementation and policy development. Co-morbid health problems (HIV/AIDS, STD, etc.) and co-occurring mental health and substance-use-disorders affect over 33 million

Americans representing the leading cause of death and disability for women. Many efficacious treatments are not readily available to those in need due to fragmented service practices and/or policies. Taken together, the gap in practice and research often results in poor outcomes for clients, their families, the economy, the judicial system, welfare, and education.

SCBS 6340. Motivational Interviewing in Public Health Settings.

3 SCH. 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 an increasingly popular form of behavior change counseling known as Motivational Interviewing. This course will provide a foundation in Motivational Interviewing (MI) with an emphasis on evidence-based interventions such as motivational interviewing that have proven effective in counseling, healthcare, and other public health settings. Through a mixture of didactic presentation, role-play, and discussion, the course focuses on interventions for many of the leading health indicators as identified by Health People 2010 – such as smoking, alcohol and other drug use, physical activity, obesity, and responsible sexual behavior. M.P.H. students will be eligible to take this course with the prior permission of the instructor.

SCBS 6360. Public Health and Aging.

3 SCH. The goal of this course is to provide an overview of special health problems associated with aging with special focus on demographic, socioeconomic, historical, and cultural factors influencing these health problems and challenges in studying aging in the field of public health. Special emphasis is given to demographic trends, mortality and life expectancy, theories of aging, special methodological issues in studying aging and health, chronic diseases and disability, the interface between physical and mental health, the influence of social and psychological factors, mental health and dementia, and long-term care and institutionalization.

SCBS 6400. Research Methods in Social and Behavioral Sciences.

3 SCH. An advanced methods seminar in research design and methodology. The course objective is to provide students with instruction and hands-on experience in applying methods of primarily quantitative analysis to research problems associated with social and behavioral aspects of public health.

SCBS 6405. Disparities in Health.

3 SCH. An advanced seminar for doctoral students in public health. The course objective is to provide students with instruction and hands-on experience in understanding the social and behavioral factors associated with ethnic, racial and gender disparities in health. Issues to be addressed include: income inequality and health, discrimination, social justice and health, transforming economic conditions and health, and cultural incompetence in health care. Research on health disparities will be examined taking into consideration an array of social, political and economic forces.

SCBS 6855. Social and Behavioral Practice Residency.

4 SCH. This academic activity provides doctoral students with experience in the application and practice of social and behavioral sciences through directed work in practice settings. Students are required to commit a substantial number of hours to the practice experience, produce a written report of project(s) undertaken in the placement, and give a poster or oral presentation of their practice experience. The written report should be presented in the form of a publishable article to be submitted to public health related peer-review journal. Placements and practice activities are selected to complement the student's academic and professional plans and may be used to collect the data for the dissertation. Students must obtain approval of their choice of practice placement and plan for the practice experience plan in the semester prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. This course requirement may not be waived.

SCBS 6910. Doctoral Independent Study in Social & Behavioral Sciences.

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor, and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. It may be repeated for credit. Offered each semester.

SPH 5145. Seminar in Public Health.

3 SCH. Topics in public health practice examined. Topics vary. May be repeated for credit.

SPH 5850. Practice Experience in Public Health.

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 135 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in SPH 5850. SPH 5850 requirements may be completed over the period of more than one semester with approval of the practice coordinator and advisor. If the practice experience is not completed in two semesters then the student must re-register for the course each semester until it is complete. Prerequisite: Students must have completed 21 credit hours (15 hrs. from M.P.H. core courses and six hours from required departmental courses).

SPH 5855. Public Health Practice Experience.

