FAY W. BOOZMAN
COLLEGE OF PUBLIC HEALTH
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

COLLEGE CATALOG
2006-2007    2007-2008

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www.uams.edu/coph
The University of Arkansas for Medical Sciences (UAMS) Fay W. Boozman College of Public Health (COPH) was established as the sixth and newest academic unit at UAMS in July 2001. Initiated Act 1 of 2000, the Tobacco Settlement Proceeds Act, passed with over 64 percent of Arkansans voting in favor during the November 2000 election. This event and those which followed have resulted in Arkansas being the only state which continues to use 100% of its Tobacco Settlement funding for health-related issues as was originally intended for these funds. Although only newly developed, the Fay W. Boozman College of Public Health has rapidly established a broad complement of teaching programs and is beginning to develop its research and service activities directed toward meeting its Mission of improving the health and promoting the well-being of individuals, families, and communities in Arkansas. This rapid progress has resulted in the COPH being accredited by the Council on Education for Public Health in May 2004, in record time.

Working in collaboration with the other academic units at UAMS (the Colleges of Medicine, Nursing, Pharmacy, and Health Related Professions as well as the Graduate School), the new COPH brings a different perspective to the Medical Center’s traditional medical care services. This new focus includes: 1) a primary focus on improving the quality of life for entire communities, rather than focusing on medical care for the individual or family (known as a population or community-wide perspective); 2) a heavy emphasis on health promotion and disease prevention as a cost-effective way to maintain the health and quality of life for all Arkansans; 3) an emphasis on understanding and reducing the racial and ethnic health disparities for populations experiencing disproportionate burdens of disease and disability; and 4) a fundamental commitment to the policy development and information-gathering that is necessary to develop sound policy and environmental changes to promote health and well-being.

Essential to achieving our Mission is what is known as the three core “functions” of public health: 1) assessment or surveillance of the factors associated with the development of health problems and prevention of these conditions; 2) policy initiatives to develop an environment to promote and sustain optimal health; and 3) assurance that all people have access to needed programs and services. To fulfill our Vision of “Optimal Health for All,” the College emphasizes a community-based health promotion approach, fostering active participation of communities in all phases of health promotion and disease prevention programs.

On behalf of the faculty, staff and students of the Fay W. Boozman College of Public Health, I welcome your interest in our programs and hope you will join our team effort to improve the health and well-being of Arkansans.

James M. Raczynski, Ph.D., Professor and Dean

“The UAMS Fay W. Boozman College of Public Health is funded, in part, from Tobacco Settlement Funds”
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INTRODUCTION

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of disability, race, color, sex, creed, veteran status, age, marital or parental status, or national origin. The Office of Human Relations acts on a campus-wide basis for all students, faculty, and employees regarding such matters, and within each college or school there is an associate or assistant dean designated to assist students of that college in utilizing a special grievance procedure.

Any student who alleges the existence of any policy, procedure, or practice prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (Title II), and their implementing regulations must contact the Office of the Associate Dean for Academic Affairs (501-526-6622). Copies of the procedure for addressing such grievances are available from the Graduate School Office and in the COPH student handbook.

This catalog presents specific information about the Fay W. Boozman College of Public Health at the University of Arkansas for Medical Sciences, including admission requirements, registration fees, curricula offered, degrees granted, and courses available.

The courses listed in this catalog have been authorized in accordance with policies approved by the College and the Arkansas Department of Higher Education. The individual departments of the College determine the frequency of offerings as program needs dictate with no assurance that a course is offered every year. The summaries of courses and prerequisites, when stated, are meant to serve as a guide to degree program planning and are subject to specific determination and consultation with academic advisors. The fees listed in this catalog, while accurate at the time of printing, may be superseded by increases. Please check the Fay W. Boozman College of Public Health website at www.uams.edu/coph to obtain the most recent information concerning tuition and fees.

The University of Arkansas for Medical Sciences publishes similar catalogs for the other colleges and schools — the Colleges of Health Related Professions, Medicine, Nursing, and Pharmacy and the Graduate School. Copies of the catalogs for other colleges at UAMS, as well as information concerning academic programs, fees, financial aid, or housing, may be obtained by writing or calling the Dean’s offices of the various colleges or schools and may also be available on the internet at www.uams.edu.

IMPORTANT NOTICE

This catalog contains information which was determined to be accurate at the time of completion. However, regulations, fees, programs of study, and individual courses are regularly revised. Therefore, the catalog information is subject to change. Interested persons should consult the UAMS Fay W. Boozman College of Public Health web site at www.uams.edu/coph or the office of Student Services (501-526-6747) to obtain the latest information available.

All students enrolled in the Fay W. Boozman College of Public Health are responsible for all information contained in this Course Catalog. Students are ALSO responsible for all information contained in the Fay W. Boozman College of Public Health Student Handbook.
UNIVERSITY OF ARKANSAS ADMINISTRATION

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UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
Vision, Mission, Role and Scope

VISION STATEMENT:

UAMS will be a world-class medical science center where excellence is the defining characteristic.

MISSION STATEMENT:

TO TEACH
The University of Arkansas for Medical Sciences prepares excellent health care professionals and scientists who are committed to high ethical and professional standards, life-long learning, and skill advancement in health care for Arkansas, the nation, and the world.

TO HEAL
The University of Arkansas for Medical Sciences provides comprehensive, nationally and internationally recognized, health care in many specialties and disciplines for Arkansas, the nation, and the world.

TO SEARCH
The University of Arkansas for Medical Sciences conducts pioneering research that leads to new knowledge with application and integration into the health care disciplines, systems of care, public policy, and economic progress for all people.

TO SERVE
The University of Arkansas for Medical Sciences provides leadership and service in the health care disciplines and in public health policy for the benefit of the citizens and communities of Arkansas.

ROLE AND SCOPE:

The University of Arkansas for Medical Sciences (UAMS) is Arkansas’ only institution of professional and graduate education devoted solely to the health and biological sciences. First founded as a School of Medicine in 1879, UAMS became a medical sciences campus in 1951 with the addition of the College of Pharmacy. The College of Nursing was established in 1953, and the University Hospital was built in 1956. The College of Health Related Professions was organized as a separate college within UAMS in 1971. The Graduate Program was organized as an extension of the Graduate School of the University of Arkansas at Fayetteville in 1943, and was approved for independent status by the Board of Trustees in 1995. The Area Health Education Centers Program (AHEC) was established in 1973. The Arkansas Cancer Research Center (ACRC) was established in 1984. The Harvey and Bernice Jones Eye Institute (HBJEI) was established in 1993 and doubled in size in 2005. The Donald W. Reynolds Center on Aging was established in 1996. The College of Public Health was established in 2001. It was renamed the Fay W. Boozman College of Public Health in 2005. Today, UAMS is one of twelve campuses of the University of Arkansas. The institution offers programs that improve the physical, economic, and intellectual well-being of the citizens of Arkansas. It has grown into an academic health sciences center that encompasses broad aspects of education, research, and service. Construction on campus, the most significant campus expansion project in the history of the UAMS, will accelerate in 2006 with the start of an estimated $200 million project that will include a replacement for the current 50-year-old hospital, a psychiatry facility, a new student residence hall, a parking deck, an expansion of the Outpatient Center and a power plant. Design work is already under way for the project that will stretch over four years and also include UAMS assisting the state with construction of a new state hospital west of campus.
In fulfilling its educational mission, the six academic units of UAMS -- the Colleges of Medicine, Nursing, Pharmacy, Health Related Professions, Public Health and the Graduate School -- as well as the University Hospital, the Area Health Education Centers, the Arkansas Cancer Research Center, the Harvey and Bernice Jones Eye Institute, the Donald W. Reynolds Center on Aging, and the Jackson T. Stephens Spine and Neurosciences Institute provide the environment and opportunities for students and practitioners alike to learn and maintain the knowledge and skills they need. These programs integrate the liberal arts with the biological, physical, and behavioral sciences, and emphasize life-long learning for practitioners in the health professions.

UAMS is the principal biomedical research center for the state of Arkansas. In its programs of research, UAMS seeks to stimulate and support scholarly inquiry for both faculty and students aimed at maintaining and preserving knowledge, and making discoveries that address the health needs of the state, nation, and world.

These research programs enhance the economic and educational progress of Arkansas through technology transfer and collaborative arrangements with other qualified individuals, groups, companies and institutions. The research mission involves the quest for new information, the organization of known information in new ways, and the sharing of this information with the scientific community.

The service mission of UAMS is fulfilled by providing comprehensive health care services to meet the educational needs of our students and the special health care needs of the state through a community-based health education model. As the only academic medical center in Arkansas, the unique role of UAMS is to provide services requiring highly specialized personnel and technology. These services are delivered in an interdisciplinary environment to all Arkansans regardless of their ability to pay.

In addition, comprehensive services in health, wellness, and rehabilitation are offered in a statewide context. The UAMS service mission is enhanced by affiliations with Arkansas Children's Hospital, the John L. McClellan Memorial Veterans Administration Medical Center, the Arkansas Rehabilitation Institute, the Central Arkansas Radiation Therapy Institute, and the Arkansas State Hospital. Additional cooperative programs are offered with other hospitals and practitioners affiliated with the AHEC Programs. UAMS has a responsibility to provide health care services in a manner that ensures the long-range financial viability and continued quality of its programs, while providing the most cost-effective care for its patients.

The UAMS mission encompasses a responsibility to its alumni and other health care practitioners of Arkansas to help them continue to improve their professional knowledge and skills. All schools and departments offer life-long learning opportunities as appropriate to their missions. The University Library also serves as a resource for all health professionals by maintaining a portfolio of information services needed to support their information needs.

UAMS values its role of service to the general welfare of the state of Arkansas. This service includes action as a partner in science and health areas to all levels of the educational systems of the state. As the leader in health care, the institution provides educational programs, consultation, and technical advice to other institutions, agencies, and local communities for the purpose of improving and maintaining the health of Arkansas citizens.

The role of UAMS in the economic life of the community is significant. A major element of the central Arkansas economy, the salaries of a highly trained work force contribute substantially to the regional economy.

The addition of the Fay W. Boozman College of Public Health brings three things that are new to the UAMS campus: (1) a primary focus on what’s best for all, known as the population or community-wide perspective, rather than a focus on medical care for an individual; (2) a heavy emphasis on health promotion and primary prevention as a cost-effective way to achieve general health and well-being for all Arkansans; and (3) a fundamental commitment to policy development and information-gathering that’s necessary to develop sound policy, since good health is ultimately a reflection of a health care system that’s functioning optimally.
THE MISSION STATEMENT OF
THE FAY W. BOOZMAN
COLLEGE OF PUBLIC HEALTH

The mission of the UAMS Fay W. Boozman
College of Public Health
is to improve health and promote well-being of
individuals, families, and communities
in Arkansas
through education, research, and service.
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FOR THE APPLICANT

ADMISSION REQUIREMENTS AS A NON-DEGREE SEEKING STUDENT

Students may be allowed to take courses in the Fay W. Boozman College of Public Health as a non-degree seeking student upon receipt of a completed application form, official transcript(s) indicating completion of an undergraduate degree, and payment of the $40 non-refundable application fee. International students must pay a non-refundable $100 application fee.

Students who are currently enrolled and taking classes in another UAMS college or the UAMS Graduate School are not required to submit the application fee, but must submit all other required materials.

All required materials must be received by the COPH Office of Student Services by 4:30 p.m. on:

August 1 for fall semester

May 15 for summer session

January 1 for spring semester

A NEW APPLICATION AND APPLICATION FEE MUST BE SUBMITTED EACH SEMESTER WHEN ENROLLING AS A NON-DEGREE STUDENT.

It is the applicant’s responsibility to make sure her/his file is completed and received by the Office of Student Services as required by the deadline.

Non-degree seeking students generally will be allowed to enroll in courses on a space available basis once all degree seeking students have been placed on the class roster. It is important to note that in some instances, courses will be over-enrolled with degree candidates, and when this occurs, no non-degree seeking students will be able to enroll. The application fee will not be refunded.

ADMISSION REQUIREMENTS FOR THE POST-BACCALAUREATE CERTIFICATE IN PUBLIC HEALTH

A Fay W. Boozman College of Public Health completed application form with all required materials must be received by the COPH Office of Student Services by 4:30 p.m. on April 1 for applicants seeking admission in the fall semester and by 4:30 p.m. on October 1 for admission to the spring semester.

To apply to the Post-Baccalaureate Certificate program in the Fay W. Boozman College of Public Health, applicants must submit the following materials:

1. A completed and signed original COPH application form.

2. A baccalaureate degree from a regionally accredited college or university. Official, original transcripts of all academic work must be sent to the COPH Office of Student Services directly from each college or university attended, whether or not a degree was awarded at that institution. Transcripts showing courses
completed at the UAMS Fay W. Boozman College of Public Health must also be requested from the COPH Registrar and received by the deadline date. Transcripts from foreign institutions must be translated.

3. Personal statement or letter of interest (500 to 700 words).

4. Three (3) COPH recommendation forms. The forms must be completed by separate individuals who can speak to the candidate’s academic, professional and public health experience. (Completed forms may be accompanied by a formal letter of reference, at the discretion of the recommender; however, the letter will not suffice as a recommendation without the completed form.) The envelope containing the completed forms must be signed by the referring party on the form and across the seal of the envelope. The required form may be found online at www.uams.edu/coph/applicants.

5. In admission reviews, first consideration is given to Arkansas residents. In recognition of the support of COPH programs by private and federal organizations highly qualified applicants who are residents of another state or citizens of a foreign country may compete for admission. Those whose native language is not English or who do not have an undergraduate degree from a regionally accredited US college or university, are required to submit a minimum score of 600 on the paper based examination, 250 on the computer based examination, or 100 on the internet based examination on the Test of English as a Foreign Language (TOEFL). The test must have been taken within the five (5) years immediately preceding the application deadline (April 1 or October 1) of the requested semester for admission. An original report of the test score, sent by the testing agency to the Fay W. Boozman College of Public Health, is required before any action is taken on an application. Copies are not acceptable. An international student non-refundable application fee of $100, in a check or money order, payable to UAMS COPH, also applies. (Please see “Admission Requirements for International Students” for more information.)

6. A current curriculum vitae or résumé.

7. Non-refundable application fee of $40, in a check or money order, payable to UAMS COPH. International students must pay a non-refundable $100 application fee.

8. Complete a guided telephone interview conducted by COPH Student Services shortly after the application deadline.

*The GRE is not required for applicants to the post-baccalaureate certificate in public health.

The Office of Student Services must receive all required materials by 4:30 p.m. on the published deadline (April 1 or October 1) date.

It is the applicant’s responsibility to make sure her/his file is completed and received by the Office of Student Services as required by the deadline. All applicants who have turned in a completed application by the deadline date will be notified in writing of the Admissions Committee decision.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.
ADMISSION REQUIREMENTS FOR THE MPH
MASTER OF PUBLIC HEALTH

A Fay W. Boozman College of Public Health completed application form with all required materials, must be received by the COPH Office of Student Services by **4:30 p.m. on April 1** for applicants seeking admission in the fall semester and by **4:30 p.m. on October 1** for admission to the spring semester.

To apply to the Master of Public Health (MPH) program in the Fay W. Boozman College of Public Health, applicants must submit the following materials:

1. A completed and signed original COPH application form.

2. A baccalaureate degree transcript from an accredited college or university. Official, original transcripts of all academic work must be sent to the COPH Office of Student Services directly from each college or university attended, whether or not a degree was awarded at that institution. Transcripts showing courses completed at the UAMS Fay W. Boozman College of Public Health must also be requested from the COPH Registrar and received by the deadline date. Transcripts from foreign institutions must be translated. (Students who anticipate completion of their undergraduate degree soon after the admissions deadline may apply for conditional admission. If granted conditional admission, a final transcript from the student's baccalaureate institution must be received by the Office of Student Services prior to the date of registration of the admitted semester.)

3. Graduate Record Examination (GRE) official score(s). The test must have been taken within the five (5) years immediately preceding the application deadline (April 1 or October 1) of the requested semester for admission. Official scores must be sent by the testing agency to the UAMS Fay W. Boozman College of Public Health (code 6512). In some circumstances, and subject to approval from the Associate Dean for Academic Affairs, scores on a comparable graduate test (MCAT, LSAT, GMAT, DAT, and PCAT) may be considered. Applicants who have completed a master’s degree or higher are exempt from the GRE requirement.

4. Personal statement or letter of interest (500 to 700 words).

5. Three (3) COPH recommendation forms. The forms must be completed by separate individuals who can speak to the candidate’s academic, professional and public health experience. (Completed forms may be accompanied by a formal letter of reference, at the discretion of the recommender; however, the letter will not suffice as a recommendation without the completed form.) The envelope containing the completed forms must be signed by the referring party on the form and across the seal of the envelope. The required form may be found online at www.uams.edu/coph/applicants.

6. In admission reviews, first consideration is given to Arkansas residents. In recognition of the support of COPH programs by private and federal organizations highly qualified applicants who are residents of another state or citizens of a foreign country may compete for admission. Those whose native language is not English or who do not have an undergraduate degree from an accredited US college or university, are required to submit a minimum score of 600 on the paper based examination, 250 on the computer based examination, or 100 on the internet based examination on the Test of English as a Foreign Language (TOEFL). The test must have been taken within the five (5) years immediately preceding the application deadline (April 1 or October 1) of the requested semester for admission. An original report of the test score, sent by the testing agency to the Fay W. Boozman College of Public Health, is required before any action is taken on an application. Copies are not acceptable. An international student non-refundable application fee of $100, in a check or money order, payable to UAMS COPH, also applies. (Please see “Admission Requirements for International Students” for more information.)
7. A current curriculum vitae or résumé.

8. Non-refundable application fee of $40, in a check or money order, payable to UAMS COPH. International students must pay a non-refundable $100 application fee.

9. Complete a guided telephone interview conducted by COPH Student Services shortly after the application deadline.

The Office of Student Services must receive all required materials by 4:30 p.m. on the published deadline (April 1 or October 1) date.

It is the applicant's responsibility to make sure that her/his file is completed and received by the Office of Student Services as required by the deadline. Accepted students will be notified in writing.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.

ADMISSION REQUIREMENTS FOR THE MS
MASTER OF SCIENCE IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH

Applicants for the MS degree in Occupational and Environmental Health must obtain admissions information from, and follow admissions procedures established by, the UAMS Graduate School. The UAMS Graduate School Catalog describes all admissions requirements and procedures in detail. Visit their website at http://www.uams.edu/gradschool/.

ADMISSION REQUIREMENTS FOR THE MHSA
MASTER OF HEALTH SERVICES ADMINISTRATION

To apply to the Master of Health Services Administration (MHSA) program in the Fay W. Boozman College of Public Health, applicants must submit the following materials:

1. A completed and signed original COPH application form.

2. Baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.75 (4.0 scale) overall or 3.0 (4.0 scale) in the last 60 hours.

3. An original copy of Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores sent by the testing agency to the COPH (GRE code 6512). The test must have been taken within the past five (5) academic years. Applicants who score in the top 50th percentile in the verbal, quantitative, and analytical writing sections of the GRE or GMAT exam are preferred. Typically, successful applicants earn a combined score in excess of 1000 on the verbal and quantitative portion of the GRE or in excess of 550 on the GMAT.

4. Résumé with two contact references.

5. 500-700 word statement outlining reasons for seeking master's degree; including previous work experience, career goals and objectives.
6. Official transcripts of all academic work sent directly from each college or university attended. Transcripts from foreign countries must be notarized in the United States as "certified true" copies.

7. Non-refundable application fee of $40, in a check or money order, payable to UAMS COPH. International students must pay a non-refundable $100 application fee.

8. Interview with program faculty.

Applicants must provide these materials as soon as possible, and no later than the end of the spring semester. The faculty interview is scheduled after all application materials are received and criteria are satisfied. The admission decision is made after the interview.

The curriculum begins in the fall semester; however, spring admission is possible.

**ADMISSION REQUIREMENTS FOR THE DrPH DOCTOR OF PUBLIC HEALTH IN PUBLIC HEALTH LEADERSHIP**

ALL required materials must be received by the COPH Office of Student Services by 4:30 p.m. on February 1 for applicants seeking admission to the Doctor of Public Health program.

To apply to the Doctor of Public Health (DrPH) program in the Fay W. Boozman College of Public Health, applicants must submit the following materials:

1. A completed and signed COPH original application form available on the COPH website.

   Four recommendations from persons who may also be contacted in regards to scholastic ability and professional experience. It is preferred, but not required, that one letter is from a current or previous supervisor, one letter is from a current or previous colleague, one letter be from a current or previous supervisee, and one letter be from an individual who can address the candidate’s academic potential. Letters should address the candidate’s capacity for public health leadership or the candidate’s strengths and weaknesses as a leader, must be enclosed in a sealed envelope signed by the letter-writer across the seal, and must be enclosed with the application packet. (Completed forms may be accompanied by a formal letter of reference, at the discretion of the recommender; however, the letter will not suffice as a recommendation without the completed form.)

2. A baccalaureate degree transcript from an accredited college or university. Official, original transcripts of all academic work must be sent to the COPH Office of Student Services directly from each college or university attended, whether or not a degree was awarded at that institution. This includes transcripts showing courses completed at the UAMS Fay W. Boozman College of Public Health. The applicant must request an official transcript from the COPH Registrar. Transcripts from foreign institutions must be translated.

3. Official transcript(s) of MPH or related masters degree(s) (or terminal clinical/doctoral degree) from a regionally accredited college or university showing grades earned, dates and award of degree. Official, original transcripts of all academic work must be sent to the COPH Office of Student Services directly from each college or university attended, whether or not a degree was awarded at that institution. This includes transcripts showing courses completed at the UAMS Fay W. Boozman College of Public Health. The applicant must request an official transcript from the COPH Registrar. Transcripts from foreign institutions must be translated.
4. Official transcript(s) showing completion of at least one (1) graduate-level course in each of the following five areas: (a) Biostatistics, (b) Epidemiology, (c) Health Behavior/Health Education, (d) Health Management/Policy, and (e) Environmental and Occupational Health. These courses must have been completed with a grade of “B” or better. Applicants who have completed only four (4) of these courses but whose applications show exceptional potential for success in the DrPH program may be admitted conditionally to the DrPH program; however, they will be required to complete the remaining course (as presented in the COPH core course requirements for the MPH degree) with grades of “B” or better before progressing to the Public Health Sciences and Public Health Practice Cores of the DrPH program. Individuals who have completed three (3) or fewer of the above-listed courses will not be considered for admission to the DrPH program.

5. Personal statement or letter of interest (including a description of work experience in a public health-related field). Statement should also specifically address prior experience in or demonstrated capacity for public health leadership roles (500-700 words).

6. Original and official GRE scores sent from the testing agency to the COPH, code 6512. The requirement for completing the GRE may be waived at the discretion of the DrPH Faculty Leadership Committee. This requirement must be made in writing on or before the November 15th preceding the February 1 application deadline. Applicants should be advised that waivers are not typically granted. Applicants are encouraged to study for the GRE while awaiting a decision.

7. Current curriculum vitae or résumé.

8. A $40 non-refundable application fee in the form of a check or money order, payable to UAMS COPH. International students must pay a non-refundable $100 application fee.

9. In admission reviews, first consideration is given to Arkansas residents. In recognition of the support of COPH programs by private and federal organizations highly qualified applicants who are residents of another state or citizens of a foreign country may compete for admission. Those whose native language is not English or who do not have an undergraduate degree from an accredited US college or university, are required to submit a minimum score of 600 on the paper based examination, 250 on the computer based examination, or 100 on the internet based examination on the Test of English as a Foreign Language (TOEFL). The test must have been taken within the five years immediately preceding the requested semester of admission. An original report of the test score, sent by the testing agency to the Fay W. Boozman College of Public Health, is required before any action is taken on an application. Copies are not acceptable. An international student non-refundable application fee of $100, in a check or money order, payable to UAMS COPH, also applies. (Please see “Admission Requirements for International Students” for more information.)

10. An on-campus interview will be required for selected applicants.

The Office of Student Services must receive all required materials by 4:30 p.m. on the published deadline date of February 1 for consideration for admission to the program.

It is the applicant's responsibility to make sure that her/his file is completed and received by the Office of Student Services as required by the deadline.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.
ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

All applicants who are not United States citizens or permanent resident aliens or for whom English is not their native language must meet the following admission requirements in addition to those stated in the Program Information section of the College’s catalog.

The Fay W. Boozman College of Public Health requires additional documents in order to consider international applicants for degree programs. Because of the additional requirements, completed application packets must be received by the Office of Student Services two (2) weeks prior to the stated deadline for domestic applications (March 15 for fall applications and September 15 for spring applications). The non-refundable application fee for non-US citizens and/or non-permanent resident aliens is $100.

1. The official transcript must first be evaluated by the Education Credential Evaluators, Inc., P.O. Box 514070, Milwaukee, WI, 53203-3470. An official copy of the evaluation from the Education Credential Service must be submitted with the application. A fee list and application forms for this service may be obtained from the above agency.

2. A minimum score 600 on the paper-based Test of English as a Foreign Language (TOEFL), the equivalent score of 250 on the computer version, or 100 on the internet based examination must be earned for the applicant to be eligible for consideration for admission. An official report of these scores must be received by the Fay W. Boozman College of Public Health prior to the date(s) on which admission decisions are made for the program(s) to which the applicant has applied. Copies are not accepted. The test must have been taken within the five (5) years immediately preceding the application deadline (April 1 or October 1) of the requested semester for admission. To obtain the Bulletin of Information to register to take the TOEFL, write directly to: The Education Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, U.S.A. The applicant must indicate on his/her application for the examination that results must be sent to institution code number R6512.

3. There are currently no student aid funds available at UAMS to support international students. Completion of a financial affidavit and documentation indicating that the applicant has sufficient funding to pay for his/her educational and personal expenses while enrolled are required. The United States Department of Justice’s Immigration and Naturalization Service Affidavit of Support form must be used. It currently costs a student with no dependents approximately $25,000 in United States currency for each full calendar year (12 months) of study.

4. Because accidents and sickness can require expenses for which many persons are not prepared, all students are required to purchase health insurance through a program approved by the University of Arkansas for Medical Sciences or an equivalent coverage from a private source. Applicants who choose not to purchase appropriate insurance will not be allowed to register.

5. Those applicants selected for admission must arrange through the Immigration and Naturalization Service of the United States Department of Justice for the transfer of their Certificate of Eligibility (I-20) to the University of Arkansas for Medical Sciences.
FOR THE STUDENT

ELECTRONIC COMMUNICATION WITH STUDENTS

UAMS e-mail account is the mode of communication that the Office of Student Services will use to contact students. It is the responsibility of the student to check her/his UAMS e-mail account regularly for official COPH information.

All students receive UAMS e-mail accounts. Students receive information about e-mail accounts during registration and orientation. The UAMS e-mail system may be used through a standard Web browser or through client software that can be installed on personal computers. This software is free and is available for PC's and Macs. Visit http://webmail.uams.edu/ for more information about UAMS e-mail. Please contact the UAMS Information Technology (IT) Support Center at (501) 686-8555 with questions about UAMS exchange e-mail.

In order to receive the maximum benefit from classroom instruction and community involvement, students attending classes in the Fay W. Boozman College of Public Health are expected to have access to a computer with internet access. In order to assist with this expectation, the COPH maintains two computer classrooms for COPH students in rooms 1230 and 1250 of the COPH Building. These computers are available for student use during the following hours (when not in use for classes which INCLUDES SOME SATURDAYS and SUNDAY AFTERNOONS or other official COPH activities or on UAMS holidays): Monday through Thursday 7:30a.m. – Midnight; Friday 7:30a.m. – 6:00p.m.; Saturday 9:00a.m. – 6:00p.m.; Sunday 2:00p.m. - Midnight. Also, UAMS educational facilities include several computer classrooms used for scheduled computer-based classes and exams. These computer classrooms are located on the 8th floor of the Ed II building - rooms 8/105, Lab 8A, and Lab 8B. They are equipped with security provisions including card-swipe door access devices, door alarms, and monitored security cameras. Use of these facilities is scheduled through the Office of Academic Services and is ordinarily restricted to UAMS curricular activities or other UAMS sponsored educational programs.

CORRECTION OF STUDENT AND ALUMNI BASIC INFORMATION/USE OF ALIASES

Whenever any basic information in a student or alumni file, such as a name or address, becomes outdated, written notice should be filed with the COPH Registrar. Students and alumnus should provide the Office of Student Services with any and all names as they may appear on transcripts from undergraduate schools.

TRANSFER CREDITS

The UAMS COPH will permit a student to transfer six (6) hours of semester credit from other programs, subject to approval by the COPH Academic Standards Committee. Students wishing to transfer semester credit hours must contact the Office of the Associate Dean for Academic Affairs for more information. Courses to be transferred must meet the following criteria:

- passed with a grade of “B” or better
- completed within the five (5) years immediately preceding the application deadline of the requested semester for admission
- was not used to meet the minimum degree requirements for another degree program
- course content and syllabus demonstrates significant relevance to public health
TRANSFERRING FROM NON-DEGREE TO DEGREE SEEKING STATUS

To convert one’s status from non-degree seeking to degree seeking, a student must complete an application to the desired degree program by submitting all of the required documentation by the appropriate deadline in order to be reviewed by the COPH Admissions Committee.

A student who has not been accepted into a program of study leading to a specific COPH certificate or degree may take no more than twelve (12) semester credit hours of COPH coursework that can be counted toward the requirements for a COPH certificate or degree. At the time of acceptance into a COPH certificate or degree program, the Academic Standards Committee will recommend to the Fay W. Boozman College of Public Health which previously taken courses, if any, are to be accepted in the certificate or degree program.

TRANSFERRING FROM CERTIFICATE TO MPH STATUS

Item 1
A student may petition the Associate Dean for Academic Affairs to change status from Certificate-seeking to MPH-seeking. The student must have successfully completed a minimum of twelve (12) hours of core courses with a minimum of six (6) of those hours being some combination of Biostatistics I, Epidemiology I, or Environmental and Occupational Health, and have a minimum grade point average (GPA) across all completed core courses of 3.30. Only core courses will be used in determining whether the petitioner has achieved the minimum grade point average. If the student has completed all six (6) core courses and the GPA is less than 3.30, the student will not be granted a petition to change status. However, the student may apply for MPH status under item 2.

Item 2
If a student has a GPA less than 3.30 across all six (6) core courses and still wishes to continue for a MPH, such student is required to apply to the MPH program and undergo an Admissions Committee review. Such student will be expected to submit all required materials for admission review for the MPH program, including standardized test scores. However, if the admissions office has on file any official transcripts and letters of recommendation that the student submitted for his or her Certificate application and the student wishes to use these materials for MPH review, the admissions office will move those materials to the new MPH application file rather than requiring the student to pay for new transcripts, etc. Such student will be reviewed by the Admissions Committee using the same policies and procedures for all other applicants to COPH programs.

Item 3
Certificate-seeking and MPH-seeking students are permitted to take a maximum of nine (9) semester credit hours of non-core (i.e. generalist track, specialty track, or electives) courses until they have successfully completed all six (6) core courses. Certificate-seeking students may not take more than nine (9) semester credit hours of non-core courses until they have been admitted to MPH seeking status.

Item 4
Certificate-seeking students who matriculate by petitioning for the MPH program may receive the post-baccalaureate certificate while working towards the MPH.

REGISTRATION FOR COURSES

Instructions on how to register and pay for fees are provided to ALL students via e-mail. Those students who do not have access to the online COPH registration page must attend registration for the College on the date and time indicated in the campus academic calendar. Students who receive financial aid MUST attend
registration at UAMS on the indicated date and time or contact the UAMS Office of Financial Aid (501-686-5451) to make other arrangements.

**Students may register for a maximum of fifteen (15) semester credit hours in fall and spring semesters, and a maximum of nine (9) semester credit hours in summer sessions.**

**ADDITION/DROPPING COURSES**

Students are permitted to add courses, if approved by the course instructor and the student’s faculty advisor, within the first two weeks of each semester. A course may be dropped during the first 20 class days of a fall or spring semester without having the withdrawal shown on the official record. After the first 20 class days, and before the last 20 class days of a fall or spring semester, a student may drop a course, but a mark of "W", indicating withdrawal, will be recorded. A student may not drop a course during the last 20 class days of a fall or spring semester.

A course may be dropped during the first ten (10) class days of a summer session without having the withdrawal shown on the official record. After the first ten (10) class days and before the last ten (10) class days of a summer session, a student may drop a course, but a mark of "W" indicating withdrawal, will be recorded. A student may not drop a course during the last ten (10) class days of a summer session.

