

School of Public Health

Master of Public Health
Doctor of Public Health

2000-2001 Catalog

2000-2001 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 June 1, 2000. The health science center reserves the right to make changes at any time to reflect current board policies, administrative regulations, administrative 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.

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 status, in its educational programs, activities, admissions or employment policies. Questions or complaints should be directed to the Equal Opportunity Office, 817-735-2357.



School of Public Health



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

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The School of Public Health is a leading institution in the field of public health. It is committed to the advancement of knowledge and the improvement of the health of the community. The school offers a variety of programs and courses, including a Master of Public Health (MPH) degree and a Doctor of Public Health (DrPH) degree. The school is also involved in a number of research projects and community service activities. The school is located in the heart of the city and is easily accessible by public transportation. The school is a member of the Association of Schools of Public Health (ASPH) and the American Public Health Association (APHA). The school is also a member of the National Association of Public Health Administrators (NAPHA) and the National Association of Public Health Educators (NAPHE). The school is a leading institution in the field of public health and is committed to the advancement of knowledge and the improvement of the health of the community.



School of Public Health

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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 is 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 preventive 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 deaths due to strokes, 40 percent in deaths 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; meeting the needs of the working professional; and assuring that our state and nation address the public health needs of our diverse populations.

Fernando M. Treviño, Ph.D., M.P.H.

Dean and Professor
School of Public Health

Contents

Dean's Message	3	ONE		FIVE	
Academic Calendar	5	<i>The Health Science Center</i>	8	<i>Dual Degree Programs</i>	37
Mission	7	TWO		SIX	
		<i>Admission</i>	17	<i>Fiscal and</i>	
		THREE		<i>Financial Aid Policies</i>	43
		<i>Academic Policies</i>	20	<i>Tuition and Fees</i>	
		FOUR		SEVEN	
		<i>M.P.H. Program</i>	27	<i>Student Life</i>	47
		<i>Core Curriculum</i>	28	EIGHT	
				<i>Course Descriptions</i>	50
		Department of Environmental		NINE	
		and Occupational Health	29	<i>Faculty, Officers and Staff</i>	62
		Environmental Health	29	<i>Professional Library Faculty</i>	64
		Department of Epidemiology		<i>Officers and Staff</i>	65
		and Biostatistics	30		
		Biostatistics	30	<i>Non-Discrimination</i>	
		Epidemiology	31	<i>and Harassment Policies</i>	66
		Department of Health		<i>Campus Map</i>	67
		Management and Policy	32	<i>Index</i>	68
		Health Administration	32		
		Health Services Research	33		
		Department of Social and			
		Behavioral Sciences	34		
		Community Health	34		
		Health Behavior	35		
		Dr.P.H. Program	36		

Accreditation

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 30000-4097; telephone number 404 679-4501) to award master's and doctoral degrees. The University of North Texas Health Science Center School of Public Health, Master of Public Health Program is accredited by the Council of Education in 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, Medical Education Building 1-864, 817-735-2510.

School of Public Health

Academic Calendar 2000-2001

	FALL 2000	SPRING 2001	SUMMER 2001
ADMISSIONS			
U.S. application deadline.	June 1	Nov 1	April 1
Non-U.S. application deadline.	May 1	Oct 1	Mar 1
New Student Orientation (mandatory)	Aug 17	Jan 4	May 31
REGISTRATION			
Regular registration begins	July 17	Dec 4	Apr 23
Regular registration ends	July 21	Dec 8	Apr 27
Late registration begins	Jul 24	Dec 11	Apr 30
Late registration ends	Aug 18	Jan 5	June 1
IMPORTANT CLASS DAYS			
Classes begin.	Aug 21	Jan 8	June 4
4th class day / 12th class day	Sept 7	Jan 25	June 8
Last day of classes	Dec 8	Apr 30	July 30
Final examinations begin	Dec 11	May 1	July 31
Final examinations end	Dec 15	May 7	Aug 3
SCHEDULE CHANGES			
Add/Drop begins	July 24	Dec 11	Apr 30
Last day to add a course	Aug 25	Jan 12	June 7
Last day to drop a course or withdraw with a grade of W for courses that a student is not passing. After this date, a grade of WF may be recorded.	Sep 15	Feb 2	June 15
Instructors may begin dropping students with a grade of WF.	Sep 18	Feb 5	June 22
Last day to drop a course with the instructor's consent	Nov 3	Mar 19	July 20
First day a student may request a grade of Incomplete	Nov 6	Mar 20	July 23
Last day to withdraw from the Health Science Center	Dec 1	Apr 20	July 24

School of Public Health

Academic Calendar 2000-2001

	FALL 2000	SPRING 2001	SUMMER 2001
FEE PAYMENT DEADLINES			
Student Account Statements generated by Accounting	Aug 7	Dec 18	May 31
Last day to pay tuition and fees	Aug 18	Jan 5	June 1
REFUNDS			
Note: If all courses for the semester are dropped, see Withdrawal Refunds below.			
Last day for refund of any course dropped	Sep 7	Jan 25	June 8
Last day for partial refund of tuition upon withdrawal	Sep 15	Feb 2	June 8
WITHDRAWAL REFUNDS			
Last day to withdraw for a 100% refund	Aug 18	Jan 5	June 1
Last day to withdraw for a 80% refund	Aug 25	Jan 12	June 6
Last day to withdraw for a 70% refund	Sep 1	Jan 19	N/A
Last day to withdraw for a 50% refund	Sept 8	Jan 26	June 8
Last day to withdraw for a 25% refund	Sep 15	Feb 2	N/A
GRADUATION DEADLINES			
Last day to file Intent to Graduate Form	Sep 29	Feb 1	June 8
Last day to submit thesis, problem in lieu of thesis, dissertation or special problem to Faculty Committee	Oct 27	Apr 6	July 6
Last day for degree candidates to complete all requirements for graduation <ul style="list-style-type: none"> • File thesis, problem in lieu of thesis, dissertation, or special problem with the School of Public Health Student Affairs Office • Pay all graduation fees • Remove grades of I in all courses required for degree 	Nov 17	Apr 27	July 27
Commencement	May 19	May 19	May 18, 2001
HOLIDAYS/SPECIAL EVENTS			
Memorial Day			May 28
Independence Day			July 4
Labor Day	Sep 4		
Thanksgiving Break	Nov 23-24		
Winter Break begins	Dec 15		
Winter Break ends		Jan 7	
Martin Luther King, Jr. Day		Jan 15	
Spring Break		Mar 12-16	

Mission

The University of North Texas Health Science Center at Fort Worth is committed to achieving excellence in its programs of education, research and service. The health science center maintains the mission and traditions of the Texas College of Osteopathic Medicine and a longstanding relationship with the University of North Texas. The center also shares programs with other health-related and academic institutions.

The health science center educates osteopathic physicians, biomedical scientists, public health professionals, physician assistants and other health professionals for careers in health care, teaching and research. Primary health care is central to the mission of the institution. The center has a special mission to meet the needs of individuals in the geographic areas, and within the age, ethnic and socioeconomic groups, in which primary health care is most needed. Health care education and services emphasize promotion of health, prevention of disease and public health issues affecting the patient and society. The institution supports a culturally diverse environment and advocates mutual respect for all members of the health science center community as they strive for excellence.

Education

Undergraduate, graduate and postgraduate teaching programs provide strong foundations of knowledge and skills in the basic and clinical sciences. Their focus is on both individual and societal factors that affect healthful living. Health care services delivered by the institution provide a critical educational arena where faculty serve as both teachers and role models in providing care. Each student is guided along a path of learning that has as its goals the development of critical thinking, problem solving and independent lifelong learning. Particular attention is given to developing attitudes, ethical behavior and personal attributes that characterize a caring health professional sensitive to the special need for primary health care.

Research

The health science center is a community of scholars who are members of the international scientific community. As members of scientific societies and other professional groups, faculty contribute to national and international dialogues in the sciences, medicine and health care. By engaging in scholarly



pursuits that contribute to further understanding of health and disease, the faculty and students serve the community, the state and the nation.

Service

The health science center serves the community, the state and the nation, contributing to the exchange of knowledge and its application. Faculty, staff and students take part in outreach programs providing health care professionals, clinical services and education throughout the community, including primary care to underserved individuals. The health science center serves as an educational resource to further the continuing education of practicing physicians and other health professionals.

(Accepted by the UNT Health Science Center Board of Regents May 1997 and revised January 1999.)



UNIVERSITY of NORTH TEXAS
HEALTH SCIENCE CENTER at Fort Worth



Education, Research,
Patient Care and Service

ONE

The Health Science Center

Overview

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

A 15-acre, \$71 million medical complex, the health science center is located in the heart of Fort Worth's Cultural Arts District. Our campus sits among parks, museums and tree-lined streets rather than in the concrete world of a central hospital district.

The health science center consists of three major institutions — Texas College of Osteopathic Medicine, the Graduate School of Biomedical Sciences and the School of Public Health — with a combined faculty of more than 200, a staff of 900 and a cadre of some 300 volunteer community physicians.

TCOM is Texas' only college of osteopathic medicine, and one of only 19 in the nation. Since 1993 the graduate school has offered master's and doctoral degrees in the biomedical sciences, with specializations in anatomy and cell biology, molecular biology and immunology, pharmacology and integrative physiology. In January 1999, the institution received state approval to begin a School of Public Health offering both master's and doctoral degrees in public health. In 1997, the health science center launched a new program, offering a degree in physician assistant studies.

Faculty members in the health science center's Physicians & Surgeons Medical Group practice in all medical and surgical specialties and subspecialties. More than 188,000 patient visits are logged each year at the health science center's network of 23 clinics and laboratories.

Among the health science center's physicians and scientists are nationally respected faculty members who are leaders in areas such as the biochemistry of aging, vision, heart disease, DNA and genetics, substance abuse, wound healing, osteoporosis and tuberculosis. This growing team of experts has fostered the creation of six Institutes for Discovery.

The health science center is also home to one of the most advanced medical libraries in the Southwest

and the premier DNA identity testing laboratory in Texas.

Among the score of community endeavors, the health science center is involved in Fort Worth's medical and technology business incubator, MedTech. This singular project holds promise of creating new businesses and new jobs for the city, while taking medical discoveries from concept to development.

School of Public Health

Mission

The School of Public Health is dedicated to the prevention of disease and the promotion of health in the local and global community through education, research and service.

The School of Public Health achieves its mission by:

- preparing its graduates to effectively contribute to the practice of public health
- providing accessible educational programs
- valuing the importance of diversity in public health practice and research
- supporting closer integration between the practice of medicine and public health
- developing academic and community partnerships

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

History

Chartered in 1966 as Texas College of Osteopathic Medicine (TCOM), the University of North Texas Health Science Center at Fort Worth was established August 30, 1993, and is entering its seventh year as a health science center. The health science center presently consists of the Texas College of Osteopathic Medicine, the Graduate School of Biomedical Sciences, and the School of Public Health. A relationship with its sister institution, the University of North Texas at Denton (UNT) has existed for over 20 years. Subsequent actions by the Texas Higher Education Coordinating board approved a Master's of Public Health Degree (M.P.H.) at the University of North Texas Health Science Center in collaboration with the University of North Texas in July of 1995. On November 13, 1997, the Board of Regents authorized the University of North Texas Health Science Center to submit a proposal to the Texas Higher Education Coordinating Board to create a School of Public Health and to request the next legislature to fund the school and its corresponding programs.

On December 1, 1997 the Association of Schools of Public Health (ASPH) accepted the University of North Texas Health Science Center Public Health Program as an affiliate member. ASPH is the only national organization representing the deans, faculty and students of the 31 schools of public health. Established in 1953 to facilitate communication among the leadership of schools, the Association has gradually assumed a variety of functions. These functions include: providing a focus and a platform for the enhancement of existing and emerging academic public health programs; assisting its member schools and programs in the development and coordination of national health policies; serving as an information center for governmental and private groups and individuals whose concerns overlap those of higher education for public health; and assisting in meeting national goals of disease prevention and health promotion.

Affiliations

The School of Public Health is currently seeking academic affiliations with national, state and local organizations.

Institute for Public Health Research

The Institute for Public Health Research (IPHR) is an initiative of The University of North Texas Health Science Center at Fort Worth School of Public Health. The Institute will provide specialized training, consulting, research and technical assistance to organizations and agencies that practice health care and public health in the state. The Institute faculty will have expertise in several areas including epidemiology, health services, health policy and the law, environmental and occupational health, behavioral sciences, education, community health, and biostatistics. In addition to the core faculty of the Institute, key collaborators will include faculty and investigators from around the state and nation.

Center for Workforce Development and Public Health Leadership

Demands for Public Health training networks and professional development have grown due to increased involvement of the private sector, the changing role of the public health sector and the formidable challenge of retraining the public health work force. Collaborative efforts among the federal, state, academic, practice and community sectors are required to dramatically expand the number of public health practitioners who receive needed education and training.

The purpose of this Center 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 is intended to provide 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 is intended to develop model public health practice curricula to support the vision of a competent workforce able to deliver the essential public health services.

The specific aims of the Center for Public Health Manpower Studies and Workforce Development include but are not limited to: 1) use and analysis of

existing workforce needs assessment and other public health system performance data for planning and conducting assessments as indicated based on local needs; 2) development and dissemination of competency-based public health training (e.g., basic, cross-cutting/core competency; 3) to meet identified needs, and integration of these elements with other technical skills into a comprehensive public health practice curriculum relevant to local and national priorities; 4) delivery of training/continuing education via distance/distributed learning technology in accordance with CDC, HHS and industry technical standards and operational plans; 5) recognition of learner accomplishments through certification and professional credentialing as appropriate; 6) conducting evaluation of instructional products and effectiveness of instructional media; 7) conducting public health practice research including the relationship among workforce training levels and organizational capacity to carry out the essential services and impact on health outcomes; and 8) identifying "lessons learned/best practices" and disseminating findings to partners, other awardees, and to the national academic and practice community.

The Center programs will also be dedicated to meet 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 will provide 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/programs will facilitate creative, integrated, collaborative approaches to the achievement of the Public Health Core Functions and Essential Public Health Services. The state/regional programs will develop 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 will be in the area of leadership development and maintenance.

The Center will also promote and provide sustainable training strategies for public health professionals in developing countries. The Center will collaborate with institutions and government agencies in developing countries as well as with other international organizations and institutions in a variety of public health manpower development

activities. This activity of the Center will contribute to solutions of health problems in developing countries by implementing comprehensive, graduate-level training and educational public health programs that are organized collaboratively with academic institutions, international agencies, and health ministries within the host country. The Center will offer training to selected individuals so that they might form cadres of public health leadership within their respective nations. These trained public health professionals would be capable of planning, organizing, and supervising the implementation of public health programs and measures, as well as provide training to other public health professionals in their countries. The ultimate goal of the Center is to establish independent programs that would continue to address developing-country training needs in public health after initial collaborative activities with the Center have been completed. To carry out its programs, the Center will utilize faculty with expertise and interest in international public health and other health-related issues of international significance. Through participation in this program, faculty will have the opportunity to develop teaching and research relationships with developing-country educators and public health professionals.