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to complete 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and develop a poster presentation of their practice experience. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering for SPH 5855 from their faculty advisor and Public Health Practice Coordinator. SPH 5855 requirements may be completed over the period of more than one semester with approval of the practice coordinator and faculty advisor. If the practice experience is not completed in two semesters then the student must re-register for the course each semester until it is complete. Prerequisite: Students must have completed 21 credit hours (15 from MPH core courses and six hours from required departmental courses). Option – Students who take 9 hours each semester and have completed a minimum of 18 hours (combination of MPH core courses and department required courses) and have secured a full time internship with a local, state or federal agency for a semester may submit a form for approval to register for SPH 5855 to the Public Health Practice Coordinator and faculty advisor.

SPH 5900. Professional Report.

3 SCH. The student conducts an individual project that addresses a well-focused public health question or issue. Work is conducted under the supervision of a faculty committee. A written report of the project is required as well as an oral presentation by the student to the supervisory faculty committee. SPH 5900 is designed to partially meet the culminating experience requirement for the M.P.H. (student must also complete SPH 5800). The student must maintain continuous enrollment in SPH 5900 until the requirements are completed. This course is graded on a Pass/Fail basis only.

SPH 5950. Thesis.

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee.

The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in SPH 5950 until the requirements are completed and the thesis is approved by the dean. May be repeated for credit. A minimum of 6 SCH is required to meet the M.P.H. culminating experience requirement. This course is graded on a Pass/Fail basis only.

SPH 6145. Doctoral Seminar in Public Health.

3 SCH. Topics in public health practice examined. Topics vary. May be repeated for credit.

SPH 6161. Ethics I.

1 SCH. The course provides an examination of fundamental and current ethical issues in public health. Through lectures, readings, case studies, and historical examples, students will explore principles of ethics and theories of justice applicable to the public health profession. Students will develop skills of ethical analysis and apply them to major issues in public health practice, research, management, and policy. Examples of such issues include individuals and government, community and social context, human subject research, and healthcare allocation.

SPH 6162. Ethics II.

1 SCH. The course provides an examination of fundamental and current ethical issues in public health. Through lectures, readings, case studies, and historical examples, students will explore principles of ethics and theories of justice applicable to the public health profession. Students will develop skills of ethical analysis and apply them to major issues in public health practice, research, management, and policy. Examples of such issues include individuals and government, community and social context, human subject research, and healthcare allocation.

SPH 6163. Leadership I.

1 SCH. The goals of this course are to develop the doctoral student's ability to create and implement, with organizations and communities, a shared vision for public health; develop the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges and achieve the national health objectives; and to enable participation in a network that fosters life-long learning and shapes the future of public health.

SPH 6164. Leadership II.

1 SCH. The goals of this course are to develop the doctoral student's ability to create and implement, with organizations and communities, a shared vision for public health; develop the skills to mobilize resources and the organizational and community capacity necessary to address public health challenges and achieve the national health objectives; and to enable participation in a network that fosters life-long learning and shapes the future of public health.

SPH 6850. Public Health Practice Residency.

4 SCH. This academic activity provides doctoral students with experience in public health practice through directed work in practice settings. Students are required to commit a substantial number of hours to the practice experience, produce two written reports of project(s) undertaken in the placement. One of the written reports should be presented in the form of a publishable article to be submitted to a public health related peer-review journal. The other report is described in the Public Health Practice Residency Manual. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience plan prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. The student must maintain continuous enrollment in SPH 6850 until the requirements are complete. This course requirement may not be waived. This course is graded on a Pass/Fail basis only.

SPH 6860. Public Health Practice Residency.

4 SCH. Effective with the Fall 2006 semester, this is the Residency course that all Dr.P.H. students are required to take. See SPH 6850 for a detailed course description.

SPH 6900. Doctoral Capstone.

3 SCH. This course will provide students with the necessary instruction to prepare dissertation proposals. Topics include scientific writing, preparation of manuscripts for publication, grant writing, proposal writing, and oral presentation skills. Prerequisites: Completion of most required coursework for Dr.P.H. curriculum (enrollment is permitted if a student is taken one final elective concurrently with this course).

SPH 6950. Doctoral Dissertation.