**NOTE:** Once a student has completed on-line registration, he or she must complete and provide to the Registrar a COPH Add/Drop Form in order to officially drop a course; otherwise, the course will remain on the transcript. This form is available on the COPH website at www.uams.edu/coph. Refunds will NOT be given for dropped courses unless the course is dropped before the REFUND deadline as defined by the COPH Academic Calendar available at www.uams.edu/coph/students/calendar.asp.

**AUDITING A COURSE**

When a student takes a course for audit, she/he must register, pay the appropriate fees, and be admitted to class on a space available basis. Instructors will notify students of the requirements for receiving the mark of “AU” for audited courses. If the student is not satisfying the requirements specified by the instructor, the instructor or Dean may drop a student from the course being audited. The student will be notified if this action is taken.

The cost for auditing is the same as taking classes for semester credit. The last day to change from audit to credit is the fifth (5th) day of class. Changing credit to audit must be done during the first one-half of the course.

The only successful grade or mark which may be given is “AU” and no course credit will be awarded. Courses completed with grades of “AU” are not counted towards completion of degree requirements.

**ATTENDANCE**

Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence, if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor and students should verify the policies of their instructors at the beginning of each semester.

**POLICY STATEMENT ON STUDENTS WITH DISABILITIES**

The UAMS Fay W. Boozman College of Public Health (COPH) embraces the philosophy of inclusion and strives to reflect diversity in its staff, faculty and student body. Consistent with this philosophy is the belief that
students who have disabilities are entitled to equal access and a friendly environment for learning within the College. This policy statement outlines the procedure to be followed by the Fay W. Boozman College of Public Health in order to assist disabled public health students with meeting their career goals through professional education and training. This policy is a supplement to the UAMS Grievance Policy Related to Discrimination Complaints adopted by the College and contained in the Student Handbook. It is not intended to supplant that policy, and where any conflicts might be deemed to exist, the UAMS Grievance Policy shall be controlling.

**Statement on Accommodation**

It is the policy of the UAMS Fay W. Boozman College of Public Health to provide appropriate accommodations to a student with a documented disability in order for the student to be accorded equal access to or participation in the services, programs, and activities of the College.

**Responsibility of Student**

If the student intends to seek accommodation for the disabling condition in the class, it is the responsibility of the student to report and to provide documentation that supports the need for an accommodation of the disability to the faculty member at the beginning of the semester. This may be accomplished in one of two ways: a) the student may make an appointment to meet privately with the faculty member; or b) the student may request a meeting with the Assistant Dean for Student Affairs. This meeting must be requested by the student no later than within fourteen (14) calendar days of the first meeting of the class. Students with a known disability who determine after the beginning of the semester to seek accommodation for class work must immediately notify in writing the faculty member and the Assistant Dean for Student Affairs of this decision. The student must request a meeting with the faculty member or the Assistant Dean for Student Affairs for further assistance in the development of an appropriate accommodation plan. Any student who develops a previously unknown disability during the semester must obtain documentation of the disability and, as soon as practical, notify in writing the faculty member and the Assistant Dean for Student Affairs of the decision to seek accommodation. That student must then schedule an appointment with the Assistant Dean for Student Affairs for assistance in the development of an appropriate accommodation plan.

**Confidentiality**

A student seeking accommodation is entitled to confidentiality concerning her/his disability. Under most circumstances, the faculty member and/or Assistant Dean for Student Affairs will respect the student’s right to confidentiality and will not mention the request to other students, staff or faculty unless the student has specifically indicated otherwise. However, the Assistant Dean for Student Affairs is authorized to use discretion during unusual circumstances in disclosing information to others on a need-to-know basis for the protection and safety of faculty and students.

**Role of Faculty**

At the first class meeting of each class in each semester, the faculty member shall announce to all students in attendance the following:

> It is the policy of the UAMS Fay W. Boozman College of Public Health to accommodate students with disabilities pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a documented disability who needs accommodation must request to meet with me or the Assistant Dean for Student Affairs no later than within the next fourteen (14) calendar days to develop an accommodation plan. Any student with a documented disability, who determines later in the semester to seek accommodation, must refer to the procedures outlined in the college catalog. Failure to follow these procedures may be construed as a waiver of your rights under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.
In addition, all course syllabi will contain the following statement:

Students with a Disability: It is the policy of the UAMS Fay W. Boozman College of Public Health to accommodate students with disabilities pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a documented disability who needs accommodation must request to meet with the course instructor or the Assistant Dean for Student Affairs no later than within the first fourteen (14) calendar days following the first class meeting to develop an accommodation plan. Any student with a documented disability who determines later in the semester to seek accommodation or who develops a disability during the semester must refer to the procedures outlined in the college catalog. Failure to follow these procedures may be construed as a waiver of your rights under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Faculty members are required by federal law to provide reasonable accommodations when requested. The goal of the accommodation plan is not to change the requirements of any course but to enable the individual with a disability to meet the requirements of each course in a way that is not discriminatory based on disability. In the event an instructor believes a student request is unreasonable, the Assistant Dean for Student Affairs will assist the instructor and student in establishing reasonable accommodations. If an agreement still cannot be reached, the Assistant Dean for Student Affairs will contact the Dean of the Fay W. Boozman College of Public Health to assist in resolution of the issue. Such assistance shall not be considered a violation of student confidentiality.

Faculty must prepare and retain a written record of the meeting with the student seeking accommodation and the accommodation plan that is agreed to and signed by both the student and the faculty member. During the semester, the faculty member must undertake a periodic review of the accommodation plan to determine its adequacy. The student should feel free to request additional appointments with the faculty or the Assistant Dean for Student Affairs if the student believes the accommodation plan needs revision.

Responsibility of the Assistant Dean for Student Affairs

The implementation of this policy and appropriate faculty development shall be the responsibility of the Assistant Dean for Student Affairs of the UAMS Fay W. Boozman College of Public Health.

ACADEMIC PROBATION AND DISMISSAL

A student may be dismissed from further study in the Fay W. Boozman College of Public Health at any time if her/his performance is considered unsatisfactory as determined by either the program faculty or the Dean of the Fay W. Boozman College of Public Health. Academic dishonesty, an Honor Code violation, and/or failure to maintain a specified cumulative grade-point average are considered to be unsatisfactory performance. Policies regarding academic dishonesty are described in the Fay W. Boozman College of Public Health Honor Code.

If an MPH or Certificate student has less than a 2.85 cumulative grade-point average (rounded to the nearest 1/100th) on nine (9) or more semester credit hours of course work applicable to their degree program, the student will be placed on academic probation. The student will be dismissed from the Fay W. Boozman College of Public Health if the cumulative GPA is not raised to 2.85 at the end of the semester in which the student completes the next nine (9) hours of course work approved by the student's program.

For DrPH students, these rules regarding academic probation and dismissal apply when the cumulative GPA is less than 3.00.

MHSA students who earn less than a 3.00 cumulative grade-point average on nine (9) or more semester credit hours of course work applicable to the MHSA degree program will be placed on academic probation. The
A student will be dismissed from the College if the cumulative GPA is not raised to a 3.00 on the next nine (9) hours of MHSA course work approved by the student’s program. If, at the time a student is placed on probation, it is mathematically impossible for the student to raise her/his GPA to 3.00 on the next nine (9) hours of MHSA course work, the student will be dismissed from the College.

The department faculty of any specialty area or program may establish and state in writing requirements for continuation in that program so long as such are not inconsistent with the requirements set forth above.

Students academically dismissed are NOT eligible to regain student status within the College.

**STUDENT RECORDS**

Federal regulations and University of Arkansas policy require an annual notice informing students of their rights regarding personally-identifiable records. Questions concerning this policy should be directed to the Office of the Associate Dean for Academic Affairs. The specific policy for student inspection of their personally identifiable records is described in detail in the Fay W. Boozman College of Public Health Student Handbook.

**WITHDRAWAL FROM SCHOOL**

Students must submit an official letter of voluntary withdrawal to the College in order to withdraw from the Fay W. Boozman College of Public Health. The letter must be addressed to the Registrar and copied to the Associate Dean for Academic Affairs. In addition to the letter, the student is required to complete the “Add/Drop Form” available on the COPH website. The student will be subject to the add/drop deadlines. Therefore, the student MUST submit the withdrawal letter and completed add/drop form prior to the last day permitted to drop a course for the semester. Explanation(s) or reason(s) for withdrawal from the College are not required.

A student who withdraws from school must re-apply for admission to continue her/his studies with the Fay W. Boozman College of Public Health. This applies to both degree seeking and non-degree seeking students. Only students who have an accepted letter for voluntary withdrawal on file will be considered for re-admission by the College.

**ADMINISTRATIVE REQUIREMENTS FOR GRADUATION**

Application for graduation must be made to the COPH Registrar and fees paid prior to the last official date of registration for the semester in which degree requirements will be completed and graduation affected. If a student fails to complete the degree, the student must contact the COPH Registrar (501-526-6747) concerning renewal of the application or withdrawal from the College. Clearance is required from certain UAMS offices (library, parking, etc.) before a student may receive her/his degree.

**STUDENT HANDBOOK**

The Fay W. Boozman College of Public Health publishes a Student Handbook which is provided to all new students before orientation and is available on-line at www.uams.edu/coph. All students of the Fay W. Boozman College of Public Health are responsible for the information contained in the Student Handbook.
**FEES AND OTHER COSTS (Academic Year 2006-2007)**

### Registration and Tuition Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident tuition for the COPH each semester (nine hours or more)</td>
<td>$2,349.00</td>
</tr>
<tr>
<td>Non-resident tuition, each semester (nine hours or more)</td>
<td>$5,049.00</td>
</tr>
<tr>
<td>Resident students, tuition per semester credit hour</td>
<td>$261.00</td>
</tr>
<tr>
<td>Non-resident students, tuition per semester credit hour</td>
<td>$561.00</td>
</tr>
<tr>
<td>Student health fee(^1)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Technology fee, each semester</td>
<td>$37.50</td>
</tr>
<tr>
<td>Application fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>International student application fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Late registration fee (not to exceed)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Transcript fee (for second and additional transcripts)</td>
<td>$2.00</td>
</tr>
<tr>
<td>Graduation fee (payable at last registration prior to completing degree requirements)</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

Tuition and fees are waived at UAMS for dependents of Arkansas citizens who have been declared prisoners of war or killed or missing in action. Once a person qualifies as a dependent there shall be no situation, such as the return of the parent or the reported death of the parent, which will remove the dependent from the provisions or benefits of the act waiving tuition.

Full-time graduate students enrolled in the Graduate School, College of Medicine, College of Nursing, College of Pharmacy or College of Health Related Professions at the University of Arkansas for Medical Sciences may enroll in courses offered by the Fay W. Boozman College of Public Health without paying tuition. Other fees, however, may apply.

Students whose tuition is to be paid from sources other than personal funds must provide appropriate documentation to the UAMS Office of Student Financial Services (501-686-6128). Students who are on assistantships must contact their advisors regarding obtaining prior approval for tuition payment. Students whose tuition is to be paid by the department must present a memorandum for payment of tuition.

Full-time employees of the University must present a fully executed Employee Discount Form prior to the last official day of registration for each semester in order to receive the employee discount. These forms may be obtained from the Office of Human Resources (located in the annex). The completed form must be presented prior to the close of registration in order to receive the Employee Discount.

Criminal background checks and drug test fees may also be required when necessary.

\(^1\) Applies to students whose permanent address is Little Rock, Arkansas, or the surrounding 35 mile metropolitan area.
Official policies of the University of Arkansas Board of Trustees provide the basis for classifying students as either “in-state” (resident) or “out-of-state” (non-resident) for the purpose of paying student fees. Out-of-state (non-resident) students who question their residency classification are encouraged to contact the Office of the UAMS Vice Chancellor for Academic Affairs and Research Administration, 1/101 Administration Area, 501-686-5689, www.uams.edu/academicaffairs/, for more information about residence classification review procedures.

POLICY ON REFUND OF FEES

FALL and SPRING SEMESTER

Any student who officially withdraws from the University of Arkansas for Medical Sciences during a FALL OR SPRING SEMESTER shall be entitled to a refund as follows:

Registration, Tuition and Fees
* Up to and including five (5) class days: 100%
* From the sixth (6th) class day through the tenth (10th) class day: 50%
* From the eleventh (11th) class day and after: No Refund

Any student who drops one or more courses and continues to be enrolled in the University during a FALL OR SPRING SEMESTER shall be entitled to individual course refunds as follows:

Registration, Tuition and Fees
*Up to and including five (5) class days: 100%
*From the sixth (6th) class day and after: No Refund

SUMMER SESSION

Any student who officially withdraws from the University of Arkansas for Medical Sciences during a SUMMER SESSION shall be entitled to a refund as follows:

Registration, Tuition and Fees
8-9 week sessions
*Prior to start of classes: 100%
*Up to and including three (3) class days: 100%
*The fourth (4th) through the seventh (7th) class days: 50%
*The eighth (8th) class day and after: No Refund

During any summer school session, a refund shall not be made when one or more courses are dropped if the student continues to be enrolled in the University.

DEFINITION OF CLASS DAYS

Class days start on the date listed on the academic calendar as the date the semester begins. For the purposes of dropping classes, the number of class days specified above refers to the number of calendar days following the day on which classes started (exclusive of weekends and holidays) regardless of how many, if any, class sessions in a particular course were held.
FINANCIAL ASSISTANCE

TRAVEL FUNDS TO ATTEND NATIONAL MEETINGS

Limited travel funds are available for the COPH Student Council President to attend the annual meeting of the American Public Health Association. In addition, the College anticipates that as it develops and expands its resources, departments within the College will pay a portion of the out-of-pocket costs associated with traveling to scientific meetings at which students are presenting their work (contingent upon the availability of funds). The student must have the approval and recommendation of her/his faculty advisor in the student’s specialty track prior to making application to the applicable department chair. All travel approval in a department must be forwarded to the COPH Administrative/Fiscal Officer for final approval on behalf of the Fay W. Boozman College of Public Health. All appropriate approvals are required prior to the student’s departure. Failure to obtain proper authorization may result in denial of funds. Reimbursement for travel funds is contingent upon receipt of appropriate documentation following the student’s return.

RESEARCH ASSISTANTSHIPS

Several faculty members in the COPH have active research programs. These programs may, at various times, include opportunities for students to work as paid research assistants on specific projects. The duration of assistantships, assigned work duties, and pay scales may vary, depending on the regulations of the funding agency supporting the research and the needs of the research project and principal investigator. Students interested in research assistantships must contact her/his specialty track department chair or the Associate Dean for Academic Affairs for more information about active research projects offering assistantships within her/his area of interest. Research assistantship information may also be posted on the COPH website. Faculty advisor approval is required for any and all research assistantships. The COPH Administrative/Fiscal Officer must provide final authorization of funds for all research assistantships.

TEACHING ASSISTANTSHIPS

The COPH anticipates offering teaching assistantships ranging from assisting faculty with various tasks (preparing lectures, reviewing student papers, grading some types of exams, etc.) to taking responsibility for major portions of a course’s development and/or delivery. Teaching assistantship stipends will vary depending on the student’s assigned duties. Interested students must contact her/his specialty department chair or the Associate Dean for Academic Affairs to determine whether such opportunities are available. Teaching assistantship information may also be posted on the COPH website. Faculty advisor approval is required for any and all teaching assistantships. The COPH Administrative/Fiscal Officer must provide final authorization of funds for all teaching assistantships.

OAK RIDGE ASSOCIATED UNIVERSITIES

Since 1993, students and faculty of the University of Arkansas for Medical Sciences have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a diverse organization headquartered in Oak Ridge, Tennessee, with an office in Washington, D.C., and staff at several other locations across the country. Their mission is to advance scientific research and education through academic partnerships, partnerships with the U.S. Department of Energy (DOE), and investment in the community.

ORAU promotes collaborative partnerships with universities, federal laboratories, and industry for the benefit of their 96 member institutions. ORAU’s Office of Partnership Development focuses efforts and resources on the active management of opportunities that leverage the value a university consortium brings to the nation’s research and development enterprise.
As a partner and contractor with DOE, ORAU operates the Oak Ridge Institute for Science and Education (ORISE) to provide operational capabilities and conduct research, education, and training in the areas of science and technology, national security, environmental safety and health, and environmental management.

Visit their web site at http://www.orau.org/ for more information about partnerships and other activities.

**FEDERAL FINANCIAL AID**

Information on other financial aid can be obtained in the UAMS Student Financial Aid Office, 4301 West Markham, # 601, Little Rock, AR 72205 or by calling (501) 686-5451. Students may also visit the UAMS financial aid website at www.uams.edu/studentfinancialaid. In order to receive financial aid, students must be fully admitted to a degree program of the Fay W. Boozman College of Public Health.

**U.S. DEPARTMENT OF VETERANS AFFAIRS**

UAMS is an approved institution for veterans’ beneficiaries training. Veterans of recent military service and the dependents of certain other veterans may be entitled to educational assistance payments from the Department of Veterans Affairs.

Veterans of recent military service, widows, or children of veterans who lost their lives in service or who are now totally disabled as a result of service must contact the nearest Department of Veterans Affairs Regional Office as far in advance of the enrollment date as possible for assistance in securing Veterans Administration benefits.
PROGRAMS OF STUDY

The University of Arkansas for Medical Sciences Fay W. Boozman College of Public Health offers the following degrees:

A. POST-BACCALAUREATE CERTIFICATE IN PUBLIC HEALTH (PBC)

This program of study requires eighteen (18) semester credit hours. The six (6) MPH core courses (Introduction to Public Health, Biostatistics I, Environmental and Occupational Health, The Health Care System, Introduction to Health Behavior and Health Education and Epidemiology I) comprise the coursework for the Post-Baccalaureate Certificate program.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.

B. MASTER OF PUBLIC HEALTH (MPH)

The MPH degree is a forty-two (42) semester credit hour program designed to accommodate the student who wishes to obtain an area of concentration in traditional public health specialties. Available specialty tracks include biostatistics, epidemiology, environmental and occupational health, health education/health behavior, and health policy and management. Each student who declares a specialty area must select an academic advisor from members of the faculty of the department related to that particular area of public health specialization.

The MPH curriculum design accommodates the student who wishes to develop a career as a generalist in public health. These students are required to work with an advisory committee of three (3) COPH faculty members to design a program of study in keeping with the student’s career goals and objectives. The advisory committee must be composed of the primary advisor, and two other members. Although it is strongly recommended that at least three (3) COPH departments be represented on a generalist advisory committee, at least two (2) COPH departments must be represented on the committee.

Listed below are the requirements of the UAMS Fay W. Boozman College of Public Health for the awarding of the Master of Public Health degree.

Time Frame for Completion of Degree. All requirements for a master’s degree must be satisfied within six (6) consecutive calendar years from the first registration (whether degree-seeking or non-degree seeking) with the Fay W. Boozman College of Public Health. Students must begin classes within one (1) calendar year after acceptance to the COPH.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.

Grade Point Average and Semester Credit Hours. Forty-two (42) semester credit hours and a minimum cumulative grade point of 2.85 on all courses.

Successful Completion of Courses. Courses must be completed with a grade of “C” or better to be considered successfully completed. Only successfully completed courses can be counted toward degree requirements. When a listed requirement for enrollment in a course includes completion of a prerequisite course, the prerequisite course must also have been successfully completed.
Degree Application. For students wishing to graduate at the end of a fall or spring semester, or summer session, a fully completed degree application and $50 graduation fee made payable to “UAMS COPH” must be submitted to the COPH Registrar by the last published official day of registration for that semester.

Campus Clearance. Completion of the campus clearance procedures as directed by the Office of the Associate Dean for Academic Affairs is required prior to the awarding of the degree.

Capstone Courses. Two (2) capstone courses are required as part of the forty-two (42) semester credit hour MPH curriculum. The first is a preceptorship, or field experience, requiring a minimum of 135 clock hours of work in a public health-related activity, under the joint supervision of a qualified specialist in public health practice and a COPH faculty member. The second is an integration project, requiring the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice resulting in preparation of a manuscript for publication, a health policy proposal, a research proposal for submission, or equivalent, if approved by the Integration Project Advisory Committee (IPAC) composed of COPH Faculty members.

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and certain public health programs offered in settings other than schools of public health.

The UAMS Fay W. Boozman College of Public Health degree programs are currently pre-accredited, which is a category of accreditation under CEPH guidelines. CEPH may be contacted for more information at Council on Education for Public Health, 800 I Street, NW, Suite 202, Washington, DC 20001-3710, Phone: (202) 789-1050, Fax: (202) 789-1895 or at www.ceph.org.

C. MASTER OF SCIENCE IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH (MS)

The Occupational and Environmental Health (OEH) M.S. degree program is devoted to the recognition, evaluation, and control of workplace or environmental hazards which may cause impaired health or well-being or significant discomfort and inefficiency among workers or the general public. The program emphasizes the study of chemical exposure, noise and vibration, air pollution, biological agents, ergonomic stressors, injury risk factors and other hazards likely to be encountered in work or community environments.

The OEH program is administered through the Department of Environmental and Occupational Health in the UAMS Fay W. Boozman College of Public Health. The program is described in additional detail in this catalog, as well as outlined in the UAMS Graduate School Catalog. For more information about the program, or to receive application materials, contact the EOH Department Chair.

D. MASTER OF HEALTH SERVICES ADMINISTRATION (MHSA)

The Master of Health Services Administration (MHSA) program prepares students for careers as administrators or staff in health organizations, institutions, and agencies involved in the provision, financing, insuring, or regulation of health care. The curriculum is structured in developmental sequences, with each semester’s work building on the previous courses. A required summer experiential course provides valuable real world experience in a health care organization that fits the student’s career path. Also, the program assists students in obtaining a one-year, post-degree fellowship. The program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and is a full member of the Association of University Programs in Health Administration (AUPHA). Further information about the MHSA program may be found in this catalog and on the COPH website at www.uams.edu/coph/applicants.
E. DOCTOR OF PUBLIC HEALTH
IN PUBLIC HEALTH LEADERSHIP (DrPH)

The Doctor of Public Health in Public Health Leadership provides extensive training in the public health sciences, public health practice, and leadership skills necessary to respond to the rapidly shifting, sometimes unanticipated challenges of the public health and health care systems. The focus of the DrPH program is in developing public health leaders who can integrate public health science into public health practice, apply models and theories in public health to chronic and emerging issues in practice, and demonstrate leadership in working with public health teams. Further information about the DrPH program may be found in this catalog and on the COPH website at www.uams.edu/coph/applicants.

An offer of acceptance is valid for a maximum of one calendar year from the admitted term of acceptance. Acceptance is defined as enrolling with the COPH.

F. DOCTORATE IN HEALTH SYSTEMS RESEARCH (PhD)

The Fay W. Boozman College of Public Health offers a program of instruction leading to the Doctor of Philosophy (Ph.D.) degree in Health Systems Research. The program provides students with the theoretical and methodological foundations necessary to conduct creative and independent research on health systems, with the ultimate goal of identifying pathways to improved health system performance through evidence-based policy and management. The curriculum involves intensive and focused study in the theoretical perspectives and methodological strategies relevant to research on the organization, financing, and delivery of health services, including issues of quality, accessibility, efficiency, and equity within systems of care. Students will develop scholarly expertise in these areas of study, advanced skills in quantitative research methods, confidence in their teaching, and a high standard of scientific integrity and professionalism. Job opportunities exist in university-based and independent health services research centers, health policy institutes, foundations and philanthropic organizations, consulting firms, and professional and advocacy associations working at state and national levels.

The Ph.D. Program is designed for full-time study and requires a minimum of seventy (70) semester credit hours of study, which can be completed within a three-year period. Students will spend their first two years in full-time residential study at UAMS completing coursework in five core areas: (1) nine (9) semester credit hours of coursework in health system theory and applications; (2) thirteen (13) semester credit hours of course work in quantitative research methods; (3) fifteen (15) semester credit hours of course work in a disciplinary area of concentration; (4) six (6) semester credit hours of course work scholarship skills (grantsmanship and peer review, and instructional methods); and (5) nine (9) semester credit hours of directed research conducted in conjunction with faculty in the Ph.D. program. After completing this coursework and passing a doctoral candidate examination, students will focus on the development, conduct, and defense of their dissertation research.

Degree Conferred
Ph.D. in Health Systems Research

Areas of Concentration
The program requires students to select one of two possible discipline areas in which to pursue concentrated study: (1) health economics; or (2) quality and health outcomes research. The health economics concentration will allow students to master the body of theory and methods for studying the economic behavior of health care providers, insurers and consumers and for evaluating the economic impact of health policies and health care interventions. The concentration in quality and health outcomes research will allow students to develop expertise in the theory and methods for evaluating quality of care and analyzing the outcomes that result from health services and interventions, including disparities in health care and health outcomes.
Additionally, students will be required to select a substantive research or policy area in which to focus their studies. These substantive areas are defined principally by areas of expertise held by members of the program faculty, and include health insurance, access to care, long-term care, aging, rural health care, nutrition policy, health disparities, community-based public health, public health policy and law, child health, and mental health. Students will gain experience in their chosen substantive area primarily through three semester-long rotations (nine hours) of directed research study with program faculty. A student’s chosen disciplinary concentration and substantive area will combine to form a coherent theoretical, institutional, and methodological knowledge base that the student will use to pursue dissertation research.

**Prerequisites to the Degree Program**

Students must have received an M.P.H. or related graduate degree (e.g. M.P.A., M.B.A., M.D., J.D.) prior to entry into the proposed program, along with some relevant experience in health policy or health services. Students will be required to describe and substantiate their areas of research and policy interest prior to being admitted to the program in order to ensure a close match between student interests and faculty expertise. Additionally, applicants must receive a combined score of at least 1200 on the Graduate Record Examination (GRE) taken within five years immediately preceding the requested semester of admission. Any individual desiring admission to the Graduate School must submit a fully completed application package to the Graduate School Office, including all undergraduate and graduate transcripts, curriculum vitae or résumé, personal statement of interest, and four (4) letters of recommendation. Additional application requirements exist for international applicants.

**Requirements for the Degree Program:**

*Grade-Point Average.* In order to progress to the doctoral candidate examination, students must present a minimum cumulative grade-point average of 3.0 on all graduate courses required for the degree. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six (6) additional hours of graduate semester credit in order to accumulate a grade-point average of 3.0.

*Candidacy Examination.* Students successfully completing the coursework and achieving the minimum grade-point average will be required to pass a written doctoral candidate examination demonstrating mastery of all five core areas of coursework before progressing to dissertation work. Students must receive a passing grade on the examination in order to become a Ph.D. candidate.

*Dissertation Research.* Ph.D. candidates will be required to complete a minimum of 18 hours of dissertation research in conjunction with a doctoral advisory committee of faculty. As the first step in the dissertation research process, candidates must develop a written proposal of their dissertation research and successfully defend the proposal during an oral presentation to the doctoral advisory committee. Once the proposal has been accepted by the committee, candidates must complete the research as proposed, develop a written monograph of their completed dissertation research, and successfully defend the research during a public, oral presentation to the doctoral advisory committee and other interested parties. The dissertation must represent valid, independent research conducted by the candidate that makes a significant contribution to health policy, health system management and practice, and/or health system research methodology. The dissertation research may include analysis of existing, secondary data and/or analysis of primary data collected by the candidate.

G. DOCTORATE IN HEALTH PROMOTION AND PREVENTION RESEARCH (PhD)

The Fay W. Boozman College of Public Health (COPH) at the University of Arkansas for Medical Sciences (UAMS) offers a Doctor of Philosophy (Ph.D.) in Health Promotion and Prevention Research (HPPR). The degree is awarded by the UAMS Graduate School in recognition of scholarly achievement evidenced by a period of successful advanced study, the satisfactory completion of prescribed examinations, and the defense of a dissertation addressing a significant issue relevant to social and behavioral sciences in public health.
The curriculum of the HPPR program provides extensive training in basic and applied research methodology that will allow public health scientists to serve as Principal Investigators responsible for developing an extramurally funded program of independent research. Integrated within the multidisciplinary environment of an academic health sciences center, the proposed Ph.D. program is uniquely positioned to advance the understanding of interactions among biological, behavioral and cultural processes that are associated with the etiology and prevention of major chronic illnesses that constitute a significant public health challenge in Arkansas. An advanced understanding of these complex interactions will expand the current knowledge base and foster the development and evaluation of new health care strategies and public health initiatives that subsequently can be implemented to enhance the health and well-being of individuals and communities throughout the state of Arkansas. A strong emphasis on applied and community based research methods provides graduates with a solid foundation in the design and evaluation of public health service programs. This perspective will foster collaboration with public health practitioners in the development of programmatic research that is truly responsive to the health needs of Arkansas residents and makes optimal use of public health infrastructure in the state.

**Degree Conferred**

Individuals who complete the training program will be awarded a Ph.D. in Health Promotion and Prevention Research. Graduates will be prepared for careers as academic research faculty in schools of public health, medicine, nursing, and other affiliated health sciences. Graduates also will be prepared to function as research scientists in public and private foundations as well as in government agencies. In these various settings graduates will be able to apply scientific methods as well as administrative skills in the development and implementation of interdisciplinary efforts intended to advance our understanding of a broad range of challenging public health problems. Scientists who have been awarded a Ph.D. in Health Promotion and Prevention Research will demonstrate advanced skills in the following areas: applied behavioral analysis for population applications; qualitative and quantitative research methods; investigation of behavioral risk factors for health outcomes; design, application and evaluation of multidisciplinary health behavior interventions; research methods for the promotion of health and prevention of diseases; implementation and evaluation of policy initiatives addressing health-relevant behavior in individuals, organizations, and communities. The degree program provides extensive mentored experience with research methodology relevant to the application of a social ecological model of behavior change in primary, secondary and tertiary prevention among rural, medically underserved and multicultural populations. Research experience focuses on methods and skills relevant to community-based participatory research, outcomes research, and translational research.

**Prerequisites to Degree Program**

Individuals who have earned an MS or equivalent degree in a health-related field from a regionally accredited institution in the United States, or from a foreign institution with similar requirements for the MS degree, are eligible to apply for admission to the Doctorate Program in Health Promotion and Prevention Research. Master-level coursework should address core public health sciences, an overview of behavioral theories and methods relevant to public health, and a basic foundation in research design and methods. Applicants’ master theses should address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Master-level course work and research experience will be evaluated and approved prior to admission.

Students who have not earned an MS or equivalent degree may petition the Admissions Committee to consider an exception to this eligibility requirement. All applicants (with or without an MS or equivalent degree) must demonstrate basic core competencies in public health, behavioral science, research design, and statistical methods in order to be considered for admission. Competencies in these areas may be demonstrated through the award of an MS or equivalent degree in a health-related field, successful completion of relevant course work at a regionally accredited institution of higher education or documented practical experience demonstrating the application of relevant skills. Individuals determined by the Admissions Committee to have demonstrated strengths in multiple core competencies may be considered for admission.
Application. Any individual desiring admission to the Graduate School must submit a fully completed application form to the Graduate School Office.

Transcripts. It is the applicant's responsibility to request that two official copies of the applicant’s academic record be sent directly to the Graduate School Office from EACH college or university that the applicant has previously attended. The academic record must include all courses, grades, semester credits attempted, and degree(s) earned. Official transcripts must show completion of at least one graduate-level course in each of four key areas: health behavior and education; biostatistics; epidemiology; and research design. Courses must have been completed within the five (5) years immediately preceding the requested semester of admission. Applicants who have not completed these courses, but whose applications show exceptional potential for success, may be conditionally admitted to the Ph.D. program, but will be required to complete the courses through available COPH course offerings with grades of “B” or better before registering for core required courses in the Ph.D. program.

A minimum cumulative grade-point average of 2.70 (A=4.00) or better on all undergraduate and graduate coursework attempted at a regionally accredited institution of higher education is required. Should an applicant fail to meet this requirement, the program may petition on behalf of the applicant the Dean of the Graduate School to consider an exception to this requirement.

Masters Thesis. All applicants must submit a copy of their master thesis or a written report demonstrating a comparable level of research experience and expertise that has been prepared in a manner consistent with publication in a peer-reviewed journal. The thesis or research report will be reviewed by the Admissions Committee to evaluate the relevance and quality of the applicant’s research experience. The review will specifically consider: relevance and adequacy of literature review; significance and specificity of a well defined hypothesis or research question; appropriate and effective application of experimental methods; selection and description of appropriate intervention and assessment methods; description and application of an appropriate data analysis plan; presentation and interpretation of results; discussion and integration of results within the public health literature.