Center for Disease Prevention Research

The primary mission of the Center for Disease Prevention Research is to generate and disseminate the knowledge required to prevent disease and its consequences and to promote the health of the public. To meet this challenge, the faculty of the Center will integrate public health expertise with a comprehensive knowledge of epidemiologic and biostatistical methods.

The work in the Center will reflect the joint efforts of a group of faculty, staff, and students dedicated to disease prevention, health promotion, and evidence-based health practices. This work has three hallmarks. First, it will focus on diseases and conditions which impose a substantial burden on the health and resources of the public. Second, it will span the full range of research methodology, including observational epidemiology, randomized controlled trials, and effectiveness and outcomes research. Third, it will be fundamentally interdisciplinary and will rely on active collaboration with faculty from throughout the University of North Texas Health Science Center Schools of Osteopathic

Medicine, Public Health and Biomedical Sciences because biologic, behavioral, and clinical factors interact in causing illness and disability.

To accomplish this mission, the Center has the following specific aims: develop an understanding of the etiology of disease and disability and its consequences in populations; evaluate and improve strategies for primary prevention, secondary prevention, and disease management with regard to efficacy, effectiveness, and efficiency; translate epidemiologic discoveries into public health practice, clinical practice and public health policy; and train future leaders in epidemiology, disease prevention, and public health research.

The Center will also provide biostatistical services to members of the University community, government, and industry. Assistance will be available for designing studies, experiments, constructing surveys, analyzing data, developing theoretical and empirical models, using computers for statistical computations, and preparing statistical sections of research proposals.

Center for Occupational and Environmental Research and Training

The Center for Occupational and Environmental Health Research and Training will be one of the core centers in the School of Public Health. Faculty in the center will include members of the Department of Occupational and Environmental Health and the Department of Epidemiology and Biostatistics in the School of Public Health, as well as faculty members from other Departments, such as Social and Behavioral Sciences. All faculty will have a research focus or interest in occupational or environmental disease or injury. There will be extensive interactions between investigators from this center and those from other core centers in the School of Public Health. For example, in the area of occupational/environmental diseases, the Center for Occupational and Environmental Health Research and Training will focus on epidemiologic aspects and exposure-response relationships, which may lead to investigations on basic mechanisms of disease carried out by the Graduate School of Biomedical Sciences. Many projects within this center will enhance the ability of its researchers to address rural and agricultural exposures, respiratory disease and injuries with an ultimate aim of prevention.

Research carried out within the Center for

Occupational and Environmental Health Research and Training aims to: characterize epidemiologic aspects and exposure-response relationships of occupationally and environmentally-related health, disease and injury; develop and evaluate models of occupational and environmental health surveillance for disease and injury; and develop and evaluate innovative models for rural and agricultural injury surveillance and strategies for prevention.

Center for Health Management and Policy Research

The Center for Health Management and Policy Research will conduct sponsored health services research and policy analysis on complex health policy issues. It will be the major health services research center for the University of North Texas Health Science Center, and will be located within the School of Public Health. The Center will identify, monitor, and analyze emerging issues in federal and state health law and policy and evaluate the effects of changing federal policies on health care access, quality, and cost at the state and local levels. Research projects will be conducted and overseen by an interdisciplinary faculty and staff who will combine formal academic training with a variety of professional backgrounds in law, government, economics, politics, management, and medicine. Projects will be carried out both alone and in collaboration with various entities: other University research centers; departments within the University's Medical and Public Health Schools; and other policy and research analysis organizations throughout the country.

Center for Cross-Cultural and Community Health Research

Cultural diversity is a core part of the economic engine that drives this country, and its impact at this time has significant implications for health, health care delivery and policymaking throughout the United States. This research center provides a forum for faculty and students interested in interdisciplinary investigations of the biological, behavioral, socioeconomic, and cultural determinants of U.S. racial and ethnic group differences in health status. Developing theoretical perspectives appropriate for an increasingly multi-ethnic, multi-cultural society is an important educational objective of this center.

The state of Texas is a rapidly changing bi-national multicultural group of interrelated communities

that have serious health challenges as well as incredible human capacity and cultural assets to address its public health challenges. The Center For Cross-Cultural and Community Health Research will seek to promote health by serving as a resource to communities in Texas, and by working with them to identify and implement successful methods of public health practice, health education and promotion strategies. The Center will assist communities to implement and evaluate health education and promotion projects and provide educational expertise for their use. Each project of the Center for Cross-Cultural and Community Health Research will be linked to a core research program that will draw from multiple disciplines in order to focus on public health practice and how communities organize to promote health and develop sustainable programs. This core research program will seek to understand how different **inputs** (e.g., local, culturally valid health status and risk factor information), **structures** (e.g., networks, coalitions), and **processes** (e.g., methods for collective decision-making and coalition evaluation) affect the capacity to promote health. The Center will assist the community to identify health problems and needed interventions, mobilize community resources and assets, and implement, evaluate, strengthen, sustain, and disseminate health promotion and disease prevention activities. Through this research, new models of community organization and participatory research appropriate for effective health practice will be identified and evaluated.

The Center will: collaborate with ethnic communities to gain full participation in the Public Health and the health care system; maintain a center for cultural competence to make educational materials available; improve and provide training opportunities for students; provide awareness training programs for providers; collaborate with institutions in outreach to ethnic community members' participation in health careers; empower underserved communities through support and advocacy, education, and community development to achieve self-directed access and use of health and health care resources; undertake and support community-based research and develop models to improve and set standards for cross-cultural health and health care.

Located in the School of Public Health, the Center will serve the entire university as an outreach mechanism for community-based health initiatives. The Center will establish a grass roots presence in

communities statewide. Using a community health resource development approach, the Center will engage the scholarship, teaching and outreach activities of the School and other units across the University of North Texas Health Science Center campus to build community capacity through partnerships that empower individuals, families and communities to meet local health needs. Development of county health councils, community health advisors, distance learning training for public practitioners, lay and professional health updates and comprehensive school health programs are examples of the scope and variety of the Center's envisioned activities.

The Center's overall mission will be to increase the capacity of the School of Public Health and collaborating local, state, regional, and national agencies in addressing issues related to health promotion and disease prevention. The Center will support, develop, implement, and evaluate health promotion and disease prevention initiatives in four areas: first, core units will be developed that are critical for the planning, development, conduct, and evaluation of health promotion and disease prevention research projects that support community contact development and organization; project evaluation based on quantitative and qualitative data; survey methods and research; surveillance data analysis and interpretation; health communications methods and product development; and behavioral assessment and intervention methods in areas that address impact on individuals, communities, and provider and health care systems; second, a consortium will be established of School of Public Health centers and other units, state and local agencies, and other academic institutions to increase collaborations, coordination, quality, and competitiveness of new health promotion and disease prevention initiatives; third, a network will be built of community partnerships that are based on a constituency-based model in which community representatives have control over their community's programs, community residents are supported for their roles in community initiatives, and a community infrastructure has been developed to support new and ongoing initiatives; finally, training programs for scientist/practitioners in health promotion and disease prevention will be developed.

Institutes for Discovery

Cardiovascular Research Institute

The Cardiovascular Research Institute, established in 1995, provides advanced training for predoctoral and postdoctoral students in support of the basic and clinical science needs of the North Texas area. Special emphasis is on integrating basic molecular research into the development of new treatments for cardiovascular disease and the outcomes of those new treatments. Institute faculty members teach graduate students, medical students and clinical fellows, as well as conduct continuing medical education and community education outreach programs. The institute sponsors monthly research forums where faculty members and students discuss the integration of basic molecular biology with organ system physiology.

A Ph.D. degree in integrative physiology is offered through the Graduate School of Biomedical Sciences, and students training within the Cardiovascular Research Institute may qualify for stipends.

Geriatric Education and Research Institute

The Geriatric Education and Research Institute, which is structured as an interdisciplinary institute, was founded in 1996 and is committed to the promotion of health, quality of life and independence among the nation's elderly. The institute's leadership, faculty and activities encompass clinical care, clinical geriatric research, basic science research, applied gerontology research, clinical trials, faculty training, professional education and community service.

Research targeted at disease prevention and health promotion for older adults has resulted in collaborative research projects involving basic, clinical and behavioral scientists. These research projects are designed to break new ground in areas ranging from developing therapeutic strategies to slow the brain aging process to clinical interventions to maintain and increase the independence of older adults.

Activities in clinical geriatrics care include the Gerontology Assessment and Planning Program, which is made up of a multidisciplinary professional staff of physicians, social workers and geriatric nurse specialists. This program provides comprehensive assessments for persons 65 and older, and also provides resources and education for families and caregivers.

The institute's activities also include supporting educational and health promotion programs within the community that encourage the physical, psychological,

and social well-being of the older person. Involvement in these programs reflects the osteopathic philosophy of promoting the health and well-being of individuals.

The institute's efforts are closely linked to the health science center's Consortium on Alzheimer's Research and Education (CARE) Program. The CARE Program involves health care professionals and researchers working with long-term care and assisted living providers on applied clinical and research projects that are designed to improve the care and services that are delivered to persons with Alzheimer's disease and their caregivers.

Institute for Cancer Research

The Institute for Cancer Research is a newly developed center that 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 cancer 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

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.

The institute faculty consists of 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, continuing medical education courses for health professionals and an annual eye health fair. Institute faculty also conduct clinical trials for testing the safety and efficacy of various therapeutic drugs and devices.

Physical Medicine Institute

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.

Substance Abuse Institute of North Texas

The Substance Abuse Institute is a consortium of professionals actively involved in research and education related to substance abuse.

The institute promotes strong interactions between its members to develop and extend research programs. Members conduct research into the physiological basis of addiction and substance abuse as well as in development of new drug therapies that will aid in the withdrawal and abstinence from substances of abuse. Research grants from the National Institute on Alcohol Abuse and Alcoholism focus on the treatment of alcohol withdrawal as well as interactions between ethanol and nicotine. Contracts from the National Institute on Drug Abuse concentrate on developing an antagonist to block the reinforcing effects of cocaine. Other current projects include investigations of genetic factors on the consumption of cocaine and the use of

genetically-modified (knock-out) animals to determine the underlying neurochemical processes involved in cocaine self-administration.

Educational activities of institute members include graduate and postgraduate training of research professionals, and the training of physicians and other health care professionals. The institute hosts research conferences and cosponsors seminars with area groups. International speakers and visiting scientists are attracted to the health science center campus to interact and perform research with institute members.

Institutional Support Services

Academic Information Services

Academic Information Services, a unit of the Department of Medical Education, designs, develops and administers an array of academic evaluation services. Academic Information Services staff score, analyze and report the results of classroom examinations, and also consult with faculty on test construction. Staff members administer procedures for student evaluation of courses and instructors, and provide online data support to academic administrators, offices and committees. They also provide information to students that helps them track their progress in the curriculum.

Biomedical Communications

The Department of Biomedical Communications provides leadership and service that supports development and implementation of health science center programs. The department is composed of Medical Arts/Photography, Print Services, Video/Distance Education, Educational Technology and Media Services, and Engineering/Instrumentation. The department's primary functions are the design and production of various forms of learning materials and the repair of equipment used by faculty and students.

Videotaping of procedures, patients or lectures, as well as production of specialized educational or promotional programs, is available both in the studio and on location. New video teleconferencing technology links the health science center and the University of North Texas in Denton to teach courses and conduct meetings. The department also receives programs on a variety of medical and policy issues via satellite.

Classroom playback of instructional videos, setup of audio-visual equipment for classroom use, student

equipment checkout, maintenance of biomedical and electronic equipment, audio-visual systems design, and duplicating and offset printing are additional services offered by the department.

Medical arts personnel create charts, graphs, illustrations, posters, brochures, newsletters and magazines for the various educational, research and community service endeavors of the institution. Medical photographers provide the prints and slides to complete these instructional and promotional materials, as well as on-site photography of patients, procedures and important events.

Gibson D. Lewis Health Science Library

The health science center's library supports the educational, patient-care, research and community-service missions of the institution by meeting the information needs of faculty, students, staff and the local health sciences community.

Featuring the latest information technology, this spacious and attractive facility provides the physical and intellectual resources needed for study, instruction and research. The library collection contains over 155,000 volumes and 2,200 serial titles in the basic biomedical sciences, clinical medicine and affiliated fields. Special Collections preserves historically significant materials, including over 2,400 volumes of osteopathic and nineteenth century medicine, The William G. Sutherland Collection, and institutional archives, photographs and oral histories.

The library uses the Library Information System (LIS) to provide access to the library's collections. The National Library of Medicine's MEDLINE database is provided through OVID software on the LIS menu. LIS may be accessed in the library or via the Internet. Library instruction on LIS, MEDLINE and other library services, as well as reference services and mediated computer searches, are readily available.

Materials not owned by the library may be obtained through interlibrary loan from many sources. The library has been a resource library in the National Network of Libraries of Medicine since 1991. In addition, the library is a member of the South Central Academic Medical Libraries Consortium, which provides access to all 14 academic medical/health science center libraries in Texas, Arkansas, Louisiana, Oklahoma and New Mexico.

The library's Media Resources Center houses an audio-visual collection of over 5,900 titles, including 376 computer software programs and some 128 anatomical models. The collection includes titles with a broad

appeal to both medical/scientific users and the general public. Sixteen viewing rooms are equipped with video playback and slide-tape projectors.

Two networked computer labs, with Macintosh and Windows computers, are available for students, staff and faculty use, and a third lab is reserved for classroom instruction. The Internet can be accessed in all three labs. There are also a number of open computer workstations. A few portable computers are available for overnight and weekend checkout. Monthly computer classes are also offered.

All health science center students receive the full range of library services, including borrowing privileges, individual and group study areas, photocopying, computer searches, reference help, document delivery services, print indexes, personal instruction in the use of the library and access to the library and access to the library's collections. Students must have I.D. badges to borrow materials and gain access to the library's various study rooms. Students are cautioned to be careful with food and drink in the library. Food and drink are not allowed in the computer labs.

Copy cards are available for purchase.

The library is a member in the Copyright Clearinghouse Center to ensure compliance with the copyright law.

Information Technology Services

Information Technology Services provides quality computer and telecommunication services to all academic, academic administrative and fiscal administrative areas of the health science center.

Systems and Programming Services designs and implements computer systems and programs for fiscal and academic administrative areas of the institution.

Network and Microcomputer Services is responsible for the design, installation and maintenance of academic and administrative local-area networks (LANs) on campus. Computer users connected to the LAN have access to a variety of software programs and are able to exchange data and electronic mail with users across the institution and off campus. Dial-in access is available for both IBM and Macintosh platforms.

The division provides consultation and user assistance to computer users relative to hardware and software use, communications, printing and planning a computer purchase.

Telecommunication Services operates and maintains the campus-wide telephone system with state-of-the-art equipment and software, and maintains and produces an in-house telephone directory

for faculty and staff. This division also manages the telephone voice mail system, as well as all pagers and answering services, and advises users about cellular telephones.

Records Management maintains a program for the economical and efficient management of institutional records. The division is responsible for the preparation and maintenance of the records-retention schedule and approves all requests for the disposal of state records.