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in SPH 6950 until the requirements are completed. May be repeated for credit. A minimum of 9 SCH is required for the Dr.P.H. degree. This course is graded on a Pass/Fail basis only.

Courses that were approved by the School of Public Health's Curriculum Committee after the printing of the catalog may not appear in this chapter. For a listing of these courses and the corresponding course fees, please contact the SPH Office of Student & Academic Services at sph@hsc.unt.edu or visit EAD-716.



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Assistant Professor, Medical Education;
B.S. and M.S.L.I.S. University of Illinois At
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Associate Vice President for Information;
Resources and Director, Library Services;
Associate Professor, Medical Education;
B.S., University of Houston;
M.S., Louisiana State University.

Elam, Craig S., M.L.S., A.H.I.P.,

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Assistant Professor, Medical Education;
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M.L.S., University of California at Berkeley.

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M.I.S., University of North Texas.

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Hills;
M.L.S., University of California at Los Angeles.

Martin, Dohn H., M.S., M.S.L.S.,

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Instructor, Medical Education;
M.S.L.S., University of North Carolina at
Chapel Hill.

Mason, Timothy D., M.L.S.,

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Instructor, Medical Education;
B.A., University of Cincinnati;
M.L.S., University of North Texas.

Raines, Jack W., M.L.I.S., M.A.T.,

Extension Librarian;
B.A. and M.A.T., Georgia State University;
M.L.I.S., University of Hawaii.

White, Sherry, M.L.S.,

Serials Librarian;
Instructor, Medical Education;
B.A., Southwest Texas State University;
M.L.S., University of Texas at Austin.

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Division of Student Affairs

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Jason Bradshaw, M.A., Administrative Director

Isabel Estrada, Senior Executive Assistant

Liz Treviño, Dr.P.H., H.R.S.A. P.H., Training
Coordinator

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Computer Support

Diane Wynn, M.Ed., Director, Student and
Academic Services

Susan Harlin, Assistant Coordinator, Academic
Affairs

Elizabeth Medders, Assistant Coordinator,
Admissions/Office Manager

Executive Council

Fernando M. Treviño, Ph.D., M.P.H., Dean

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Social and Behavioral Sciences

Eric Johnson, M.D., Ph.D., Department Chair,
Epidemiology/Environmental and
Occupational Health