Graduate Record Examination. A combined score of 1200 on the Graduate Record Examination (GRE) is required. The GRE must have been taken within five years immediately preceding the requested semester of admission. Programs may petition the Dean of the Graduate School, on behalf of the applicant, to consider an exception to this requirement.

Supplemental Materials. Applicants also must submit a curriculum vitae or résumé, a personal statement of interest (500-700 words), and four (4) letters of recommendation from persons who may be contacted for academic and professional references.

Requirements for Admission of International Applicants.
1. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have a bachelor or master degree from a regionally accredited U.S. institution, are required to achieve a minimum score of 550 on the paper based written Test of English as a Foreign Language (TOEFL). A minimum score of 213 is required on the computer-based version of the examination. Programs have the option of setting higher score requirements.) The test must be taken within the two years immediately preceding the requested semester of admission. Programs may petition the Dean of the Graduate School, on behalf of the applicant, to consider an exception to this requirement based on the program’s interaction with the student.

2. All international applicants are required to take the Graduate Record Examination (GRE). Programs have the option to petition the Dean of the Graduate School on behalf of the applicant to substitute other official test scores on a case by case basis.
3. All international applicants who are in the U.S. in a non-resident alien status must have documentation of an appropriate status with the U.S. Citizenship and Immigration Services (USCIS). Applicants who are currently out of status with the U.S. Citizenship and Immigration Services (USCIS) will have no action taken on their application.

4. Students who are not U.S. Citizens must have on file at all times in the Graduate School Office current documentation of an appropriate status with the U.S. Citizenship and Immigration Services (USCIS). It is the responsibility of the student to notify the Graduate School of any changes in status. Individuals who are out of status with the Immigration and Naturalization Service (INS) will be denied admission, and admitted individuals who become out of status during a period of enrollment will be denied student status for that period of enrollment and will be denied future enrollment.

The Admissions Committee will consider the sum total of the applicant’s work, educational experience, research experience, recommendations, and other application data and will not allow a single factor to outweigh others in making recommendations for admission.

**Degree Requirements**

The Ph.D. Program will require a minimum of sixty-six (66) semester credit hours and can be completed within a three-year period of full-time study. All students (including those admitted on a conditional basis pending completion of pre-requisite coursework) must complete their full program of study within seven years after passing a doctoral candidacy exam, and must follow the published policies and procedures of the UAMS Graduate School. Students enrolled in the Ph.D. program must complete: eighteen (18) semester credit hours in a health promotion and prevention research core; three (3) semester credit hours in statistical methods; three (3) semester credit hours in qualitative research methods and six (6) semester credit hours in behavioral science electives. In order to develop research skills required to function as an independent investigator, students must complete six (6) semester credit hours of mentored research experience and eighteen (18) semester credit hours of dissertation research. In addition to these core requirements, students will complete twelve (12) semester credit hours to develop an area of specialization. Semester credit hours in the defined area of specialization may include didactic coursework (e.g. behavioral sciences, statistical methods, qualitative research methods), independent directed study, or mentored research. A Doctoral Advisory Committee will be appointed during the first year of graduate study to assist the student in selecting a course of study that will best serve his or her professional and academic goals. Approval of the initial dissertation proposal and of the final written dissertation and oral defense will be determined by this committee. The dissertation must address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Students who complete all coursework and successfully propose and defend a dissertation are awarded a Ph.D. in Health Promotion and Prevention Research.

**Doctor of Philosophy Candidacy Exam.** Candidates for the Doctor of Philosophy degree must pass a candidacy examination administered after approximately one year of study in the doctoral program. Results of the examination will be submitted to the Graduate School Office immediately following the examination. After the student has passed the Doctor of Philosophy Candidacy Examination, the student must register for at least one (1) semester credit hour of dissertation for each semester and one (1) semester credit hour of dissertation for each summer session until the degree is awarded. Registration for a minimum of eighteen (18) semester credit hours of dissertation is required of doctoral degree candidates.

**Time Frame for Completion of Degree.** After passing the candidacy examination the degree must be completed within seven consecutive calendar years.

**Grade-Point Average to Receive a Degree.** In order to receive a degree, a candidate must present a minimum cumulative grade-point average of 3.0 on all graduate courses required for the degree. Failing to earn such an average on the minimum number of hours, the student is permitted to present up to six (6) additional hours of
graduate semester credit in order to accumulate a grade-point average of 3.0; but in no case shall a student receive a degree who is obliged to offer more than six (6) additional hours of semester credit beyond the minimum. In the computation of grade point, all courses pursued at this institution for graduate semester credit that are part of the degree program (including any repeated courses) and the thesis (if offered) shall be considered. A student who repeats a course in an endeavor to raise his grade must count the repetition toward the maximum of six additional hours.

**Doctoral Advisory Committee.** A Doctoral Advisory Committee must be appointed within the first year of graduate study. This committee will assist the student in selecting a course of study that will best serve his or her professional and academic goals. Approval of the initial dissertation proposal and of the final written dissertation and oral defense will be determined by this committee. At the time the committee is appointed, notification of the committee membership must be forwarded to the Graduate School Office. The committee will include no fewer than five (5) UAMS Graduate Faculty members, one of whom will be designated as chair to the Graduate School Office. Three members of the committee must hold primary faculty appointments in the COPH. With a program's submission of an outside member form and curriculum vitae to the Graduate School office, and approval of the UAMS Graduate Council, one person who is not a UAMS Graduate Faculty member may serve as a required committee member but not as chair.

**Approval of Dissertation.** A public defense is required along with approval by 80% of the Doctoral Advisory Committee for acceptance of the dissertation.

**H. COMBINED DEGREE PROGRAMS**

**MD/MPH Combined Degree Program**

The UAMS College of Medicine and the Fay W. Boozman College of Public Health offers a combined MD/MPH degree program that permits students to enroll concomitantly in both the College of Medicine and the Fay W. Boozman College of Public Health and complete all requirements for both degrees in a four year period of time.

Interested students should review the curricular requirements and administrative policies and procedures. Students entering the first year program of the College of Medicine must apply for admission to the Fay W. Boozman College of Public Health prior to the April 1 deadline to be accepted in the summer program. Students must obtain admission separately to the MD program and the MPH program and file a Declaration of Intent to Pursue Combined Degrees according to the procedures to participate in the combined degree program. The COPH website provides additional details.

**JD/MPH Combined Degree Program**

The University of Arkansas at Little Rock (UALR) Bowen School of Law and the UAMS Fay W. Boozman College of Public Health, both located in Little Rock, Arkansas, have joined to offer an accelerated, coordinated course of study in both law and public health.

Upon completion of the coordinated course in 4 years rather than the usual 5 required for a full time student, the graduate will receive both a Juris Doctor (JD) degree and a Master of Public Health (MPH). In addition to providing a sound foundation in each discipline, the combined program will provide skills in the area of public health programs and interaction between public health and legal policy development.

The UALR Bowen School of Law and the UAMS Fay W. Boozman College of Public Health recognize the interrelationship between the legal system and the delivery of health care services. A student may be a good candidate for this opportunity if she/he wants to train for a leadership role in improving the health status of the community, state, or nation. The COPH website provides additional details.
COURSES OF INSTRUCTION, COURSE NUMBERS AND DESCRIPTIONS

The courses of instruction that follow are offered by the Fay W. Boozman College of Public Health at the University of Arkansas for Medical Sciences. Certificate, MPH, and DrPH courses appear in the catalog with PBHL numbers. MHSA classes appear with HSAD numbers. Occupational and Environmental Health (OEH) M.S. degree program courses appear with OEHM numbers. Students registering for PBHL and HSAD classes will do so through the COPH registration process. Students registering for OEHM classes will do so through the UAMS Graduate School. PBHL and HSAD courses are identified by a four-digit number which carries the following information:

- The first three (3) digits identify the course. The fourth (4th) digit indicates the number of semester credit hours awarded upon successful completion of the course.
- The letter ‘V’ is used in place of the last digit for those courses in which semester credit is variable, the minimum and maximum credit per semester being given in parenthesis after the course title.

As nearly as can be determined in advance, the semester in which each course is routinely offered is listed on the two (2) year course plan. (Occasionally, courses may be offered at times other than the designated semesters.) Information about available courses is provided by the COPH Registrar’s Office prior to each semester’s registration period.

When applicable, prerequisites to a course are noted following the description. When completion of a course is listed as a prerequisite, the prerequisite course must have been completed with a grade of “C” or better. Students are urged to check prerequisites before attempting to enroll in a course.

MASTER OF PUBLIC HEALTH PROGRAM REQUIREMENTS

The MPH program requires a minimum of forty-two (42) graduate semester credit hours. The overall curriculum model includes:

- Core Courses: 18 semester credit hours
- Concentration (specialty or generalist): 15 semester credit hours
- Elective: 3 semester credit hours
- Preceptorship in Public Health: 3 semester credit hours
- Public Health Integration Project: 3 semester credit hours

MPH REQUIRED CORE COURSES

The six (6) core courses listed below include a general overview of public health as well as an introductory course in each of the five (5) core public health disciplines. These courses comprise the entire Post-Baccalaureate Certificate curriculum, and also serve as the required eighteen (18) semester credit hour core for all MPH students.
Upon successful completion of these six (6) core courses, students will be able to achieve each of the following learning objectives:

- Define the components of community-based public health practice.
- Describe basic and contemporary issues of public health, including tools of community-based health assessment, surveillance, health promotion, disease prevention, policy, cultural competency, and ethics.
- Demonstrate the ability to complete descriptive analyses as well as nonparametric, regression, multiple comparisons of means and analysis of variance for one- and two-factor experiment biostatistics for datasets.
- Demonstrate an understanding of core statistical concepts, including database principles, basic probability principles, diagnostic test statistics, tests of hypotheses, sample-size estimation, and power of tests.
- Describe the elements of the common chemical, physical, and biological hazards in the occupational and community settings, along with the ways in which these hazards are evaluated, controlled, and regulated.
- Define the major components of at least two (2) models of health behavior change, i.e., the Health Belief Model, Transtheoretical Model, Social Cognitive Theory.
- Describe the organizational arrangements, financing, health status issues, health insurance, health manpower, cost of health care, quality of health care, access and regulatory issues of the health care delivery system in the United States.
- Describe the core concepts of epidemiology, including its history and theoretical basis; measures of morbidity, mortality, disease transmission and risk; major study designs; measures of association; bias, confounding and interaction; evaluation of screening tests; inference; and causality.

**PBHL 5003: Introduction to Public Health**
An introduction to basic and contemporary issues of public health, including tools of community-based health assessment, surveillance, health promotion, disease prevention, policy and ethics will be presented. This course provides an overview in the diverse areas of public health practice.

**PBHL 5013: Biostatistics I**
Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, nonparametric tests, regression, randomization, multiple comparisons of means and analysis of variance for one- and two-factor experiments.

**PBHL 5113: Environmental and Occupational Health**
This course is intended to provide a detailed overview of the fields of environmental and occupational health, with an emphasis on the practical aspects of the recognition, evaluation and control of chemical, physical and biological hazards, including basic quantitative assessment of these hazards. Additional topics include significant legal and historical influences as well as currently important issues in the fields.

**PBHL 5123: The Health Care System**
Provides an overview of the structure and function of the U.S. healthcare system in delivering health services and public health interventions. Topics include organizational arrangements, financing, health status and system-level determinants of health, health insurance, the health workforce, health services costs and quality, access to care, and regulatory issues.

**PBHL 5133: Introduction to Health Behavior and Health Education**
Introduction to health behavior, health education, theory, and practice; defines key terms and concepts; theories of individual health behavior; variables influencing responses to interventions; interpersonal theories examining elements in the environment affecting health behavior; basic planning models; and includes discussion of ethical principles and application of theory in culturally distinct and/or other unique populations.
PBHL 5173: Epidemiology I
An introduction to epidemiology and the basic principles and methods of epidemiological research and practice. Overview of the history and the theoretical basis of epidemiology; measures of morbidity, mortality, disease transmission and risk; major study designs; measures of association; bias, confounding and interaction; evaluation of screening tests; inference; casualty. Prerequisite: PBHL 5013: Biostatistics I (may be taken concurrently) or equivalent.

MPH REQUIRED PRECEPTORSHIP AND INTEGRATION PROJECT

The following are College-wide courses required of all MPH candidates. These two (2) courses are meant to be taken at the end of each student’s degree program, and are designed to give students an opportunity to integrate their public health knowledge and apply their skills to a variety of problems or issues in public health.

Current policies on Preceptorships include:

• Preceptorships will be graded on a pass/fail basis.
• No student who has earned less than a 2.85 GPA in College of Public Health courses may enroll in the Preceptorship. (Students will continue to have a maximum of six (6) additional hours to raise their GPAs above the 2.85 GPA, consistent with the previous policies.)
• Students who enrolled in Preceptorship in a semester prior to fall 2005 will receive a letter grade for their Preceptorship, regardless of the date in which they finish their Preceptorship and a final grade is posted.

Current policies on Integration Projects include:

• Integration project will be graded on pass/fail basis.
• No student who has earned less than a 2.85 GPA in College of Public Health courses may enroll in the Integration Project. (Students will continue to have a maximum of six (6) additional hours to raise their GPAs above the 2.85 GPA, consistent with the previous policies.)
• Students who enrolled in Integration Project in a semester prior to fall 2005 will receive a letter grade for their Integration Project, regardless of the date in which they finish their project and a final grade is posted. Inclusion of description of integration of at least three (3) public health sciences in student plans and projects, project activities, and learning objectives is mandatory. The process by which the student will integrate these public health perspectives into their project activities must be clearly described. Statements that the student “will use their knowledge of [various public health sciences] to complete the project” are not adequate.
• Documentation must be included in the integration project plan that (a) the full IPAC (all three members) and the student had at least one full-group meeting prior to the approval of the plan and (b) the full IPAC and the student will have at least one full-group meeting again during the integration project period.
• Students will have a maximum of three (3) consecutive semesters to complete their integration project from the semester in which they first register for it. Students who require more than one semester to complete their project will register and pay for the three (3) semester credit hour integration course for each semester they are involved in their project (up to nine (9) semester credit hours). Any additional semester credit hours, beyond the required three (3) semester credit hours, that are taken for Integration Project will NOT count against the six (6) semester credit hours that are permitted for students to raise their GPA to 2.85 or higher (to meet graduation requirements).
• All integration plans and papers will be made publicly available (unblinded) in the COPH Student Services Office.

Students should begin to plan and prepare for these projects well in advance of registering for the course. Two months’ advance preparation is recommended.
PBHL 5983: Preceptorship in Public Health
A minimum of 135 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship. The project must be undertaken during the semester registered for Preceptorship. (Requires approval from preceptor, faculty course advisor, and specialty department chair or generalist committee.)

PBHL 5993: Public Health Integration Project
A culminating experience that requires the students to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice resulting in either preparations of a manuscript for publication or of a research proposal for submission. The project must be undertaken during the semester registered for Integration Project. Requires attendance of Integration Project Seminar and a public presentation. (Requires approval of Integration Project Advisory Committee.)

MPH ELECTIVE COURSES

PBHL 5001: COPH Seminar Series
This course is designed to give students a broad overview of current topics in public health through ongoing seminar series sponsored by the Fay W. Boozman College of Public Health and its partners. The seminar series provides students an opportunity to learn about the diversity in public health research and practice, to apply their knowledge of public health concepts to a variety of topics, and to increase their professional network within the public health field. Requires prior approval of faculty advisor and course instructor.

PBHL 5053: Public Health Science/Management Institute for DOH
Intensive overview of public health; sciences, managements, and community-based program design. May substitute for PBHL 5003: Introduction to Public Health. Course is open only to participants in the Arkansas DHHS Division of Health's Public Health Science/Management Leadership Institute (PHSMLI) program, which is jointly administered through DOH Workforce Development and the Fay W. Boozman College of Public Health.

PBHL 5193: Tobacco Cessation for Clinicians
Provides health care professionals with the necessary knowledge and skills for providing comprehensive tobacco cessation counseling to patients who use tobacco across the lifespan. Requires prior approval of faculty advisor and course instructor.

PBHL 5833: Community Nutrition
This course will provide the student with a framework to approach, analyze, and work with community nutrition problems. Needs of different populations and various resources within the community will be discussed. The course will cover areas such as community needs assessment, nutrition education, public policy, grant writing, and communication skills needed for various audiences. Requires prior approval of faculty advisor and course instructor.

PBHL 601V: Special Topics in Public Health (1-3)
(Offered intermittently.) Course offerings from visiting professors, experimental offerings of new courses, or in-depth examination of a current topic in public health. Requires prior approval of faculty advisor and course instructor.

PBHL 602V: Directed Study (1-6)
Provides an opportunity for students to engage in detailed study of a public health topic relevant to their program of study, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration. Requires prior approval of faculty advisor and independent study faculty supervisor.)
GENERALIST MPH PROGRAM

The objective of the generalist MPH curriculum is to provide students with an opportunity to design a program of study that addresses her/his professional interests and goals, grounded in the core competencies for public health professionals as defined by the Conference on Linkages between Academia and Public Health Practice. Students must choose a set of courses totaling at least eighteen (18) semester credit hours (in addition to the core courses, the preceptorship, and the integration course), representing at least three COPH departments, which are related to these interests and goals.

Creation of Generalist MPH Plan
Each student who elects the generalist MPH curriculum must work with a faculty advisory committee (one chair and two other members, representing at least two COPH departments), who will assist the student in developing a set of five or more learning objectives (based on the Linkages Competencies) for her/his program of study. The chosen generalist courses must address the student’s approved program learning objectives.

Documentation Required
The student’s learning objectives and associated program of courses, signed by all three members of the student’s faculty advisory committee, must be filed with the COPH Student Administrative Advisor prior to registering for non-core courses. A form, “Generalist MPH Learning Objectives and Course Plan,” provides a structure for recording this information, and is available in the office of the COPH Student Administrative Advisor and in the COPH Course Catalog. It is strongly recommended that students and members of the generalist advisory committees retain copies of these forms to assist in future course planning and student advising. If a student wishes to make changes to her/his learning objectives or course plan, a new “Generalist MPH Learning Objectives and Course Plan” form, with all required signatures, must be filed with the Student Administrative Advisor before registration for new courses.

Transfer Credit and the Generalist Track
A generalist MPH student who wishes to apply transfer (non-COPH) semester credit towards the completion of her/his set of generalist courses must first obtain approval of the proposed transfer courses from the COPH Academic Standards Committee, and (if approved) then must obtain approval of those courses from her/his faculty advisory committee as being appropriate for meeting her/his program learning objectives. Requirements for transferring semester credit may be found in this catalog or may be obtained by contacting the Office of the Associate Dean for Academic Affairs.
BIOSTATISTICS

THE FACULTY AND THEIR EXPERTISE

Paula K. Roberson, PhD, Professor and Chair, Clinical trials methodology; design and analysis of laboratory experiments

PROFESSORS

Brenda M. Booth, PhD, Statistical methods in health services research; longitudinal data analysis; natural history studies of individuals with substance abuse
James J. Chen, PhD, Generalized linear models; non-clinical statistics; micro array gene expression data
David W. Gaylor, PhD, Variance components; risk analysis
Ralph L. Kodell, PhD, Risk analysis; carcinogenicity testing
Pippa Margaret Simpson, PhD, Reliability; controlled clinical trials; missing data; statistical issues for micro arrays

ASSOCIATE PROFESSORS

Mario A. Cleves, PhD, Statistical genetics; survival data analysis
Leanne Whiteside-Mansell, EdD, Statistical applications in the behavioral sciences; methodology for program evaluation
D. Keith Williams, PhD, General linear models; bootstrap methods

ASSISTANT PROFESSORS

Zoran Bursac, PhD, Longitudinal data methods and repeated measures; missing data problems; mixed models; hyperbolastic and other non-linear growth models; statistical computing and simulation; graphics
Hassan Elsalloukh, PhD, Distribution theory; multivariate analysis; mathematical statistics; Bayesian methods
Reid D. Landes, PhD, Bayesian hierarchical models; statistical methods for calibrations; statistical consulting
John W. Senner, PhD, Health surveys; vital statistics

There exists a plethora of new analytical and statistical techniques available in biostatistics. Many individuals getting academic degrees in biostatistics outside of public health have little opportunity to enhance their education with courses from other disciplines in public health. Consequently, the need for individuals to be the link between public health researchers and statistical programmers and biostatisticians is increasing. The objective of the MPH degree with a biostatistics concentration in the COPH is to train individuals to be the bridge between scientist, researcher, statistician, and programmer.

Students completing an MPH degree with a concentration in biostatistics will be able to:

- Evaluate the research question(s) and recommend the appropriate experimental design and statistical analysis techniques. Grounded in the basics of statistical theory, the student will determine the types of data needed (discrete or continuous), the best way to acquire the data (sampling and sample design), the most appropriate analysis techniques (classical inference, nonparametric, and/or statistical modeling) and the best way to report results (tables or graphs).

- Determine the best way to collect and store data. With a fundamental knowledge of data management techniques, students will be able to work with all types of data including the large and intricate federal and state databases often used by public health researchers.

- Perform basic data analysis and modeling. A concentration in biostatistics provides the student with skills to do descriptive and inferential analysis and the ability to work with Master and Ph.D. biostatisticians on more complex analysis projects.

- Assist with the technical programming required. Students will have hands on experience with popular statistical programs such as SAS and SPSS and be able to use them in future projects. More importantly, students in the program will have the statistical foundation to provide full time programmers with the algorithms needed for more complex design and analysis projects.
• Apply their skills and experience as health policy analysts, researchers and statisticians in academic, consulting, clinical, industrial, and public sector careers.

The Department of Biostatistics currently includes 13 faculty members actively involved in design and analysis of research studies in many different biological and human health-related disciplines. Students seeking to specialize in Biostatistics are offered the opportunity to collaborate extensively on research projects funded in various state and federal agencies, and in the private sector, thus preparing them for careers in academics, government and private industry.

**COURSE REQUIREMENTS FOR MPH WITH A SPECIALTY IN BIOSTATISTICS**

**A. Required Courses**
In addition to the six core courses, elective course, preceptorship and integration project courses, students pursuing an MPH with a specialty in Biostatistics must complete the following three required courses plus a minimum of two electives as described below.

**PBHL 5023: Biostatistics II (Advanced Linear Models)**
Nonparametric analysis of variance, multiple regression, linear models, experimental designs, introduction to logistic regression, and survival analysis. **Prerequisite: PBHL 5013: Biostatistics I.**

**PBHL 5033: Biostatistics III (Multivariate Analysis and Linear Models)**
Multivariate linear models, survival analysis with covariates, repeated measures designs, principal components, factor analysis, clustering methods, and introduction to non-linear regression. **Prerequisite: PBHL 5023: Biostatistics II.**

**PBHL 5753: Application of Microcomputers to Data Management and Analysis**
Brief overview of software packages commonly used for data management and analysis that include Excel, Access, SPSS and Stata, followed by primary focus on use of SAS software in data management and recoding techniques. These include working with SAS libraries, inputting raw data, reading and writing from external files, using logical structures, using numerical and character functions, working with dates and using arrays. Course focuses on programming techniques with limited use of analytical procedures. Class activities include lecture/discussion and intensive programming work using SAS. **Prerequisite: Prior successful completion or concurrent enrollment in PBHL 5013: Biostatistics I is recommended.**

**B. Elective Courses**
Students seeking a biostatistics concentration must select a minimum of two courses from the following list. Other Fay W. Boozman College of Public Health courses with an appropriate Biostatistics emphasis may be used with the approval of both the student’s faculty advisor and the Biostatistics Department Chair.

**PBHL 5233: Statistical Methods for Clinical Trials**
Principles underlying the planning, management, and implementation of modern clinical trials, the application of statistical methods used in the analysis of data from clinical trials, and the interpretation of results. Basic statistical techniques used in design and analysis of Phase I-III single- and multicenter trials. **Recommended prerequisites include knowledge of basic statistics, familiarity with SAS software, and knowledge of a clinical area.**
PBHL 5313: Nonparametric Methods
This course will provide an overview of nonparametric techniques with a primary focus on their application to healthcare data. Appropriate techniques for one-sample and multi-sample data will be covered as well as the use of nonparametric methods to assess correlation, independence, and linear relationships. Students will learn when it is more appropriate to use a nonparametric approach instead of the usual parametric tests, and which techniques have been incorporated into popular statistical software. **Prerequisite: PBHL 5013: Biostatistics I.**

PBHL 5763: Categorical Data Analysis
This course is designed to give students an overview of statistical methods commonly used for analysis of categorical data. Some of the topics include binomial and Poisson distributions, analysis of 2x2 tables, Fishers exact test, McNemar test, stratified analysis, trend analysis and logistic regression. Class activities include lecture/discussion, group work, analytical assignments and critical literature reviews. **Prerequisite: PBHL 5013: Biostatistics I.**

PBHL 5793: Designing and Analyzing Health Surveys, Part II
This second part of this course will teach students the fundamentals of survey sampling and analysis and introduce them to national health surveys currently used. Students will report on the published analysis results of the “area of interest survey” chosen in DAHS I. They will also apply statistical analysis techniques to a national health survey and report results. Besides submitting analysis homework, they will prepare two final projects – a class presentation on an existing national survey, and a final analysis project of their choosing (with instructor approval) using a national health survey. **Prerequisites: Prior completion of PBHL 5773: Survey Research Methods; Prior completion or concurrent enrollment in PBHL 5023: Biostatistics II; or permission of instructor.**

PBHL 595V: Special Topics in Biostatistics (1-3) (As announced)
Advanced work in specialized fields such as bioassay, multivariate analysis, time series, etc. Credit, 1 to 3 hours per semester, limit of 9 hours. **Prerequisite: Permission of faculty advisor and course instructor.**
ENVIRONMENTAL AND OCCUPATIONAL HEALTH

THE FACULTY AND THEIR EXPERTISE

Jay Gandy, PhD, Professor and Chair, Chemical toxicology; risk assessment

PROFESSORS

Morris F. Cranmer, PhD, CIH, Forensic toxicology; industrial toxicology
Jack A. Hinson, PhD, Chemical toxicology
Fred F. Kadlubar, PhD, Molecular epidemiology
Nicholas P. Lang, MD, Molecular epidemiology
Donald E. McMillan, PhD, Behavioral pharmacology and toxicology

ASSOCIATE PROFESSORS

Carl Stapleton, PhD, General environmental sciences

ASSISTANT PROFESSORS

Alesia Ferguson, PhD, Chemical exposure assessment
C. Fred Fowler, PhD, CIH, Industrial hygiene
Phillip T. Goad, PhD, Toxicology and occupational health
Gail Y. H. McClure, PhD, Molecular epidemiology and cancer chemoprevention
Glenn C. Millner, PhD, Risk assessment and regulatory compliance
Alan C. Nye, PhD, Risk assessment
Andrew Prychodko, MD, JD, MPH, Occupational & environmental medicine; preventive medicine & public health; legal medicine; economic policy issues in disability
Luke D. Ratnasinghe, PhD, MPH, Cancer prevention and control
Thomas W. Rimmer, ScD, CIH, Industrial hygiene, acoustics and ventilation
Susan R. Shelnutt, PhD, Toxicology and pharmacology
Shayla W. Williams, PhD, Chemical toxicology; risk assessment

INSTRUCTORS

Mary Ann Coleman, MS, CBSP, Biological safety
R. Gail Huss, RN, Occupational health
Shirley C. Louie, MS, CIH, Environmental epidemiology; industrial hygiene
Harold R. Seifert, PE, Water quality and public health
S. Brett Tarkington, MS, CIH, Occupational health and industrial hygiene

Students taking courses in Environmental and Occupational Health may expect to be trained in the recognition, evaluation, and control of health hazards encountered in the occupational and community environment. The full range of possible hazardous agents is covered, including chemical, biological, physical, and ergonomic risk factors. The courses are intended for students from a wide variety of backgrounds including biology, chemistry, physics, engineering, environmental science, and nursing. The department offers an MPH with a specialty in Environmental and Occupational Health, and it offers an MS in Occupational and Environmental Health.

MPH students electing to emphasize environmental and occupational health are trained to recognize, evaluate and communicate risks associated with health hazards occurring in community and occupational environments. In addition to meeting the competencies expected of all MPH students, graduates will be prepared to:

- Explain the standard concepts and methods of environmental hazard evaluations, including measurements and prediction techniques, statistical interpretation of sampling results, use of exposure limits and development of sampling plans;
- Describe the characteristics and effects of potential chemical, physical, biological and ergonomic hazards in community and occupational settings;
• Describe the general procedures for reducing the impact of potential occupational and environmental hazards, including such techniques as airborne contaminant control, respiratory protection, electrical and mechanical safety, noise reduction and hazardous material remediation;
• Describe the legislative and scientific basis and the history of government regulation of environmental hazards to public health;
• Explain the process of assessment of chemical toxicity within the context of a public health framework;
• Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
• Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
• Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
• Describe the purpose, history and use of epidemiology and epidemiologic methods for evaluation of environmental health hazards

COURSE REQUIREMENTS FOR MPH
WITH A SPECIALTY IN ENVIRONMENTAL AND OCCUPATIONAL HEALTH

In addition to the core courses, preceptorship, and integration project courses, the following five courses are required, plus a minimum of one additional elective course. The elective selections should be guided by the student’s professional interests and objectives.

PBHL 5043/OEHM 5043: Occupational and Environmental Hazard Control
Detailed study of the principles and practices involved in the control of environmental health hazards, with particular attention to occupational hazards. Topics covered will include ventilation for airborne contaminants, respiratory protection, electrical and mechanical safety methods, and the control of hazards from noise, vibration, radiation, heat, biohazards, and chemical hazards.

PBHL 5063/OEHM 5063: Principles of Toxicology in Public Health
Detailed study of the science and methods of toxicology as applied to adverse health effects from toxicants in the environment, community and workplace with an emphasis on dose-response relationships. Topics covered will include cancer, adverse reproductive outcomes, endocrine disruptors, and specific organ toxicants along with examples of regulatory applications. Prerequisite: PBHL 5113/OEHM 5023: Environmental and Occupational Health.

PBHL 5073/OEHM 5073: Regulation of Environmental Health
An up-to-date overview of the statutory basis for and aspects of governmental regulation of environmental hazards to public health. Focuses on the relationships that exist between scientific aspects of environmental and occupational health and their application through the statutory framework and related governmental regulations in the public health arena. (Same as INTX 5073).

PBHL 5153/OEHM 5153: Environmental and Industrial Biological Hazards (On Demand)
Biological hazards in the workplace and the natural environment. Covers human perturbations of the natural environment, contamination and treatment of water resources, biohazardous agents in occupational environments, and prevention, surveillance and regulations regarding biological hazards. Prerequisites: Eight hours of biology coursework; or permission of the instructor.
PBHL 5263/OEHM 5263: Environmental Exposure Assessment
Quantitative introduction to the process of environmental exposure dose evaluation for inhalation, ingestion, and dermal absorption routes. Particular attention is given to air contaminant measurement principles and interpretation of monitoring results. Includes assessment and modeling of workplace, community, and residential environments and the associated sources and pathways of chemical exposure.

PBHL 9043/OEHM 5083: Environmental/Occupational Health Policy
This course is designed to stimulate critical thinking about environmental and occupational health risk management, including policy effectiveness, efficiency, and fairness. Alternatives to traditional means of regulating environmental hazards will be explored, along with issues regarding environmental justice and ethics and the role of participation by affected groups. Prerequisites: PBHL 5113/OEHM 5023: Environmental and Occupational Health or equivalent; and permission of course director.

MASTER OF SCIENCE
IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH
DEGREE PROGRAM

The Occupational and Environmental Health (OEH) M.S. degree program is devoted to the recognition, evaluation, and control of workplace or environmental hazards which may cause impaired health or well-being or significant discomfort and inefficiency among workers or the general public. The program emphasizes the study of chemical exposure, noise and vibration, air pollution, biological agents, ergonomic stressors, injury risk factors and other hazards likely to be encountered in work or community environments.

The OEH program is administered through the Department of Environmental and Occupational Health in the UAMS Fay W. Boozman College of Public Health, with additional participation by faculty from other colleges at UAMS, UALR, NCTR, the Department of Occupational Health and Safety at UAMS, and occupational and environmental health practitioners from the community.