Office of Research and Biotechnology

The Office of Research and Biotechnology develops policies and administers programs to enhance research and scholarly activity and to assure institutional compliance with all mandated requirements related to research. The office assists in proposal development, identification of and negotiations with potential sources of support, and post-award management of research funds. The office manages intellectual property (patents and copyrights), institutional policies and research contractual matters.

The office coordinates all basic and applied research, clinical trials and biomedical technology programs, including the Institutes for Discovery. Programs that promote these activities include seminars and workshops, faculty research programs, collaborative and community outreach activities and

a variety of programs to encourage students to enter careers in research.

The office also plays a leadership role in establishing and nurturing new research partnerships, technology transfer, and commercialization with industry and the private sector.

Office of Multicultural Affairs

The Office of Multicultural Affairs was created to coordinate all multicultural activities of the institution. Members of the office assist in the recruitment, retention and mentorship of diverse students, faculty and staff. The office also interacts with all other administrative and academic departments on issues relating to diversity such as outreach and enrichment programs, community services and institutional activities.

The office sponsors several student organizations to encourage peer support, networking and community service. It also fosters interest in science and medicine by coordinating various programs for students from elementary school to college.

Information in this chapter is current as of Jan. 1, 2000

TWO

Admissions

Application

An application for admission can be obtained from the School of Public Health office by writing to:

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

or through our website at: www.hsc.unt.edu

All complete applications are reviewed by the Admissions Committee. The Admissions Committee recommends the applicant for acceptance or rejection. The Dean of the School of Public Health makes the final decision regarding the admission status of each applicant.

Applicants applying for the first time to the School of Public Health must pay a non-refundable application fee: \$25 for U.S. citizens, \$50 for non-U.S. citizens. The fee must be paid in U.S. currency. This application fee is valid for one year from the application date. For an additional fee, you can apply online at www.gradadvantage.org.

Deadlines

The following deadlines for submission of complete application materials apply to all students:

	U.S.	Non-U.S.
Fall 2000	June 1	May 1
Spring 2001	Nov 1	Oct 1
Summer 2001	April 1	March 1

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

Admission Requirements

General Admission Requirements

All applicants for admission to the School of Public Health must meet the following requirements:

1. The applicant must hold a minimum of a bachelor's degree or its equivalent from a regionally accredited institution.

2. The applicant must have a competitive GPA for his bachelor's degree, or on all undergraduate work, in order to receive admission to the School of Public Health. Applicants who have already completed a master's degree must have at least a 3.0 GPA on the master's or meet the undergraduate GPA standards just listed in order to be admitted.

3. All students seeking admission to a graduate degree program are required to take the Graduate Record Examination (GRE) and submit competitive scores. Applicants to the D.O./M.P.H. program may substitute an appropriate Medical College Admissions Test (MCAT) score with the approval of the dean. Only official score reports from the Educational Testing Service are acceptable.

4. The health science center requires an applicant from a foreign country to demonstrate satisfactory proficiency in oral and written English before being granted admission.

5. To be considered for admission, the applicant must file the following official credentials with the Office of Student Affairs at the address given above:

- an application for admission to the School of Public Health
- complete official transcripts from all colleges or universities attended
- official scores from the Educational Testing Service on the required entrance test or tests
- the application fee
- 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

Applicants for admission are furnished written notification of their admission status by the dean of the School of Public Health. Statements by other health science center personnel concerning the applicant's admissibility are not valid until confirmed by the dean in writing.

Students who are admitted to a degree program and do not enroll in the semester for which they have applied must contact the School of Public Health Student Affairs Office for a deferment. Deferments cannot exceed one year from the semester of original acceptance.

An applicant desiring to pursue graduate work in any track whose undergraduate record does not show completion of the courses prerequisite to this track will be required to make up such deficiencies in a manner prescribed by the student's major track.

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.

Enrollment of Continuing Students

A continuing student is defined as a student who enrolls in one of three consecutive semesters. Example: enrolls Summer 1999, no enrollment Fall 1999 or Spring 2000; re-enrolls Summer 2000.

Continuing students do not need to reapply to the School of Public Health to enroll 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 blocks on his or her record, i.e., GRE or academic.
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 Student Affairs Office for consideration.

Students who are unsure that they meet all of the above conditions for re-enrollment should contact the School of Public Health Student Affairs Office before the registration period.

Readmission 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.

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 admission application.

All completed applications are reviewed by the admissions committee which makes a recommendation to the dean. The dean makes the final decision regarding admission status.

Admission of Students to Non-Degree Status

Some students may wish to be admitted to the School of Public Health for the purpose of taking courses not necessarily leading to an advanced degree. 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 above 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 GPA of 3.0 on all such courses attempted.
3. A student who is admitted to non-degree status has 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. A

maximum of 12 semester hours earned before admission to a degree program may be counted toward degree requirements. Exceptions to this policy can be requested by the track director upon recommendation of the student's advisor. All exceptions must be approved by the Director of Curriculum and Instruction.

4. A student who wishes to change from non-degree status to degree status must fulfill all general admissions requirements and submit a written petition to the School of Public Health Student Affairs Office. Their admission file will then be forwarded to the Admission Committee for re-evaluation.

5. A non-degree seeking student may take a maximum of 12 semester credit hours.

Admission Requirements for International Students

Applicants who are not U.S. citizens should apply for admission at least six months before the anticipated enrollment date, and should arrange to have test scores and transcripts sent to the School of Public Health by the application deadline. If transferring from a 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 \$50 (U.S.) application 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 \$50 (U.S.) application fee
- official reports from Educational Testing Service (ETS) on the Graduate Record Examination
- official reports from ETS showing a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL), a score of 270 on the computer version of the TOEFL, or evidence of successful completion of a non-credit intensive course in English
- 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
- transfer credit from foreign universities. The amount of such credit that can be applied to a degree earned at the health science center will be determined by the Director of Curriculum and Instruction on recommendation of the student's advisor and track director.
- 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

Use of Transfer Credit

A student who holds a bachelor's degree may apply up to 12 SCH of graduate work completed elsewhere toward a Master of Public Health degree. All transfer credits are subject to the approval of the Director of Curriculum and Instruction upon recommendation of the track director and advisor. 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.

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 Affairs.

THREE

Academic Policies

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.

Absence for Religious Holidays

In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester.

Religious Holy Day Request Forms may be obtained from the Office of the Registrar. Instructor(s) may require a letter of verification of the observed holy day(s) from the religious institution.

Only holidays or holy days observed by a religion for which the place of worship is exempt from property taxation under Section 11.20 of the Tax Code may be included. A student who is excused under this provision may not be penalized for the absence, but the instructor may respond appropriately if the student fails to satisfactorily complete the assignment or examination.

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.

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 acknowledgment. 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.

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 Student Affairs Administrative Office.

Appeal Processes

Specific policies and procedures have been established for students seeking to appeal a grade in a course or seeking an extension of time to complete a degree.

The grade appeal policy and procedures are listed below.

Appeals concerning admission to school should be addressed to the Chair of the Admissions Committee.

Advice concerning how to pursue appeals on any other matter can be sought from the School of Public Health Office of Student Affairs.

The policy and procedures for requesting an extension of time to complete a degree are available through the School of Public Health Office of Student Affairs. A petition for an extension of time must be made by the Track Director and approved by the Dean.

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 the issue and attempt to resolve the differences. Any instructor no longer associated with the health science center at the time of the appeal will be represented in these proceedings by the director of the track 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 director of the instructor's track.

If the instructor is the track director, the appeal should be submitted to the Director of Curriculum and Instruction who will act as a substitute for the Track Director in the following action.

2. The Track Director may follow any of the four procedures below, or a combination of them.

- The Track Director may confer with the instructor.
- The Track Director may request that the instructor submit a written reply to the student's complaint.
- The Track Director may conduct a meeting of the two parties.
- The Track Director may refer the case directly to the Director of Curriculum and Instruction, as outlined below.

In following any of the first three procedures noted above, the Track Director 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 Track Director to the Director of Curriculum and Instruction 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 Track Director.

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 to the dispute declines to choose a member of the committee, the Director of Curriculum and Instruction 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 Director of Curriculum and Instruction.

■ 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 basis of oral hearing, if such a hearing seems 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 Student Affairs Office.

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 desired), 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 Student Affairs Office. 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 on request and is contained in the annual Tuition and Fee Register, available from the School of Public Health. 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 pay an auditor's fee as shown in the Tuition and Fee Register.

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.

Change of Track

Students wishing to change from one track to another must make application to the Office of Student Affairs, must meet all specific program admission requirements for the new track and must be in good standing at the time the request is made.

Change of track must have approval of the Advisor and the Track Director of both the original and the requested track.

Class Attendance

Regular and punctual class attendance is expected. Although in general students are graded on intellectual effort and performance rather than attendance, 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.

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.

Tracks and similar academic units have authority to establish a track-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 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 Track Director 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 must initiate all requests for adding courses in the School of Public Health Student Affairs Office. 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 in the School of Public Health Student Affairs Office during the first week of classes. After the first week, students who wish to drop a course must obtain a form from the Registrar's Office and must first receive the written consent of their instructor and advisor. 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.

The grade of W is recorded for any course dropped with the instructor's consent before the end of the sixth week of classes (summer term, eight class sessions). 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 sixth week of classes (summer term, sixth class sessions). 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.

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 withdrawn 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 and Scholar Office (ISSO, Kendall Hall, Room 103, University of North Texas, Denton, TX) to issue letters of enrollment for the use

of foreign governments, embassies, scholarship agencies and banks. See the School of Public Health Student Affairs Office for details.

Full-time Enrollment

A student must enroll for 9 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 or problem-in-lieu of thesis requirements 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, B, C, D, F, P, NP, I, PR, W, WF and Z in the grading system.

- | | |
|-----------|---|
| A | Excellent work; four grade points for each semester hour. (90-100) |
| B | Good work; three grade points for each semester hour. (80-89) |
| C | Fair work; two grade points for each semester hour. (70-79) |
| D | Passing work; one grade point for each semester hour. Courses in which the grade is D may not be counted toward a degree. (60-69) |
| 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. (59 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 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 or thesis hours. No credit hours are shown when the grade of PR is assigned. When the thesis has been completed and submitted to the Dean, appropriate grades and credit hours will be shown on the student's 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 D, 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, B, C, D, 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 maintain a minimum of a 3.0 GPA on all courses that receive credit.

Students must make satisfactory progress, in terms of credits earned and GPA, toward completion of degree requirements in order to remain in good standing. Students whose progress is unsatisfactory may be suspended or removed from the program by the dean on recommendation of the track director.

Probation and Suspension

A student who fails to maintain the required GPA of 3.0 on all courses carrying credit will initially be subject to academic probation. If the student does not attain a cumulative GPA of 3.0 or greater within the next two consecutive semesters after being placed on probation, the student may be subject to suspension for a period of up to one calendar year before becoming eligible to reapply or be removed from the School of Public Health permanently. Work completed elsewhere during a period of suspension at the health science center may not be counted for credit at the health science center.

The student whose GPA falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low, or by completing other school courses with grades high enough to bring the school GPA up to 3.0. Low grades made in courses at the health science center may not be duplicated at other institutions.

Course Duplications

A student may enroll for a course a second time and have it counted as part of the semester's load. If a course is repeated, the last grade recorded will be considered in calculating the GPA and in certifying the student's eligibility for graduation.

The responsibility for initiating the official recording of a grade duplication lies entirely with the student. In the absence of such a request the registrar will include a repeated course in the student's cumulative record of hours attempted and grade points earned.

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 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 Track Director and the Dean. The Registrar accepts requests for grade changes only from the Dean.

Grade Reports

A grade report for each student is mailed to the student's permanent address at the close of each semester. It includes 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 who are doing unsatisfactory class work. 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 60 days of the first day of the subsequent semester. An "I" is removed by completing the stipulated work, obtaining signatures of the instructor and the Dean (on a permit form available from the School of Public Health Student Affairs Office), paying the \$5 fee and returning the permit form to the instructor. The instructor then files the permit form in the School of Public Health Student Affairs Office, along with the grade, and the grade point average is adjusted accordingly. If a student does not complete the stipulated work within the time specified, the

instructor will change the grade of "I" to a grade of F or other grade as deemed appropriate by the faculty member. If a grade of A or B 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 Affairs 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 track director is required for loads in excess of this amount.

Summons

In the event a student's conduct or 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.

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.

Policies for Dual Degree Students

The University of North Texas Health Science Center offers several dual degree programs within the institution and in cooperation with the University of North Texas and Texas A & M Baylor College of Dentistry. Because each degree program requires the student to follow a separate curriculum in each of two schools, each school will have administrative authority over its specific degree program. A student's enrollment status in the School of Public Health may be dependent upon continued enrollment in the specified dual degree program.

Time Limitations

All requirements for the Master of Public Health degree must be completed within six 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 Student Affairs Office concerning the credit given to work completed before or during active military service.

Degree Plan

A degree plan listing all courses must be completed by the student, approved by the student's advisor and track director, and submitted to the School of Public Health Student Affairs Office before the completion of the first semester of enrollment. All subsequent requests for degree plan changes must be submitted in writing by the student to their advisor and track director for approval. All changes must be submitted to the School of Public Health Student Affairs Office. A degree plan must follow the guidelines stated in the catalog for the Academic Year in which it is filed.

FOUR

Academic Programs

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 to the common aim of promoting and protecting health in human populations.

Students in the M.P.H. program elect a concentration in one of seven specialty tracks. The specialty tracks include biostatistics, community health, environmental health, epidemiology, health administration, health behavior, and health services research.

The M.P.H. program is a cooperative program with the University of North Texas (UNT) at Denton and has been designed to utilize, where appropriate, existing courses and program resources at both UNT and the health science center.

Courses offered at UNT are marked with an asterisk (*) throughout this chapter.

Curriculum

Students in the M.P.H. program are required to complete a minimum of 45 semester credit hours (SCH). The M.P.H. curriculum consists of three components. These include: (1) the core curriculum (18 SCH), which assures the development of knowledge and abilities in the basic disciplines contributing to the conduct of public health practice, (2) the track curriculum (21 SCH), which develops competence in a specialized area of public health, and (3) a culminating experience (6 SCH), in which the student must apply knowledge and skills developed in the program to the conduct of research or an applied project.

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 Affairs.

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 Track Director with the School of Public Health Office of Student Affairs before the completion of the first semester of enrollment. The student and the advisor will select Option 1 (PHPM 5950, Thesis) or Option 2 (PHPM 5900 and PHPM 5800, Special Problems and Capstone). In some instances, students may be allowed a second non-thesis option (Problem-in-Lieu of Thesis). Enrollment will be restricted after the first semester unless a degree plan is on file.

3. Prior to enrolling in thesis, problem-in-lieu or special problem, a student must select and gain consent from a faculty committee consisting of at least three members.

4. Once a student has enrolled in thesis or problem-in-lieu of thesis, he/she must maintain continuous enrollment in a minimum of 3 SCH of thesis or problem-in-lieu of thesis during each semester (fall, spring, summer) until the final document has been accepted by 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.

5. The completed thesis, problem-in-lieu of thesis, and special problem will be submitted to the committee at least three weeks prior to the defense.