Karan Singh, Ph.D., Department Chair,
Biostatistics

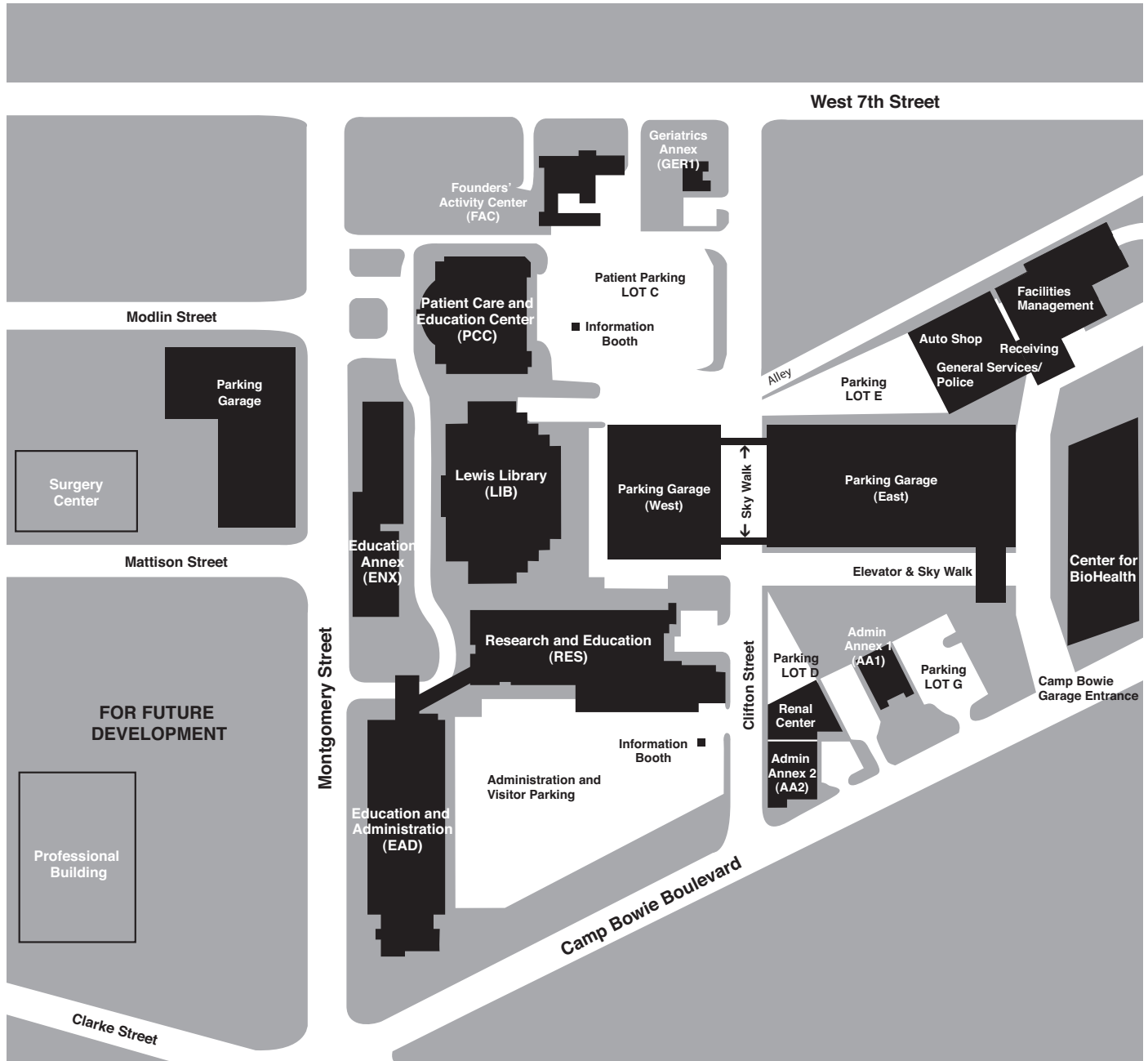
Jeff Talbert, Ph.D., Department Chair, Health
Management and Policy and Chair, School of
Public Health Curriculum Committee

Campus Phone Numbers

Main Number	817-735-2000	Facilities Management	2181
Metro	429-9120	Building Maintenance	2181
Administration	2555	Construction Services	2261
Job Line	2675	Custodial Services	5072
Emergency/Campus Police	2600	Facilities Management Services	2289
		Utilities	2626
Departments	817-735-Extension	Family Medicine – Academic	2440
Accounting	2530	Finance & Administration	2525
Accounts Payable	2542	Founder’s Activity Center	2209
Student Receivables	2548	Geriatric Fellowship Program	0158
Administrative Affairs	2525	Governmental Affairs	2500
Biomedical Communications	2470	Graduate School of Biomedical Sciences	2560
Audiovisual	2479	Grant & Contract Management	5073
AV/TV Repair	2488	Human Resource Services	2690
Copier Services	2020	Information Technology Services	2146
Instrumentation Lab	2614	Computer Operations &	
Graphic Arts	2022	Client Support (COCS)	2192
Photography	2474	Systems & Programming	5049
Print Services	2057	Telecommunications	2595
Television	2476	Records Management	5011
Budgets & Accounts Management	2630	Institutional Advancement	5493
Campus Police	2210	Alumni Affairs	2552
Emergencies	2600	Development	5044
Cashier	2534	Foundation	2613
Central Services	2155	Institutional Research	0450
Central Supply	2682	Integrative Physiology	2080
Clinical Education	2537	Internal Audits	2167
Clinical Labs/Pathology	2143	Internal Medicine – Academic	2333
Clinical Trials	2358	Lab Animal Medicine	2017
Compliance Office	2029	Legal Affairs	5063
Continuing Medical Education	2539	Library (Main Circulation Desk)	2465
Cowtown Marathon	2033	Administration	2380
DNA Laboratory	5015	Media Resources	2492
Educational Affairs	2510	Reference	2070
Emergency Medicine – Academic	2275	Mail Service	2219
Equal Employment Opportunity Office	2357	Manipulative Medicine – Academic	2498