The first graduates of the program completed the program in 1993. Virtually, all graduates are employed in their area of training or have gone on for additional graduate work in related fields. Graduates are employed in all sectors of the field of occupational and environmental health and worker safety, including federal and state regulatory agencies, manufacturing industries, consulting companies, and worker's compensation insurance companies. The OEH graduate program is thus meeting a vital need by training professionals with expertise in occupational and environmental health.

- Prerequisites to Degree Program. Applicants must have an undergraduate grade point average of 3.00 or higher and above average scores on the Graduate Record Examinations. Prerequisite course work must include satisfactory completion of undergraduate courses in mathematics, chemistry (general and organic), physics and biology. On occasion, certain of these requirements can be completed after admission to the program for an otherwise outstanding student.
- Requirements for the Master of Science Degree. In order to fulfill the requirements for Master of Science Degree in Occupational and Environmental Health, a student must satisfactorily complete the required course work, complete a written thesis based on either field experience or research, and pass the Final Comprehensive Examination.
- Required courses include Environmental and Occupational Health, Biostatistics I, Principles of Toxicology in Public Health, Environmental Exposure Assessment, Quantitative Epidemiology I, Government Regulation of Environmental Health, Occupational and Environmental Hazard Control, and Professional Communications and Ethics Seminar.

Additional related courses in public health, toxicology, pharmacology, or other basic sciences may be taken as electives to complete the general requirements of the Graduate School.
In addition, an acceptable thesis based on relevant field experience or independent investigative research is required. The master thesis project may be based on a field experience in which the student will have the opportunity to work with actual occupational or environmental health problems, or it may be a laboratory research project conducted under the direction of a UAMS or NCTR faculty member.

For more information about the program, or to receive application materials, contact the Department Chair at (501) 526-6663.

COURSE REQUIREMENTS FOR MS
IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH

A. Required Courses
The following courses, in addition to six thesis hours and completion of an acceptable thesis based on relevant field experience or independent investigative research, are required.

PBHL 5013/OEHM 5013: Biostatistics I
Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample size estimation, power of tests, frequency cross-tabulations, correlation, nonparametric tests, regression, randomization, and analysis of variance.

PBHL 5043/OEHM 5043
Occupational and Environmental Hazard Control
Detailed study of the principles and practices involved in the control of environmental health hazards, with particular attention to occupational hazards. Topics covered will include ventilation for airborne contaminants, respiratory protection, electrical and mechanical safety methods, and the control of hazards from noise, vibration, radiation, heat, biohazards, and chemical hazards.

OEHM 5051: Professional Communications and Ethics Seminar
An overview of the process of developing investigation questions, methods, evaluations, and publications. Also, various faculty will lead discussions concerning ethical conduct related to professional practice, scientific publishing, and research. An oral presentation reviewing recent peer-reviewed research on a topic of interest to the student will be required.

PBHL 5063/OEHM 5063: Principles of Toxicology in Public Health
Considers the harmful effects of chemical agents, naturally occurring or synthetically produced, on animals and humans. Emphasis placed on general principles of the mechanism of action, the importance of intraspecies differences, as well as mutagenesis, teratogenesis, and carcinogenesis as manifestations of toxicity. Prerequisite: PBHL 5113/OEHM 5023: Environmental and Occupational Health

PBHL 5073/OEHM 5073: Environmental Health Regulations
Operational and conceptual toxicology with the statutory basis for and aspects of governmental regulation of environmental hazards to public health. Provides potential industrial hygienists with a better understanding of the relationships that exist between scientific aspects of toxicology and their application through the statutory framework and related governmental regulations in the public health arena. (Same as INTX 5073).

PBHL 5113/OEHM 5023: Environmental and Occupational Health
This course is intended to provide students a detailed overview of the fields of environmental and occupational health, with an emphasis on the practical aspects of the recognition, evaluation and control of chemical, physical and biological hazards, including basic quantitative assessment of these hazards. Additional topics include significant legal and historical influences as well as currently important issues in the fields.
PBHL 5173/OEHM 5173: Epidemiology I
An introduction to epidemiology and the basic principles and methods of epidemiological research and practice. Overview of the history and the theoretical basis of epidemiology; measures of morbidity, mortality, disease transmission and risk; major study designs; measures of association; bias, confounding and interaction; evaluation of screening tests; inference; casualty. Prerequisite: Biostatistics I (may be taken concurrently) or equivalent.

PBHL 5263/OEHM 5263: Environmental Exposure Assessment
Quantitative introduction to the generation, propagation, measurement, and evaluation of air contaminants (including aerosols, gases and vapors). Principles of sample collection and analysis, direct measurement, and statistical analysis and interpretation of results are covered. Applications studied include monitoring and modeling of industrial, community, transportation, and indoor environments and sources.

B. Elective Courses
In addition to the required courses, students may choose from the list below or from additional courses in toxicology, pharmacology, instrumentation, or other basic sciences to fulfill the thirty-six (36) semester credit hour degree requirements.

OEHM 5033: General Principles of Pharmacology and Toxicology
The time course and spatial distribution of drug levels in various body compartments are analyzed using the fundamentals of transport phenomena, reaction kinetics, and process dynamics. (Same as INTX 5033)

OEHM 5082: Introduction to Oncology
Lectures, assigned readings and examinations regarding the molecular basis of carcinogenesis. Emphasis is placed on in-depth study of chemical carcinogenesis and factors mediating the oncogenic response. The role of host-factors and techniques for assessment of carcinogenic risk are presented.

OEHM 509V: Advanced Toxicology
This advanced course is a modular course consisting of several interdisciplinary areas. Those areas of study include developmental, occupational, and environmental toxicology. Will provide students with in-depth information concerning the use of basic medical sciences to assess chemical and drug-induced toxicity and to evaluate public health problems. (Same as INTX 509V) Prerequisite: PBHL 5113/OEHM 5023: Environmental and Occupational Health.

PBHL 511V: Special Topics in Occupational and Environmental Health
Gives in-depth treatment to topics of current importance and to specialized subjects not covered in general courses. Each topic will be a narrowly defined aspect of occupational or environmental health.

PBHL 5153/OEHM 5153: Environmental and Industrial Biological Hazards (On Demand)
Biological hazards in the workplace and the natural environment. Covers human perturbations of the natural environment, contamination and treatment of water resources, biohazardous agents in occupational environments, and prevention, surveillance and regulations regarding biological hazards. Prerequisites: Eight hours of biology coursework; or permission of the instructor.

PBHL 9043/OEHM 5083: Environmental/Occupational Health Policy
This course covers issues relevant to policy decisions in the environmental and occupational health field, including such topics as strategies for the assessment, management and communication of risk, alternative approaches to environmental regulation and compliance, ethical questions in environmental and occupational health, and similar contemporary concerns. Prerequisite: PBHL 5113/OEHM 5023: Environmental and Occupational Health.
EPIDEMIOLOGY

THE FACULTY AND THEIR EXPERTISE

Ellen P. Fischer, PhD, Associate Professor and Chair pro tem, Schizophrenia; mental health services research

PROFESSORS

Joseph H. Bates, MD, MS, Infectious diseases; tuberculosis
Richard R. Owen, Jr., MD, Schizophrenia; depression; mental health services research; implementation research

ASSOCIATE PROFESSORS

Mario A. Cleves, PhD, Statistical genetics; congenital birth defects; survival analysis
Geoffrey A. Curran, PhD, Substance use disorders; mental health services research
Charlotte A. Hobbs, MD, PhD, Genetic and clinical epidemiology; congenital birth defects
Jeffrey M. Pyne, MD, Health-related quality of life; mental health services research; cost-effectiveness analysis; medication adherence
Namvar Zohoori, MD, PhD, MPH, chronic diseases; aging; nutrition

ASSISTANT PROFESSORS

Appathurai Balamurugan, Chronic diseases, (primary interest in diabetes); health disparities and health services in rural and under-served areas
Marsha L. Eigenbrodt, MD, MPH, Cardiovascular diseases; atherosclerosis measures; alcohol effects in disease; methodological issues in epidemiologic studies; obesity effects
Dirk T. Haselow, PhD, MS, Infectious diseases
Camille A. Jones, MD, MPH, Hypertension and cardiovascular disease; kidney disease; minority health
Leonard N. Mukasa, MBChB, PhD, Epidemiology of tuberculosis; longitudinal data analysis
Martha M. Phillips, PhD, EDS, MBA, MPH, Depression; childhood obesity; social determinants of health
Sandra K. Pope, PhD, MPH, Dietary and genetic risk factors for Alzheimer's disease and memory loss; complementary and alternative therapies; the Mindfulness-based Stress Reduction Program
Luke D. Ratnasinghe, PhD, MPH, Cancer; molecular epidemiology
Purushottam Thapa, MD, MPH, Pharmacoepidemiology; mental health services research
Frank J. Wilson, Jr., MD, Tuberculosis; infectious disease surveillance
Jianjun Zhang, MD, PhD, Nutritional and molecular epidemiology of cancer

INSTRUCTORS

Cheryl J. LeDoux, MPH, Bioterrorism; infectious diseases
Bridget S. Mosley, MPH, Congenital birth defects; methodology
Dana M. Perry, MA, Quantitative and qualitative research methods; program evaluation
Rupa Sharma, MSPH, HIV/AIDS; disease prevention
Catherine G. Tapp, MPH, Cancer and chronic disease

The mission of the UAMS COPH Department of Epidemiology is to contribute to improving the health and promoting the well-being of Arkansans, by applying the principles and practices of epidemiology in education, research, and service.

Students who successfully complete an MPH with a concentration in epidemiology must demonstrate proficiency in the following areas:

(1) Technical Skills

- Identify, describe, and discuss the advantages and disadvantages of common research study designs.
- Calculate, interpret, and know when to employ common epidemiologic measures of risk and of association.
Describe and differentiate among common types of bias, explain their effect(s) on study data and interpretation of study results, and discuss standard approaches for minimizing bias in the design, implementation, and analytic phases of research.

- Design and develop procedures and materials for implementing an epidemiologic study in the field
- Demonstrate an understanding of current issues in human subjects protection as well as procedures to assure adherence to ethical and legal principles in epidemiologic research and practice.
- Determine sample size and power for standard research designs
- Select and interpret the results of standard univariate and multivariate statistical techniques
- Carry out statistical analyses using common statistical techniques
- Draw appropriate inferences from epidemiologic data.
- Read, interpret, and critically evaluate scientific literature
- Demonstrate facility in the use of common statistical software supported through departmental courses
- Describe the purpose, history, and use of epidemiology and epidemiologic methods
- Describe the current state-of-the-art and gaps in knowledge related to the student’s area of epidemiologic interest
- Identify the principles and limitations of public health screening programs.

(2) Communications Skills
- Review and synthesize relevant scientific literature
- Prepare, present, and communicate epidemiologic and other scientific information effectively to lay and professional audiences, orally and in writing.

(3) Organizational, Management, and Leadership Skills
- Collaborate in planning, developing, and submitting a research (including evaluation) proposal for external funding.
- Collaborate in implementation of epidemiologic research.
- Collaborate in implementation of public health activities and interventions
- Interpret and use epidemiologic data

The Department of Epidemiology currently includes 24 faculty members actively involved in research, teaching, and public health practice. While faculty activities in research and practice address a broad range of public health issues, the Department has particular depth in the areas of chronic disease, infectious disease, mental health, and congenital birth defects.

**COURSE REQUIREMENTS FOR MPH WITH A SPECIALTY IN EPIDEMIOLOGY**

**A. Required Courses**
In addition to the six core courses, preceptorship and integration project courses, students pursuing a MPH with a specialty in Epidemiology must complete the following four required courses (totaling ten (10) semester credit hours) plus electives (totaling eight (8) semester credit hours) as described below.

**PBHL 5023: Biostatistics II (Advanced Linear Models)**
Nonparametric analysis of variance, multiple regression, linear models, experimental designs, introduction to logistic regression, and survival analysis. **Prerequisite: PBHL 5013: Biostatistics I.**
PBHL 5373: Epidemiology II
Extends consideration of concepts, methods, and strategies introduced in Epidemiology I. The course focuses on methodologic tools and skills needed to conduct or evaluate epidemiologic research and emphasizes tools and skills related to study design and data collection. Prerequisites: PBHL 5173: Epidemiology I and PBHL 5013: Biostatistics I or equivalents; PBHL 5023: Biostatistics II is strongly recommended and may be taken concurrently with PBHL 5373: Epidemiology II; this prerequisite may only be waived with the instructor’s permission.

PBHL 5671: Epidemiology III Laboratory (1 semester credit practicum)
Analysis of existing dataset. Must be enrolled in PBHL 5673: Epidemiology III concurrently.

PBHL 5673: Epidemiology III
Extends consideration of concepts, methods, and strategies introduced in Epidemiology I and II. The course focuses on methodologic tools and skills needed to conduct or evaluate epidemiologic research and emphasizes tools and skills related to data analysis and interpretation. Prerequisites: PBHL 5173: Epidemiology I and PBHL 5373: Epidemiology II; PBHL 5013: Biostatistics I and PBHL 5023: Biostatistics II.

B. Elective Courses
Students may select, with approval from their faculty advisor and the department chair, courses from the following list to total eight (8) semester credit hours. Other Fay W. Boozman College of Public Health courses with an appropriate Epidemiology emphasis may be used with the approval of both the student’s faculty advisor and the Epidemiology Department Chair.

PBHL 5223: Epidemiology of Chronic Diseases
The purpose of this course is to provide an overview of the epidemiology of a variety of chronic diseases, including cardiovascular disease, diabetes, pulmonary diseases such as asthma, and others. Presentations for each disease will address classification, measures of frequency, risk factors, etiology, approaches to control (detection, prevention), and current issues. The objectives of the course are to acquaint students with epidemiological issues and controversies involved in the chronic diseases, to provide students with a framework with which to approach the epidemiology of a chronic disease and its control, and to show how basic epidemiologic methods apply to chronic disease. Prerequisites: PBHL: 5173 Epidemiology I and PBHL 5373: Epidemiology II; PBHL 5013: Biostatistics I and PBHL 5023: Biostatistics II; or permission of instructor.

PBHL 5233: Statistical Methods for Clinical Trials
Principles underlying the planning, management, and implementation of modern clinical trials, the application of statistical methods used in the analysis of data from clinical trials, and the interpretation of results. Basic statistical techniques used in design and analysis of Phase I-III single- and multicenter trials. Recommended prerequisites include knowledge of basic statistics, familiarity with SAS software, and knowledge of a clinical area.

PBHL 5473: Methods in Health Services Research
Introduces the multidisciplinary theoretical basis and methodological tools for studying the provision, organization and financing of services to promote the health status of individuals and the community. Theoretical models of help-seeking and service utilization; critical review of the literature; review of design issues in qualitative, survey, experimental and quasi-experimental research; overview of selected statistical issues including path analysis, random effects models, cost-effectiveness analysis, and case-mix adjustment. Emphasis is on, but not limited to, mental health services research. Prerequisites: PBHL 5173: Epidemiology I and PBHL 5013: Biostatistics I or equivalents; and permission of instructor.
PBHL 5483: Epidemiology of Infectious Disease
This course will provide an overview of the history, epidemiology, and control of various infectious diseases. A selective overview of immunology and molecular diagnostic methods will be provided as a foundation for later lectures. Major human pathogens will be addressed within the conceptual framework of foodborne, waterborne, and vectorborne diseases, sexually transmitted diseases, respiratory diseases, parasitic diseases, and vaccine preventable diseases. Prerequisites: PBHL 5173: Epidemiology I and PBHL 5373: Epidemiology II; PBHL 5013: Biostatistics I and PBHL 5023: Biostatistics II; or permission of the instructor.

PBHL 5513 (NUSC 6233): Qualitative Methodology in Nursing Research
Examines the philosophical foundation for and methodological issues in using qualitative approaches for scientific inquiry and knowledge development. Strategies for enhancing scientific and methodological rigor are explored.

PBHL 5523 (NUSC 6003): Qualitative Data Analysis Theory and Practicum
Examines approaches to collecting, reducing, managing, and analyzing qualitative data. Explores qualitative software packages used in data management. The practicum portion of the course includes practice sessions for interviewing, coding data, establishing inter-rater agreement, and developing themes. Prerequisite: PBHL 5513: Qualitative Methodology in Nursing Research.

PBHL 5553: Cancer Epidemiology
This course is designed to provide an overview of the epidemiology of common cancers as well as methodologic issues in etiologic research and cancer screening. Emphasis will be placed on risk factors that can be modified for cancer control and prevention. The course will address: geographic variation and temporal trends in cancer, cancer burden, biology of normal and cancer cells, biomarkers, selected risk factors (e.g., occupation, tobacco, alcohol, radiation, viruses, immunity, hormones, and genetic factors), and screening objectives, recommendations, and controversies. Prerequisites: PBHL 5173: Epidemiology I and PBHL 5373: Epidemiology II; PBHL 5013: Biostatistics I and PBHL 5023: Biostatistics II; or permission of the instructor.

PBHL 5683: Social Epidemiology
This course is designed to examine the scientific basis for associations between social factors, both contextual (e.g., poverty, housing, education) and interpersonal (e.g., racism, social support, stigma), and health. In addition, students will be challenged to consider social factors in understanding the epidemiology of diseases, the design and implementation of health protection/promotion programs, and the implementation of health policy. Prerequisites: PBHL 5173: Epidemiology I; PBHL 5133: Introduction to Health Behavior and Health Education; or permission of the instructor.

PBHL 5773: Survey Research Methods
This course will provide students with a practical overview of survey research methods. Topics to be covered include questionnaire and interview design; tailoring instruments for specific settings, populations, and methods of administration; reliability and validity; construction of scales and indices; sampling methods, assessing sampling bias, and maximizing response rates.

PBHL 596V: Directed Studies in Epidemiology (1-3): Prerequisite: Permission of instructor
HEALTH BEHAVIOR/HEALTH EDUCATION

THE FACULTY AND THEIR EXPERTISE

James M. Raczynski, PhD, Founding Dean, Fay W. Boozman College of Public Health, and Professor and Interim Chair, Prevention and control of chronic diseases; community-based approaches for risk reduction; racial and ethnic health disparities

PROFESSORS

Warren Bickel, PhD, Substance abuse treatment and prevention
Ronni Chernoff, PhD, RD, FADA Geriatric nutrition; health promotion in older adults; geriatric education for health professionals
Carol Cornell, PhD Women’s health; minority health; cardiovascular behavioral medicine; community-based participatory interventions
Jane W. Elphingstone, EdD, Substance abuse; community needs assessment
Emogene L. Fox, EdD, Grantsmanship and Administration
Mel R. Fratzke, PED Health education planning; health education leadership; health communications
Geoffrey Goldsmith, MD, MPH, Primary care oriented cancer control research
Paul G. Greene, PhD, Cancer prevention; tobacco control; adherence
Betty M. Hubbard, EdD, Curriculum development; dental health; human sexuality
Alan VanBiervliet, PhD, Public health informatics and information systems; eHealth technologies; community health education and promotion; disability prevention and management
Delia Smith West, PhD, Obesity prevention and treatment; behavioral diabetes and cardiovascular risk reduction interventions
Michael Young, PhD, Human sexuality; sexuality/abstinence education; alcohol/tobacco/other drug prevention

ASSOCIATE PROFESSORS

Mary E. Aitken, MD, MPH, Injury prevention; health status & outcomes following injury; pediatric health
Daniel Holland, PhD, MPH, Community health promotion; behavioral health; grassroots health activism
Chester S. Jones, PhD, Health sciences; injury prevention
Teresa L. Kramer, PhD, Mental health services research in adolescent and adult substance abuse; depression; post-traumatic stress disorder; community-based mental health initiatives; mental health and spirituality
LeaVonne Pulley, PhD, Survey research methods; approaches to assess community capacity; health communications
Jacquie Rainey, DrPH, Program planning & evaluation; tobacco use prevention and cessation; research methods and data analysis
Jan S. Richter, EdD, CHES, Theories of health behavior; program planning and evaluation; health promotion in the school setting; adolescent health and human sexuality
Katharine E. Stewart, PhD, MPH, Behavioral interventions for those at risk for or living with HIV disease; medication adherence; leadership skills development
Joanna M. Thomas, MBChB, Family practice residents; medical students’ role in patient education; prenatal/postpartum care

ASSISTANT PROFESSORS

Monte J. Gagliardi, EdD, Emergency medicine; trauma care in Arkansas; thrombolic medicine
Becky G. Hall, EdD, Health literacy; underserved populations; health disparities
Elizabeth Irwin-Clay, PhD, Maternal/infant health; postpartum depression; behavioral health counseling
Karen Hye-cheon Kim, PhD, Faith and health; psycho-social-cultural aspects of health; community-based participatory research; minority health
Edward M. Mink, EdD, Holistic health education; alternative strategies and mental health promotion
Bernita L. Patterson, PhD, Alcohol and drug prevention; tobacco use prevention; counseling psychology
Christine E. Sheffer, PhD, Tobacco cessation; tobacco control; behavioral interventions in primary care; systems-based interventions; chronic pain, assessment
Donald D. Simpson, MPH, Under-served populations; emergency health care utilization; osteoporosis health belief; self-efficacy and knowledge; cancer education and prevention
Lori W. Turner, PhD, Women’s health issues and osteoporosis prevention
Perla A. Vargas, PhD, Asthma management in underserved populations; adherence
The MPH with a specialty in HBHE provides students with in-depth training in health behavior and health education program planning, implementation, management, and evaluation. Didactics and preceptorship experiences are designed to develop students’ abilities to select and apply appropriate and culturally-responsive behavioral and social change strategies to enhance health within communities and at-risk populations.

Upon satisfactory completion of the MPH with a specialty in HBHE, graduates will be able to achieve each of the following learning objectives by fulfilling the related academic requirements and by demonstrating competence within preceptorship and capstone experiences.

(1) Theory
- Identify, describe, and apply major theories and concepts that are utilized in educational and behavioral approaches to health enhancement and risk reduction.
- Describe how cultural, economic, and other demographic factors may influence health behaviors and individuals’ responses to various types of behavioral and educational programs and interventions.
- Select and apply appropriate health behavior theories and related concepts for public health interventions.

(2) Methods
- Describe the advantages and disadvantages of various intervention research methodologies, such as qualitative vs. quantitative approaches, or pre-experimental vs. quasi-experimental vs. randomized/controlled designs.
- Design and apply a survey to assess the impact of a specific health behavior on a given population in a public health setting.
- Describe the following items as they apply to survey development in public health research: such as scales, scores, norms, reliability, validity, scale construction and item analysis.

(3) Evaluation and Assessment
- Discuss the general framework for evaluation of community-based interventions and methodologies, addressing qualitative and quantitative approaches as appropriate.
- Design appropriate process, impact, and outcome evaluation strategies for community-based health behavior intervention programs.
- Design appropriate evaluation strategies for population-directed social marketing and health communication interventions.

(4) Application/Best Practice
- Evaluate reports (including both scientific and technical reports, both peer-reviewed and non-peer-reviewed) of behavioral and educational health programs, and assess the programs' designs, methodologies, and evaluation strategies, as well as the validity of the reports' conclusions.
- Describe the problem definition, program planning, program implementation, and evaluation components of the community-based participatory research model.
COURSE REQUIREMENTS FOR MPH WITH A SPECIALTY IN HEALTH BEHAVIOR/HEALTH EDUCATION

In addition to the core courses, elective course, preceptorship and integration project course, an HBHE student must take the three required HBHE courses (PBHL 5623: Program Planning and Evaluation; PBHL 5653: Theories of Health Behavior and Health Education; and PBHL 5783: Health Communication), and (with the approval of the student’s faculty advisor) choose a minimum of two other HBHE courses (6 semester credit hours). The selection of these two additional courses should be guided by the student’s professional interests and objectives.

A. Required Courses

PBHL 5623: Program Planning and Evaluation
This is a course in health promotion program planning. It is designed to help the learner develop the fundamental understanding and skills necessary to implement program planning, implementation, and evaluation irrespective of setting. It provides both theoretical and practical information in program development and community-based participatory research. Prerequisites: PBHL 5133: Introduction to Health Behavior and Health Education; or permission of instructor.

PBHL 5653: Theories of Health Behavior and Health Education
Addresses the social and behavioral foundations of public health; emphasis on social and cultural determinants that shape behavior through complex interaction; presents a socio-ecological framework for understanding the relationship between human populations and health status; locates health problems in the context of multilayered social systems and temporal processes of change. Prerequisites: PBHL 5133: Introduction to Health Behavior and Health Education; or permission of instructor.

PBHL 5783: Health Communication
This course provides students with an in-depth exposure to current theory, practice and research in health communication with an emphasis on designing, implementing and evaluating mass media and community-based health campaigns. Topics covered include Social Marketing, Media Advocacy, Entertainment Education, and Participatory Learning in addition to traditional social-psychological theoretical approaches to risk reduction and health enhancing communication. Prerequisites: PBHL 5133: Introduction to Health Behavior and Health Education; or permission of instructor.

B. Elective Courses

PBHL 5213: Health Promotion in the Worksite
This course focuses on designing health promotion and health education programs to enhance the quality of life for employers/employees who spend one-fourth of their lives at the workplace. Emphasis is on methods for conducting needs assessment and the planning, implementation and evaluation of health promotion programs in the worksite.

PBHL 5543: Advanced Concepts of Human Sexuality
In-depth examination of human sexuality based on the premise that individual sexuality cannot be referenced to just one theory or simply biological, psychological, sociological, or cultural factors but from the complex interactions of these influences; designed to stimulate learners to think critically forming conclusions in light of scientifically gathered data.
PBHL 5643: Health Promotion in the School Setting
The focus of the course centers upon the role the public school can play in improving the health status of children and adolescents. Emphasis is on the development, implementation and evaluation of a coordinated school health program designed to promote the health and well being of students and staff; and, includes an analysis of health services, healthful school environment, and comprehensive health education.

PBHL 5683: Social Epidemiology
This course is designed to examine the scientific basis for associations between social factors, both contextual (e.g., poverty, housing, education) and interpersonal (e.g., racism, social support, stigma), and health. In addition, students will be challenged to consider social factors in understanding the epidemiology of diseases, the design and implementation of health protection/promotion programs, and the implementation of health policy. **Prerequisites:** PBHL 5173: Epidemiology I; PBHL 5133: Introduction to Health Behavior and Health Education; or permission of the instructor.

PBHL 5773: Survey Research Methods
This course will provide students with a practical overview of survey research methods. Topics to be covered include questionnaire and interview design; tailoring instruments for specific settings, populations, and methods of administration; reliability and validity; construction of scales and indices; sampling methods, assessing sampling bias, and maximizing response rates.

PBHL 5813: Technology for eHealth: Theory and Application
This course focuses on theories and practices involved in the development and implementation of public health informatics and eHealth programs to promote healthy behaviors within communities. The course will prepare graduates to lead multidisciplinary research and development teams involved in eHealth programs.

PBHL 5943: Health Communication Seminar
Examination of the role of communication in health care settings. Theory and research concerning the exchange of information and the mutual influencing of behavior among people.
HEALTH POLICY AND MANAGEMENT

THE FACULTY AND THEIR EXPERTISE

Paul K. Halverson, DrPH, MHSA, Professor and Chair; Director, Public Health Leadership Doctoral Program, State Health Officer and Director, DHHS Division of Health, Public health infrastructure; organizational effectiveness; executive leadership; hospital administration

Glen P. Mays, PhD, MPH, Associate Professor, Vice Chair and Director of Health Systems Research, Public health policy; health insurance; safety-net health care; health economics

Andreas Muller, PhD, Professor, Vice Chair of Academic Affairs and Program Director of the Health Service Administration Masters Program, Behavioral and socio-economic determinants of health, evaluation research; quasi-experimental designs, cost effectiveness analysis; injury control cost benefit; risk analysis

DISTINGUISHED PROFESSOR

M. Joycelyn Elders, MD, Public health administration, school and adolescent health

PROFESSORS

Teresita L. Angtuaco, MD, FACR, Women’s imaging; prenatal diagnosis: obstetric and gynecologic ultrasound; body imaging

Thomas M. Badger, PhD, Nutrition; endocrinology (growth, development, and reproduction); metabolism; disease prevention; alcohol and drugs of abuse

John Baker, PhD, Administration of health facilities; managed care and health policy

Cornelia K. Beck, PhD, Alzheimer’s disease; geriatric mental health services research

Leslie M. Beitsch, MD, JD, Improving access to healthcare for underserved by use of volunteerism, performance management; tobacco use and cessation; prenatal care for low income patients

Kaye Bender, PhD, RN, Healthcare awareness; emergency healthcare

Robert H. Bradley, PhD, Early childhood education and development

Angela Brenton, PhD, Organizational culture and change; conflict management and mediation

Thomas A. Bruce, MD, DSc (hon), Community-based public health; participatory research; and rural health

Kathy Cahill, MPH, Leadership development; public health marketing; emergency response management; environmental disease; terrorism threat, tobacco prevention; performance standards

Patrick H. Casey, MD, Early childhood developmental and growth problems and interventions; community nutrition interventions

Charles O. Cranford, DDS, MPA, Rural health policy; primary healthcare workforce development; university/community partnerships

Lee Lee Doyle, PhD, Family planning; contraception; adolescent sexuality and pregnancy; health professions education; faculty development

Charles R. Feild, MD, MPH, Community based programs for children and families

George J. Fuchs, MD, Diarrheal disease; public health nutrition; micronutrients (vitamin A, iron, zinc); low birth weight; H. pylori infection, malnutrition

William E. Golden, MD, Quality improvement; patient safety; clinical effectiveness

Geoffrey Goldsmith, MD, MPH, Primary care oriented cancer control research

Reza Hakkak, PhD, Obesity; nutrition education; diet and cancer prevention

Gregory L. Hamilton, PhD, Economic advancement; migration; regional employment and income

R. Jean Hine, PhD, RD, Cancer; nutrition; genetics and metabolism

Linda C. Hodges, EdD, RN, Health education; health administration; health policy

Arnold D. Kaluzny, PhD, MHA, Organizational factors affecting program implementation and change; cancer treatment; prevention and control

Robert B. Leflar, JD, MPH, Patient safety; patients’ rights; law and healthcare in Japan

Betty A. Lowe, MD, Pediatrics

Beverly McCabe-Sellers, PhD, RD, Community based participatory research; family interventions in nutrition and rural health promotion

Lynn Douglas Mouden, DDS, MPH, Oral health, family violence prevention

Richard R. Nugent, MD, MPH, Maternal and child health services and policy; health outcomes
ASSOCIATE PROFESSORS

Mary E. Aitken, MD, MPH, Pediatric critical care issues; family support and educational reintegration for children with special health needs; injury prevention, youth violence intervention and prevention

Claudia J. Beverly, PhD, RN, Integrated models of care delivery for older adults through an interdisciplinary team model

Tyrone F. Borders, PhD, Rural healthcare disparities; factors associated with health-related quality of life in the elderly; gender-specific disparities in obesity

Norman DePaul Brown, RN, EdD, MSPH, FNP, Prevention and wellness; gerontological, psychiatric, and community health nursing; health care reform

Elton R. Cleveland, DVM, MD, Adolescent medicine, family medicine, sports medicine

Cesar M. Compadre, PhD, Public health policy; minority health issues; Hispanic health issues; tobacco control; computer modeling, pharmaceuticals

Deborah L. Dwyer, PhD, Mental illness

James W. Fasules, MD, Pediatric health policy and advocacy; Medicare reimbursement for physicians; insurance coverage for late adolescents

John Fortney, PhD, Geographic access, telemedicine, depression

Brian H. Hardin, MD, Pediatrics, adolescent medicine and sports medicine

Lisa C. Hutchinson, PharmD, MPH, Adverse drug events; health services research in geriatric pharmacy; dementia

Ronald F. “Arlo” Kahn, MD, Interventions to increase physical activity, improve nutrition, and decrease obesity

JoAnn E. Kirchner, MD, Psychiatry, adolescent mental health

Curtis L. Lowery, Jr., MD, Obstetrics and gynecology, maternal and fetal medicine; telemedicine; distance healthcare

Bradley C. Martin, PharmD, PhD, Pharmacoeconomics; pharmaceutical care and outcomes; economic assessment

Maria Portilla, MD, Pediatrics, adolescent medicine, eating disorders

T. Elaine Prewitt, DrPH, Nutrition intervention in chronic disease—including obesity, cardiovascular disease and diabetes; community-based nutrition research; nutrition policy

Cheryl K Schmidt, PhD, MSNc, Nursing education in community health and research

Eldon Schulz, MD, Assessment and treatment of children with multiple disabilities

M. Kathryn Stewart, MD, MPH, Racial and ethnic health disparities; community health workers; home and community-based long term care; Medicaid; access to care; community participation