6. A formal seminar pertaining to the thesis will be presented in the student's last semester. Students selecting a non-thesis option are also required to present a formal seminar pertaining to the problem topic during the final semester.

7. Three copies of the thesis or problem-in-lieu of thesis must be bound for institutional use. These are distributed to the major professor, the specialty track and the reference section of the Gibson D. Lewis Health Science Center Library. Two additional copies are required. The fourth copy will remain unbound in the library archives. The fifth copy will remain unbound in the School of Public Health.

8. A copy of the approved special problem report must be submitted to the School of Public Health Office of Student Affairs.

Core Curriculum Requirements: 18 SCH

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5130	Principles of Public Health	3 SCH
PHPM 5200	Principles of Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

A student may petition to waive a core course requirement based on comparable prior course work or experience. Such petition must be approved by the student's advisor and track director.

Track Curriculum: 21 SCH

The track 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.

Effective in the fall semester 2000, all students in the M.P.H. program are required to complete PHPM 5850 (or its equivalent for students in the environmental health, health behavior and health services research tracks) to meet the practicum requirement. The practicum requirement requires a substantial commitment of time in practice placement and depth of experience gained through the practice experience.

Culminating Experience: 6 SCH minimum

PHPM 5950	Thesis	minimum 6 SCH
or		
PHPM 5920	Problem-in-Lieu of Thesis	minimum 6 SCH
or		
PHPM 5800	Capstone	3 SCH
PHPM 5900	Special Problem	3 SCH

The thesis and problem-in-lieu of thesis are individual research projects conducted under the supervision of a faculty committee. The thesis is written in a traditional academic style and orally defended. The problem-in-lieu of thesis is written in manuscript-style for submission for publication and is 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. Students electing the capstone option must also complete the special problem. The special problem is an individual project that addresses a well-focused public health question or issue. The special problem is supervised by a faculty committee and requires an oral presentation to the committee by the student.

Department of Environmental and Occupational Health

Department Chair (To Be Named)

UNT Health Science Center School of Public Health

The Department of Environmental and Occupational Health includes faculty with experience and training in the fields of environmental health, environmental sciences, occupational medicine, and the regulatory control of occupational and environmental hazards. The academic and research activities of the Department's faculty focus on environmental and occupational factors affecting the health of the public. The Department of Environmental and Occupational Health administers the Environmental Health Track in the M.P.H. degree program.

Environmental Health Track

Sam Atkinson, Ph.D., Track Director

University of North Texas

Environmental Education,

Science and Technology Building, Room 310 F

940-565-2694

atkinson@unt.edu

The environmental health track is designed to accommodate students with various backgrounds and interests, who desire careers related to the environmental aspects of public health. Specifically, the track provides the expertise and experience to analyze, monitor, interpret and mitigate the effects of chemical contaminant and microbial and viral pathogens in water, air, soil and food on public health. This track prepares students in the M.P.H. program for technical and administrative jobs in the governmental and private sectors. The track is coordinated by the Environmental Science Program in the Department of Biological Sciences at University of North Texas in collaboration with UNT Health Science Center in Fort Worth.

Environmental Health Track Curriculum:

Practicum Requirement: 3 SCH

*BIOL 5900	Special Problem: Practice Experience in Public Health	3 SCH
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Required Courses: 3 SCH

PHPM 5215	Biostatistics for Public Health II	3 SCH
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Selective Courses: 3 SCH

*GEOG 5600	Seminar in Environmental Policy	3 SCH
*PHIL 5700	Seminar in Environmental Ethics	3 SCH

Elective Courses: Minimum of 12 SCH

*BIOL 5040	Topics in Environmental Sciences & Ecology**	3 SCH
*BIOL 5040	Topics: Air Pollution	3 SCH
*BIOL 5040	Topics: Air Pollution Laboratory	1 SCH
*BIOL 5360	Chemistry of Water and Water Pollution	4 SCH
*BIOL 5380	Fundamentals of Aquatic Toxicology	4 SCH
*BIOL 5880	Environmental Sciences Seminar	1 SCH
*BIOL 6300	Hazardous Waste Management	3 SCH
*BIOL 6360	Environmental Engineering	4 SCH
*GEOG 5400	Environmental Modeling	3 SCH
*GEOG 5500	Geographic Information Systems	3 SCH
PHPM 5310	Occupational Epidemiology	3 SCH

**Approval of the advisor is required for enrollment.

With approval of Track Director, students may substitute an elective course not on this list.

Department of Epidemiology and Biostatistics

Gregg Wilkinson, Ph.D., Department Chair
UNT Health Science Center School of Public Health
Medical Education Building 1-416
817-735-2252

The Department of Epidemiology and Biostatistics includes faculty with expertise in the conduct of etiologic research, applied epidemiology, public health surveillance, statistical analyses, and data management and information systems. Faculty research has emphasized the etiology of occupational diseases, cancer, cardiovascular disease, infectious and tropical diseases, and diseases related to environmental hazards. The Department administers two specialty tracks in the M.P.H. program: Biostatistics and Epidemiology.

Biostatistics Track

Nelson Fong, Ph.D., Track Director
UNT Health Science Center School of Public Health
Medical Education Building I-412
817-735-2252
nfong@hsc.unt.edu

The biostatistics track is designed to train public health professionals to engage in data management and analysis. Both the core and track courses emphasize the methodology and applications of contemporary statistical procedures and research designs, using computing technology. Applicants to this track are expected to have as a minimum one-year of successful experience in college calculus.

Biostatistics Track Curriculum

Practicum Requirement: 3 SCH

PHPM 5850	Practice Experience in Public Health	3 SCH
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Required Courses: 12 SCH

PHPM 5215	Biostatistics for Public Health II	3 SCH
PHPM 5700	Mathematical Statistics I	3 SCH
PHPM 5730	Regression Analysis	3 SCH
PHPM 5735	Analysis of Variance and Covariance	3 SCH

Elective Courses: 6 SCH

PHPM 5710	Mathematical Statistics II	3 SCH
PHPM 5720	Survey Sampling	3 SCH
PHPM 5725	Nonparametric Statistical Methods	3 SCH
PHPM 5740	Introduction to Statistical Packages	3 SCH
PHPM 5745	Biostatistics in Epidemiology	3 SCH
PHPM 5750	Operations Research	3 SCH
PHPM 6760	Multivariate Analysis of Variance	3 SCH
PHPM 6770	Survival Analysis	3 SCH
PHPM 6790	Seminar in Biostatistics	3 SCH

Epidemiology Track

Antonio René, Ph.D., Track Director
UNT Health Science Center School of Public Health
Medical Education Building 1-432
817-735-2252
arene@hsc.unt.edu

The epidemiology track is designed for students seeking to acquire skills in the fundamental methods of disease investigation and prevention in large populations. The core and track courses emphasize basic and advanced epidemiologic principles and their application to current problems in public health and related disciplines. Students in the epidemiology track 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. Expertise in computer use and statistics acquired in the public health program is used to analyze, interpret, and disseminate the results of epidemiologic investigation.

Epidemiology Track Curriculum

Practicum Requirement: 3 SCH

PHPM 5850	Practice Experience in Public Health	3 SCH
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Required Courses: 6 SCH

PHPM 5215	Biostatistics for Public Health II	3 SCH
PHPM 5600	Advanced Epidemiology	3 SCH

Selective Courses: 6 SCH

PHPM 5310	Occupational Epidemiology	3 SCH
PHPM 5610	Chronic Disease Epidemiology	3 SCH
PHPM 5620	Health Care Epidemiology	3 SCH
PHPM 5630	Acute Disease Epidemiology	3 SCH

Elective Courses: 6 SCH

PHPM 5135	Methods in Public Health	3 SCH
PHPM 5145	Seminar in Public Health Practice	3 SCH
PHPM 5220	Ethnicity, Culture and Health	3 SCH
PHPM 5230	Health Education	3 SCH
PHPM 5400	Community Health	3 SCH
PHPM 5450	Public Health Program Planning & Evaluation	3 SCH

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

Department of Health Management and Policy

Department Chair (To Be Named)

UNT Health Science Center School of Public Health

The Department of Health Management and Policy includes faculty with expertise in administration of public health agencies, health economics, public finance, policy development and analysis, health services research, public health law, and leadership development. The Department of Health Management and Policy administers two specialty tracks in the M.P.H. program: Health Administration and Health Services Research.

Health Administration Track

Douglas Mains, Dr.P.H., Track Director
UNT Health Science Center School of Public Health
Medical Education Building 1-510
817-735-2252
dmains@hsc.unt.edu

The health administration track provides students with the competencies necessary for management careers in health professions. The track prepares professionals to deal with a variety of problems relating to the organization, management, planning, and evaluation of public health and health care services, with a primary emphasis on the public sector.

Health Administration Track Curriculum

Practicum Requirement: 3 SCH

PHPM 5850	Practice Experience in Public Health	3 SCH
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Required Course: 12 SCH

PHPM 5145	Seminar in Public Health	
	Finance for Health Management	3 SCH
PHPM 5145	Seminar in Public Health	
	Health Economics	3 SCH
PHPM 5215	Biostatistics for Public Health II	3 SCH
PHPM 5240	Health Politics and Policy	3 SCH

Elective Courses: 6 SCH

PHPM 5145	Seminar in Public Health	
	Human Resources	3 SCH
PHPM 5145	Seminar in Public Health	
	Current Topics in	
	Health Management and Policy	3 SCH
PHPM 5220	Ethnicity, Culture, and Health	3 SCH
PHPM 5250	Public Health Leadership	3 SCH
PHPM 5430	Public Health Law	3 SCH
PHPM 5450	Public Health Program	
	Planning & Evaluation	3 SCH

**As approved by advisor

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

Health Services Research Track

Susan Brown Eve, Ph.D., Track Director
University of North Texas
Chilton Hall 273L
940-565-2054
eve@scs.unt.edu

Health services research is an interdisciplinary field concerned with assessing the need for health care services, examining the types of services and organizations that can be used to deliver care, planning systems to deliver those services, monitoring the use of services, and assessing outcomes of delivery systems for patient populations. Students may select courses from disciplines including anthropology, economics, geography, gerontology, and sociology. Health services researchers may be employed in academic settings in universities, health science centers, and schools of public health; by health care providers, such as hospitals or managed care organizations that need population-based planning for the delivery of health care; by local, state, national and international health care planning bodies, including state and county health departments, the U. S. Public Health Service, and the World Health Organization.

Health Services Research Track Curriculum

Practicum Requirement: 3 SCH

*SOCI 5900	Special Problem: Practice Experience in Public Health	3 SCH
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Required Courses: 9 SCH

*AGER 5250	Introduction to Health Services Research	3 SCH
*AGER 5770	Program Evaluation in Aging Services	3 SCH
or		
PHPM 5450	Public Health Program Planning & Evaluation	3 SCH
PHPM 5215	Biostatistics for Public Health II	3 SCH

Elective Courses: 9 SCH

*AGER 5400	Health Care Delivery Systems	3 SCH
*ANTH 5030	Medical Anthropology	3 SCH
*ECON 5880	Seminar on Current Health Care Economics	3 SCH
*GEOG 5960	Medical Geography	3 SCH
*SOCI 5400	Seminar on the Sociology of Health	3 SCH
PHPM 5410	Community Assessment	3 SCH

With approval of Track Director, may substitute *SOCI 5200 and *SOCI 5210 for PHPM 5210 and PHPM 5215, respectively.

Department of Social and Behavioral Sciences

Hector Balcazar, Ph.D., Department Chair
UNT Health Science Center School of Public Health
Medical Education Building 1-402
817-735-2252
hbalcaza@hsc.unt.edu

The Department of Social and Behavioral Sciences includes faculty with expertise in health behavior, community health, health education and health promotion. Two M.P.H. specialty tracks are administered by the Department of Social and Behavioral Sciences: Community Health and Health Behavior.

Community Health Track

Ximena Urrutia-Rojas, Dr. P.H., Track Director
UNT Health Science Center School of Public Health
Medical Education Building 1-510
817-735-2252
xurrutia@hsc.unt.edu

The community health track is a broadly applicable area of specialization, which emphasizes relevant skills for today's public health professionals. The track curriculum uses a multidisciplinary approach and integrates basic and applied public health methods in providing the students with the competencies necessary for public health practice. The community health track curriculum prepares professionals with a variety of disciplinary backgrounds (e.g., medicine, nursing, allied health, social work, psychology, dentistry, physician assistant, health education, nutrition, etc.) to assume public health positions which have as their goal the maintenance and improvement of the health of individuals, families, communities and populations. The curriculum emphasizes the areas of community assessment, program planning and evaluation, and health education interventions, and can be tailored to an individual's previous experience and professional goals.

Community Health Track Curriculum

Practicum Requirement: 3 SCH

PHPM 5850	Practice Experience in Public Health	3 SCH
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Required Courses: 9 SCH

	Quantitative/Analytic Course**	3 SCH
PHPM 5400	Community Health	3 SCH
PHPM 5410	Community Assessment	3 SCH

Selective Courses: 6 SCH

PHPM 5135	Methods in Public Health	3 SCH
PHPM 5220	Ethnicity, Culture and Health	3 SCH
PHPM 5230	Health Education	3 SCH
PHPM 5450	Public Health Program Planning & Evaluation	3 SCH

Elective Courses: 3 SCH

PHPM 5240	Health Politics and Policy	3 SCH
PHPM 5250	Public Health Leadership	3 SCH
PHPM 5310	Occupational Epidemiology	3 SCH
PHPM 5500	Introduction to International Health	3 SCH
PHPM 5560	Field Studies in International Health I	3 SCH
PHPM 5600	Advanced Epidemiology	3 SCH
PHPM 5610	Chronic Disease Epidemiology	3 SCH
PHPM 5620	Health Care Epidemiology	3 SCH
PHPM 5630	Acute Disease Epidemiology	3 SCH

**As approved by advisor

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

Health Behavior Track

Joseph Doster, Ph.D., Track Director
University of North Texas
Terrill Hall 351
940-565-2671
dosterj@pob.unt.edu

The health behavior track is designed for individuals who want professional careers in the application of behavioral science principles to the investigation and promotion of health and prevention of illness. Students will acquire skills to monitor, analyze, anticipate and influence the complex interaction of factors comprising the mind-body-environmental matrix of health. The track is coordinated by the Behavioral Medicine Program (www.unt.edu/bmed/) at the Department of Psychology at the University of North Texas in collaboration with UNT Health Science Center at Fort Worth. An interdisciplinary faculty from four UNT/UNT Health Science Center schools comprise program faculty with research interests in public health, including lifestyle behavior changes, the prevention of physical and psychological trauma, and the creation of environments supportive of personal well-being. A network of health care systems and organizations provides sites for practice experiences and other projects. This track prepares students in the M.P.H. program for consultative, technical, and administrative jobs in community and private sectors related to the development, evaluation, and implementation of behavioral programs for health and wellness.