Marketing & Communications . . . . .	.5023	Medical Student Admissions . . . . .	.2204
Medical Education . . . . .	.2632	Texas College of Osteopathic Medicine . . . . .	.2416
Academic Information Services . . . . .	.2129	Training & Staff Development . . . . .	.0286
Faculty Development/Instructional Technology . . . . .	.2515	Travel . . . . .	.2547
Integrative Medical Education . . . . .	.5007		
Medical Humanities . . . . .	.2451	Research Institutes	
Phase & Course Directors . . . . .	.2528	Cardiovascular Research Institute . . . . .	.5008
Molecular Biology & Immunology . . . . .	.2112	Geriatric Education & Research Institute . . . . .	.5440
MSRDP (Med Services Research & Development Plan) . . . . .	.2571	Institute for Aging & Alzheimer's Disease Research . . . . .	.2063
Chief Operating Officer/Exec. Director . . . . .	.2571	Institute for Public Health Research . . . . .	.2323
Billing/Insurance Service/Collections . . . . .	.5065	North Texas Eye Institute . . . . .	.2045
Systems & Training . . . . .	.5125	Institute for Cancer Research . . . . .	.2113
Multicultural Affairs . . . . .	.0169	Physical Medicine Institute . . . . .	.2461
Obstetrics & Gynecology – Academic . . . . .	.2351		
Pathology & Anatomy . . . . .	.2429	Toll Free Numbers	
Division of Cell Biology & Genetics . . . . .	.2045	Alumni Office . . . . .	.800-687-7580
Payroll . . . . .	.2594	Financial Aid . . . . .	.800-346-8266
Pediatrics – Academic . . . . .	.2426	Graduate School of Biomedical Sciences . . . . .	.800-511-4723
Pharmacology & Neuroscience . . . . .	.2056	Library . . . . .	.800-687-5302
Pharmacy . . . . .	.2249	Pathology/DNA . . . . .	.800-687-5301
Physicians & Surgeons Medical Group		School of Public Health . . . . .	.877-868-7741
Administrative Offices . . . . .	.2571	TCOM Admission . . . . .	.800-535-8266
Physician Assistant Studies			
Academic . . . . .	.2301	Frequently Called Numbers	
President, Office of the . . . . .	.2555	University of North Texas – Denton	
Property Control . . . . .	.2152	Main Number . . . . .	.940-565-2000
Provost, Office of the . . . . .	.2506	Metro . . . . .	.817-267-3731
Purchasing . . . . .	.2680		
Quality Management & Managed Care . . . . .	.2396		
Radiology – Academic . . . . .	.2400		
Research & Biotechnology . . . . .	.5400		
Safety Office . . . . .	.2697		
School of Public Health Office of Student & Academic Services . . . . .	.2401		
Special Projects on Aging . . . . .	.5440		
Strategic & Institutional Affairs . . . . .	.5087		
Student Affairs . . . . .	.2505		
Academic Support . . . . .	.2407		
Financial Aid . . . . .	.2520		
Registrar . . . . .	.2201		
Student Development Coordinator . . . . .	.5006		
Student Government Association Office . . . . .	.2421		
Student Lounge . . . . .	.2309		
Surgery – Academic (Division under TCOM) . . . . .	.2411		

Campus Map





School of Public Health



UNIVERSITY of NORTH TEXAS HEALTH SCIENCE CENTER *at Fort Worth*

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