Steven Strode, MD, Med, Rural health; prevention and health maintenance; telemedicine

Greer Sullivan, MD, MPH, Mental illness; homelessness

Mark E. Swanson, MD, MPH, Longitudinal studies of high-risk children & families; interventions for persons with disabilities; epidemiology of disabilities

Billy R. Thomas, MD, MPH, Pediatric endocrinology; pediatric health services research and policy analysis
Joseph W. Thompson, MD, MPH, State and federal health policy; quality of healthcare for children; Arkansas health
J. Mick Tilford, PhD, Pediatric health services; economic evaluation; health policy analysis

ASSISTANT PROFESSORS
Stephen Boedigheimer, MBA, Public health practice with an emphasis in administration and/or management of state and local governmental public health agencies
David E. Bourne, MD, MPH, Tobacco control; chronic disease control; public health policy in practice
Ann B. Bynum, EdD, Telehealth research; workforce analysis; development of rural health outreach programs
Jennifer A. Dillaha, MD, MA, Internal medicine, infectious diseases, geriatrics
Ruth Eudy, PhD, Rural health; regional disparities in health outcomes; public health policy
Lee Frazier, MHA, Minority health; aging “best practices” applied to public health; hospital administration; access to health care
Deborah L. Gangluff, PhD, children with special health care needs; interdisciplinary practice
Carole B. Garner, MPH, RD, LD, Nutrition, obesity and nutrition surveillance
Dana Barber Gonzales, PhD, MHSA, Community based participatory research; early childhood development; health policy development; analysis and implementation; primary care and preventive medicine and program evaluation
Melony Goodhand, MBA, CPA, Strategic financial planning; business financial responsibility; non-labor cost reduction; benchmarking to improve financial performance
Song Hee Hong, PhD, Pharmacoeconomics; generic drug entry defending strategy; drug coverage
Catherine A. Irwin, PhD, Rural health; community health education; telehealth
Kurt Knickrehm, MBA, Healthcare finance and delivery
Andrew G. Kumpuris, MD, Health care reform; health care policy analysis & financing
Diane S. Mackey, JD, Environmental and health law
Charles W. McGrew, MPH, State health policy, health systems
Donna J. Middaugh, MSN, Risk management; medical/nursing/healthcare liability & malpractice
Creshelle R. Nash, MD, MPH, Public health policy; minority health policy and health disparities research; primary care clinic practice
Eduardo R. Ochoa, Jr., MD, Health disparities; pediatric and community outreach
Nick J. Paslidis, MD, PhD, Molecular mechanisms governing development and differentiation in gastro epithelial cells
Kevin W. Ryan, JD, RN, Health law and public health law; insurance regulation and reform; improving access and quality of care for underserved populations through state and federal legislative and regulatory processes
Herb A. Sanderson, MPA, Public health planning, policy, and administration relating to the elderly and people with disabilities
Kaleem Sayyed, MBBS, MPH, Infectious diseases
Ray Scott, MSW, Public health policy development; health policy outcomes/benefit analysis; politics and the public policy process; organizational development and analysis
John M. Selig, MPA, Director, DHHS
Ralph J. Vogel, PhD, RN, CPNP, Pediatric primary care, oncology, coping in children
Susan Ward-Jones, MD, Access to medical care for the poor and disadvantaged; rural health; public health policy
Donna S. West, PhD, Pharmacoeconomics and outcomes; policy related to pharmaceuticals

INSTRUCTORS
Sarah G. Breshears, MBA, Demographic, social and economic data and applications
Becky B. Butler, MSSW, Genetic and high risk pregnancy counseling
Curtis B. Craft, Jr., MPH, Providing educational opportunities for low income adults
Cynthia C. Crone, MNSc, Maternal substance abuse prevention and treatment; effects of substance abuse on children, families and communities
Holly C. Felix, PhD, MPA, The policy process, effectiveness and sustainability of community health workers programs; long term care policy
Gail Gannaway, Public health planning and policy development; minority health; public health practice
Phillip K. Gilmore, MHA, Health/hospital administration, operations, corporate compliance, privacy
Julie Hall-Barrow, EdD, Health services research; corporate health and cost savings of wellness and health promotion programs
Zenobia Harris, BSN, MPH, Maternal and child and family health; community health development; impact of low socio-economic status on health outcomes
Richard T. Hill, MSW, Mental health services; social work and public health
Don Hollingsworth, JD, Health care reform; health care access; child welfare; health
Kenneth R. Hubbell, Community coalitions; strategic planning and leading community change
Maria H. Jones, MA, Public health informatics, administration, and planning; organizational change and development; strategic management and performance-based management
Nancy B. Kirsch, BS, Public health planning, policy, and administration; community health development
C. Lewis Leslie, Public health resources; policy interpretation; administration; collaborative partnerships
Suzanne G. McCarthy, MSN, MPH, Access to health care; financing of health care; dental health; healthcare marketplace and public health policy
Freeman McKindra, Sr., BS, Community; organization and institutional development
M. Sip Mouden, Network/resource development; access to health, dental, mental, prevention and enabling services to the economically disadvantaged
Christine B. Patterson, MSW, Minority health; women’s health; strategic management
Willa Black Sanders, MPA, Public health policy, community-based public health, advocacy
Rosetta Shelby-Calvin, DMD, Minority health policy; oral health
Donnie A. Smith, MEd, Public health leadership; federal/state rules and regulation; health policy analysis; preventive health; maternal and child health
Michelle R. Smith, MPH, HIV/AIDS Research in the African-American community
James C. Wohlleb, MDiv, MS, Application of public health in community settings, distance education, health improvement
Elaine B. Wootten, MA, Communication, rural health, tobacco and health

The focus of the Department of Health Policy and Management is to prepare students to advance the health of populations by providing specialized knowledge and skills needed to understand and improve both health policy and management within the complex, rapidly changing health system. The department uses a broad definition of the ‘health system’ that includes the full constellation of governmental and non-governmental actors that influence population health, including public health agencies, health care providers, insurers, purchasers, community-based organizations, and entities that operate outside the traditional sphere of health.

MPH students with a specialization in Health Policy and Management will acquire knowledge of the theories, methods, and values relevant to effective policy and managerial decision-making within the health system. Upon completing the specialization, students will be able to:

- Assess the health status of populations, the determinants of health and illness, and strategies for managing health risks and behaviors in diverse populations
- Describe the organization, governance, financing, and delivery of health services and public health interventions, with a special focus on public health agencies, health care institutions, and related organizations that influence population health
- Compare the range of health policy interventions used by governmental and non-governmental actors to address health problems, along with the processes used for policy development, agenda-setting, implementation, and evaluation
- Identify legal and ethical dimensions of health policy and managerial decision-making, including the interpretation and enforcement of public health laws and regulations
- Apply methods of strategic planning, priority-setting, and marketing to address health issues faced by organizations and communities, including the use of community health assessment processes and quantitative measures of need, burden, demand, supply, and risk
- Apply methods of economic and financial analysis and budgeting to support policy and managerial decision-making within the health system
- Identify and apply communication and leadership skills necessary for mobilizing partnerships and action within the health system
• Describe characteristics of the health workforce and apply principles for the management of human resources in diverse institutional settings within the health system
• Use the concepts of systems thinking to identify problems and evaluate potential solutions at organizational, community, and policy levels within the health system
• Identify and apply relevant methods for evaluating health policies and programs and for assessing the performance of organizations and professionals in the areas of quality, safety, accessibility, efficiency, and equity.

The department’s faculty includes individuals engaged in the study of health policy and management along with experienced practitioners, administrators, policy-makers, and educators. The breadth of faculty training and experience provides students with many opportunities for training, research, and application within the health system. Current areas of faculty scholarship include: rural health (in particular, the unique needs of the lower Mississippi Delta region), aging, access to care and underserved populations, mental health, injury prevention and control, quality of care and consumer experiences with care, health disparities, maternal and child health, health insurance and health care financing (including Medicare and Medicaid), community-based public health, long-term care, health economics, and nutrition policy.

COURSE REQUIREMENTS FOR MPH
WITH A SPECIALTY IN HEALTH POLICY AND MANAGEMENT

The specialty curriculum in Health Policy and Management (HPM) allows students to develop competencies in the theories, methods, and skills relevant to policy and managerial decision-making within the health system. In addition to the standard requirements for the MPH degree (six core courses, one elective course, and the preceptorship and integration project courses), a student specializing in HPM must take three required HPM courses (PBHL 5363: Introduction to Health Policy and Politics; PBHL 5283: Public Health Law and Ethics; and PBHL 5273: Health Economics), at least two HPM selective courses (listed below), and any desired HPM electives. The choice of the selective and elective courses should be guided by the student’s professional interests and objectives.

A. Required Courses

PBHL 5273: Health Economics
Basic concepts in economic theory and analysis as applied to health care delivery systems; emphasis on demand for health services; hospitals and physicians as economic actors; production functions in health and health care; reimbursement systems; health insurance; competitive forces in the health care marketplace, and theories of public goods and externalities applied to public health. This course will provide students experience analyzing health management and health policy issues using economic tools. Prerequisite: PBHL 5013: Biostatistics I.

PBHL 5283: Public Health Law and Ethics
Introduction to the legal and ethical issues encountered in health policy and management. Course content includes: constitutional authority and limits on governmental intervention in public health (i.e., individual rights vs. society's rights); the functions of and interaction between courts, legislatures, regulators; the role of the courts in health policy and health care delivery; how to recognize legal issues and communicate with attorneys; how law will affect students as strategic thinkers in health care positions; how to apply basic tort and contract principles; and the process of public health regulation and potential legal barriers to public health strategies. Specific legal topics will vary, but will usually include: the nature and scope of public health authority; constitutional constraints on public health initiatives; liability; fraud and abuse; privacy and confidentiality; regulatory oversight of the health care system; legal requirements for access to health care; nondiscrimination; conflicts of interest; and a review of ethical and moral issues commonly faced in health care management. Prerequisites: PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.
PBHL 5363: Introduction to Health Policy and Politics
Examines the nature of public policy making process within the various core functions of public health, and the influence of the political, bureaucratic, and social environment in which policy decisions are made. The consequences of health policy decisions and the key dimensions of current public health policies will also be examined. In addition to conceptual discussions of each of the above, the course includes evaluation of case studies of public health policy decisions and discussions with policy makers from multiple levels of government and multiple backgrounds. **Prerequisites: PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.**

B. Selective Courses
(Choose at least two; 6 semester credit hours)

**PBHL 5143: Management of Health Care Organizations**
Provides an overview of how modern health care delivery institutions and public health agencies are organized and governed, how they respond to their environment, and how they reach and implement decisions. Exercises emphasize organizational structure; the roles of health professionals, managers, and staff; and health policies applicable to organizational settings.

**PBHL 5163: Introduction to Health Systems Financial Management**
Basic accounting/financial principles and practices as applied to health institutions and agency administration; emphasis on budgeting, financial analysis, cost management, third-party reimbursement systems; working capital management; capital investment decisions, and management of financial risk. **Prerequisite: PBHL 5013 Biostatistics I.**

**PBHL 5243: Health System Strategic Planning**
Covers the major types of health planning in the U.S. including related supply regulation. Strategic, business and market-based planning are emphasized. Several exercises introduce students to relevant data sources and prepare them to develop a market-based health services plan. **Prerequisites: PBHL 5013: Biostatistics I; PBHL 5143: Management of Health Care Organizations.**

**PBHL 5713 Evaluation of Public Health Programs**
Fundamentals of evaluation methods applied to public health programs, policies and other types of interventions. The course covers impact, outcome, process and participatory evaluation designs commonly used in the field of public health. Students will gain skills in framing evaluation questions and designing evaluation plans to answer those questions. In addition, students will gain skills needed to understand and critique published evaluation literature, and skills in measurement and data collection strategies.

C. Elective Courses
(Note: courses listed under Selectives above may also be taken as Electives)

**PBHL 5253: Health Information Systems for Administrators**
Essential concepts of information technology and the use of information systems in the health care and public health environment. Topics include: general systems theory; key management principles that guide the development and operation of information systems; database management and uses; computer software used in the health industry; information systems planning and management; the application of information systems in inpatient, outpatient, administrative, managed care, public health, and community settings. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.
PBHL 5323: Pharmaceutical Policy in the Healthcare System
Provides an overview of pharmaceutical policies and their effect on the health system; emphasis given to pharmaceutical issues as they impact consumers, health professionals, and health care organizations. Areas covered include pharmaceutical trends, industry structure and organization, managed care, drug policies, drug-related behaviors and outcomes. Prescription drugs are given primary attention; however, over-the-counter items, herbal supplements and pharmacist services will be covered as appropriate. We will evaluate the roles of third party payers, providers, pharmaceutical industry, and the federal/state government in shaping the use of medications within the United States. Drug-related health behaviors and how they determine outcomes and policy associated with pharmaceutical products will be explored. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5333 Advanced Health Systems Financial Management
The course is designed to present in-depth discussions on topics related to financial management in a health care setting. It focuses on the application of financial management principles and concepts to health care organizations. A broad range of issues will be discussed and evaluated with assignments to familiarize students with both theoretical concepts and practical application of financial management principles in the current operating environment. Computerized software packages will be utilized to emphasize the application of financial techniques to problems in health care management and/or health services delivery. Students should have a basic understanding of health care system, health care management, health care statistics and information systems, financial accounting and Excel. **Prerequisites:** PBHL 5013: Biostatistics I; PBHL 5123: The Health Care System; PBHL: 5143 Management of Health Care Organizations; PBHL 5163 Introduction to Health Systems Financial Management.

PBHL 5343 Decision Analysis
Provides rational framework for decision-making in the delivery of health and public health services. Emphasizes basic modeling techniques and uses health care examples. Students become familiar with operations research techniques including inventory modeling, queuing, linear programming, computer simulation, PERT/CPM, network analysis, forecasting, and quality control. Students learn to use relevant software to solve health systems related decision making problems. **Prerequisite:** PBHL 5013: Biostatistics I.

PBHL 5353: Seminar in Human Resource Management
Examines the range of contexts and techniques involved in the management of human resources within health care institutions; includes ethics, recruitment, training and development, grievance procedures, wage and salary administration, affirmative action, labor unions, and professional credentials. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5423: Child Health
Explores the role of child health programs and policies in the health system, with emphasis given to community health issues. Programs at the local, state, and national levels will be addressed. Also, international programs in both developing and developed countries will be discussed, with emphasis on models of problem-solving.

PBHL 5443: Women’s Health
Provides a broad overview of the health issues affecting women along with the programs and policies designed to address these issues, including family planning, prenatal care, and women’s health throughout the lifecycle. Topics in family planning and prenatal care will emphasize policies, systems of care, and outcomes of care. Life cycle issues will encompass the prevalence and prevention of chronic health conditions through interventions involving nutrition, physical activity, and access to preventive health screenings.
PBHL 5453: Children with Special Health Care Needs
Examines chronic and remediable health conditions in children that require specialized health services, along with the programs and policies designed to address these needs. Analyzes the systems of care available to these children and their families, and considers multidisciplinary approaches to care management. Students will observe and work directly with a team of CSHCN professionals and the children and families they serve.

PBHL 5463 Health Administration Leadership
This course will cover the key characteristics and behaviors of successful healthcare leaders such as: leadership styles, communication methodologies, motivational techniques; and personal growth dimensions. The course will cover what successful leaders implement, such as: create a strong corporate culture, manage change, inspire followers, and build high performing healthcare delivery entities.

PBHL 5533 Health Care Quality Management
Explores the critical issues and systems for the evaluation and management of quality in health care delivery systems; emphasis is given to the determinants of quality of care in community and institutional settings, clinical quality evaluation, and quality improvement in health care organizations. Among the specific issues covered are quality standards used by regulators and accreditation agencies, methods for performance measurement and outcome research, and quality improvement utilizing total quality management concepts. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5563: Health Care Marketing
Application of the marketing framework to health care organizations and public health agencies; applicable market research techniques; design, development of health care organization marketing plan. Topics include assessing and understanding health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand, new product development, product pricing and distribution, advertising and public relations, analysis of competitive environment, and strategy formulation.

PBHL 5573: Ambulatory Care Administration
Organization and administration of ambulatory care delivery systems; emphasis on HMOs, medical group management, hospital-based ambulatory care systems, and health clinics. **Prerequisites:** PBHL 5143: Management of Health Care Organizations; or permission of instructor.

PBHL 5583 Hospital Administration
Hospital organization and management; emphasis on administration, medical staff, trustee relationships; provides an understanding of the diversity and complexity of the daily routine of a hospital administrator and clarifies the roles of various constituencies in hospital organizations. **Prerequisites:** PBHL 5143: Management of Health Care Organizations; or permission of instructor.

PBHL 5593: Managed Care
Study of the major organizational forms of managed care and the seven process components of managed care; examination of major policy and performance issues related to managed care systems. **Prerequisites:** PBHL 5143: Management of Health Care Organizations; or permission of instructor.

PBHL 5613 International Health
A methodology for comparative analysis of the organization and financing of international health care delivery systems; examines the health care delivery systems in at least 12 developed and developing countries using the comparative framework; examines such systems in at least 12 developed and developing countries using the comparative framework. **Prerequisite:** PBHL 5123: The Health Care System.
PBHL 5633 Long Term Care Administration
Organization and administration of long-term care delivery systems; emphasis on nursing home administration, home health programs, hospice management. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5663: Community Planning and Development
Fundamentals of public health program planning and monitoring with emphasis on 1) Goal setting, strategy development, and applications in community settings and 2) proposal development for program funding; includes the use of existing information and collection of new information needed for effective planning and management with special emphasis on community diagnosis, need determination, and program environment assessment. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5693: Nutrition Policy and Intervention Seminar
This course reviews food and nutrition policies and programs, their rationale and relation to public health. An overview of the scientific basis for nutrition policies is provided and the role of nutrition intervention in risk reduction and health promotion is examined. Nutrition related initiatives addressing national public health objectives are examined. **Prerequisite:** PBHL 5003: Introduction to Public Health.

PBHL 5723 Policy Analysis
Training in basic skills necessary to design, test, implement, manage, present, and critique policy analysis in the health care sector. Fundamentals of policy research design, and linkage between theory and operation. Various research techniques examined; case studies and analyses of secondary data. Emphasis on choosing appropriate analytical strategies for particular policy issues. Includes data analysis using computers and critical evaluation of technical policy literature. Special topics in econometrics also addressed. Original policy analytic paper required at end of sequence. **Prerequisites:** PBHL 5013 Biostatistics I; PBHL 5363: Introduction to Health Policy and Politics.

PBHL 5733 Introduction to Rural Health Policy
Provides an overview of rural communities, rural health needs and disparities, and rural health delivery systems; covers federal, state, and local health policies that differentially effect rural areas. Current and emerging policy issues are analyzed.

PBHL 5743 Public Health Communication Theory and Application
Basic principles of interpersonal, organizational, and mass communication in the context of public health are examined. Learner-oriented, experiential methods are used to develop skills and knowledge for practical applications such as making effective presentations of scientific information to professional and lay audiences, managing work teams and community groups, and dealing successfully with the media in educational and crisis situations.
MASTER OF HEALTH SERVICES ADMINISTRATION
PROGRAM REQUIREMENTS

The Health Services Administration degree requires fifty-one (51) graduate semester credit hours. The overall curriculum model includes:

- **Required Core Courses:** 45 semester credit hours
  (including 3 semester credit hours of Health Administration Residency or Management Project and 3 semester credit hours of Management Capstone)

- **Electives:** 6 semester credit hours

The summer administrative residency involves up to three (3) months of paid, full-time work in a health institution or agency and provides practical experience with the theories, concepts, and administrative skills learned in the first academic year (twenty-four (24) semester credit hours). The management project requires analysis of a major ongoing administrative problem defined by the chief executive officer of a health institution or agency. Both courses are held during the summer. Full-time students usually enroll in the residency, and part-time students and students with extensive health systems work experience usually choose to do the management project. The program is designed for completion in two (2) years full time or three-and-one-half (3.5) years part time. Graduates are encouraged to take advantage of post-degree administrative fellowships.

MHSA REQUIRED CORE COURSES

**HSAD 5013: Biostatistics I**
Introductory topics in descriptive biostatistics and epidemiology, database principles, basic probability, diagnostic test statistics, tests of hypotheses, sample-size estimation, power of tests, frequency cross-tabulations, correlation, nonparametric tests, regression, randomization, multiple comparisons of means and analysis of variance for one- and two-factor experiments.

OR

**HSAD 5183: Health Statistics for Administrators**
Major statistical and computerized data systems used in the management of health care delivery systems, with emphasis on decision making applications and of descriptive and inferential statistics utilizing computer-assisted analysis.

**HSAD 5103: Introduction to Environmental/Occupational Health and Health Behavior/Health Education**
The first half of this combined course presents an overview of the field of environmental and occupational health with specific emphasis on the healthcare environment, including basic qualitative assessment of relevant chemical, physical and biological hazards. The second half of the course is an introduction to health behavior and health education, theory, and practice; and includes discussion of ethical principles and the application of behavioral theory to critical issues in public health and to workplace wellness programs.

**HSAD 5123: The Health Care System**
Analysis of system-wide issues related to the delivery of health in the United States, including organizational arrangements, financing, health status issues, health insurance, health manpower, cost of health care, quality of health care, access and regulatory issues.
HSAD 5143: Management of Health Care Organizations
Analysis of administrative practices in health organizations, including governmental agencies, health care institutions, and community clinics, with emphasis on administrative structure, roles of professionals and staff, and the health policy applicable to each.

HSAD 5163: Introduction to Health Systems Financial Management
Basic principles and practices of financial management as they apply to the administration of health institutions and agencies, with emphasis on cost analysis and third party reimbursement systems, working capital mgt., capital investment and risk management.

HSAD 5173: Epidemiology I
Epidemiological methods, with emphasis on their application to various health administration program settings, vital statistics, biostatistics, and computer based epidemiological analysis techniques; lectures will be supplemented with case study discussions. **Prerequisites:** HSAD 5013: Biostatistics; HSAD 5183: Health Statistics for Administrators; or permission of instructor.

HSAD 5243: Health System Strategic Planning
Covers the major types of health planning in the U.S. including related supply regulation. Strategic, business and market based planning are emphasized. Several exercises introduce students to relevant data sources and prepare them to develop a market based health services plan. **Prerequisite:** HSAD 5013: Biostatistics I.

HSAD 5253: Health Information Systems for Administrators
Course is designed to expose students to the purpose and value of health information systems. Various components of such systems, how such systems are designed and how information provided by such systems can assist day-to-day operations as well as strategic planning. **Prerequisites:** HSAD 5013: Biostatistics I; HSAD 5123: The Health Care System; HSAD 5183: Health Statistics for Administrators; or permission of instructor.

HSAD 5273: Health Economics
Basic concepts in economic theory and analysis as they apply to health care delivery systems with emphasis on demand for health services, hospitals and physicians as economic models, production functions in health care, reimbursement systems, health insurance and competitive forces in the health care marketplace. **Prerequisites:** HSAD 5123: The Health Care System; or permission of instructor.

HSAD 5293: Health Law
Basic principles and practices of law affecting the administration of health institutions and medical practice, with emphasis on the legal aspects of patient care and treatment, torts and contractual obligations, rights and obligations of governing boards, medical staff and employees, and labor law.

HSAD 5333: Advanced Health Systems Financial Management
The course is designed to present in-depth discussions on topics related to financial management in a health care setting. It focuses on the application of financial management principles and concepts to health care organizations. A broad range of issues will be discussed and evaluated with assignments to familiarize students with both theoretical concepts and practical application of financial management principles in the current operating environment. Computerized software packages will be utilized to emphasize the application of financial techniques to problems in health care management and/or health services delivery. Students should have a basic understanding of health care system, health care management, health care statistics and information systems, financial accounting and Excel. **Prerequisites:** HSAD 5143: Management of Health Care Organizations; or permission of instructor.
HSAD 5343: Decision Analysis
Provides rational framework for decision-making in the delivery of health and public health services. Emphasizes basic modeling techniques and uses health care examples. Students become familiar with operations research techniques including inventory modeling, queuing, linear programming, computer simulation, PERT/CPM, network analysis, forecasting, and quality control. Students learn to use relevant software to solve health systems related decision making problems. Prerequisites: HSAD 5013: Biostatistics I; HSAD 5143: Management of Health Care Organizations; HSAD 5183: Health Statistics for Administrators; or permission of instructor.

HSAD 5353: Seminar in Human Resource Management
Variety of situations and techniques involved in the management of human resources in health care institutions, including ethics, recruitment, training and development, grievance procedures, wage and salary administration, affirmative action, labor unions, and professional credentials. Prerequisites: HSAD 5143: Management of Health Care Organizations; or permission of instructor.

MHSA REQUIRED HEALTH ADMINISTRATION RESIDENCY/ MANAGEMENT PROJECT (3 hours)
(included in the 45 hour core)

HSAD 5083: Health Administration Residency
A three-month administrative residency in a health institution or agency; work experience under a qualified health administrator with selected field projects and written reports.

OR

HSAD 5093: Management Project
Administrative problem defined by a health institution or agency.

MHSA REQUIRED CAPSTONE (3 hours)
(included in the 45 hour core)

HSAD 5393: Management Capstone
Policy and decision making processes in health institutions and agencies, uses case studies of health institutions and agencies. Culminating experience typically completed in last semester of the student’s course of studies; or permission of instructor.

MHSA ELECTIVE COURSES (Select Two)

HSAD 5303: Advanced Organizational Behavior and Leadership in Health Delivery Systems
This graduate course will explore the scientific study of the components of organizational behavior and leadership that help administrators of health systems maximize the performance of personnel in their organization. The framework of the course will examine the three core elements of organizational behavior including individual, group and organizational components. It will examine the common research methods in organizational behavior and current research findings. It will also explore leadership theories, research and current approaches to leadership development that can be applied to health care systems. Prerequisite: Permission of instructor and DrPH Faculty Leadership Chair.
HSAD 5363: Introduction to Health Policy and Politics
Examines the nature of public policy making process within the various core functions of public health, and the influence of the political, bureaucratic, and social environment in which policy decisions are made. The consequences of health policy decisions and the key dimensions of current public health policies will also be examined. In addition to conceptual discussions of each of the above, the course includes evaluation of case studies of public health policy decisions and discussions with policy makers from multiple levels of government and multiple backgrounds.

HSAD 540V: Special Topics in Health Services Administration
Possible topics include healthcare leadership, reimbursement and insurance, computer proficiency in health services administration, rural health care systems, quality assurance systems, risk management, multi-institutions systems, and negotiations.

HSAD 5443: Women’s Health
Provides a broad overview of the health issues affecting women along with the programs and policies designed to address these issues, including family planning, prenatal care, and women’s health throughout the lifecycle. Topics in family planning and prenatal care will emphasize policies, systems of care, and outcomes of care. Lifecycle issues will encompass the prevalence and prevention of chronic health conditions through interventions involving nutrition, physical activity, and access to preventive health screenings.

HSAD 5453: Children with Special Health Care Needs
Examines chronic and remediable health conditions in children that require specialized health services, along with the programs and policies designed to address these needs. Analyzes the systems of care available to these children and their families, and considers multidisciplinary approaches to care management. Students will observe and work directly with a team of CSHCN professionals and the children and families they serve.

HSAD 5463: Health Administration Leadership
This course will cover the key characteristics and behaviors of successful healthcare leaders such as: leadership styles, communication methodologies, motivational techniques; and personal growth dimensions. The course will also cover what successful leaders do, such as: create a strong corporate culture, manage change, inspire followers and build high performing healthcare delivery entities.

HSAD 5533: Health Care Quality Management
Explores the critical issues and systems for the evaluation and management of quality in health care delivery systems; emphasis is given to the determinants of quality of care in community and institutional settings, clinical quality evaluation, and quality improvement in health care organizations. Among the specific issues covered are quality standards used by regulators and accreditation agencies, methods for performance measurement and outcome research, and quality improvement utilizing total quality management concepts. Prerequisites: PBHL 5003: Introduction to Public Health; HSAD 5123: The Health Care System.

HSAD 5563: Health Care Marketing
Application of the marketing framework to health care organizations and public health agencies; applicable market research techniques; design, development of health care organization marketing plan. Topics include assessing and understanding health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand, new product development, product pricing and distribution, advertising and public relations, analysis of competitive environment, and strategy formulation.

HSAD 5573: Ambulatory Care Administration
Organization and administration of ambulatory care delivery systems; emphasis on HMOs, medical group management, hospital-based ambulatory care systems, and health clinics. Prerequisites: HSAD 5143: Management of Health Care Organizations; or permission of instructor.
HSAD 5583: Hospital Administration
Hospital organization and management; emphasis on administration, medical staff, trustee relationships; provides an understanding of the diversity and complexity of the daily routine of a hospital administrator and clarifies the roles of various constituencies in hospital organizations. Prerequisites: HSAD 5143: Management of Health Care Organizations; or permission of instructor.

HSAD 5593: Managed Care
Study of the major organizational forms of managed care and the seven process components of managed care; examination of major policy and performance issues related to managed care systems. Prerequisites: HSAD 5143: Management of Health Care Organizations; or permission of instructor.

HSAD 5613: International Health
A methodology for comparative analysis of the organization and financing of international health care delivery systems; examines the health care delivery systems in at least 10 developed and developing countries using the comparative framework; examines such systems in at least 10 developed and developing countries using the comparative framework. Prerequisite: HSAD 5123: The Health Care System.

HSAD 5633: Long Term Care Administration
Organization and administration of long-term care delivery systems; emphasis on nursing home administration, home health programs, hospice management. Prerequisites: PBHL 5003: Introduction to Public Health; HSAD 5123: The Health Care System.

HSAD 5713: Evaluation of Public Health Programs
Fundamentals of evaluation methods applied to public health programs, policies and other types of interventions. The course covers impact, outcome, process and participatory evaluation designs commonly used in the field of public health. Students will gain skills in framing evaluation questions and designing evaluation plans to answer those questions. In addition, students will gain skills needed to understand and critique published evaluation literature, and skills in measurement and data collection strategies.

HSAD 5723: Policy Analysis
Training in basic skills necessary to design, test, implement, manage, present, and critique policy analysis in the health care sector. Fundamentals of policy research design, and linkage between theory and operation. Various research techniques examined; case studies and analyses of secondary data. Emphasis on choosing appropriate analytical strategies for particular policy issues. Includes data analysis using computers and critical evaluation of technical policy literature. Special topics in econometrics also addressed. Original policy analytic paper required at end of sequence. Prerequisites: HSAD 5013 Biostatistics I; PBHL 5363: Introduction to Health Policy and Politics; or permission of instructor.

HSAD 5733: Introduction to Rural Health Policy
Provides an overview of rural communities, rural health needs and disparities, and rural health delivery systems. Covers federal, state, and local health policies that differentially effect rural areas. Current and emerging policy issues are analyzed.

HSAD 5743: Public Health Communication Theory and Application
Basic principles of interpersonal, organizational, and mass communication in the context of public health. Learner-oriented, experiential methods are used to develop skills and knowledge for such practical applications as making effective presentations of scientific information to professional and lay audiences, managing work teams and community groups, and dealing successfully with the media in educational and crisis situations.
DOCTOR OF PUBLIC HEALTH IN PUBLIC HEALTH LEADERSHIP PROGRAM REQUIREMENTS

Students in the DrPH in Public Health Leadership program are mid to upper-level practitioners in public health who desire more extensive training in the public health sciences, public health practice, and leadership skills necessary to respond to the rapidly shifting, sometimes unanticipated challenges of the public health and health care systems. The focus of the DrPH program is in developing public health leaders who can integrate public health science into public health practice, apply models and theories in public health to chronic and emerging issues in practice, and demonstrate leadership in working with public health teams. Upon completing the DrPH program in Public Health Leadership, students will be proficient in the following areas.

- Demonstrate a commitment to community-based public health principles, including the processes involved in engaging community partners in assessing needs, planning and implementing programs, and evaluating those programs.
- Anticipate and respond to the public health related needs of a community, population, or other stakeholder group by utilizing sound epidemiologic and statistical approaches to identifying, collecting, validating, and analyzing relevant data regarding health status, health risks and behaviors, environmental factors, health resources and policies that affect the community.
- Formulate and effectively communicate community health priorities based upon community data and established theories or models of health.
- Identify appropriate funding resources for public health programs, and describe approaches to successful grantsmanship.
- Serve as a mentor and leader to the public health workforce in developing, implementing, and evaluating public health programs and applying current public health science to practice.
- Demonstrate a commitment to ensuring cultural sensitivity and competence within oneself, the public health workforce, and community programs.
- Evaluate political and ethical aspects of public health practice, and contribute as a leader to political and ethical processes that support quality public health principles.
- Understand mechanisms to mobilize the broad public health community in response to unanticipated emerging public health disasters or crises.
- Apply systems level thinking to problems and issues in communities and organizations.