Health Behavior Track Curriculum

Practicum Requirement: 3 SCH

*PSYC 5050	Seminar: Program Evaluation/ Consultation in Special Settings	3 SCH
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Required Courses: 17 SCH

*BEHV 6400	Behavioral Intervention in Health and Medicine	3 SCH
*PSYC 5030	Advanced Research Design	4 SCH
*PSYC 5040	Psychological Aspects of Health	3 SCH
*PSYC 5070	Medical and Behavioral Disorders	4 SCH
*PSYC 6110	Professional Issues in Behavioral Medicine	3 SCH

Elective Courses: 3 SCH

*PSYC 5200	Psychology of Women	3 SCH
*PSYC 5340	Life Span Developmental Psychology	3 SCH
*PSYC 5350	Counseling for Sexual Dysfunction and Other Psychosexual Disorders	3 SCH
*PSYC 5600	Human Learning and Motivation	3 SCH
*PSYC 5780	Advanced Psychopathology	3 SCH
*PSYC 5790	Physiological Psychology	3 SCH
*PSYC 5840	Psychometric Theory	3 SCH
*PSYC 5860	Seminar on the Psychology of Aging	3 SCH
*PSYC 5870	Advanced Psychology of Personality	3 SCH
*PSYC 5890	Psychological Counseling for Late Maturity and Old Age	3 SCH
*PSYC 6130	Assessment and Treatment of Substance Abuse	3 SCH
*PSYC 6400	Research Methodology Applications	3 SCH
*PSYC 6570	Psychological Diagnostics and Intervention for Psychometric Disorders	3 SCH
*PSYC 6710	Psychological Responses to Ecological and Nutrient Influences	3 SCH
*PSYC 6760	Psychotherapy Methods and Behavioral Medicine	4 SCH

With approval of Track Director, may substitute *PSYC 5700 for PHPM 5210.

Doctor of Public Health

The Doctor of Public Health (Dr.P.H.) in Public Health Practice is indicative of distinguished scholarly accomplishment in the professional field. The program is primarily designed for students who are planning careers for leadership roles in the practice of public health in governmental, private, or voluntary agencies. The Dr.P.H. is oriented toward applied research in organization, direction, and evaluation of public health programs.

The Dr.P.H. will be open to highly competitive applicants who have satisfactorily completed an M.P.H. degree or its equivalent. The program will typically require six semesters (two years) in residence. The Dr.P.H. program is designed to be a full-time, day-time course of study, including off-campus internship and residency placements.

The Dr.P.H. in Public Health Practice will be offered initially with a concentration in disease prevention and control. The program of study will include courses in a core public health practice curriculum, courses leading to development of competencies for scholarly work and leadership roles in disease prevention and control, internship and residency placements, and a dissertation.

An addendum to the School of Public Health catalog is under development, which will include the admission requirements, curriculum requirements, and academic policies governing the Dr.P.H. program.

The Dr.P.H. in Public Health Practice will be open for initial admissions in the Spring semester, 2001. The School of Public Health Office of Student Affairs will provide applications and the catalog addendum to potential applicants as soon as these materials are available.

FIVE

Dual Degree Programs

The University of North Texas Health Science Center School of Public Health offers dual degree programs with the Texas College of Osteopathic Medicine (TCOM), the University of North Texas, and Texas A & M Baylor College of Dentistry. Because each degree program requires the student to follow a separate curriculum in each of two schools or institutions, each school or institution has administrative authority over its respective degree program.

Application Procedures

An applicant seeking entrance to the D.O./M.P.H. program must first apply to the Texas Medical & Dental Schools Application Service (TMDSAS). Once the application is received from the service, a supplemental application is mailed from the TCOM Office of Medical Admissions. The applicant should indicate the dual degree program in which he/she is interested on the supplemental application. An applicant seeking entrance into the dual degree programs with the University of North Texas or Texas A & M Baylor College of Dentistry must apply to each program separately. Eligible students already enrolled at the University of North Texas or the University of North Texas Health Science Center may apply for admission in the dual M.P.H. degree directly to the School of Public Health. Applicants to the dual degree programs should apply early in the School of Public Health application season.

Application and admission requirements for the M.P.H. program are addressed in previous chapters. All applications to the M.P.H. dual degree programs are reviewed by the School of Public Health Admissions Committee. Applicants are notified in writing of the admission decision by the Dean.

Doctor of Osteopathic Medicine/Master of Public Health (D.O./M.P.H.)

Muriel Marshall, D.O., Dr.P.H., Track Director
UNT Health Science Center School of Public Health
Medical Education Building 1-432D
817-735-5479
mmarshall@hsc.unt.edu

The primary goal of the dual D.O./M.P.H. program is to provide clinical professionals specialized public health training to develop, integrate, and apply culturally-competent social, psychological, and biomedical approaches to the promotion and preservation of health.

The D.O./M.P.H. curriculum is designed so that the M.P.H. degree requirements can be completed during the four years of medical education at the Texas College of Osteopathic Medicine (TCOM). To receive the M.P.H. degree at the time of medical school graduation, the dual degree student must enter the M.P.H. program in the summer prior to matriculation into medical school. The plan for completion of the M.P.H. simultaneously with the D.O. degree is shown below. Another option for the dual degree D.O./M.P.H. student is to extend the time period to complete the public health and medical school degree to five years and register in public health courses between Year 2 and Year 3 of the traditional medical school curriculum. Contact the Track Director for further information on the D.O./M.P.H. program.

D.O./ M.P.H. Degree Plan

Summer Prior to TCOM Matriculation

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5200	Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

Fall Semester, Year 1

M.P.H. Elective**	3 SCH
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Spring Semester, Year 1

PHPM 5145	Seminar in Public Health: Border Health Issues	3 SCH
	Quantitative/Analytic Course**	3 SCH

Summer Between Year 1 and Year 2

	M.P.H. Elective**	3 SCH
PHPM 5850	Practice Experience in Public Health	3 SCH
PHPM 5950	Thesis	3 SCH
or		
PHPM 5920	Problem-in-Lieu of Thesis	3 SCH

Year 2

PHPM 5950	Thesis	3 sch
or		
PHPM 5920	Problem-in-Lieu of Thesis	3 SCH

Transfer Credit from TCOM Curriculum

9 SCH equivalent

Year 1 and Year 2:

Basic Tools: Prevention/Information Science
ICE Prevention

**As approved by Advisor and Track Director

Doctor of Dental Surgery/ Master of Public Health (D.D.S./M.P.H.)

Gerry Kress, Ph.D., Track Director
Texas A&M Baylor College of Dentistry
214-828-8350

The D.D.S./M.P.H. is a collaborative effort between the Texas A & M Baylor College of Dentistry (Dallas) and the University of North Texas Health Science Center at Fort Worth School of Public Health. The program introduces the dental student to preventive medicine, epidemiology, and community- and population-based public health in a community oriented primary care setting. The wide variety of topics in public health reinforces dental students' basic understanding of primary care from a preventive and epidemiological perspective. The program normally takes four to five years depending on the completion of the M.P.H. core courses. Dental students interested in pursuing this dual degree opportunity should consult with Dr. Gerry Kress, Department of Public Sciences, Texas A & M Baylor College of Dentistry.

M.P.H. Degree Curriculum

M.P.H. Core Curriculum: 18 SCH

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5130	Principles of Public Health	3 SCH
PHPM 5200	Principles of Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

M.P.H. Track Curriculum: 21 SCH

Practicum : 3 SCH

S99	Preceptorship in Public Health Sciences	3 SCH equivalent
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Required Track Courses/ School of Public Health: 6 SCH

PHPM 5215	Biostatistics for Public Health II	3 SCH
PHPM 5930	Seminar in Dental Public Health	3 SCH

Required Track Courses/ College of Dentistry: 12 SCH equivalent

6520	Oral Epidemiology
6690	Human Behavioral Dentistry
6880	Principles of Dental Public Health
7330	Applied Preventive Dentistry
8004	Clinical Preventive Dentistry
8100	Geriatric Dentistry
8120	Hospital Dentistry
8140	Human Behavioral Dentistry
8340	Pediatric Community Health Rotation
8370	Professional Ethics

M.P.H. Culminating Experience Requirement: 6 SCH

PHPM 5950	Thesis	6 SCH
or		
PHPM 5920	Problem-in-Lieu of Thesis	6 SCH
or		
PHPM 5900	Special Problems	3 SCH
PHPM 5800	Capstone	3 SCH

Public Health and Sociology

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The School of Public Health and the Department of Sociology at University of North Texas have developed a cooperative agreement that allows students to pursue the master of public health and a graduate degree in sociology. Students pursuing a graduate degree in sociology, at either the master's or doctoral level, may count their approved track courses in health services research as a part of their major and minor areas in sociology. Students wishing to pursue this option should consult with the Director of the health services research track as early as possible in their degree program.

Master of Public Health/ Master of Arts- Master of Science in Sociology (M.P.H./ M.A.-M.S. in Sociology)

M.P.H. Core Curriculum: 18 SCH

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5130	Principles of Public Health	3 SCH
PHPM 5200	Principles of Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

M.P.H. Track Curriculum: 21 SCH

Practicum Requirement: 3 SCH

*SOCI 5900	Special Problem: Practice Experience in Health Services Research	3 SCH
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Required Courses: 9 SCH

*AGER 5250	Introduction to Health Services Research	3 SCH
*AGER 5770	Program Evaluation in Aging Services	
or		
PHPM 5450	Public Health Program Planning and Evaluation	3 SCH
PHPM 5215	Biostatistics for Public Health II	3 SCH

Elective Courses: 9 SCH

*AGER 5400	Health Care Delivery Systems	3 SCH
*ANTH 5030	Medical Anthropology	3 SCH
*ECON 5880	Seminar on Current Health Care Economics	3 SCH
*GEOG 5960	Medical Geography	3 SCH
*SOCI 5400	Seminar on the Sociology of Health	3 SPH
PHPM 5410	Community Assessment	3 SPH

M.P.H. Culminating Experience Requirement: 6 SCH

PHPM 5950	Thesis	6 SCH
or		
PHPM 5900	Special Problems	3 SCH
PHPM 5800	Capstone	3 SCH

With approval of Track Director, may substitute *SOCI 5200 and *SOCI 5210 for PHPM 5210 and PHPM 5215, respectively.

Additional M.A.-M.S. Course Requirements:

3 SCH - *SOCI 5200; 3 SCH - Theory; 6 SCH - Electives

M.P.H./ Doctor of Philosophy (Ph.D.) in Sociology

M.P.H. Core Curriculum: 18 SCH

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5130	Principles of Public Health	3 SCH
PHPM 5200	Principles of Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

M.P.H. Track Curriculum: 21 SCH

Practicum : 3 SCH

*SOCI 5900	Special Problem: Practice Experience in Health Services Research	3 SCH
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Required Courses: 9 SCH

*AGER 5250	Introduction to Health Services Research	3 SCH
*AGER 5770	Program Evaluation in Aging Services	
or		
PHPM 5450	Public Health Program Planning and Evaluation	3 SCH
PHPM 5215	Biostatistics for Public Health II	3 SCH

Elective Courses: 9 SCH

*AGER 5400	Health Care Delivery Systems	3 SCH
*ANTH 5030	Medical Anthropology	3 SCH
*ECON 5880	Seminar on Current Health Care Economics	3 SCH
*GEOG 5960	Medical Geography	3 SCH
*SOCI 5400	Seminar on the Sociology of Health	3 SPH
PHPM 5410	Community Assessment	3 SPH

M.P.H. Culminating Experience Requirement: 6 SCH

PHPM 5950	Thesis	6 SCH
or		
PHPM 5900	Special Problems	3 SCH
PHPM 5800	Capstone	3 SCH

*Course offered at UNT, Denton.

With approval of Track Director, a student may substitute *SOCI 5200
and *SOCI 5210 for PHPM 5210 and PHPM 5215, respectively.

Additional Ph.D. Course Requirements:

- 6 SCH - Major
- 6 SCH - Statistics/Research Methods
- 12 SCH - Theory
- 9 SCH - Tools
- 12 SCH - Dissertation

Public Health and Health Psychology/Behavioral Medicine

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Students may pursue a course of study by which they concurrently earn the Ph.D. in the field of Health Psychology/Behavioral Medicine and the M.P.H. with a specialty in health behavior. The program is normally six years in duration and includes a one-year, full-time clinical internship at a hospital or medical center. Internship placements are available on an international level, are competitive, and are by the invitation of the host institution. This dual degree program prepares students for licensure as clinical health professionals, including organizational, investigative, consultative, and community applications. The combined degrees will be particularly helpful for individuals preferring dual roles in providing behavioral medicine services as well as administration and program development in the health care industry.

M.P.H./ Doctor of Philosophy (Ph.D.) in Health Psychology/ Behavioral Medicine

M.P.H. Core Curriculum: 18 SCH

PHPM 5100	Principles of Epidemiology	3 SCH
PHPM 5110	Behavioral and Social Aspects of Public Health	3 SCH
PHPM 5130	Principles of Public Health	3 SCH
PHPM 5200	Principles of Health Administration	3 SCH
PHPM 5210	Biostatistics for Public Health I	3 SCH
PHPM 5300	Environmental Health	3 SCH

M.P.H. Track Curriculum: 17 SCH

Practicum Requirement: 3 SCH

*PSYC 5050	Seminar: Program Evaluation/Consultation in Special Settings	3 SCH
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Required Courses: 17 SCH

*BEHV 6400	Behavioral Intervention in Health and Medicine	3 SCH
*PSYC 5030	Advanced Research Design	4 SCH
*PSYC 5040	Psychological Aspects of Health	3 SCH
*PSYC 5070	Medical and Behavioral Disorders	4 SCH
*PSYC 6110	Professional Issues in Behavioral Medicine	3 SCH

Elective Courses: 3 SCH

*PSYC 5780	Advanced Psychopathology	3 SCH
*PSYC 6570	Psychological Diagnostics and Intervention for Psychosomatic Disorders	3 SCH

M.P.H. Culminating Experience Requirement: 6 SCH

PHPM 5950	Thesis	6 SCH
or		
PHPM 5900	Special Problems	3 SCH
PHPM 5800	Capstone	3 SCH

Additional Ph.D. Course Requirements

General Core Courses: 12 SCH

*PSYC 5060	History and Systems	3 SCH
*PSYC 5090	Social Psychology	3 SCH
*PSYC 5640	Theories of Learning	3 SCH
*PSYC 5790	Physiological Psychology	3 SCH

Core Courses: 49 SCH

*PSYC 5420	Psychological Assessment I	4 SCH
*PSYC 5620	Psychological Assessment II	4 SCH
*PSYC 6610	Research Seminar and Practicum	4 SCH
*PSYC 6650	Psychoneuroimmunology	3 SCH
*PSYC 6720	Psychophysiological Processes	4 SCH
*PSYC 6770	Biofeedback Methods and Behavioral Medicine	4 SCH
*PSYC 6810	Multivariate Procedures in Psychology	3 SCH
*PSYC 6820	Advanced Practicum	3 SCH
*PSYC 6830	Advanced Practicum	3 SCH
*PSYC 6840	Internship	3 SCH
*PSYC 6850	Internship	3 SCH
*PSYC 6950	Dissertation	12 SCH

* Course offered at UNT, Denton.

With approval of Track Director, a student may substitute *PSYC 5700 for PHPM 5210.