The DrPH degree program is designed to address the considerable need for the development of the public health leadership infrastructure in Arkansas. The curriculum for the DrPH includes coursework in public health sciences and public health practice as well as in leadership skill development. The DrPH program requires a minimum of sixty-one (61) semester credit hours and is offered on a part-time basis. The overall curriculum model includes:

- Public Health Sciences Core Courses 15 semester credit hours
- Public Health Practice Courses 15 semester credit hours
- Leadership Courses 15 semester credit hours
- Doctoral Practicum/Field Experience 6 semester credit hours
- Capstone Seminar 4 semester credit hours
- Capstone Project 6-12 semester credit hours
From initial enrollment and throughout the degree program, each student will work with the DrPH Faculty Leadership Chair and/or selected faculty advisor(s). The function of the DrPH Faculty Leadership Chair and/or selected faculty advisor(s) is to assist the student in selecting a course of study that will best serve her/his professional and academic goals, and to provide other needed professional and career-related advice.

As the DrPH program continues to develop, courses and course descriptions are subject to change. Students are encouraged to contact the DrPH Faculty Leadership Chair and/or selected faculty advisor(s) for updated information regarding current course offerings beyond those listed below.

The capstone sequence consists of 3 inter-related courses: the Doctoral Practicum, Doctoral Capstone Seminar, and Doctoral Capstone Project. The Doctoral Capstone Project should grow out of the coursework that precedes it, including the Doctoral Practicum. The Doctoral Capstone Project will be finalized during the Doctoral Capstone Seminar. Students are advised to begin thinking about their Doctoral Capstone Project early in their doctoral career so that they can choose coursework and field experiences that serve and facilitate its completion. A student may select among 3 major experiential tracks: community-based participatory public health; health policy change; management and administration; or a combination thereof and/or any other innovative leadership practicum approved of by the DrPH Faculty Leadership Chair and/or selected faculty advisor(s).

**DrPH COURSE DESCRIPTIONS**

1. **Public Health Sciences Core (Students must complete all five.)**

   **PBHL 9003: Advanced Biostatistics**
   This course will cover experimental design and advanced linear methods of analysis; non-parametric analysis of variance, multiple regression and linear models, factorial analysis, repeated measures, and multiple covariates, logistic regression, and survival analysis will be covered. **Prerequisites:** PBHL 5013: Biostatistics I or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health. Students who demonstrate proficiency in biostatistics beyond the level of this course will select, with assistance from the Chair of Biostatistics, another course in the department.

   **PBHL 9013: Advanced Epidemiology**
   Includes an advanced review of epidemiological methods and issues; covers sampling and data collection strategies, study design concerns, including bias, confounding, stratification; students will gain practice in interpreting and reporting research results. **Prerequisites:** PBHL 5173: Epidemiology I or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health. Students who demonstrate proficiency in epidemiology methods beyond the level of this course will select, with assistance from the Chair of Epidemiology, another course in the department.

   **PBHL9023: Advanced Health Behavior Theory**
   This course will review the major theories of behavior change and explore the complex relationships between socio-demographic factors and theory constructs. Students will gain substantial experience in designing behavioral theory-based public health interventions. **Prerequisites:** PBHL 5133: Introduction to Health Behavior and Health Education or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructor.
PBHL 9033: Advanced Public Health Policy and Management
This course provides an advanced examination of issues related to the development, implementation, and impact of public policies and health system management strategies on population health. It will include an in-depth exploration of: (1) theories of policy development applied to health issues, including the often-competing influences of political, economic, and socio-cultural forces; (2) strategies for agenda-setting and policy formation in the health arena; (3) policy implementation and management approaches; (4) policy analysis methods and tools; and (5) policy and managerial decision-making strategies in health, including values-based and evidence-based perspectives; case studies of policy and managerial decisions made at national, state, and community levels will provide opportunities for in-depth discussion and analysis. **Prerequisites:** PBHL 5123: The Health Care System or its equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructor.

PBHL 9043: Advanced Environmental and Occupational Health
This course is designed to stimulate critical thinking about environmental and occupational health risk management, including their effectiveness, efficiency, and fairness; alternatives to traditional means of regulating and controlling environmental hazards will be explored, along with issues regarding environmental justice and ethics and the role of participation by affected groups of citizen and workers. **Prerequisites:** PBHL 5113/OEHM 5023: Environmental and Occupational Health or equivalent; Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; or permission of instructor.

2. Public Health Practice Courses
a. Required Practice Courses

PBHL 9103: Community-Based Public Health Program Design/Evaluation (I)
PBHL 9113: Community-Based Public Health Program Design/Evaluation (2)
These courses are a two semester series integrating concepts of community-based program design and evaluation. This approach builds on the philosophy that evaluation should be considered simultaneously with program design. This first course focuses on concepts and theories, and the second, on application. The courses will be taught using an interdisciplinary approach with an emphasis on the community-based participatory model, although traditional and hybrid approaches will also be addressed. Students will learn about social and structural issues affecting both communities and the effectiveness of community-based public health programs. The role of the practitioner as a participant with communities in issue selection, data collection, and analysis will be examined to learn how to apply these concepts and methods to program design and implementation. A range of interventions, as well as the levels they target, will be described through illustrative case studies. Evaluation frameworks and logic models will be studied, and formative, process, impact, and outcome evaluation purposes and techniques will be compared. The role of both quantitative and qualitative methods will be explored. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health science core courses, including PBHL 9023: Advanced Health Behavior Theory or equivalent; PBHL 9473/5473: Health Services Research Methods or equivalent; or permission of instructor (s). Note: PBHL 9103: Community-Based Public Health Program Design/Evaluation (1) must be completed prior to registration for PBHL 9113: Community-Based Public Health Program Design/Evaluation (2).

PBHL 9123: Grantsmanship and the Peer Review Process
This course provides information and cultivates skills required to develop grant applications supporting health programs and prevention research. Relevant topics include: funding agencies and mechanisms; justifying proposals; rigorous assessment and intervention methods; and working on a research team. Students will gain experience in writing funding proposals and creating program budgets. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; and PBHL 9473/5473: Health Services Research Methods; or permission of instructor.
PBHL 9473: Health Services Research Methods
This course provides an overview of study design and methods for health services research (HSR) applied to health policy and public health problems. It will include exploration of: (1) study design principles with emphasis on the non-experimental and quasi-experimental designs most often employed in health policy and services research; (2) methodological problems often encountered in applied health policy and services research; (3) the “toolbox” of quantitative methods most often used in health policy and services research; and (4) principles and strategies for interpreting study results and communicating them to diverse stakeholders in public health. The course will emphasize hands-on exercises in using HSR methods and case studies of published HSR studies, with a focus on health policy and public health topics. The course will focus on quantitative research methods grounded primarily in the disciplines of econometrics and statistics, while highlighting the many close connections to other methodological perspectives including epidemiology, sociology, demography, and political science. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

b. Practice Selectives
(Students must select one)

PBHL 9353: Health Disparities Research Social/Cultural Determinants of Health
The purpose of this course is to provide students with (1) an understanding of how social, economic, and health system characteristics interact in contributing to racial/ethnic, socioeconomic and gender disparities in health and health care, and (2) a toolkit of research methods and measures that can be used to identify, quantify, and understand disparities. Students will learn ways to achieve the appropriate application and practice of culturally competent behaviors as they relate to health care and public health programs and research. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 9413: Tobacco Use and Cessation
This course provides in-depth exposure to research and theory addressing the determinants and consequences of tobacco use. Practical application of techniques to decrease tobacco use and reduce tobacco-related morbidity and mortality also is addressed. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 9433: Obesity Seminar
This graduate seminar explores public health aspects of obesity including the epidemiology and health implications of overweight and obesity, social ecological models of etiology, treatment and prevention, and efficacy of state of the art treatment and prevention approaches. The epidemiology of physical activity and dietary intake, as well as public health approaches to promoting increased activity and healthy nutrition, will be addressed. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 9453: Women’s Health and Behavior
This class will analyze the major health problems of contemporary women, with an emphasis on health care in minority populations, the impact of the women's health movement, and health promotion and disease prevention. Lecture and discussion will address common diseases and disorders of women and barriers to women’s health, with emphasis on current status and trends in the health of women. Prerequisites: Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.
PBHL 950V: Special Topics in Public Health Practice
(Offered intermittently) Course offerings from visiting professors, experimental offerings of new courses, or in-depth examination of a current topic in public health practice; requires prior approval of faculty advisor, course instructor, and the DrPH Faculty Leadership Chair. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 9563: Interdisciplinary Perspectives on Cancer Control
This course examines interdisciplinary perspectives on the etiology and prevention of cancer. Lecture and discussion will address the integration of epidemiological, behavioral, laboratory, and clinical findings. Topics addressed include: behavioral risk factors, interactions among behavioral and biological processes, and cancer prevention strategies. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 960V: Directed Study in Public Health Practice.
Provides an opportunity for students to engage in the detailed study of a public health practice area that is relevant to their program of study, with the guidance of a faculty supervisor. A completed and signed directed study contract is required at the time of registration; requires prior approval of faculty advisor, course instructor, and the DrPH Faculty Leadership Chair. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 9663: Behavioral Aspects of HIV Infection
This course focuses on behavioral approaches to HIV prevention and the management of HIV-infected individuals, their caregivers, and families. Students will learn the biological basis of HIV infection, the changing epidemiology of the epidemic, and the interactions among behavioral, biological, and social factors in disease transmission, progression, and treatment. Students will learn how to design a culturally-sensitive, theory-based behavioral intervention related to HIV prevention or management. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 971V: Professional Development Seminar
While course content will vary, this course is designed to increase doctoral students’ competencies in some of the following areas: effective written and oral communication, advocacy for public health programs and resources, group dynamics, unbiased listening, professional interaction, leadership, team building, negotiation/conflict resolution skills, basic human relations skills, motivation of personnel, collaboration skills, team and organizational learning. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

3. Leadership Courses
   a. Required Leadership Courses

PBHL 9303: Advanced Organizational Behavior and Leadership in Health Delivery Systems
This graduate course will explore the scientific study of the components of organizational behavior and leadership that help administrators of health systems maximize the performance of personnel in their organization. The framework of the course will examine the three core elements of organizational behavior including individual, group and organizational components. It will examine the common research methods in organizational behavior and current research findings. It will also explore leadership theories, research and current approached to leadership development that can be applied to health care systems. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of the public health sciences core courses; or permission of instructor.
PBHL 9313: Communication for Public Health Leaders
Theoretic overview of organizational communication; includes communication flow, networks, organizational relationships, groups, conflict, language. Special topics may include teams in organizations, diversity, organizational politics, leadership, and change. The focus is on applying organizational communication theories and concepts to understand others better and to control one's own communication in organizations. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of the public health sciences core courses; or permission of instructor.

PBHL 9323: Strategic Planning in Public Health Programs
The course will review the theories of strategic planning, principles of the planning process, forecasting methods, change management, and plan evaluation, particularly as they apply to health-related programs. Students will develop strategic plans in response to public health-related cases presented in class. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of the public health sciences core courses; or permission of instructor.

PBHL 9333: Management Skill Development
This course is designed to introduce students to human resource management, information management and financial management concepts and skills needed by executives in public health organizations. Students will apply these skills in a variety of in-class activities and have the opportunity to learn from practicing executives. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of the public health sciences core courses; or permission of instructor.

b. Leadership Selectives
(Students must select one)

PBHL 9343: Legal/Legislative Issues in Public Health
This course surveys the field of health law and policy. The goal is to familiarize students with the key legal issues in health care today, including fraud and abuse, access to care, regulation of managed care, provider oversight, medical malpractice, antitrust law, privacy law, and the changes in the tort system. Review of legislative issues in public health facing Arkansas will be included. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

PBHL 9373: Effective Crisis Communication
Issues such as terrorism, public health crises, and corporate malfeasance have increased the importance of crisis communication. This course will: facilitate understanding of the critical role of communication on the onset and recovery of crisis; enhance the student's effective crisis communication skills; promote understanding of the counter intuitive nature of crisis communication; utilize crisis communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication; and assist interactions between students, researchers, and policy makers on effective crisis communication. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.

PBHL 9383: Organizational Development in Public Health Settings
This course focuses on the challenges of managing complex public health care systems. Leadership skills necessary for effective management and support of individuals, units, and organizations will be emphasized. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; successful completion of three public health sciences core courses; or permission of instructor.
PBHL 970V: Special Topics in Public Health Leadership
(Offered intermittently) Course offerings from visiting professors, experimental offerings of new courses, or in-depth examination of a current topic in public health leadership; (requires prior approval of faculty advisor, course instructor, and the DrPH Faculty Leadership Chair). **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

PBHL 980V: Directed Study in Public Health Leadership
Provides an opportunity for students to engage in the detailed study of a public health leadership topic/experience that is relevant to their program of study, with the guidance of a faculty supervisor; a completed and signed directed study contract is required at the time of registration; (requires prior approval of faculty advisor, course instructor, and the DrPH Faculty Leadership Chair. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; or permission of instructor.

4. Doctoral Practicum
(Required Field Experience)

PBHL 997V: Doctoral Practicum
The Doctoral Practicum consists 270 hours of field experience under the joint direction of a COPH faculty member and a practicing professional with leadership experience in a public health institution. A written report specifying activities, potential products, and outcomes of the experience is required upon completion of the practicum. **Prerequisites:** Doctoral student standing in the UAMS Fay W. Boozman College of Public Health; completion of public health science core courses; completion of PBHL 9103: Community-Based Public Health Program Design/Evaluation (I) and (2); or permission of the DrPH Faculty Leadership Chair.

5. Doctoral Capstone Seminar (Required)
**PBHL 9981: Doctoral Capstone Seminar**
The Doctoral Capstone Seminar is designed to support the development of the capstone proposal for the Doctoral Capstone Project which should originate and evolve prior to and during participation in the Doctoral Practicum. Students will meet with selected faculty advisor(s) to collectively formulate an applied project focus or question and decide on appropriate methodologies and analysis strategies as well as the context in which the Doctoral Capstone Project will be documented. The student will present the proposal to the DrPH Faculty Leadership Chair and/or selected faculty and upon the conclusion of that first tiered review will then be required to make a public presentation of the proposal to the general faculty in the Fay W. Boozman College of Public Health for additional input and/or suggestions of application. At the conclusion of the open forum, the student in collaboration with the DrPH Faculty Leadership Chair and/or selected faculty advisor(s) will formally finalize the Doctoral Capstone Project proposal. **Prerequisites:** PBHL 997V: Doctoral Practicum and permission of the DrPH Faculty Leadership Chair.

6. Doctoral Capstone Project (Required)
**PBHL 999V: Doctoral Capstone Project**
The Doctoral Capstone Project is a culminating experience that requires the student to synthesize and integrate knowledge by applying learned theories and principles to an area of public health practice relevant to the health needs of Arkansans. A written product must be submitted and must take the form of a dissertation, "n" manuscript(s) that is/are suitable for publication in a national-level public health journal(s), a technical report with supplemental materials if applicable accompanied by a grant proposal, case study(ies) from initiation to completion/ethnography and/or other similar scholarly document approved of by the DrPH Faculty Leadership Chair and/or selected faculty advisor(s). The written product must be presented and successfully defended. **Prerequisites:** PBHL: 997V: Doctoral Practicum; PBHL 9981: Doctoral Capstone Seminar and permission of the DrPH Faculty Leadership Chair.
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Core Competencies for Public Health Professionals

(Council on Linkages Between Academia and Public Health Practice)

<table>
<thead>
<tr>
<th>Analytic/Assessment Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defines a problem</td>
</tr>
<tr>
<td>Determines appropriate uses and limitations of both quantitative and qualitative data</td>
</tr>
<tr>
<td>Selects and defines variables relevant to defined public health problems</td>
</tr>
<tr>
<td>Identifies relevant and appropriate data and information sources</td>
</tr>
<tr>
<td>Evaluates the integrity and comparability of data and identifies gaps in data sources</td>
</tr>
<tr>
<td>Applies ethical principles to the collection, maintenance, use, and dissemination of data and information</td>
</tr>
<tr>
<td>Partners with communities to attach meaning to collected quantitative and qualitative data</td>
</tr>
<tr>
<td>Makes relevant inferences from quantitative and qualitative data</td>
</tr>
<tr>
<td>Obtains and interprets information regarding risks and benefits to the community</td>
</tr>
<tr>
<td>Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies</td>
</tr>
<tr>
<td>Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy Development/Program Planning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects, summarizes, and interprets information relevant to an issue</td>
</tr>
<tr>
<td>States policy options and writes clear and concise policy statements</td>
</tr>
<tr>
<td>Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs</td>
</tr>
<tr>
<td>Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option</td>
</tr>
<tr>
<td>States the feasibility and expected outcomes of each policy option</td>
</tr>
<tr>
<td>Utilizes current techniques in decision analysis and health planning</td>
</tr>
<tr>
<td>Decides on the appropriate course of action</td>
</tr>
<tr>
<td>Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps</td>
</tr>
<tr>
<td>Translates policy into organizational plans, structures, and programs</td>
</tr>
<tr>
<td>Prepares and implements emergency response plans</td>
</tr>
<tr>
<td>Develops mechanisms to monitor and evaluate programs for their effectiveness and quality</td>
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<thead>
<tr>
<th>Communication Skills</th>
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</thead>
<tbody>
<tr>
<td>Communicates effectively both in writing and orally, or in other ways</td>
</tr>
<tr>
<td>Solicits input from individuals and organizations</td>
</tr>
<tr>
<td>Advocates for public health programs and resources</td>
</tr>
<tr>
<td>Leads and participates in groups to address specific issues</td>
</tr>
<tr>
<td>Uses the media, advanced technologies, and community networks to communicate information</td>
</tr>
<tr>
<td>Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences</td>
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<table>
<thead>
<tr>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives</td>
</tr>
</tbody>
</table>
Cultural Competency Skills

- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
- Develops and adapts approaches to problems that take into account cultural differences

Attitudes

- Understands the dynamic forces contributing to cultural diversity
- Understands the importance of a diverse public health workforce

Community Dimensions of Practice Skills

- Establishes and maintains linkages with key stakeholders
- Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships
- Collaborates with community partners to promote the health of the population
- Identifies how public and private organizations operate within a community
- Accomplishes effective community engagements
- Identifies community assets and available resources
- Develops, implements, and evaluates a community public health assessment
- Describes the role of government in the delivery of community health services

Basic Public Health Sciences Skills

- Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions
- Defines, assesses, & understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, & factors influencing the use of health services
- Understands the historical development, structure, and interaction of public health and health care systems
- Identifies and applies basic research methods used in public health
- Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
- Identifies and retrieves current relevant scientific evidence
- Identifies the limitations of research and the importance of observations and interrelationships

Attitudes

- Develops a lifelong commitment to rigorous critical thinking

Financial Planning and Management Skills

- Develops and presents a budget
- Manages programs within budget constraints
- Applies budget processes
- Develops strategies for determining budget priorities
- Monitors program performance
- Prepares proposals for funding from external sources
- Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
- Manages information systems for collection, retrieval, and use of data for decision-making
- Negotiates and develops contracts and other documents for the provision of population-based services
- Conducts cost-effectiveness, cost-benefit, and cost-utility analyses
Leadership and Systems Thinking Skills

- Creates a culture of ethical standards within organizations and communities
- Helps create key values and shared vision and uses these principles to guide action
- Identifies internal and external issues that may impact delivery of essential public health services (i.e., strategic planning)
- Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
- Promotes team and organizational learning
- Contributes to development, implementation, and monitoring of organizational performance standards
- Uses the legal and political system to effect change
- Applies theory of organizational structures to professional practice
Essential Public Health Services

**Essential Service #1:** Monitor health status to identify community health problems

**Essential Service #2:** Diagnose and investigate health problems and health hazards in the community

**Essential Service #3:** Inform, educate, and empower people about health issues

**Essential Service #4:** Mobilize community partnerships to identify and solve health problems

**Essential Service #5:** Develop policies and plans that support individual and community health efforts

**Essential Service #6:** Enforce laws and regulations that protect health and ensure safety

**Essential Service #7:** Link people to needed personal health services and assure the provision of health care when otherwise unavailable

**Essential Service #8:** Assure a competent public health and personal health care workforce

**Essential Service #9:** Evaluate effectiveness, accessibility, and quality of personal and population-based health services

**Essential Service #10:** Research for new insights and innovative solutions to health problems
Constitution of the Honor Council and Code of Academic Integrity

University of Arkansas for Medical Sciences
College of Public Health

Preamble
All academic work in the University of Arkansas for Medical Sciences College of Public Health (COPH) will be conducted with academic integrity. Students, faculty, and staff share the responsibility to preserve high standards of personal and professional honesty.

The Code of Academic Integrity applies to all activities and all behaviors that pertain to academic work. All academic assignments, research work and all examinations are encompassed, as is the professional character and conduct of students in the COPH.

Article One. Principles of Conduct
It is the responsibility of each student and faculty member to behave in a manner that complies with the Code of Academic Integrity. These principles of conduct include but are not limited to the following:

The student/faculty member will not:

1. Give or receive aid in quizzes, examinations and/or class assignments intended for individual completion;
2. Plagiarize any source; (Plagiarism includes, but is not limited to, adopting or appropriating for one’s own use and/or incorporating in one’s own work, without acknowledgement, passages, parts of passages, tables, photographs, models, figures, and illustrations from the writings or works of others; thus presenting such as a product of one’s own mind.)
3. Falsify any research data;
4. Fail to comply with the terms or conditions of a Reconciliation Plan developed by the Honor Council or with the final decision of the Honor Appeals Panel;

If an individual fails to uphold any of these standards, it is the responsibility of the students and faculty to take appropriate action as delineated in the Constitution.

Article Two. Honor Council

Section One. Composition
The Honor Council shall consist of five COPH students elected by the student body and two faculty appointed by the Dean of COPH. Two student alternates will be elected by the student body as well. The Honor Council will ensure that any person accused of misconduct will receive fair and impartial treatment in any proceeding related to the alleged violation of the Code of Academic Integrity. The primary purpose of the Honor Council is to promote, encourage and ensure compliance with the standards of the Code of Academic Integrity.

Section Two. Selection of Representatives
Elections to the Honor Council shall be held in the Spring term of each year with the term of service beginning the following fall term. The Associate Dean for Student and Academic Affairs shall assist the Council in conducting the elections. Council Representatives shall serve one two-year term and not be eligible for re-election. Persons elected to the Alternate position on the Honor Council may run for election.
as a Council Representative after their two-year term as Alternate. At the initial meeting of the Honor Council immediately following the first election within the College of Public Health, Representatives shall draw terms so that two Representatives’ terms shall end after one year and three shall end after the second year. Thereafter, elections shall be conducted to elect two or three Representatives each spring. The Dean will initially appoint one faculty member for one year and the other for two years. Thereafter, faculty members appointed to the Honor Council will serve one two-year term. A faculty member may not serve consecutive terms.

Section Three. Selection of Alternates
Alternates are elected at the same time as representatives and shall serve a term of two years. At the initial meeting of the Honor Council and Alternates immediately following the first election within the College of Public Health, Alternates shall draw terms so that one Alternate’s term shall end after one year and the second alternate’s term shall end after the second year. Alternates may attend all Honor Council meetings. Should an elected Council Representative become unable to serve to the completion of his/her term, then the remaining Representatives on the Honor Council shall elect from the two Alternates a Representative to fill the balance of that term. The elected Alternate may seek election to the Council at the end of the term for which he/she was elected to fulfill. Should a faculty member not be able to complete the term, the Dean will appoint a replacement for the remainder of the term.

Section Four. Officers
Each Spring term, members of the Honor Council for the next academic year shall elect a President and a Secretary. Both of the officers must be students. The President shall preside at all meetings, be responsible for convening meetings and work with members of the Council in conducting its business. The Secretary shall assist the President during meetings of the Honor Council, provide meeting notices to all representatives, and prepare written minutes from all meetings. The Secretary shall be responsible for the maintenance of all records and hearing files which shall be stored in a locked cabinet in the Office of the Associate Dean for Student and Academic Affairs. Should an officer become unable to serve to the completion of his/her term, then the remaining Representatives on the Honor Council shall elect an officer to fill the balance of that term.

Section Five. Quorum
Quorum: The presence of four of the seven Representatives of the Honor Council shall constitute a quorum for purposes of conducting Council business. Any motion before the Council shall require at least four votes for passage.

Section Six. Posting of the Membership
Current Representatives and Alternates names shall be posted in the Student Services area of the COPH Building and shall appear on the COPH web-site.

Article Three. An Implicit Honor Pledge
By enrolling in the College of Public Health, each student agrees to be bound by the College’s Code of Academic Integrity. A reminder of this obligation should be placed on the cover sheet of each major examination. It is ultimately the responsibility of the students and faculty to uphold all aspects of the Code.
Section One. Obligation to Act
An accuser, whether faculty, administrator, staff or student, who has witnessed an act or has evidence that such has been committed, which is believed to violate the Code, must take appropriate action as listed in Sections Two or Three below.

Section Two. Settlement between Faculty Member and Student
If there is evidence of a possible violation of the Principles of Conduct by a student, as reported by a student, administrator, or staff member to the faculty member responsible for the course, the faculty member may attempt to settle the case directly with the student before a grade is submitted to the Registrar. Proposed settlements may include any of the following:

a. Retake of the evaluation or rewrite of the paper,
b. Score of zero on the evaluation or paper,
c. Failure in the course,
d. Failure in the course with notation on the transcript that the grade was for a violation of academic integrity.

Prior to the proposed settlement, the faculty member in charge of the course must check with the Associate Dean for Student and Academic Affairs to determine if the student was part of an earlier settlement with a faculty member, or if the student was previously charged with a violation of academic integrity brought before the Honor Council. If the student was part of a previous direct settlement or had been charged with a violation of academic integrity in a case heard by the Honor Council, then this second charge must be taken to the Honor Council.

In a direct settlement between faculty and student, if both parties agree upon the settlement no further action is taken. The faculty member must communicate the resolution to the Associate Dean for Student and Academic Affairs. The faculty member and student may co-sign a memo or other document of resolution; this document will not be placed in the student’s permanent academic record.

If a direct settlement is not possible, the faculty member will take the charge to the Honor Council.

Section Three. Suspected Violations Observed by Students, Staff, or Faculty
Any College of Public Health student, staff member or faculty member may report a suspected violation of academic integrity to any member of the Honor Council. That member shall inform the President that an alleged violation has been reported. The President will ask the Secretary to serve notice of the charge to the accused with confirmation of receipt. The notice shall contain:

a. Description of the alleged violation,
b. Statement informing the accused of the right to inspect at a designated place on campus and in advance of the Council’s deliberation any documentary evidence intended for use by the Council,

The President shall convene a meeting of the Honor Council membership to discuss the alleged violation and prepare a reconciliation plan. At the meeting, if the membership of the Council determines that additional information is necessary to adequately develop a reconciliation plan, the membership shall elect one of its members to approach the accused and seek the additional information from the accused and to seek any additional information from the accuser if required. The identity of the accuser shall not be divulged to the accused without the written consent of the accuser. If additional evidence is collected, the
accused will once again be notified and invited to inspect the additional evidence. The President shall then convene the membership for the purpose of developing a written reconciliation plan to resolve the matter. A Representative of the Council shall present the proposed reconciliation plan to the accuser for his/her concurrence. If the proposed reconciliation plan is not acceptable to the accuser, the Council shall be called into session to further discuss and refine the plan or to vote to accept the plan as originally proposed.

A Representative of the Council shall formally present the reconciliation plan to the accused. The accused may or may not admit that he has violated the Code and may or may not accept the proposed reconciliation. The terms of the reconciliation plan are non-negotiable once a formal proposal has been made to the accused.

If multiple alleged violations occur, there will be an attempt to consolidate the accusations. If consolidation is not possible, the accused will be asked to respond to each accusation and related conciliatory condition.

If the accused accepts the terms of the reconciliation plan, the matter is resolved. The Representative shall report the acceptance of the plan to the President and Secretary who shall see that the plan is implemented and the terms and conditions of the plan are met.

The Honor Council Representative will document the terms of the reconciliation in writing and obtain the signatures of both the accused and the accuser. In order to protect the anonymity of the accuser, the accused will be asked to sign first. If the agreement contains information which the Honor Council Representatives believe faculty need to know, the Associate Dean for Student and Academic Affairs will convey the information to the appropriate faculty at the direction of the Honor Council. The signed agreement shall be maintained in the Honor Council file in the Office of the Associate Dean for Student and Academic Affairs until the student is no longer associated with the College. At that point, the records shall be destroyed by the Secretary.

Proposed reconciliation plans may include any of the following:

a. Retake of the evaluation or rewrite of the paper
b. Score of zero on the evaluation or paper
c. Failure in the course
d. Failure in the course with notation on the transcript that the grade was for a violation of academic integrity
e. Failure in the course and suspension from the University
f. Failure in the course and suspension from the University and notation on the transcript that the grade was for violation of academic integrity.
g. Exclusion from a dissertation, thesis, integration project, or preceptorship project of all data collected under conditions that constitute a violation of the rights and welfare of animal or human subjects.
h. Suspension from the University for at least one semester with a notation on the transcript that the cause was a violation of academic integrity.
i. Expulsion from the University with a notation on the transcript that the cause was a violation of academic integrity.

If the terms of reconciliation are not accepted by the accused, the Honor Council Representative shall report such to the President of the Honor Council. The accused must appeal in writing to the Dean of the College of Public Health within five (5) working days of the presentation of the formal reconciliation plan. If the accused does not appeal the reconciliation plan, the plan takes effect and the Council oversees its implementation.
Section Four. Appeal to the Dean by Accused
In the case of an appeal, the Honor Council will provide the Dean with all materials from the case. Within fourteen (14) working days of receiving the documents of the case, the Dean may either affirm or overrule the reconciliation plan of the Council. The Dean’s decision to affirm the reconciliation plan is final and may not be appealed.

Section Five. Appeals Panel
If the Dean chooses to overrule the plan, the President of the Honor Council will appoint an Appeals Panel to consist of one faculty member and two representatives from the student government. None of these individuals may also be members or alternates of the Honor Council. The panel shall select its chairperson.

Section Six. Appeals Hearing
This panel will receive all documentation of the case and may conduct further investigation into the case if needed. It must conduct a hearing open to the accused, the accuser, and witnesses to decide either to affirm the original reconciliation plan or propose a second plan. This decision must be reached within thirty (30) working days of receiving the documents of the case.

The accused will be provided by the chair of the Appeals Panel a notice in writing of the specific allegations, a list of witnesses and any sworn statements or exhibits that will be used as evidence against him/her at least seven (7) days prior to the hearing. At the same time, the accused will be given a list of members of the Appeals Panel. The accused shall also provide to the chair of the Appeals Panel the list of witnesses that may be called on his/her behalf no later than seventy-two (72) hours prior to the hearing time.

The accused may have up to two persons present during the hearing, either of whom may be attorneys, to advise him/her. These persons may not address the Appeals Panel, speak on behalf of the accused, question witnesses or otherwise actively participate in the hearing. The accused may appear in person, make an oral statement and answer questions from members of the Appeals Panel. Should the accused choose to remain silent, no adverse inference will be made against him/her. The accused may present sworn written statements and other exhibits and witnesses in his/her behalf. The accused may hear and question all witnesses.

The Hearing will be conducted in private with only the Appeals Panel, witnesses called by the accused or accuser, the accused and any persons (up to two) the accused chooses to have present in attendance, and the accuser if he or she chooses to attend. During the period of time prior to the hearing, the Dean or his designee may remove the accused from his/her academic place if the accused materially and substantially disrupts the educational process, infringes on the rights of others, or constitutes a clear and present danger to the health and safety of himself/herself and other persons, and to the safety of property.

There shall be no appeal of the decision from the Appeals Panel.

Article Five. Amendments to the Constitution
This Constitution may be amended by the approval of three of the five student members and one of the two faculty members of the Honor Council. All proposed amendments must be distributed to members of the Honor Council at least one week in advance of the meeting at which a vote will be taken.
College of Public Health Code of Academic Integrity

All academic work at the University of Arkansas College of Public Health shall be conducted with academic integrity. Students, faculty, and staff share the responsibility to preserve high standards of personal and professional honesty. As members of the academic community, we will not:

1. give or receive aid in quizzes, examinations, or class assignments intended for individual completion;
2. plagiarize any source;
3. falsify research data;
4. fail to comply with the terms or conditions of a Reconciliation Plan developed by the Honor Council or with the final decision of the Appeals Panel.

As members of the academic community we will do our share to uphold the principles of the Code of Academic Integrity and to see that others in our community of scholars maintain our shared Code of Academic Integrity.

Accepted December 19, 2003
Revised September 24, 2004

The authors of this constitution wish to acknowledge the following documents upon which the Constitution of the Honor Council of the UAMS College of Public Health is based:


“Constitution of the Honor System” as published in the 2003-04 Student Handbook, College of Medicine, University of Arkansas for Medical Sciences.
UAMS Fay W. Boozman College of Public Health Application for Admission

Personal Information

1. Name: Last ____________________ First ____________________ MI _______ Suffix ________

2. U.S. Social Security Number _______ _______ _______ _______ Hometown ____________________

3. Sex ___Male ___Female

4. Birthdate _______ _______ _______ Birthplace ____________________

5. Citizenship ____________________

6. U.S. State of Legal Residence ____________________ Reg. No. (if Permanent Resident Alien) ____________________

7. Current Mailing Address: Valid until (month/day/year) _______ _____ / _____ / 20 ___

Home: ____________________

Business: ____________________

City: ____________________ City: ____________________

State: ____________________ State: ____________________

ZIP: ____________________ ZIP: ____________________

Telephone (___) _______ Telephone (___) _______

FAX (___) _______ E-Mail: ____________________

Permanent Address (if different from current address): ____________________

9. Please mark the one race or ethnicity which you think applies to you best:

___1. American Indian or Alaska Native ( Tribe: ____________________

___2. African American/Black (not of Hispanic origin)

___3. Asian or Pacific Islander (includes the Indian sub-continent)

___4. Hispanic/Latino (Spanish culture or origin, regardless of race)

___5. White (not of Hispanic origin, having origins in any of the Native original peoples of Europe, North Africa, or the Middle East)

___6. Race not included above; please specify ____________________

Are you multi-racial or multi-ethnic (parents are of two or more of the above groups)? Yes __No __

If yes, please specify ____________________

Application Data

10. Application is for entry in _______ Fall Term 20 ___ _______ Spring Term 20 ___ _______ Summer Term 20 ___

11. Degree sought: _____ DPH Master of Public Health _____ Certificate in Public Health _____ Non-degree _____ Master of Health Services Administration

12. Dual Degree Program with ____________________

13. Date of GRE, GMAT, or other approved test* (please specify) _______ List scores below, if known

GRE: V _______ Q _______ A _______ GMAT Total _______ Other _______

V _______ Q _______ A _______ O _______ W _______

Date of TOEFL, if applicable ____________________ Score ____________________

14. Applicants for the MPH or PBC program must provide names, complete addresses, and phone numbers of THREE academic or professional persons from whom you have requested a recommendation. An EXTERNAL REFERENCE FORM is REQUIRED for EACH and EVERY recommendation. Applicants for the DrPH program must provide names, complete addresses, and phone numbers of FOUR academic or professional persons from whom you have requested a recommendation. An EXTERNAL REFERENCE FORM is REQUIRED for EACH and EVERY recommendation. Applicants for the MHSA program must provide names, complete addresses and phone numbers of TWO academic or professional persons to serve as references. No external reference forms or formal letters of recommendation are needed for MHSA applicants. All applicants must complete this section even if a resume or C.V. is enclosed.

1. Name ____________________ 2. Name ____________________ 3. Name ____________________ 4. Name ____________________

Position ________________ Position ________________ Position ________________ Position ________________

Address ____________________ Address ____________________ Address ____________________ Address ____________________

Phone (___) _______ Phone (___) _______ Phone (___) _______ Phone (___) _______

*DRPH applicants must submit GRE ONLY. MHSA applicants must submit GRE or GMAT ONLY. MPH applicants may submit GRE, GMAT, DAT, LSAT, MCAT, or PCAT.

(OVER)
# Educational and Professional History

15. List in chronological order all colleges, graduate and professional schools attended. If studies are not complete, indicate degree and date expected. You must complete this section even if a resume or C.V. is enclosed.

<table>
<thead>
<tr>
<th>Institution &amp; Location</th>
<th>Entrance Date: mo./yr.</th>
<th>Leaving Date: mo./yr.</th>
<th>Degree received or expected</th>
<th>G. P. A.</th>
<th>Field of Concentration</th>
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16. If applicable, please list courses which you are currently taking or expect to complete during this year.

__________

17. Academic or professional honors or awards. (Please list and give dates.)

__________

18. List all work experience, beginning with the most recent, including full-time and part-time. Attach sheet if necessary. You must complete this section even if a resume or C.V. is enclosed.

<table>
<thead>
<tr>
<th>From Mo./Yr.</th>
<th>To Mo./Yr.</th>
<th>Position</th>
<th>Employer and full address</th>
<th>Supervisor</th>
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19. Please check all types of experiences in Public Health in which you have participated (if applicable).

- Environmental Engineer
- Environmental Engineering Technician
- Environmental Science Specialist
- Environmental Science Technician
- Health Educator
- Occupational Safety and Health Technicians/Technologist
- Occupational Safety and Health Specialist
- Public Health Services Manager/Administrator
- Health Information Systems Specialist
- Public Health Policy Analyst
- Administrative or Clerical Staff

**PUBLIC HEALTH EMPLOYMENT**

- Biostatistician
- Epidemiologist
- Public Health Laboratory Scientist
- Public Health Laboratory
- Public Health Physician
- Public Health and Community Social Worker
- Public Health Nurse
- Mental Health and SubSTANCE Abuse Social Worker
- Public Health Worker
- Psychologist/Mental Health Provider
- Public Health Dental Worker
- Alcohol and Substance Abuse Counselor
- Public Health Veterinarian
- Mental Health Counselor

**PUBLIC HEALTH WORK ORGANIZATIONS**

- Public Health Nutritionist
- Public Health Dietitian
- Public Health Attorney
- Educational Institutions
- Private, Nonprofit Associations
- Community-Based Organizations
- Personal Health Services Industry

If yes to above, _Local_ _State_ _Federal_

20. If applicable, indicate the health profession(s) and state(s) in the United States in which you are certified, registered, or licensed to practice.

I hereby affirm that all information supplied on this form is complete and accurate. I am aware that I will not be considered for admission to the University of Arkansas for Medical Sciences until I have submitted all credentials specified. I further agree to inform the College of Public Health of any change in my plans to attend the University of Arkansas for Medical Sciences. I understand that withholding information requested or giving false information may make me ineligible for admission and enrollment.

Signed: ____________________________ Date: __/__/____

Please send applications to UAMS, Fay W. Bozeman College of Public Health, ATTN: Office of Student Services, Division of Admissions, 4318 West Markham, #200, Little Rock, Arkansas 72205.
HIPAA PRIVACY and SECURITY TRAINING ACKNOWLEDGMENT

This is to acknowledge that I have completed the Required UAMS HIPAA Privacy and Security Awareness Training.

Complete the Review and Training Acknowledgement.
Send to UAMS HIPAA OFFICE, # 829
TO: COPH Students
FROM: The Office of Student Services
DATE: July 20, 2005
RE: COPH Student Handbook

Dear COPH Students,

I am pleased to bring you the new *College of Public Health Student Handbook*. This Handbook contains vital information to assist you in your tenure as a COPH Student.

Please note that the most recent updated version of the COPH Student Handbook may always be found at [http://www.uams.edu/coph/handbook.asp](http://www.uams.edu/coph/handbook.asp). At times, this online Handbook may contain more current information than the bound paper version, which is published annually.

In order to ensure that each COPH student understands its importance, please sign the attached form to verify that you have read and understand that you are responsible for knowing the information contained in the Student Handbook.

This signed form **MUST be returned** before you will be allowed to register for additional courses.

Please bring it to *COPH Student Services* on the UAMS campus, room 1210, or send via mail to:

Fay W. Boozman  
College of Public Health  
4301 W. Markham, # 820  
Little Rock, AR 72205
I, the undersigned, have read the COPH Student Handbook and understand that I am responsible for knowing and following the policies and procedures contained therein. I understand that I may always view the most current update of the COPH Student Handbook at www.uams.edu/coph/handbook.asp.

Print Name: ______________________________________________________________

First Name          Middle Initial          Last Name

Signed:_____________________________  

Student ID Number: __________________________

Date:__________________________

Return this completed form to the COPH Office of Student Services

College of Public Health, Room 1210

UAMS Slot 820
Dear COPH Students,

I am pleased to bring to your attention the new *College of Public Health Constitution of the Honor Council and Code of Academic Integrity*. Your Honor Council has worked diligently to establish your Honor Council Constitution and Honor Code.

In order to ensure that each COPH student has read and understands its importance, please sign the attached form to verify that you have read and agree to abide by the Honor Code.

This signed form MUST be returned before you will be allowed to register for additional courses.

Please bring it to COPH Student Services on the UAMS campus, room 1210, or send via mail to:

Fay W. Boozman  
College of Public Health  
4301 W. Markham, #820  
Little Rock, AR 72205
UAMS COPH

HONOR CODE AGREEMENT

I, the undersigned, have read and understand the COPH Honor Code and understand that the consequences of a violation of the Honor Code may result in disciplinary action up to and including dismissal from an academic program.

Print Name: ______________________________________________________________

First Name                  Middle Initial                  Last Name

Signed:_________________________________________

Student ID Number: ______________________

Date:____________________

Return this completed form to the

COPH Office of Student Services

College of Public Health, Room 1210

UAMS Slot 820
SCOPE

UAMS physicians, faculty, employees, students, contract personnel, vendors, volunteers, and official visitors.

POLICY

UAMS prohibits the unlawful or unauthorized access, use or disclosure of confidential and proprietary information obtained during the course of employment or other relationship with UAMS. As a condition of employment, continued employment or relationship with UAMS, UAMS workforce shall be required to sign the UAMS Confidentiality Agreement approved by the UAMS Office of General Counsel. UAMS will provide training for each of its workforce members on the importance of maintaining confidentiality and the specific requirements of state and federal law, including the HIPAA Privacy Regulations and laws protecting the privacy of students and employees.

For purposes of this policy, "Confidential Information" includes information concerning UAMS research projects, confidential employee information, information concerning the UAMS research programs, proprietary information of UAMS, and sign-on and password codes for access to UAMS computer systems. "Confidential Information" shall include "Protected Health Information" which is any information about a UAMS patient, including demographic information, that relates to the past, present or future health of the patient, the health services provided to the patient, or payment for health services, and which reasonably can be used to identify that patient. Protected Health Information (PHI) includes the following examples of information about a patient, each of which, standing alone, constitutes PHI subject to this Policy: name, address, telephone or fax numbers, email address, date of birth, social security number, name of employer, admission or discharge dates, medical record number, medical diagnosis or health condition, health beneficiary, license number, or photographs.

This policy applies to information maintained or transmitted in any form, including verbally, in writing, or in any electronic form.

PROCEDURES:

1. Confidentiality Agreement.

As a condition of employment, continued employment, or a relationship with UAMS, UAMS will require such individuals to sign the UAMS Confidentiality Agreement approved by the UAMS Office of General Counsel. The
Confidentiality Agreement shall include an agreement that the signing party will abide by the UAMS policies and procedures and with federal and state laws, governing the confidentiality and privacy of information.

All new employees, students, or vendors requiring access to electronic Confidential Information (computer systems) must have a current Confidentiality Agreement on file in the IT Security Office. The UAMS IT Security Office will maintain signed Confidentiality Agreements and furnish a copy to the individual signing the agreement. It is the responsibility of the manager hiring individual vendors or consultants or receiving sales representatives or service technicians (who do not require electronic access but who may have access to Confidential Information) to require execution of the appropriate confidentiality agreements approved by the UAMS Office of General Counsel and to send those documents to the UAMS IT Security Office.

2. **Restriction on Access, Use and Disclosure of Confidential Information.**

UAMS limits and restricts access to Confidential Information and computer systems containing Confidential Information based upon the specific duties and functions of the individual seeking or requiring access. UAMS will restrict access to Confidential Information to the minimum necessary to perform his/her job functions or duties. UAMS will further limit and control access to its computer systems with the use of sign-on and password codes issued by the IT Security Office to the individual user authorized to have such access. Authorization to access, use or disclose Protected Health Information also is governed by the UAMS Use and Disclosure Policy.

UAMS will control and monitor access to Confidential Information through management oversight, identification and authentication procedures, and internal audits. UAMS managers and heads of departments will have the responsibility of educating their respective staff members about this Policy and the restrictions on the access, use and disclosure of Confidential Information, and will monitor compliance with this Policy.

3. **Sales Representatives and Service Technicians:** Must register in the appropriate area (Refer to UAMS Vendor Policy), sign and complete the Confidentiality Agreement prior to any exposure to UAMS confidential information.

4. **Media:** All contacts from the media regarding any Confidential Information must be referred to the UAMS Office of Communications and Marketing.

5. **Violation of Confidentiality Policy:**
Individuals shall not access, use, or disclose Confidential Information in violation of the law or contrary to UAMS policies. Each individual allowed by UAMS to have access to Confidential Information must maintain and protect against the unauthorized access, use or disclosure of Confidential Information. Any access use or disclosure of Confidential Information in any form – verbal, written, or electronic – which is inconsistent with or in violation of this Policy may result in disciplinary action, including but not limited to, immediate termination of employment, dismissal from an academic program, loss of privileges, or termination of relationship with UAMS.

All UAMS employees and others subject to this Policy must report any known or suspected incidents to access, use or disclose Confidential Information in violation of this Policy or in violation of the law.
CONFIDENTIALITY AGREEMENT

I, the undersigned, acknowledge that I received a copy of and read the UAMS Confidentiality Policy.

As a condition of my employment, continued employment or relations with UAMS, I agree to abide by the requirements of the UAMS Confidentiality Policy and with federal and state laws governing confidentiality of a patient’s Protected Health Information, and I agree to the terms of this Confidentiality Agreement.

I understand and agree that if I access, use or disclose Confidential Information in any form – verbal, written, or electronic – in a manner that is inconsistent with or in violation of the Confidentiality Policy, UAMS may impose disciplinary action, including but not limited to, immediate termination of employment, dismissal from an academic program, loss of privileges, or termination of relationship with UAMS.

I understand that when I receive a sign-on code to access the UAMS Network and Systems, I have agreed to the following terms and conditions:

• The sign-on and password codes assigned to me are equivalent to my signature, and I will not share the passwords with anyone.
• I will be responsible for any use or misuse of my network or application system sign-on codes.
• I will not attempt to access information on the UAMS Network and Systems except to meet needs specific to my job or position at UAMS.

I acknowledge that I have read the terms of this Confidentiality Agreement, and that I have received a copy.

Signed: ___________________________  SSN#: ___________________________

Print Full Name: ________________________________

Date: ________________  College: ________________________________
University of Arkansas Board of Trustees’ policy (Policy 1260.1) requires that all full time students attending UAMS must be covered by health insurance.

Student’s Name______________________________________ College________________

Home Address____________________________________________________________

(Street)   (City)   (State)       (Zip)

Name of Insured_______________________________Relation to student____________

Name of Insurance Company or Group________________________________________

I _________________________________ elect not to purchase student health insurance offered by the University of Arkansas for Medical Sciences. I certify that I am covered by health insurance, as described above, and that I will maintain such coverage as long as I am a full-time student at UAMS (including all programs based at UAMS facilities apart from the main campus in Little Rock, such as the Area Health Education Centers). I understand that I may be asked to provide proof of such coverage at any time.

I understand that if it is determined at any time that I am not covered by such insurance, or if any information contained on this form is false, that I may be subject to immediate dismissal from UAMS. I further understand that if I incur any medically related charges at UAMS that are not covered by my insurance, UAMS is under no obligation to cover any portion of these charges. Finally, I understand that if at the time of graduation I owe monies to UAMS for any reason, including failure to pay health-related charges not covered by my insurance, it may result in my being unable to complete the campus clearance process, and I may not be eligible to graduate.

Signature_____________________________________Date_______________________

(Student Signature)
Advisee’s Name: ___________________________  Student ID Number: ___________________________  
Faculty Advisor: __________________________

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<thead>
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<th>CORE: [18 credit hours]</th>
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<tr>
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<td>Fall  Fall  Fall  Summer</td>
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<tr>
<td>5013 _____ Biostatistics I</td>
<td>Fall  Fall  Fall  Summer</td>
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<tr>
<td>5173 _____ Epidemiology I</td>
<td>Fall  Fall  Fall  Summer</td>
</tr>
<tr>
<td>5133 _____ Intro to Health Behavior &amp; Health Edu</td>
<td>Fall  Fall  Fall  Summer</td>
</tr>
<tr>
<td>5113 _____ Environmental and Occupational Health</td>
<td>Fall  Fall  Fall  Summer</td>
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<td>5123 _____ The Health Care System</td>
<td>Fall  Fall  Fall  Summer</td>
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<td>5033 _____ Biostatistics III (Multivariate Analysis &amp; Linear Models)</td>
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<td>5753 _____ Application of Microcomputers…</td>
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<td>5313 _____ Nonparametric Methods</td>
<td>Fall  Fall  Fall  Summer</td>
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<td>5763 _____ Categorical Data Analysis</td>
<td>Fall  Fall  Fall  Summer</td>
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<tr>
<td>5793 _____ Designing &amp; Analyzing Health Surveys</td>
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<td>595V _____ Special Topics in Biostatistics (1 - 3 hrs)</td>
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Preceptorship (Preceptor & Faculty Advisor): ____________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________

Integration Project (IPAC Members): _____________________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________

**TOTAL:** 42 credit hours
Fay W. Boozman College of Public Health  
Environmental and Occupational Health*  
* MUST use for Students who entered track Fall 2006-2007 or later

Advisee’s Name: _________________________________  Student ID Number: _________________________________

Faculty Advisor: _________________________________

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<td>5063 _____ Principles of Toxicology in Public Health</td>
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<td>5073 _____ Regulation of Environmental Health</td>
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<td>5153 _____ Environmental &amp; Industrial Biological Hazards</td>
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<td>5263 _____ Environmental Exposure Assessment</td>
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Preceptorship (Preceptor & Faculty Advisor): ____________________________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________________________

Integration Project (IPAC Members): _________________________________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________________________

TOTAL: 42 credit hours
**Fay W. Boozman College of Public Health**  
**Epidemiology*  

*MUST use for Students who entered track Fall 2006-2007 or later*

Advisee’s Name: _________________________________  
Student ID Number_______________________

Faculty Advisor: __________________________

**CORE:**  
[18 credit hours]  
(Grade Earned in blank)

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**SPECIALTY REQUIRED COURSES:**  
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(Grade Earned in blank)

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<td>Epidemiology III</td>
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**SELECTIVES (choose two):**  
[11 credit hours, approved by Epidemiology Advisor]  
(Grade Earned in blank)

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<td>Statistical Methods for Clinical Trials</td>
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<td>5473</td>
<td>Methods in Health Services Research</td>
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<td>Epidemiology of Infectious Disease</td>
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<td>Qualitative Methodology in Nursing Research</td>
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<td>Qualitative Data Analysis Theory and Practicum</td>
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<td>Social Epidemiology &amp; Intervention Impl</td>
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**ELECTIVE:**  
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Preceptorship (Preceptor & Faculty Advisor): ________________________________

Completed [3 credit hours] (Date & Grade earned): __________________________

Integration Project (IPAC Members): ________________________________

Completed [3 credit hours] (Date & Grade earned): __________________________

**TOTAL:** 42 credit hours
Fay W. Boozman College of Public Health
Health Behavior and Health Education*

*MUST use for Students who entered track Fall 2006-2007 or later

Advisee’s Name: _________________________________ Student ID Number_______________________

Faculty Advisor: __________________________

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<th>CORE: [18 credit hours]</th>
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<tr>
<td>5003 Intro to Public Health</td>
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<tr>
<td>5013 Biostatistics I</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<tr>
<td>5653 Theories of HBHE</td>
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<td>5783 Health Communication</td>
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<td>5643 Health Promotion in the School Setting</td>
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<td>5683 Social Epidemiology &amp; Intervention Impl</td>
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Preceptorship (Preceptor & Faculty Advisor): ______________________________________________________

Completed [3 credit hours] (Date & Grade earned): __________________________________________________

Integration Project (IPAC Members): _________________________________________________________________

Completed [3 credit hours] (Date & Grade earned): __________________________________________________

TOTAL: 42 credit hours
Advisee's Name: _________________________________  Student ID Number: __________________________
Faculty Advisor: ________________________________

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<tr>
<td>5003</td>
<td>Intro to Public Health</td>
<td>Fall</td>
</tr>
<tr>
<td>5013</td>
<td>Biostatistics I</td>
<td>Fall</td>
</tr>
<tr>
<td>5173</td>
<td>Epidemiology I</td>
<td>Fall</td>
</tr>
<tr>
<td>5133</td>
<td>Intro to Health Behavior &amp; Health Edu</td>
<td>Fall</td>
</tr>
<tr>
<td>5113</td>
<td>Environmental and Occupational Health</td>
<td>Fall</td>
</tr>
<tr>
<td>5123</td>
<td>The Health Care System</td>
<td>Fall</td>
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</tbody>
</table>

### SPECIALTY REQUIRED COURSES: [15 credit hours]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>5273</td>
<td>Intro to Health Economics</td>
<td>Fall</td>
</tr>
<tr>
<td>5283</td>
<td>Public Health Law and Ethics</td>
<td>Fall</td>
</tr>
<tr>
<td>5363</td>
<td>Intro to Health Policy</td>
<td>Fall</td>
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</tbody>
</table>

### FULFILLED: [15 credit hours]

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<tr>
<th>Course Number</th>
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<th>Semester</th>
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<tbody>
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<td>Fall</td>
</tr>
<tr>
<td>5363</td>
<td>Intro to Health Policy</td>
<td>Fall</td>
</tr>
</tbody>
</table>

### SELECTIVES (choose two): [6 credit hours, approved by HPM Advisor]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>5143</td>
<td>Management of Healthcare Organizations</td>
<td></td>
</tr>
<tr>
<td>5163</td>
<td>Intro to Health Systems Financial Management</td>
<td></td>
</tr>
<tr>
<td>5243</td>
<td>Health Systems Strategic Planning</td>
<td></td>
</tr>
<tr>
<td>5713</td>
<td>Evaluation of Public Health Programs</td>
<td></td>
</tr>
</tbody>
</table>

### FULFILLED: [6 credit hours]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>5143</td>
<td>Management of Healthcare Organizations</td>
<td>Fall</td>
</tr>
<tr>
<td>5163</td>
<td>Intro to Health Systems Financial Management</td>
<td>Fall</td>
</tr>
<tr>
<td>5243</td>
<td>Health Systems Strategic Planning</td>
<td>Fall</td>
</tr>
<tr>
<td>5713</td>
<td>Evaluation of Public Health Programs</td>
<td>Fall</td>
</tr>
</tbody>
</table>

### ELECTIVE: [3 credit hours]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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</thead>
</table>

### FULFILLED: [3 credit hours]

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
</table>

Preceptorship (Preceptor & Faculty Advisor): __________________________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________________________

Integration Project (IPAC Members): ________________________________________________________________

Completed [3 credit hours] (Date & Grade earned): _______________________________________________________

**TOTAL:** 42 credit hours
Fay W. Boozman College of Public Health  
Generalist Academic Track*  

Advisee: ________________________________  Student ID Number: __________________________

Generalist Committee Chair*: ________________________________

Generalist Faculty Advisor*: ________________________________

Generalist Faculty Advisor*: ________________________________

<table>
<thead>
<tr>
<th>CORE COURSES:</th>
<th>FULFILLED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[18 credit hours]</td>
<td>(Grade earned in blank)</td>
</tr>
<tr>
<td>5003 _____ Intro to Public Health (F)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5013 _____ Biometrical Methods I (F)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5173 _____ Quantitative Epidemiology I (F)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5133 _____ Health Behavior Research (S)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5113 _____ Environmental and Occupational Health (S)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5123 _____ The Health Care System (S)</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
</tbody>
</table>

**SELECTIVES on Generalist MPH Plan**  
[Must select 18 credit hours] (Grade earned in blank)  

<table>
<thead>
<tr>
<th>PBHL ______</th>
<th>(Grade earned blank)</th>
<th>(Date in Blank)</th>
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</thead>
<tbody>
<tr>
<td>_____ PBHL</td>
<td>_____ Fall _____ Spring _____ Summer</td>
<td></td>
</tr>
<tr>
<td>_____ PBHL</td>
<td>_____ Fall _____ Spring _____ Summer</td>
<td></td>
</tr>
<tr>
<td>_____ PBHL</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<td></td>
</tr>
<tr>
<td>_____ PBHL</td>
<td>_____ Fall _____ Spring _____ Summer</td>
<td></td>
</tr>
</tbody>
</table>

Preceptorship (Preceptor & Faculty Advisor): ____________________________________________
Completed [3 credit hours] (Date & Grade earned): _________________________________

Integration Project (IPAC Members): __________________________________________________
Completed [3 credit hours] (Date & Grade earned): _________________________________

**TOTAL:** 42 Credit Hours
**Please note:** This Plan must be signed by the student, all three members of the student’s generalist faculty advisory committee, and must be filed with the COPH Student Administrative Advisor prior to registering for non-core courses. Without these signatures, the student will not be permitted to register for non-core courses.**

Student: _________________________  Student ID Number: __________________________

Learning Objectives:
Upon successful completion of this Generalist MPH, the student will be able to… (list the competencies, skills, or knowledge areas that will be developed by this course of study)

________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________
________________________________________________________________________________________________________

Selected Courses:
[Must represent at least three COPH Departments, and be related to the students interests and goals. At least 18 credit hours must be successfully completed from these selected courses, which are in addition to the core courses, preceptorship, integration project.]

_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________
_______ PBHL ____   __________________________________________________________

Student Signature:  ___________________________________   Date: _________

Generalist Committee Chair: _____________________________   Date: _________
Generalist Faculty Advisor: _______________________________   Date: _________
Generalist Faculty Advisor: _______________________________   Date: _________
I, ______________________________, student ID number ____________________, hereby declare that my current Academic Faculty Advisor(s) is/are ______________________________ for my studies in the ______________________________ track toward the MPH degree.

______________________________      __________
Student Signature          Date

I hereby acknowledge that I am Faculty Advisor for the student above:

______________________________      __________
Specialty Advisor / Generalist Advisory Committee Chair*      Date

______________________________      __________
Generalist Advisor (if applicable)*      Date

______________________________      __________
Generalist Advisor (if applicable)*      Date

______________________________      __________
Department Chair (if required)       Date

☐  Approved
☐  Denied

______________________________      __________
Associate Dean for Academic Affairs, Signature and Date

Notes and Explanation:
_____________________________________________________________________________________
_____________________________________________________________________________________

*Pursuant to the regulations in the COPH Course Catalog, students who are seeking a MPH through the Generalist Track are required to work with an advisory committee of three faculty members to design a program of study in keeping with the student’s career goals and objectives.
Change in MPH Faculty Advisor*

I, _________________________ _____, student ID number ____________________, hereby request to change MPH Faculty Advisors from ______________________ in specialty track _______________ to ____________________________ in specialty track ________________.

__________________________________  __________________
Student Signature       Date

I have discussed this change with the student and approve the request:

Current Academic Advisor/ Generalist Advisory Committee Chair**  __________________ Date

________________________________________
Current Department Chair (if required)                  __________________ Date

Proposed Academic Advisor/ Generalist Advisory Committee Chair**  __________________ Date

Generalist Advisor Committee Member (if applicable)**           __________________ Date

Generalist Advisor Committee Member (if applicable)**           __________________ Date

________________________________________
Proposed Department Chair (if required)          __________________ Date

☐ Approved
☐ Denied

________________________________________
Associate Dean for Academic Affairs Signature         __________________ Date

Notes and Explanation:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
I, _________________________ _____, student ID number ____________________, hereby request to change MPH degree programs (specialty track) from ________________________________ to ________________________________.

__________________________________  __________________
Student Signature       Date

I have discussed this change with the student and approve the request:

Current Academic Advisor/ Generalist Advisory Committee Chair**  __________________   Date

Current Department Chair (if required)  __________________   Date

Generalist Advisor Committee Member (if applicable)**  __________________   Date

Generalist Advisor Committee Member (if applicable)**  __________________   Date

Proposed Academic Advisor/ Generalist Advisory Committee Chair**  __________________   Date

Proposed Department Chair (if required)  __________________   Date

☐ Approved
☐ Denied

__________________________________  __________________
Associate Dean for Academic Affairs Signature       Date

Notes and Explanation:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

* Students who complete this form MAY also need to complete a Change in MPH Degree Program form.

**Pursuant to the regulations in the COPH Course Catalog, students who are seeking a MPH through the Generalist Track are required to work with an advisory committee of three faculty to design a program of study in keeping with the student’s career goals and objectives.
UAMS Fay W. Boozman College of Public Health
Request to Change Courses

Instructions:
Please fully complete each item below in order to add or drop courses in the College of Public Health. You must obtain your academic advisor’s signature and the instructor’s signature for each class you are requesting to add or drop. Submit this form to Jodiane Cleveland Tritt, UAMS College of Public Health, 4301 West Markham, Slot 820, Little Rock, Arkansas 72205.

Name_________________________________________________Date______________

E-mail Address __________________________________________________________

Student ID Number __________________________________________________

Course Number, Title, and Hours Instructor’s Signature

DROP  ____________________________________________________________

____________________________________________________________

____________________________________________________________

ADD  ____________________________________________________________

____________________________________________________________

____________________________________________________________

______________

Total Hours: Present Enrollment _____ Proposed enrollment _____

My reasons for requesting this change are as follows: _________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Approved: __________________________________________ Date: ___________

Academic Advisor

Approved: ____________________________________________________________________ Date: __________

COPH Registrar
UAMS College of Public Health
Request for Student Status Change

I, __________________, student ID number ____________, hereby request to change my status from a Post-Baccalaureate Certificate seeking student to a candidate for the Master of Public Health program. I certify that I have satisfactorily completed at least 9 hours of core coursework (3 core classes) toward my Certificate and have attached my grade sheet to this form.

_____________________________
Signature

_____________________________
Date

☐ APPROVED
☐ DENIED

_____________________________
Associate Dean for Student Academic Affairs

_____________________________
Date

Notes and Explanation:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

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TO: Katharine E. Stewart, Academic Standards Committee Chair

FROM: (NAME, STUDENT ID NUMBER, SEMESTER AND YEAR ADMITTED INTO COPH PROGRAM)

DATE: 

RE:

I, ____________________________, student number ____________________________ request approval from the Academic Standards Committee to credit the following course to my MPH degree:

Course Name:
Institution and Department:
Semester and Year Credit was earned:
Grade Earned:
Credit Hours Earned:

Explanation of the relevance this course has to my Public Health degree:

In order to meet the requirements to submit this request, I have attached the following to this memo:

- Official Copy of my Transcript
- Course Syllabus
- Copies of submitted papers, projects, and/or other materials developed for the course
PART I (Must be submitted prior to the close of the registration period.)

Name: _______________________________________________________________________________________

Student ID Number: ________________________ Date: __________________________

Program:
- MPH
- DrPH
- Non-Degree

Directed Study Term:
- Fall
- Spring
- Summer

Year: __________________________

Department Overseeing Proposed Directed Study: _______________________________________________________

Proposed hours for this Directed Study course: __________________________________________________________

Total Number of Completed Hours in the College of Public Health, to date: __________________________________

Proposed enrollment hours for this registration term (excluding the proposed Directed Study): _____________________

Have you successfully completed a COPH Directed Study prior to this request? __________________________

If yes, how many credit hours did you receive? __________________________________________________________

APPROVED FOR DIRECTED STUDY REGISTRATION:

_________________________   ___________________________
Preceptor        Faculty Overseer

_________________________   ___________________________
Academic Advisor       Associate Dean for Academic Affairs

Department Chair for Proposed Directed Study

Part II (Must be submitted prior to the WP/WF deadline.)

A written work plan must accompany this form.