SIX

Fiscal and Financial Aid Policies

Tuition and Mandatory Fees

The amounts shown in this catalog are subject to change without notice by action of the Texas Legislature or the University of North Texas Board of Regents. For current information on tuition and fees, see the School of Public Health Tuition and Fee Register printed for the particular academic year in which enrollment is planned, or inquire in the School of Public Health Student Affairs Office.

The UNT Board of Regents has been granted the authority, within established guidelines, to set School of Public Health tuition rates by program.

Tuition is \$66 per credit hour for in-state residents and \$281 per credit hour for out-of-state students.

The UNT Health Science Center is a state-supported institution subject to state laws. Extension of credit is prohibited and all financial obligations to the health science center must be paid when due. Any outstanding obligation must be cleared prior to registration in the next subsequent semester.

Admission Application Fee

All applicants new to the University of North Texas Health Science Center must pay a non-refundable admission application fee (\$25 for U.S. residents and \$50 for non-U.S. citizens and permanent residents).

Tuition and Fee Payments

The health science center requires full payment of tuition and fees upon registration or by the payment deadline for early registration.

Tuition and fee payments may be made by cash, cashier's check, money order or personal check. Credit cards are not accepted.

Administrative Withdrawal for Non-Payment

Tuition and fee charges are incurred upon registration. Failure to pay tuition and fees in full according to the deadlines set forth in the Academic Calendar, will result in the students administrative withdrawal from the institution without additional notice. Account statements are mailed to both the student's home address and campus mail box. It is the student's responsibility to contact the Office of Accounting to determine account balance if a statement is not received.

Tuition and Fee Policies

Tuition covers School of Public Health course work. Various fees provide limited health services and subsidize various center-sponsored events. Course-related fees and materials are additional. Students must purchase their own textbooks and supplies.

Fees charged for application, late registration, duplication of records, graduation and regalia, late filing for graduation, replacement diplomas and miscellaneous items are noted in the current Tuition and Fee Register available in the School of Public Health Student Affairs Office.

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 Student Affairs Office 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 Student Affairs Office 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 graduate office.

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 student who drops a course or withdraws from the school within certain time periods may be entitled to a partial refund of tuition and fees. These refunds are calculated according to the category and time schedule listed below. Application fees, late registration charges, fee for student identification card, delinquent payment fees, and installment handling fees are non-refundable. Any financial obligation to the health science center must be resolved before any refunds will be made.

Class Drops

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 graduate school 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 Register 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.

Withdrawal from Courses

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.

Additional information may be found in the Tuition and Fee Register or by contacting the School of Public Health Student Affairs Office.

Schedule of 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 Student Affairs Office 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 \$5 fee is charged for each returned check.

Financial Aid

The UNT Health Science Center offers programs to assist students in meeting the costs of financing their education. Though financial aid is an alternative for eligible students, it should be considered a supplement to a student's own financial resources. Students must be accepted into an eligible program to be considered for financial aid. Non-degree seeking students are not eligible for financial aid.

A student may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). This should be done immediately upon acceptance into the health science center and yearly thereafter.

Federal Programs

Students who complete the FAFSA, show financial need as determined by the needs-analysis service 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.

Federal and State Programs

Federal Work Study
Federal Perkins Loans
Federal Family Education Loan Program
Texas Public Education Grant

In addition, students may apply through the health science center's Office of Financial Aid for assistance to private programs. Students may also apply directly to private foundations for scholarships and loans. Most programs have individual selection criteria and various award limits.

Contact the Office of Financial Aid, Medical Education Building 1-116 at 817-735-2520 or 800-346-8266 for more information.

SEVEN

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.

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

- Manage student enrollment, such that recruitment, admission, 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.

The Office of Student Affairs provides general counseling or general information and assistance with all phases of campus life. 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 problems, and provides self-development opportunities and enrichment activities.

The Office of Student Affairs encourages student participation in and contribution to the health science center's programs. This office also serves to establish and coordinate a system of student academic advisement, and to interpret

institutional regulations on academic and non-academic matters related to students.

Personal, academic, and career counseling is available to students in the Office of Student Affairs. Counseling referrals for discussion of personal problems for students and their families are available through the Employee Assistance Program (EAP). For more information, contact the Office of Student Affairs.

Academic Support Services

The Office of Academic Support Services provides services to assist with the academic success of all students, and works with faculty to provide direction and support in periods of academic difficulty to plan alternate programs and to assist in reassessment of priorities. Some of the services available include counseling in learning skills, time management, test-taking skills and a peer-tutoring program. For more information, to make an appointment for study skills counseling, or to request tutoring assistance, contact Academic Support Services.

Food Services

Food is available from vending machines in the health science center buildings and the Stairway Cafe on the first floor of the library.

Health Insurance Program

As noted in the General Academic & Administrative Policies section of this catalog, it is compulsory for all students to carry medical and hospitalization insurance, and proof of insurance must be provided at each registration. Each student is responsible for purchasing health insurance, and for paying premiums as well as all health care costs not covered by the insurance policy.

Health Services

Health care services are available to students and their immediate family members (spouse and dependent children) through Student Health Services, which is located in the health science center's Central Family Practice Clinic in the Patient Care Center on the northwest corner of the campus. The

student is responsible for all appropriate fees, and proof of insurance must be provided. Referrals to specialty clinics must be approved by Student Health Services or the student's primary care physician.

Honors Day

Each year during Honors Day, the health science center recognizes students who have excelled academically, as well as those who have made outstanding contributions to the institution, the community and profession.

Housing

The health science center does not have 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. The Student Development Office provides information on real estate, apartment locators and temporary housing.

ID Cards

Health science center identification cards are issued during registration. These must be worn at all times while the student is on campus.

A replacement for a lost or stolen ID card can be purchased for \$5. Please contact Biomedical Communications for procedures and more information. A stolen card should be reported to Campus Police.

The identification 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 \$2000 (Class C Misdemeanor).

Liability

The health science center is not responsible for and does not assume any liability for loss of or damage to personal property.

A student may want to provide personal insurance coverage for possessions on campus.

Recreational Facilities

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 equip-

ment. 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 health promotion manager. Contact the health promotion manager for more information.

Student Development Services

The role of the Office of Student Development is to address student life issues that are relative to all students, from pre-enrollment through graduation.

The Office of Student Development coordinates programs and activities that promote the intellectual, professional, moral, social, physical and emotional development of all students. This office coordinates the student activity calendar, assists in student-sponsored events, assists in the registration process, and assists in fiscal management of clubs and classes. The office assists organizations with leadership development and the planning of activities and events. Students are encouraged to participate in organizations and campus-wide events for leadership and personal development. The office also provides students and prospective students information on housing, child care and employment opportunities in Fort Worth.

Student 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 Student Development Office, 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 Student Development Office 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 or 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 more information on student organizations and activities, contact the Student Development Office.

Association of Student Healthcare Executives

The goals of the Association of Student Healthcare Executives, a student chapter of the American College of Healthcare Executives, include promoting educational development of skills necessary for the effective leadership in healthcare organizations, providing information regarding career alternatives and job opportunities in the field of healthcare management, and developing an association with local and regional healthcare executive groups to enhance academic and career opportunities.

Student Chapter of the Medicine/Public Health Initiative (MPHI)

The Student Chapter of the Medicine/Public Health Initiative, developed to join the professions of medicine and public health, is the first organization of its kind in the nation. The organization serves as a forum for discussion and interaction between students of both disciplines and welcomes students enrolled in D.O., M.P.H., Ph.D. and dual degree programs to become members. One of the primary goals of the organization is to promote health education and wellness by implementing student-directed preventive medicine programs throughout the community. The organization offers the perspective of tomorrow's medical and public health leaders on matters related to the health needs of the state and the nation and assists in the realization of the goals of the national Medicine/Public Health Initiative, which is jointly sponsored by the American Medical Association and the American Public Health Association. Authorities and leaders in public health and medicine share their experiences and perspectives on important and timely issues at meetings held twice each semester.

Public Health Student Association (PHSA)

The Public Health Student Association (PHSA) is a student government body that serves as a forum for student concerns and activities. The purpose of the PHSA is to facilitate student-student and student-faculty communication and cohesiveness within the School of Public Health. The Student Council of PHSA meets regularly to discuss and plan activities related to public health students. The organization works on issues pertaining to curriculum revision, research opportunities, student participation, financial needs, and alumni fellowship. PHSA activities include the publication of a student newsletter, community functions, social events, professional activities, and school-related fundraisers.

Association of Underrepresented Students in Public Health (AUSPH)

The Association of Underrepresented Students in Public Health (AUSPH) is a student organization that is aimed at promoting the interests of underrepresented public health students. The AUSPH support public health initiatives within underserved communities and provide leadership opportunities for underrepresented public health students. The objectives of AUSPH are to provide education outreach programs in underserved communities concerning health issues to promote and encourage youth from underserved communities to pursue higher education in public health to facilitate student leadership and professional development among AUSPH members to educate members on current public health issues, and to encourage members to become involved in other student organizations.

Student Lounge

The Student/Staff Lounge is located in Room 110 on the first floor of Medical Education Building 1, directly across from Luibel Hall. The lounge houses recreational games, vending machines and a relaxing atmosphere.

Student Publications

The UNT Health Science Center annually publishes a student yearbook, *The Speculum*. All students are encouraged to participate in the production of the yearbook.

Veterans Benefits

The health science center is approved by the Texas Workforce Commission for the training of men and women who have served in the armed forces. Assistance is provided to students who are on active duty or who are veterans. To establish eligibility for assistance, a veteran should contact the Office of the Registrar for the appropriate forms. The completed forms and a copy of Form DD-214 should be forwarded to the Office of the Registrar.

A student must maintain the minimum passing grade for their academic program to remain eligible to receive veteran's benefits. Veterans benefit payments may not be made during any period of academic probation. All questions on veterans benefits should be addressed to the Office of the Registrar.

EIGHT

Course Descriptions

School of Public Health (PHPM)

The following courses are offered through the University of North Texas Health Science Center School of Public Health. The availability of required courses by semester is included in the course description. Other courses are offered on a periodic basis or by demand.

PHPM 5100. Principles of Epidemiology.

3 hours. An introduction to epidemiology for students majoring in any aspect of public health. Principles and methods of epidemiological investigation, both for infectious and non-infectious diseases, as well as for assurance of health, are included. Offered in Fall evening and Summer daytime.

PHPM 5110. Behavioral and Social Aspects of Public Health.

3 hours. This course introduces one of the five core areas of public health. Emphasis is on the application of the concepts, theories, and methods used by behavioral and social scientists and public health professionals to promote health and life style change in individuals, groups, communities, and populations. Offered in Spring evening and Summer daytime.

PHPM 5130. Principles of Public Health.

3 hours. This course provides a broad overview of the organization and practice of public health at the national, state and local levels. The central functions and essential services of public health are discussed, along with public advocacy, ethics, cultural competence, and policy development. Special emphasis is given to program development in public health. Offered in Fall and Spring, evenings.

PHPM 5135. Methods in Public Health.

This course covers, in depth, the design of epidemiological studies applied to assurance of healthful behavior, including practical and theoretical considerations, biases, confounding and misclassification, concept of cause and causal models. The course includes study of examples from the literature and analysis of methods.

PHPM 5145. Seminar in Public Health.

3 hours. Problems of public health practice examined. Topics vary. Examples include women's health, special populations, mental health, violence, adolescent health and economic aspects related to topics. May be repeated for credit.

PHPM 5200. Health Administration.

3 hours. Basic concepts and theories of management, leadership, organizational environments, planning, programming, budgeting and personnel management. Offered in Fall and Summer evenings.

PHPM 5210. Biostatistics for Public Health I.

3 hours. 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. Offered in Fall evening and Summer daytime.

PHPM 5214. Applications of Statistics in Public Health.

3 hours. This course focuses on the application of biostatistical concepts and research methods in public health and related disciplines, and is intended to develop decision-making skills based primarily on the review and interpretation of data presented in the biomedical literature. Prerequisite: PHPM 5210. Offered in Spring evenings.

PHPM 5215. Biostatistics for Public Health II.

3 hours. 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: PHPM 5210 or equivalent. Offered in Spring evenings.

PHPM 5220. Ethnicity, Culture and Health.

3 hours. This course is designed to provide the student with basic knowledge regarding multicultural issues in health care and an increased awareness and sensitivity to health care needs of the various cultural and ethnic groups. This course explores defining characteristics of ethnicity, race, gender, and socioeconomic status and their public health implications. Commonalities and differences among culturally diverse groups and how the understanding of these can enhance the practice of public health are discussed.

PHPM 5225. Medical Anthropology.

3 hours. 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.

PHPM 5230. Health Education.

3 hours. Identification of methods used to develop and administer educational components of public health program. Emphasis on specification of behaviors and selection of motivation strategies associated with improved behavioral and health outcome.

PHPM 5240. Health Politics and Policy.

3 hours. 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.

PHPM 5250. Public Health Leadership.

3 hours. The goals of this course are to develop the student's ability to create and implement, with organizations and communities, a shared vision for the 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.

PHPM 5300. Environmental Health.

3 hours. An introduction to the environmental determinants of health. Consideration is given to urban water supply and waste water disposal, open and closed air quality control, solid and hazardous wastes, sanitation, and the regulatory framework for environmental health risks. Offered in Spring and Summer, evenings.

PHPM 5310. Occupational Epidemiology.

3 hours. This course reviews the epidemiology of occupational diseases and discusses those aspects of epidemiology peculiar to occupational health studies. Both factual and methodological issues are discussed and include such topics as occupational risk factors, surveillance of occupational disease and injury patterns in selected occupational groups. Prerequisite: PHPM 5100.

PHPM 5400. Community Health.

3 hours. Introduction to general principles of health planning and program development of community-based public health programs oriented toward a perspective that links together strategies to address public health problems, with practical techniques and tools for community needs assessment and program evaluation. Offered Fall evenings.

PHPM 5410. Community Assessment.

3 hours. 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; systematic collection, assembly, analysis, and interpretation of data related to the characteristics, the resources, and the health of the community. Offered Fall evenings.

PHPM 5430. Public Health Law.

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

PHPM 5450. Public Health Program Planning and Evaluation.

3 hours. Introduction to methods and applications for community program planning and evaluation, including measurement applications of evaluation research, i.e. program planning, implementation, process and outcome evaluations.

PHPM 5500. Introduction to International Health.

3 hours. The 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.

PHPM 5560. Field Studies in International Health I.

3 hours. Topics of special nature or of 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. Offered on demand.

PHPM 5570. Field Studies in International Health II.

3 hours. 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. Offered on demand.

PHPM 5600. Advanced Epidemiology.

3 hours. This course extends the principles and fundamental concepts covered in PHPM 5100. Emphasis is on methodologic issues, potential sources of bias, and the use of multivariate modeling techniques. Course content includes the planning, implementation, and conduct of epidemiologic studies, as well as the analysis and presentation of collected data. Prerequisites: PHPM 5100 and PHPM 5210. Offered Spring evenings.

PHPM 5610. Chronic Disease Epidemiology.

3 hours. 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: PHPM 5100.

PHPM 5620. Health Care Epidemiology.

3 hours. This course focuses on the application of epidemiologic methods in hospitals, clinics, and managed care organizations. Course content includes the review of newly-developed instruments and methodologies for health care epidemiology, as well as the advantages and limitations of using traditional epidemiologic methods in a novel setting. Prerequisites: PHPM 5100 and PHPM 5210. .

PHPM 5630. Acute Disease Epidemiology.

3 hours. This course focuses on the practical methods used in responding to acute disease outbreaks. Course content includes methods for disease identification, control, surveillance, and prevention of secondary outbreaks. Prerequisite: PHPM 5100.

PHPM 5700. Mathematical Statistics I.

3 hours. This course presents fundamental concepts in applied probability and the distributions of random variables important to the understanding of statistical inference. Topics include discrete and continuous distributions; expectation and variance; central limit theorem; moment generating functions; an introduction to the multivariate models; and applications. Prerequisite: A working knowledge of calculus (normally 2-3 semesters.)

PHPM 5710. Mathematical Statistics II.

3 hours. This course focuses on more advanced statistical theory, including topics on covariance, order statistics, estimation of distribution parameters, hypothesis testing, likelihood functions, and minimal sufficiency. Prerequisite: PHPM 5700.

PHPM 5720. Survey Sampling.

3 hours. Construction of sampling frames, area sampling, methods of estimation, stratified sampling, systematic sampling, and cluster sampling. Prerequisite: One course in biostatistics.

PHPM 5725. Nonparametric Statistical Methods.

3 hours. 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. Prerequisite: PHPM 5210 and PHPM 5215.

PHPM 5730. Regression Analysis.

3 hours. 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. Prerequisite: PHPM 5210 and PHPM 5215.

PHPM 5735. Analysis of Variance and Covariance.

3 hours. 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. Prerequisite: PHPM 5210 and PHPM 5215.

PHPM 5740. Introduction to Statistical Packages.

3 hours. 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, SPSS, and other well known software. Prerequisite: PHPM 5210.

PHPM 5745. Biostatistics in Epidemiology.

3 hours. This course aims to provide a clear and concise description of statistical tools used in analysis of epidemiological data without relying on advanced mathematical and statistical theory. Most of the exercises and examples will be taken directly from the published literature with data sets to introduce students to real-life problems. Topics include measures of risk for prospective and retrospective studies, stratified analysis, matching, multivariate models, and treatment of person-time data. Prerequisite: PHPM 5100, PHPM 5210, PHPM 5215.

PHPM 5750. Operations Research.

3 hours. This course is designed for students in biostatistics as well as students in health administration and related areas. The course covers methods and applications in optimization in public health policy and service. Topics include linear programming and sensitivity analysis, forecasting models, network analysis, decision analysis, and simulation. The use of computing packages in operations research is stressed throughout the course. Prerequisite: PHPM 5210.

PHPM 5800. Capstone.

3 hours. 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, regardless of their specialty track, will participate as a member of an interdisciplinary team to conduct a project focused on a public health problem and communicate results in written report. The course is designed to partially meet the culminating experience requirement for students in the M.P.H. program. (Student must also complete PHPM 5900.) Offered each Fall and Spring, evenings.

PHPM 5850. Practice Experience in Public Health.

3 hours. This course provides 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 a written report of project(s) undertaken in the placement, and give 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 plan in the semester prior to registering in PHPM 5850. PHPM 5850 requirements may be completed over the period of more than one semester with approval of the practice coordinator. Offered each semester.

PHPM 5900. Special Problem.

3 hours. 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. PHPM 5900 is designed to partially meet the culminating experience requirement for the M.P.H. (Student must also complete PHPM 5800.) Offered each semester.

PHPM 5910. Independent Study.

3 hours. 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.

PHPM 5920. Problem-in-Lieu of Thesis.

3 hours. The problem-in-lieu of thesis requires the student to complete an analytic project under the supervision of a faculty committee. The results are written in manuscript format and submitted for publication. The student must complete an oral defense of the project. A minimum of 6 SCH required for the culminating experience requirement. The student must maintain continuous enrollment in PHPM 5920 until completion of the requirements. May be repeated for credit. Offered each semester.

PHPM 5930. Seminar in Dental Public Health.

3 hours. Seminars focus on principles of dental public health, patterns of dental health care financing, need, demand and use of dental services in community-based public health programs.

PHPM 5950. Thesis.

3 hours. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in PHPM 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. Offered each semester.

PHPM 6100. Medicine and Public Health.

2 hours. A study of the Medicine and Public Health Initiative, its theoretical framework and practical implications for delivering primary care and public health services.

PHPM 6760. Multivariate Analysis of Variance.

3 hours. 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. Prerequisite: PHPM 5730, PHPM 5735. PHPM 5740 is recommended.

PHPM 6770. Survival Analysis.

3 hours. This course will cover basic concepts in survival analysis, discuss common survival models, compare survival distributions, and introduce statistical methods in survival analysis such as hazard and survival functions, censoring, Kaplan-Meier estimates, log rank tests, and the generalized Wilcoxin tests. Clinical and epidemiological examples will be used to illustrate the various techniques and procedures. Prerequisite: PHPM 5700, 5730, 5735, or consent of instructor.

PHPM 6790. Seminar in Biostatistics.

3 hours. 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.

University of North Texas at Denton

The following courses are offered at the University of North Texas. Consult the appropriate department at UNT for frequency of course offerings. The main telephone number for UNT is 940-565-2000.

Applied Gerontology (AGER)

AGER 5250. Introduction to Health Services Research

3 hours. This course surveys the history of the development of the field of health services research; the interdisciplinary contributions of the disciplines of sociology, economics, anthropology, gerontology, political science and public health to the field; and the use of survey research to collect information on health status and health services utilization. (Cross-listed with sociology, economics, and anthropology).

AGER 5400. Health Care Delivery Systems

3 hours. A cross-cultural overview of health delivery systems is presented and followed by an extensive consideration of all aspects of the health delivery system in the United States. Government and private sector involvement in the delivery of services is emphasized.

AGER 5770. Program Evaluation in Aging Services.

3 hours. This seminar is designed to provide students with the basic skills to evaluate social programs for the aged, and to assess the merits of program evaluations conducted by others. Emphasis is placed on the unique service needs of older persons; the distinctive character of the facilities, agencies, and programs that serve them; and special challenges faced by those who attempt to assess the benefits of such efforts.

Anthropology (ANTH)

ANTH 5030. Medical Anthropology

3 hours. This course presents perspectives in contemporary medical anthropology, with a focus on the bio-cultural basis of health and socio-cultural variations in illness and healing (ethno medicine). It includes study of comparative health systems, politico-economic and ethical issues in health and care, health professions and patients' views of illness.

Biological Sciences (BIOL)

BIOL 5040. Contemporary Topics in Environmental Science and Ecology.

1-3 hours. Contemporary topics and issues in environmental science and ecology. Topical themes include global climate change, biodiversity, wetlands, population and aquatic, terrestrial or plant ecology. May be repeated for credit as topics vary.

BIOL 5040. Topics: Air Pollution.

3 hours. A contemporary topics offering focusing on air pollution; its measurement and composition; pollution dispersal; and pollution sources and control measures. Students must concurrently enroll in laboratory.

BIOL 5040. Topics: Air Pollution Laboratory.

1 hours. Laboratory for air pollution sampling methods and analyses.

BIOL 5360. Chemistry of Water and Water Pollution.

4 hours. Chemical and engineering approaches to water and waste water treatment. Laboratory studies for assessing chemicals in water and waste water. Application of standardized analytical methods for evaluating water quality. Prerequisite: 6 SCH of chemistry.

BIOL 5380. Fundamentals of Aquatic Toxicology.

4 hours. Theory and methodologies used by scientists, regulatory agencies and industry to measure the impact of man's activities on freshwater aquatic ecosystems. The course has its foundations in history, but concentrates on current methodologies and theories.

BIOL 5880. Environmental Sciences Seminar Series.

1 hour. A weekly seminar series covering a broad range of environmental research topics. Invited speakers are prominent local, regional or national researchers. Pass/no pass only.

BIOL 5900. Special Problem: Practice Experience in Public Health

3 hours. Special problem course allows for study tailored to needs of student. Students in the environmental health track should enroll in BIOL 5900, under the direction of assigned faculty, to meet the practicum requirement for the M.P.H. degree.

BIOL 6300. Hazardous Waste Management.

3 hours. An introduction to the dynamic and rapidly changing field of hazardous waste management. Management issues such as legal, technical and sociological aspects are presented. Types of hazardous waste and numerous treatment/disposal options are reviewed.

BIOL 6360. Environmental Engineering.

4 hours. Water, land and air pollution control technologies are presented. Engineering approaches to pollution problems are demonstrated by considering technical feasibility and economic constraints. Laboratory exercises provide instruction for quantitative analysis of water and waste water; field trips to various pollution-control facilities. Prerequisites: CHEM 1410-1420 and 1430-1440.

Behavioral Analysis (BEHV)

BEHV 6400. Behavioral Intervention in Health and Medicine.

3 hours. Course is constructed around a series of cases in which behavioral interventions are planned to improve health, prevent disease, or mitigate the effects of chronic health problems of individuals. A behavioral analysis of the problem in the context of individual's overall repertoire and life circumstances is followed by design of an intervention plan based on behavioral principles. Problems likely to need resolutions for successful intervention are identified and addressed.

Economics (ECON)

ECON 5180. The Economics of Health Care.

3 hours. Application of economic theory and analysis to the financing and delivery of medical care. Emphasis on the use of economic concepts to understand public policy issues in medical care.

ECON 5880. Seminar on Current Health Care Economics.

3 hours. Topics include health care reform; problems associated with health insurance markets; alternative health care financing systems in the United States and other countries; health care regulation by the states; universal health care coverage; and the "public goods" nature of health care. Topics are subject to change depending on the current trends in the field and the relevancy to students' interest. Course includes presentations and discussions of students' research papers. Prerequisite: ECON 4180 or 5180.

Geography (GEOG)

GEOG 5400. Environmental Modeling.

3 hours. Modeling of environmental processes and human impacts on the environment to include topics on sensitivity, calibration and evaluation, watersheds, non-point source pollution, hydrological models, GIS, water and air quality models, pollutant transport and fate, and ecotoxicology. Prerequisite(s): graduate standing or consent of department.

GEOG 5500. Introduction to Geographic Information Systems.

3 hours. Introduction to the concepts of computer-based spatial data handling, known as Geographic Information Systems (GIS) technology. Presents the concepts of GIS in a general way utilizing several GIS packages and hypothetical GIS problems. Prerequisite: consent of the department

GEOG 5600. Seminar in Environmental Policy.

3 hours. Analysis and evaluation of environmental policy, including spatial, historical, economic, ecological and institutional dimensions of contemporary resource management issues.

GEOG 5960. Medical Geography.

3 hours. Locational aspects of disease and health care, spatial patterns of diseases, health facilities, health care policies and problems. Prerequisite: GEOG 2400 or consent of department.

Philosophy (PHIL)

PHIL 5700. Seminar in Environmental Ethics.

3 hours. An intensive analysis of new positions in environmental ethics with special emphasis on their theoretical value as a contribution to contemporary philosophy and their practical value with regard to environmental policy and decision making.

Psychology (PSYC)

PSYC 5030. Advanced Research Design.

4 hours. Principles and techniques of analysis of variance and covariance, experimental designs with applications to randomized groups, factorial, Latin-square, trend analysis and other standard schemes. Experience in laboratory techniques, data collection, data analysis and interpretation. Prerequisite(s): PSYC 5700 or equivalent.

PSYC 5040. Psychological Aspects of Health: A Behavioral Medicine Approach.

3 hours. Conceptual frameworks for understanding factors that influence patterns of health behavior in persons from different cultures. Presents a behavioral medicine perspective of health and disease and illustrates their unique and common elements in sociopolitical and environmental contexts.

PSYC 5050. Seminar in Psychology: Program Evaluation/ Consultation in Special Settings.

3 hours. Issues and topics of current interest to students in the various graduate programs but not covered by course offerings. Topic: Program Evaluation/Consultation in Special Settings. Students in the health behavior track register in PSYC 5050 under the direction of faculty to complete the M.P.H. practicum requirement.

PSYC 5070. Medical and Behavioral Disorders.

4 hours. Focuses on those physical disorders for which behavioral variables are most relevant in terms of etiology, treatment and prevention; i.e. arthritis, hypertension, diabetes, migraine headaches, back pain, etc. Laboratory work includes an introduction to the assessment and primary and secondary treatment of these disorders through such behavioral, non-medical procedures as diet, medical history, physical examination, exercise, health education, and religious affiliation; includes such stress management procedures as therapy, hypnosis, relaxation, biofeedback and meditation.

PSYC 5200. Psychology of Women: An Analysis of Dynamics, Stresses.

3 hours. Designed to give the future educator, counselor and mental health professional a better understanding of the specific psychological, environmental and biological problems facing women. Specific and current methods of advising are covered. Prerequisite: minimum of 6 SCH of undergraduate psychology.

PSYC 5340. Life-Span Developmental Psychology.

3 hours. An examination of developmental behavioral change across the human life span. Special concern is given to the conceptual and empirical bases for such change, with an emphasis on measurement and antecedents. More specific treatments of content areas (e.g., learning, memory, intelligence, personality, stress and coping, mental illness, and death and dying) constitute an integral part of the course.

PSYC 5350. Counseling for Sexual Dysfunction and Other Psychosexual Disorders.

3 hours. A study of the origins and treatment of sexual dysfunctions and other psychosexual disorders. The study includes physical and psychological considerations in etiology, diagnosis and treatment.

PSYC 5600. Human Learning and Motivation.

3 hours. Social, psychological and biological dimensions of learning and motivation (e.g., culture, self-concept, perception, cognition, emotion, genotype and maturation) as related to children and youth.

PSYC 5700. Advanced Quantitative Methods in Psychology.

4 hours. Includes a review of probability theory and elementary sampling statistics, a discussion of correlational theory and the application of several correlational techniques, a study of several methods appropriate for testing hypotheses about differences among several means, factorial designs in analysis of variance and some consideration of non-parametric procedures. Prerequisite: an introductory course in statistics.

PSYC 5780. Advanced Psychopathology.

3 hours. A critical analysis of the classificatory systems, etiology and treatment of psychopathological behavior, with a view toward a sophisticated appreciation of the contemporary status and prospectus of this subject domain. Prerequisites: PSYC 4610 and PSYC 5010 or equivalents, or consent of department.

PSYC 5790. Advanced Physiological Psychology.

3 hours. Fundamentals of physiological psychology, including basic neurophysiological laboratory techniques and a survey of current research with an in-depth study in one research area by each student. Prerequisite(s): PSYC 4640 or its equivalent, or consent of department.

PSYC 5840. Psychometric Theory.

3 hours. Systematic treatment of the logic of measurement, including such topics as scaling models, validity, variance and covariance, reliability, theories of measurement error and test construction. Prerequisite: PSYC 5700.

PSYC 5860. Seminar on the Psychology of Aging.