APPLICATION FOR DIRECTED STUDY WORK PLAN SUBMISSION:

______________________________________________________________
Student Signature

Date: ___________________________

______________________________________________________________
Faculty Overseer

Date: ___________________________

______________________________________________________________
Associate Dean for Academic Affairs

Date
**Please note:** This contract must be signed by the student, the course instructor, the student’s faculty advisor, and the Associate Dean for Academic Affairs. Without these signatures, the student will not be permitted to register for PBHL 602V.**

A. Basic Information

Student:

Course Instructor:

Title of Course:

Semester:

Credit Hours Requested:

B. Course Description

Brief (2-3 sentences) Description of Course Content:

Learning Objectives: Upon successful completion of this course, the student will be able to…
(list several competencies, skills, or knowledge areas that will be developed by this course)

C. Course Assignments

(**Note: This section should provide adequate documentation to determine whether the number of credit hours requested is appropriate. The general guide is that a course should include approximately one (1) hour of contact plus three (3) hours of outside work per week for EACH one (1) credit hour requested. For directed study courses, this may be modified such that a student receives less frequent direct contact with the course instructor, but engages in more outside work.)

(**Note: Testing and other forms of assessment should be designed to provide adequate documentation that course learning objectives have been achieved.)

Readings:

Papers or Projects:

Exams:

Other Activities:

Meetings with Course Instructor:
### D. Course Timeline

<table>
<thead>
<tr>
<th>Type of Assignment or Meeting</th>
<th>Date or Date Due (if applicable)</th>
<th>Weight (if graded)</th>
<th>Course Objective(s) Met</th>
</tr>
</thead>
<tbody>
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</table>

### E. Grading

(Describe criteria on which grades will be assigned. Be as specific as possible with regard to conditions under which a grade of less than “C” or a grade of “I” would be assigned.)

### F. COPH Policies

**Students with a disability:** It is the policy of the UAMS College of Public Health to accommodate students with disabilities pursuant to federal law, state law, and the University’s commitment to equal educational opportunities. Any student with a documented disability who needs accommodation should request to meet with the course instructor or the Associate Dean for Academic Affairs no later than within the first 14 days (two weeks) following the first class meeting to develop an accommodation plan. Any student with a documented disability who determines later in the semester to seek accommodation or who develops a disability during the semester, should refer to the procedures outlined in the college catalogue. Failure to follow these procedures may be construed as a waiver of your rights under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

**Academic Integrity:** UAMS College of Public Health has an Honor Council that responds to allegations of violations of common rules of academic integrity, including plagiarism; giving or receiving any form of aid on quizzes or examinations that is not expressly permitted by the instructor; or falsification of any report, experimental results, or research data. Please review the Honor Code in the COPH Student Handbook, which can be found at [http://www.uams.edu/coph/cophandbook.pdf](http://www.uams.edu/coph/cophandbook.pdf).

**Plagiarism:** Plagiarism is defined as adopting, appropriating for one’s own use and/or incorporating in one’s own work, without acknowledgement, passages, tables, photographs, models, figures, and illustrations from the writings or works of others; presenting parts of passages of other’s writing as products of one’s own mind. Any student who plagiarizes may be subject to receiving a zero on the written work and may be dismissed from the College of Public Health. Other penalties may be imposed by the COPH Honor Council, as described in the COPH Student Handbook.
The College of Public Health subscribes to a web-based plagiarism detection and prevention system that is used by colleges and universities nationwide. The system works by scanning the student’s document and matching the document against databases of texts, journals, electronic and web sources (including web sites that distribute or sell pre-written essays or term papers). Course instructors may, at their discretion, submit students’ written work to the plagiarism detection system for the purpose of evaluating whether students have plagiarized. *If the instructor of a COPH course opts to use the plagiarism detection system, he or she will inform students of this, and will instruct students about how to submit their written work to the instructor.*

Required Approvals:

________________________________________  _________________________________
Student Signature/ Date                  Course Instructor Signature/ Date

________________________________________
Student’s Faculty Advisor Signature/ Date

________________________________________
Associate Dean for Academic Affairs Signature/ Date
Fay W. Boozman College of Public Health
MPH Preceptorship Registration Form
PBHL: 5983

USE THIS FORM ONLY.
(Must be submitted with Plan to the COPH Registrar prior to the close of the registration period)

Name: ________________________________________________________________________________

Student ID Number: ______________________  Date: ______________________

MPH Specialty: ______________________________  Preceptorship Semester: _________ Year: _____

Preceptorship Faculty Course Advisor (& Department): _________________________________

Preceptorship Site: __________________________________________________________________

Name of Preceptor at Site: _____________________________________________________________

Title of Preceptorship: _________________________________________________________________________

Total Number of Successfully Completed Hours in the College of Public Health, to date: ____________

Have you COMPLETED all six Core Courses? ______

How many courses in your specialty track have you COMPLETED? ______

Proposed enrollment hours for this registration term (excluding the preceptorship): ___________

A PRECEPTORSHIP PLAN THAT INCLUDES THE FOLLOWING MUST BE ATTACHED TO THIS FORM:

☑ Title of Preceptorship
☑ Learning Objectives for the Preceptorship
☑ Preceptorship Activities related to Objectives, including Preceptorship Paper
☑ Frequency of Meetings with Preceptor and Course Advisor
☑ Description of how Preceptorship will be a Service to Site
☑ Timeline of Activities, including Preceptorship Paper
☑ Unofficial COPH Transcript for Course Advisor to see prior to registration
☑ Statement of Understanding and Applicability of COPH Honor Code
☑ Statement of the status of IRB reviews required for the Preceptorship project
  ○ HIPAA human subjects research training certificate
  ○ IRB training certificate
☑ If needed, description of why early registration for Preceptorship is requested
  (if Core Courses not completed and total hours <27)
☑ If needed, description of why early accumulation of hours is requested
  (if beginning to accumulate preceptorship hours prior to semester of registration)

Student Signature/Date ____________________________________________________________________________

SIGN AND DATE BELOW TO INDICATE APPROVAL OF THE ATTACHED PRECEPTORSHIP PLAN:

Preceptor/Date (REQUIRED) ______________________________________________________________________

Faculty Course Advisor/Date (REQUIRED) ______________________________________________________________________

Specialty Department Chair/Date (REQUIRED) ______________________________________________________________________
(or, Chair of Generalist Faculty Advisory Committee)

Generalist Faculty Advisory Committee Member (required for generalist students only)

Generalist Faculty Advisory Committee Member (required for generalist students only)

**NOTE TO COPH REGISTRAR: PLEASE PROVIDE A COPY OF THIS FORM TO THE OFFICE OF THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS.**

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Student Checklist for PBHL 5983: Preceptorship

Preparation

_____ Attend a preceptorship informational meeting held by the College (required).

_____ Obtain a list of potential preceptors from your department chair or the COPH College Advisor.

_____ Select a faculty member to serve as your preceptorship course advisor (make sure they agree to serve!).

_____ Discuss career goals and identify related potential preceptorship activities and sites with your preceptorship course advisor.

_____ Select a potential preceptor from the list of preceptors that are approved for your specialty department (if a generalist student, you may select an approved preceptor from any department).

_____ If you wish to work at a site that is not on the list of approved preceptors, work with your course advisor to get the necessary approvals for your site, or, if necessary, identify a new site.

_____ Contact the preceptor at your chosen site, meet with the preceptor, and work together to identify preceptorship activities that will meet your goals and the needs of the preceptorship site. Be sure you agree on expected work days and times, and inform preceptors as early as possible of any vacation or leave times.

_____ Create a preceptorship plan.

The participation of your course advisor and preceptor in the creation of the plan is vital. Include the following sections:

- **Title of Preceptorship.**
- **Learning objectives** for the preceptorship: What do you hope to learn or achieve as you complete the preceptorship?
- **Preceptorship activities:** What, specifically, will you do as part of your preceptorship? In addition to activities that you will perform as the “meat” of your preceptorship, include how often you will meet with your preceptor at the site, and with your course advisor, and include a description of your required preceptorship paper. Be sure to describe how your activities will be a service to the preceptorship site.
- **Timeline** (optional, depending on your course advisor): Outline what you expect that you will have accomplished at various points through the semester (this could be weekly or bi-weekly or monthly, for example).
- Statement that you understand and will abide by the COPH Honor Code.
- **Statement of IRB review, showing how submission to IRB is part of the plan or showing IRB dispensation;** include copies of your training certification in your plan.
- Your current **unofficial COPH transcript**, obtained from the COPH Registrar, for the Course Advisor to see which classes you have taken thus far.
- If needed, a section describing why you need to begin your Preceptorship prior to completion of your Core courses and at least half of your specialty/generalist track courses.
- If needed, a section describing why you must begin accumulation of the 135 hours prior to officially registering for preceptorship.

Obtain a copy of the MPH Preceptorship Registration Form from the COPH Registrar.

Review your plan with your course advisor and your preceptor. In-person meetings of all parties are strongly recommended. Get their approval first, then get approval of your specialty department’s Chair (or your advisory committee if you are a generalist student).

Work with your course advisor to obtain Institutional Review Board (IRB) review. **Submit IRB applications AT LEAST TWO MONTHS prior to the start of the project; otherwise the project plan must describe in detail how IRB submission is a part of the project.** You should expect to complete the IRB forms with assistance from your course advisor. On IRB applications you will list your course advisor as the project PI and yourself as key personnel, so you **MUST** have completed UAMS trainings prior to IRB review. Determine with your advisor which human subjects’ training is most appropriate for you: biomedical or behavioral. See [http://www.uams.edu/ora/irb/](http://www.uams.edu/ora/irb/) for more information. You must also complete the ‘HIPPA’ on-line training. See [http://www.uams.edu/ohr/trng.asp](http://www.uams.edu/ohr/trng.asp). To register for the online training go to [http://www.uams.edu/orc/Training/Training.htm](http://www.uams.edu/orc/Training/Training.htm).

If you have not completed all six CORE courses and at least half of the specialty track (only 27 hours), the plan **MUST** include a section to describe a sufficient why you need to enroll for the Preceptorship early (before having completed the recommended number of credit hours). **The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**

If you want to design and obtain approval for your Plan ‘early’ in order to begin accumulation of Preceptorship hours ‘early’, that is, before officially registering for Preceptorship, the Plan **MUST** include a section describing why there is time pressure significant enough for you to begin early. **The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**

Once your plan has been approved by the appropriate persons, turn in your MPH Preceptorship Registration Form to the COPH Student Services office and register on-line for PBHL 5983: Preceptorship, for the semester in which you anticipate completing your preceptorship paper. Attach the **final completed, approved plan** to the completed form for registration with COPH Student Services. **You are not registered for PBHL 5983 until complete documentation is on file with the COPH Registrar.**

**NOTE: Incomplete portions of the required documentation will NOT be accepted by this office.**
During the Preceptorship

_____ Perform preceptorship activities as outlined in your plan, and according to the time expectations agreed upon by you and your preceptor.

_____ Create a form that documents your work hours on preceptorship activities, and keep careful track of your hours worked. Be sure you and your preceptor on site sign to validate these hours. Count hours spent working on your preceptorship paper separately from hours spent working on preceptorship site activities.

_____ Meet with your preceptor and course advisor according to the schedule agreed upon in your preceptorship plan.

_____ Notify your preceptor and course advisor immediately if you realize that you will be unable to complete the agreed-upon tasks in a timely manner. You and your preceptor and advisor may agree on modifying the required preceptorship tasks, or may change the timeline, as appropriate.

_____ Write your preceptorship paper as described in your preceptorship plan. Be sure that it describes the activities, products, and outcomes associated with your experience. Your paper must be turned in to your course advisor (and your preceptor, if required by your plan) by the time outlined in your timeline.

_____ Toward the end of your preceptorship activities, request that your preceptor provide your course advisor with a review of your performance. The course advisor assigns a letter grade to your project. A grade cannot be assigned until your course advisor has reviewed your paper and received feedback from your preceptor.

At the End of the Preceptorship

_____ Please provide your course advisor and specialty department chair (or, the Associate Dean for Academic Affairs, if you are a generalist student) with feedback about your preceptorship. Is it something you would recommend to other students? What would improve it? What did you like best?

_____ Provide a copy of your approved preceptorship report to the Student Services Office for the Associate Dean for Academic Affairs (room 1210). Make sure the report is signed by your course advisor indicating that it is acceptable in meeting the expectations of the preceptorship plan.
Fay W. Boozman College of Public Health
MPH Integration Project Registration Form
PBHL: 5993

USE THIS FORM ONLY.
(Must be submitted with Plan to the COPH Registrar prior to the close of the registration period)

Name: ____________________________________________________________

Student ID Number: __________________________ Date: _________________

MPH Specialty: __________________________ Integration Project Semester: _______ Year: _____

Integration Project Title: _____________________________________________________________________

Integration Project Advisory Committee Chair (signature required):____________________________________

Integration Project Advisory Committee Member (signature required):__________________________________

Integration Project Advisory Committee Member (signature required):__________________________________

Total Number of Successfully Completed Hours in the College of Public Health, to date: __________GPA: ______

Have you COMPLETED all six Core Courses?              _____________

How many courses in your specialty track have you COMPLETED?            _____________

Proposed enrollment hours for this registration term (excluding the integration project): _____________

AN INTEGRATION PROJECT PLAN INCLUDING THE FOLLOWING MUST BE ATTACHED TO THIS FORM:

☐ Title of the Integration Project
☐ Description of integration of at least three public health core areas in an interdisciplinary manner
☐ Learning objectives for the Integration Project
☐ Activities to be undertaken as part of the Integration Project (must be linked to objectives)
☐ Statement of agreement to participate in all required meetings of the Integration Seminar
☐ Frequency of Meetings with IPAC Chair and/or full committee
☐ Full description of the final product to be provided to IPAC and presented at seminar
☐ Timeline of all Integration Project activities
☐ Unofficial COPH Transcript for IPAC to see prior to registration
☐ Statement of Understanding and Applicability of COPH Honor Code
☐ Statement of the status of IRB reviews required for the Integration Project
   o HIPAA human subjects training certificate
   o IRB training certificate
☐ If needed, a description of why early registration for Integration Project is requested
   (if Core Courses not completed and total hours <27)

Student Signature/Date

SIGN BELOW TO INDICATE APPROVAL OF THE ATTACHED INTEGRATION PROJECT PLAN:

____________________________________________________________________
IPAC Chair/Date (REQUIRED)

Specialty Department Chair/Date (REQUIRED)
(or, Chair of Generalist Faculty Advisory Cte.)

____________________________________________________________________
Generalist Faculty Advisory Committee Member (required for generalist students only)

Generalist Faculty Advisory Committee Member (required for generalist students only)

**NOTE TO COPH REGISTRAR:**
PLEASE PROVIDE A COPY OF THIS FORM TO THE OFFICE OF THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS.
Student Checklist for PBHL 5993: Integration Project & Seminar

Preparation

_____ Attend an integration experience & seminar informational meeting held by the College (required).

_____ Select at least three COPH faculty members to serve as your Integration Project Advisory Committee (IPAC). It is recommended that THREE departments must be represented on the IPAC; however, at least two departments must be represented on the IPAC. If an unusual circumstance arises in which you are able to only have two departments represented, you MUST include justification for such in your IPAC plan. EACH member of the IPAC must sign your Integration Project Registration form.

_____ If you have not completed all six CORE courses and at least half of the specialty track (27 hours), the plan MUST include a section to describe why you request permission to enroll for the Integration Project early (before having completed the recommended number of credit hours). The Integration Project Advisory Committee determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Integration Projects.

_____ Students must earn at least a 2.85 GPA on all courses PRIOR to enrolling in the Integration Project. Students with less than a 2.85GPA will NOT be allowed to register for the Integration Project.

_____ Create an Integration Project plan with your IPAC members. The IPAC participation in the creation of the plan is vital. Include the following sections:

- **Title** for your Integration Project
- **Description of integration** of at least three (3) public health sciences in student plans and projects, project activities, and learning objectives is mandatory. The process by which the student will integrate these public health perspectives into their project activities must be clearly described. Statements that the student “will use their knowledge of [various public health sciences] to complete the project” are not adequate.
- **Learning objectives** for the Integration Project (BE SURE that the plan includes discussion of how the Integration Project’s activities will provide the student with an opportunity to integrate his/her public health coursework in an interdisciplinary manner!)
- **Activities** to be undertaken as part of the Integration Project (must be linked to objectives, and must support the integrative nature of this course)
- Statement of agreement to participate in all required meetings of the Integration Seminar
- **Frequency of meetings** with IPAC Chair and/or full committee
- Your current unofficial COPH transcript, obtained from the COPH Registrar, for the IPAC to see which courses you have taken thus far
- Statement that you understand and will abide by the COPH Honor Code
- Statement of IRB reviews, showing how submission to the IRB is part of the plan or showing IRB dispensation; include copies of your training certification in your plan
- Full detailed description of the final product to be provided to IPAC and presented at seminar** (see note below)
• (optional, depending on course advisor) **Timeline** of all Integration Project activities
• If needed, a section describing why you request permission to enroll for the Integration Project prior to completion of all six Core courses and more than half of your specialty track courses

Work with your IPAC Chair to obtain *Institutional Review Board (IRB)* review of the Integration Project. **Submit IRB applications AT LEAST TWO MONTHS prior to the start of the project.** You should expect to complete the IRB forms with approval and assistance from your IPAC Chair. On IRB applications you will list yourself as the primary contact and your IPAC Chair as the PI, so you **MUST** have completed UAMS trainings prior to IRB review. Determine with your IPAC Chair which human subjects’ training is most appropriate for you: biomedical or behavioral.


**To register for the online training go to** [http://www.uams.edu/orc/Training/Training.htm](http://www.uams.edu/orc/Training/Training.htm).

Obtain a copy of the MPH Integration Project Registration Form from the COPH Registrar.

**NOTE:** Integration Project Seminar will only be offered in the Fall and Spring semesters (no Summer sessions).

Review your plan with your *entire IPAC*, make necessary edits, and obtain all necessary signatures **well in advance of** the semester in which you plan to register for the Integration Project & Seminar. In-person meetings with all parties are strongly recommended.

Once your plan has been approved by the appropriate persons, turn in your MPH Integration Project & Seminar Registration Form to the COPH Student Services office and register online for PBHL 5993, for the semester in which you anticipate completing your project. **Attach the final completed, approved plan to the completed form with all signatures** for registration with COPH Student Services. **You are not registered for PBHL 5993 until complete documentation is on file with the COPH Registrar. It is the student's responsibility to bring the complete documentation packet to COPH room 1210.**

**NOTE:** Incomplete portions of the required documentation will NOT be accepted by this office.

**During the Integration Project & Seminar**

Attend the Integration Seminar sessions, as required, and participate fully. There will be at least three sessions, at the beginning, mid-point, and end of the semester which you are **required to participate in fully.** It is YOUR responsibility to ensure attendance to these meetings.

Perform the project activities as outlined in your plan, and according to the time expectations agreed upon by you and your IPAC.

Meet with your IPAC and/or the IPAC Chair, according to the schedule agreed upon in your Integration Project & Seminar plan. This should include at least three meetings during the semester.
Notify your IPAC immediately if you realize that you will be unable to complete the agreed-upon tasks in a timely manner. **NOTE:** *Students only have three consecutive semesters to complete the Integration Project.* Student must REGISTER AND PAY FOR the Integration Project EACH semester he/she works on the project.

Write your Integration product or paper as described in your plan. Your product must be turned in to your IPAC Chair by the end of the semester, in time for a final pass/fail grade to be assigned.

Prepare and professionally present your paper or product at the final Seminar session, which will be open to the public.

Near the end of your Integration activities, request that your IPAC members and project site provide the IPAC Chair with a review of your performance; the Chair and Seminar instructor assign a pass/fail grade to your project and presentation.

**At the End of the Integration Project & Seminar**

Please provide your IPAC and specialty department chair (or, the Associate Dean for Academic Affairs, if you are a generalist student) with feedback about your Integration Project & Seminar. What would improve it? What did you like best?

Provide a copy of your approved Integration Project paper or product to the Student Services Office for the Associate Dean for Academic Affairs. Make sure the paper/product is signed by your IPAC Chair indicating that it is acceptable in meeting the expectations of the Integration Project plan. **This product is a public document and will be available UNBLINDED in the Office of Student Services.**

**NOTE (From Integration Project Guidelines):** Submission and approval of an appropriate “product” that reflects the student’s ability to integrate the core areas of public health knowledge as they apply to a public health problem [are required for successful completion of the Integration Project].

Examples of appropriate types of product of the Integration experience may include:

1. Manuscript appropriate for submission to a peer-reviewed journal
2. Technical report (narrative appropriate for submission by the grantee agency to the funding or oversight agency)
3. Research proposal (narrative appropriate for submission to a granting agency)
4. Public policy proposal (e.g., proposal and rationale for a new law or regulatory program to address a public health problem)
5. Educational materials (e.g., Website) that include substantial original content and address a public health problem and/or need in the community

Students are encouraged to be creative in proposing Integration projects, especially if the proposed product would meet a need in the community or the setting in which the student has completed his/her Preceptorship project.
Changes in student information, such as name or address, should be filed as soon as possible in writing with the COPH Registrar.
Please fill out this form and return it, together with a graduation fee of $50.00, to the COPH Registrar, COPH Building, Room 1212, 4301 West Markham, # 820, Little Rock, Arkansas 72205. This form must be completed prior to the last official day of registration for May graduation or for Summer and Fall graduations. If you apply for a degree and find that you are unable to complete the requirements by the time specified, please notify this office as soon as possible (501-526-6746).

Please print your name as it is to appear on the diploma: ________________________________________________

SSN: _______________ Specialty Track: __________________________ Degree: □ MPH □ CERT □ DrPH

When do you plan to graduate? □ Fall □ Spring □ Summer 20____ Non-UAMS email address______________

Degree, date, College, and Location where baccalaureate degree was received: ______________________________
______________________________________________________________________________________________

List other degrees received: _______________________________________________________________________

Date of Birth: _______________ Race: ________________ Sex: _____ Marital Status:___________

Maiden Name: ____________________________________ Name of Spouse: _________________________

Post Graduation Employment (company, city and state, and position title): ___________________________________
______________________________________________________________________________________________

Permanent Address: ____________________________________________________
Street    City    State    ZIP    Phone

Present Address: _______________________________________________________
Street    City    State    ZIP    Phone

Car License Number: _______________ State: _______ Is your car registered at UAMS? ______________

Hometown: ____________________________________ Hometown Newspaper: ____________________________

Please give the address to which your diploma should be mailed:
______________________________________________________________________________________________

Street    City    State    ZIP

Will you attend the May Commencement? □ Yes □ No If yes, the following information is requested for ordering commencement regalia:
Cap Size: _______________ Height with shoes: _____Feet _____Inches Weight: _______________

Please print your Dissertation/Thesis/Integration Project Title: ______________________________________
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<thead>
<tr>
<th>CORE</th>
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<tbody>
<tr>
<td>5003 Intro: TH 5:30-8:30 pm</td>
<td>5113 Env &amp; Occ Health: Web CT</td>
<td>5003 Intro: M, W 5:30-8:30</td>
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<tr>
<td>5013 Biostats I: T 5:30-8:30</td>
<td>5133 Intro to HBHE: (new name): W 5:30-8:30</td>
<td>5013 Biostats I: T, TH, 1-4</td>
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<tr>
<td>5173 Epidemiology I: T 1-4</td>
<td>5123 Health Care System: SAT 9am-3pm &amp; WebCT</td>
<td>5173 Epidemiology I: T, TH 5:30-8:30</td>
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<td>5123 Health Care Sys: W 5:30-8:30</td>
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<td>5313 Non-Par. Methods: W 5:30-8:30</td>
<td>5763 Categ. Data Analysis: W 1-4</td>
<td>No Classes</td>
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<td>5033 Biostats III: TH 1-4</td>
<td>5023 Biostats II: TH 1-4</td>
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<td>5753 Appl. Microcomputers: W 1-4</td>
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<td>5063 Prine Tox Phle Hlth: M 5:30-8:30</td>
<td>No Classes</td>
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<td>5043 Occ. &amp; Env. Haz. Contr.: W 5:30-8:30</td>
<td>5263 Env Expos Assmnt: W 5:30-8:30</td>
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<td>5673 Epi III: T 5:30-8:30</td>
<td>5373 Epi II: TH 5:30-8:30</td>
<td>5683 Social Epi: M, W 5:30-8:30</td>
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<td>5671 Epi III Lab: M 5:30-6:30</td>
<td>5473 Methods in H.S. Research: M 5:30-8:30</td>
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<td>5683 Social Epi: W 5:30-8:30</td>
<td>5513 Qual Mthds: TH 1:30-4:30</td>
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<td>5553 Cancer Epi: M 5:30-8:30</td>
<td>TBN OR 5223 Chr Dis OR 5483 Inf Dis Epi: T 5:30-8:30</td>
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<td>5523 Qual Data Anlys T&amp;P: TH 9 - noon</td>
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<td>5773 Health Surveys 1: T 1-4</td>
<td>5783 Health Comm.: M 5:30-8:30</td>
<td>5683 Social Epi: M, W 5:30-8:30</td>
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<td>5623 Prog. Planning &amp; Eval: W 5:30-8:30</td>
<td>5653 Theories of HBHE: Wknd</td>
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<td>5213 Hlth. Promo. Worksite: Wknd</td>
<td>5683 Social Epi: M, W 5:30-8:30</td>
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<td>5543 Adv Concepts Human Sexuality: Wknd</td>
<td>5683 Social Epi: M, W 5:30-8:30</td>
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<td>5813 Technology for eHealth: WebCT</td>
<td>5683 Social Epi: M, W 5:30-8:30</td>
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<td>5163 Intro.Acct &amp; Finance.: M 5:30-8:30</td>
<td>5143 Mng of Hlthcare Org: T 5:30-8:30</td>
<td>5663 Comm. P &amp; D: T, TH 5:30-8:30</td>
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<td>5283 PH Law &amp; Ethics: T 5:30-8:30</td>
<td>5563 Health Care Mktg.; T 5:30-8:30</td>
<td>5533 HC Quality Outcomes: T, TH 6-10 (5 wks)</td>
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<td>5583 Hosp. Admin.: T 5:30-8:30</td>
<td>5323 Pharm Policy: T 3 - 6</td>
<td>5083 Admin Residency: (MHSA ONLY)</td>
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<td>5713 Eval. PH Programs: W 5:30-8:30</td>
<td>5243 Health Sys. Strat. Plan.: W 5:30-8:30</td>
<td>5093 Management Project: (MHSA ONLY)</td>
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<td>5253 Health Info. Syst.; TH 5:30-8:30</td>
<td>5573 Amb. Care: TH 5:30-8:30</td>
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<td>5343 Decision Analysis: W 5:30-8:30</td>
<td>5273 Intro Health Econ.: TH 5:30-8:30</td>
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<td>5143 Mng of Hlthcare Org: TH 5:30-8:30</td>
<td>5363 Intro. Health Policy: TH 1-4</td>
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<td>5353 HR Mgmt.; M 5:30-8:30</td>
<td>5693 Nutr Policy &amp; Inrnynt Srm: T 5:30-8:30</td>
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<td>5423 Child Hlth Pgm: TH 5:30-8:30</td>
<td>5453 Child Spec Hlth Care Needs: W 5:30-8:30</td>
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<td>5433 Adol. Health: T 5:30-8:30</td>
<td>5443 Women's Health: T 5:30-8:30</td>
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<td>5333 Adv HC Financial Mngmt: M 5:30-8:30 (MHSA)</td>
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<td>5183 Health Statistics: M 5:30-8:30 (MHSA ONLY)</td>
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<td>5393 Management Capstone: W 5:30-8:30 (MHSA ONLY)</td>
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Fay W. Boozman College of Public Health
2-Year Course Planner 2006-2007

Fall 06-07
Spring 06-07
Summer 06-07
# 2-Year Course Planner 2007-2008

## Core Courses

### Fall 07-08
- 5003 Intro: TH 5:30-8:30
- 5013 Biostats I: T 5:30-8:30
- 5173 Epidemiology I: T 1-4
- 5123 Health Care System: W 5:30-8:30

### Spring 07-08
- 5113 Env & Occ Health: WebCT
- 5133 Intro to HBHE (new name): W 5:30-8:30
- 5123 Health Care System: SA & WebCT
- 5013 Biostats I: T 1-4
- 5173 Epi I: WebCT

### Summer 07-08
- 5113 Env & Occ Health: Web CT
- 5133 Intro to HBHE (new name): Wknds
- 5123 Health Care System: WebCT

## Biostats Courses

### Fall 07-08
- 5313 Non-Par. Methods: W 5:30-8:30
- 5033 Biostats III: TH 1-4
- 5753 Appl. Microcomputers: W 1-4

### Spring 07-08
- 5763 Categ. Data Analysis: TH 1-4
- 5023 Biostats II: TH 1-4
- 5233 Stats Mthds Clinical Trials: W 5:30-8:30

### Summer 07-08
- No Classes

## Eoh Courses

### Fall 07-08
- 5073 Env Hlth Regs: M 5:30-8:30
- 5043 Occ. & Env. Haz. Contr.: W 5:30-8:30

### Spring 07-08
- 5063 Prin Tox in Publ Hlth: M 5:30-8:30
- 5263 Env Exp Assmnt: W 5:30-8:30

### Summer 07-08
- No Classes

## Epidemiology Courses

### Fall 07-08
- 5673 Epi III: T 5:30-8:30
- 5671 Epi III Lab: M 5:30-6:30
- 5523 Qual Data Analys T & P: TH 9a-noon
- 5553 Cancer Epi: M 5:30-8:30

### Spring 07-08
- 5373 Epi II: TH 5:30-8:30
- 5473 Methods in H.S. Research: T 5:30-8:30
- 5223 Epi. Chronic Diseases: T 5:30-8:30
- 5513 Qual Mthds: TH 1:30-4:30

### Summer 07-08
- No Classes

## Health Beh/Health Education Courses

### Fall 07-08
- 5773 Health Surveys: M 5:30-8:30
- 5623 Prog. Planning & Eval: W 5:30-8:30
- 5813 Technology for eHealth: WebCT
- 5643 Hlth. Promo. Schools: Wknd
- 5543 Adv Concepts Human Sexuality: Wknd

### Spring 07-08
- 5783 Health Comm.: M 5:30-8:30
- 5653 Theories of HBHE: Wknd
- 594V Topics in HBHE: Psyc Obesity: W 5:30-8:30

### Summer 07-08
- No Classes

## Health Policy/Mgmt. Courses

### Fall 07-08
- 5163 Intro.Acct & Finance.: M 5:30-8:30
- 5283 PH Law & Ethics: T 6:30-8:30
- 5583 Hosp. Admin.: T 5:30-8:30
- 5253 Health Info. Syst.: TH 5:30-8:30
- 5343 Decision Analysis: W 5:30-8:30
- 5143 Mng of Hlthcare Org.: TH 5:30-8:30
- 5333 HR Mgmt.: M 5:30-8:30
- 5713 Eval of PH Programs: W 5:30-8:30
- 5423 Child Hlth Pgm: TH 5:30-8:30
- 5433 Adol. Health: T 5:30-8:30

### Spring 07-08
- 5143 Mng of Hlthcare Org.: T 5:30-8:30
- 5693 Nutr Policy & Int Serv: T 5:30-8:30
- 5323 Pharm. Policy: T 3 - 6
- 5243 Health Sys. Strat Plan.: W 5:30-8:30
- 5573 Amb. Care: TH 5:30-8:30
- 5273 Intro Health Econ.: TH 5:30-8:30
- 5363 Intro. Health Policy: R 1 - 4
- 5453 CSHCN; W 5-8
- 5443 Women's Health: T 5-8
- 5563 Hlth Care Mktng: T 5:30-8:30
- 5333 Adv HC Fin Mgmt: M 5:30-8:30
- 5183 Health Statistics: M 5:30-8:30
- 5393 Management Capstone: W 5:30-8:30

### Summer 07-08
- 5663 Comm. P & D: T, TH 5:30-8:30
- 5533 HC Quality Outcomes: T, TH 6-10 (5 wks)
- 5083 Admin Residency: (MHSA ONLY)
- 5093 Management Project: (MHSA ONLY)

## College Wide Courses

### Fall 07-08
- 5983 Preceptorship
- 5993 Integration Project
- 5001 Seminar Series
- 602V Directed Study

### Spring 07-08
- 5983 Preceptorship
- 5993 Integration Project
- 5001 Seminar Series
- 602V Directed Study

### Summer 07-08
- 5983 Preceptorship
- 5993 Integration Project
- 602V Directed Study
- 5193 Tob Cessation for Clinicians