3 hours. Theoretical and research literature concerned with the psychological aspects of aging. Age-related changes in sensation, perception, learning, cognition and personality are considered from both a conceptual and methodological perspective as they bear on adjustment to late adulthood. Prerequisite: PSYC 5010 or advanced study in developmental psychology. May be repeated for credit as topics vary.

PSYC 5870. Advanced Psychology of Personality.

3 hours. Theory, research, applications, and current issues involving major systems for understanding personality, including the studies of human nature, individual differences, and integration of part-systems to form a model of the whole person. Prerequisite: consent of the department.

PSYC 5890. Psychological Counseling for Late Maturity and Old Age.

3 hours. Study of the predictable and normal dependencies of aging; techniques of individual, family and group counseling applied to later life, with emphasis on problems of retirement, health and bereavement.

PSYC 6110. Professional Issues in Behavioral Medicine.

3 hours. Issues facing health psychologists practicing in behavioral medicine settings. Themes focus on malpractice risks related to health services, including managed health care; privacy, consent and access to hospital records; quality assurance, quality control and mechanisms of review; interdisciplinary relationships, hospital privileges, multiple codes of ethics/legal constraints and hierarchical levels of professional responsibility for medical regimes; medical liaison consultation with under-served populations; and anticipating issues for the health/psychology/behavioral medicine practitioner.

PSYC 6130. Assessment and Treatment of Substance Abuse.

3 hours. History of alcohol and drug use across cultures and the emergence of distinctions, sanctions and prohibitions. The major categories of psychotropic substances are reviewed, along with their chemical and behavioral effects. Characteristics of users and abusers are discussed. Various treatment approaches and their effectiveness are evaluated. Prerequisite: consent of instructor.

PSYC 6400. Research Methodology Applications.

3 hours. Introduction to research methodology in psychology. Includes measurement theory, latent construct theory, experimental and quasi-experimental design, overview of data analytic strategies and power analysis. Focus on individual student projects. Prerequisite: consent of department.

PSYC 6570. Psychological Diagnostics and Intervention for Psychosomatic Disorders.

3 hours. This course offers an examination of the physiological and psychological aspects of disorders such as HIV infection, cancer and depression. The medical and behavioral interventions available are discussed, along with the relative merits and effectiveness of these treatments.

PSYC 6710. Psychological Responses to Ecological and Nutrient Influences.

3 hours. An examination of a range of environmental stimuli that may be toxic to the human condition and an interpretation of the relationship between psycho-nutritional deficits and behavior. Prerequisite(s): a graduate course in assessment or consent of the department.

PSYC 6760. Psychotherapy Methods and Behavioral Medicine.

4 hours. Systematically reviews theoretical and research literature on the mind/body relationship and implications for psychotherapy strategies with individuals confronting disease. The role of biopsychosocial factors will be examined in planning practical treatment interventions to help improve the physical, emotional and spiritual well-being of the patient. Laboratory work includes supervised practice in the design and implementation of behavior change paradigms. Prerequisite: consent of the department.

Public Administration (PADM)

PADM 5200. Public Personnel Management.

3 hours. Managing human resources in national, state and local governments.

PADM 5430. Financial Accountability in Government.

3 hours. An introduction to financial control in government, including fund accounting, financial reporting, internal controls and auditing. Particular emphasis is given to the public manager's use of accounting information in such contexts as budget decision making, pricing government services, cash planning and municipal bond ratings.

Sociology (SOCI)

SOCI 5200. Seminar on Research Methods and Design.

3 hours. Research designs; techniques of sampling and scaling; problems of reliability and validity; consideration of appropriate tests of association and significance. Prerequisites: SOCI 4870 or equivalent, or consent of program chair or instructor.

SOCI 5210. Introduction to Social Statistics.

3 hours. Probability theory, descriptive statistics, non-parametric statistics and the general linear model, including multiple regression analysis, and their application in sociological research. Prerequisite: SOCI 4880 or equivalent.

SOCI 5400. Seminar on the Sociology of Health.

3 hours. Analysis of sociological factors in health and illness; organization of health care and the health professions.

SOCI 5900. Special Problem: Practice Experience in Public Health.

3 hours. Open to advanced students capable of doing independent research under the direction of the instructor. To be registered for only on recommendation of the instructor and with the consent of the program chair. (M.P.H. students in the health services research track should register for special problem to complete the practicum requirement.)

Texas College of Osteopathic Medicine (TCOM)

The following courses are offered by UNT Health Science Center's Texas College of Osteopathic Medicine. Consult the TCOM Office of Medical Education for frequency of course offerings.

805. Clinical Clerkship in Public Health and Preventive Medicine.

An elective four-week rotation in public health/preventive medicine.

806. Clinical Clerkship in Occupational Medicine and Personal Health.

An elective four-week rotation in occupational and personal health.

Texas A&M University Baylor College of Dentistry

The following courses are offered by Texas A&M University Baylor College of Dentistry. Consult the College of Dentistry for frequency of course offerings.

6520. Oral Epidemiology

Principles of epidemiology applied to oral diseases.

6690. Behavioral Factors in Dentistry.

Application of principles of communication and motivation relevant to doctor-patient relations, patient compliance, and stress management.

6880. Principles of Dental Public Health.

Introduction to the principles of dental public health.

7330. Applied Preventive Dentistry.

Scientific basis for preventive dentistry interventions.

8004. Clinical Preventive Dentistry.

8100. Geriatric Dentistry.

Psychosocial, biological, preventive, pharmacological, and therapeutic considerations in providing oral health care for aging population.

8120. Hospital Dentistry.

Administrative aspects of outpatient and inpatient care for oral and maxillofacial surgery and dental treatment when provided in the hospital management setting by general dentists (course includes a 1 week hospital rotation in succeeding quarters).

8140. Human Behavior in Dentistry.

Behavioral principles applied to patient and staff management and satisfaction, including behavioral approaches to pain and anxiety control.

8340. Pediatric Dentistry.

Treatment planning and child management; special problems in pediatric dentistry; emphasis on complete dental rehabilitation of patients.

8370. Professional Ethics.

Principles and theory; case analysis and decision making; humanizing health care; virtue ethics.

S99. Public Health Sciences Preceptorship Program.

Fulfillment of requirement for practicum for M.P.H. degree.

NINE

Faculty, Officers & Staff

School of Public Health Faculty

Ajani, Umed, M.B.B.S., M.P.H.,

Assistant Professor;
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M.S., Cornell University;
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M.A., University of Texas at Arlington;
M.P.H., Medical College of Wisconsin;
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Ph.D., University of Nebraska.

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M.S., University of Texas at Dallas;
M.P.H., University of North Texas
Health Science Center at Fort Worth.

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M.S., Incarnate Word College;
Dr.P.H., University of Oklahoma Health Science Center.

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Non-Discrimination & Harassment Policies

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.

The 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 the 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, the 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 or prejudice and harassment of any kind are inconsistent with the center's educational purpose.

The 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 the 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 other verbal or physical conduct of a sexual nature constitutes sexual harassment.

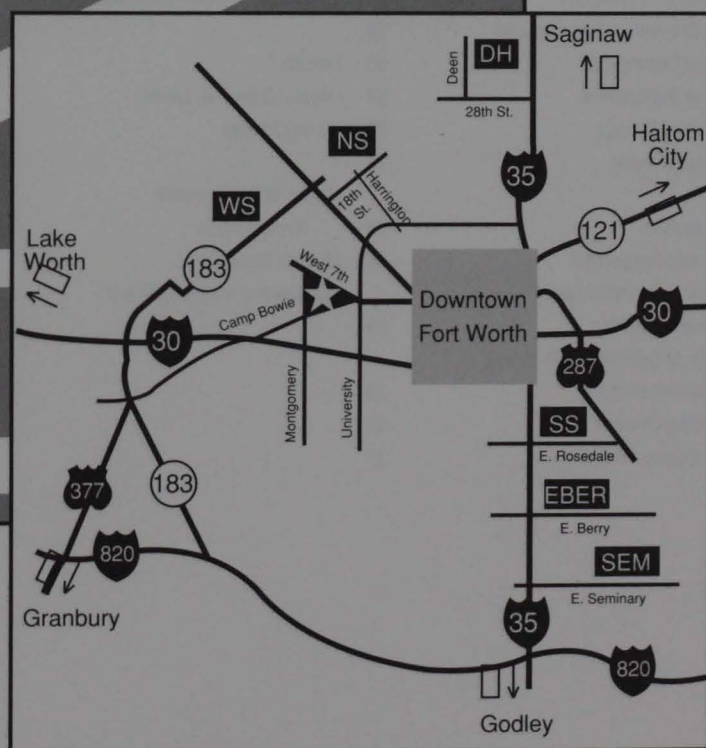
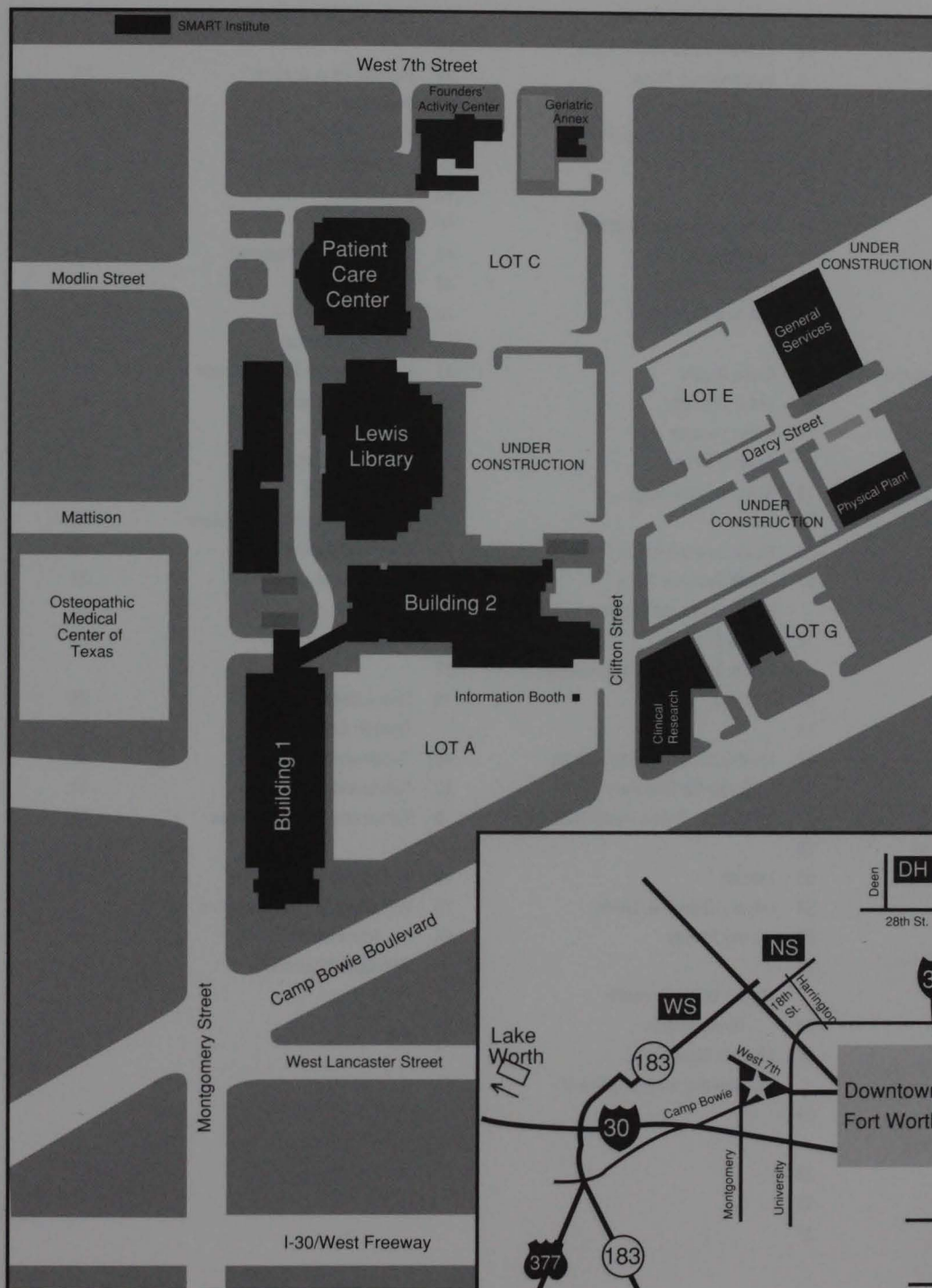
It is the policy of the health science center to maintain a workplace and a learning environment free of sexual harassment and intimidation. Behavior or conduct that interferes with this goal is not condoned or tolerated.

Americans with Disabilities Act

The 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.

The 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.

Campus Map



Index

Absence for Religious Holidays	20	Enrollment Certification	23	Open Records Policy	25
Academic Assistance	47	Environmental Health Track	29		
Academic Calendar	5	Epidemiology Track	31	Pass/No Pass Grading	25
Academic Misconduct	20	Executive Council	65	Probation	24
Accreditation	4	Exemptions and Waivers	44	Public Health	
Activity Center, Founders	48			Degree Programs	27
Adding Courses	23	Faculty	62	Courses	50
Administration	64	Federal and State Programs	46		
Administrative Staff	65	Financial Aid	46	Quality of Work Required	24
Admission	17	Financial Policies	43		
Application Deadlines	17	Full-time Enrollment	23	Refunds	45
Application Fee	17			Regents, Board of	64
Continuing Student Admission	18	Grade Appeal	21	Removal of Incomplete Grade	25
Dual Degrees	37	Grade Changes	25	Residency Regulations	44
International Admission	19	Grade Reports	25		
Non-Degree Admission	18	Grading System	23	Sexual Harassment	66
Readmission of Former Students	18	Grade Point Average	24	Student Affairs	47
Americans with Disabilities Act	66			Student Development Services	48
Appeal Processes	20	Health Administration Track	32	Student Organizations	48
Attendance	22	Health Behavior Track	35	Student Load	26
		Health Insurance Program	47	Summons	26
Biostatistics Track	30	Health Services	47	Suspension	24
		Health Services Research Track	33		
Campus Map	67	Housing	48	Time Limitations	26
Class Drops	23			Transfer Credit	19
Commencement Exercises	22	Identification Card Regulations	48	Tuition and Fee Refunds	45
Community Health Track	34	Institutes for Discovery	13	Tuition and Fee Waivers	44
Concurrent Enrollment	22	Institute for Public Health Research	9	Tuition and Mandatory Fees	43
Core Curriculum Requirements	28				
Course Descriptions	50	Liability	48	Withdrawal from Courses	45
Course Duplications	24	Library, Gibson D. Lewis	15	Withdrawal for Non-Payment,	
Courses Offerings	23	Library Faculty	64	Administrative	43
Change of Track	22			Withdrawal Refunds	45
		Master of Public Health			
Degree Plan	26	Requirements	27		
Diversity, Respect for	66	Mission Statement	7		
Doctor of Dental Surgery/		Multicultural Affairs, Office of	16		
Master of PH	39				
Doctor of Osteopathic Medicine/					
Master of PH	38				
Dropping Courses	23				
Dual Degree Programs	37				



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